Australian media literacy: research + Advocacy

Michael Dezuanni (QUT)

Media literacy — the ability to critically engage with media and media technologies in all aspects of life — is essential for full participation in society.

A Cohesive Media Literacy Approach

- A national peak body to build capacity and carry out research
- Guided by longitudinal research and evidence
- Media Literacy is in the national curriculum and high-quality teacher training is readily available
- Training for mediators: teachers, librarians, health workers, community leaders, social media influencers
- Organisations who can advance the media literacy of adults and children
- Media literacy is embedded in national government policy

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The Australian Media Literacy Alliance

Media literacy Is the ability to critically engage with media in all aspects of life. It is a critical form of lifelong literacy that is essential for full participation in society.

Learn more >
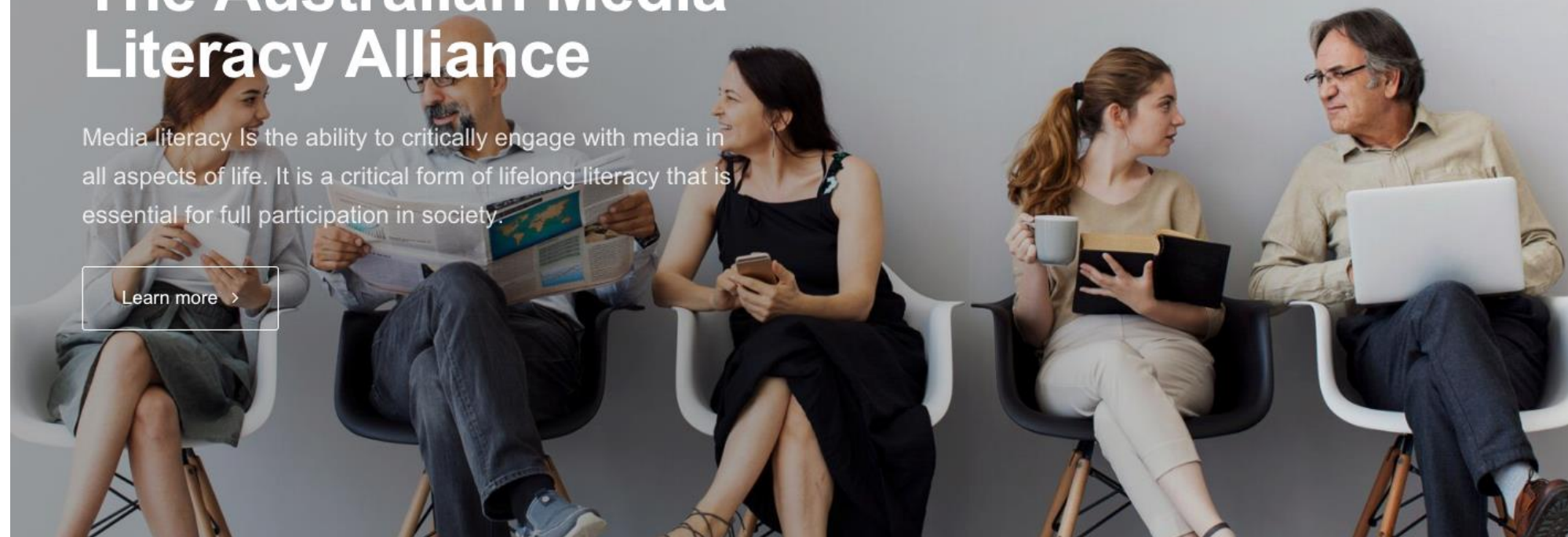
Who is the Australian Media Literacy Alliance?

The AMLA founding members represent a unique consortium of key public institutions and networked organisations who support and promote media literacy.

- ABC Education (ABC)
- Australian Centre for the Moving Image (ACMI)
- Australian Library and Information Association (ALIA)
- Museum of Australian Democracy (MoAD)
- National Film and Sound Archive of Australia (NFSA)
- National and State Libraries Australasia (NSLA)
- Queensland University of Technology (QUT)
- Special Broadcasting Service (SBS)
- Western Sydney University (WSU)

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![AMLA — Australian Media Literacy Alliance logo]

Towards a National Strategy for Media Literacy

National Consultation Report

A Media Literacy Framework for Australia

Media literacy is the ability to critically engage with media in all aspects of life. It is a form of lifelong literacy that is essential for full participation in society.

Media literacy is required to:

– **Receive, verify and share information**
– **Get help and advice when it is needed**
– **Conduct business and find work**
– **Learn and study**
– **Participate in communities**
– **Engage with our democracy**
– **Meet people, relax and be entertained**
– **Share ideas, knowledge, experiences and opinions**
– **Create engaging and effective media**

10 Media Literacy Learning Outcomes

A media literate citizen:

REFLECTS

1. Reflects on their own media use.
2. Is curious about how media are made.

UNDERSTANDS

3. Knows that media influence and impact people and society.
4. Knows that a range of institutions impact media participation
5. Understands that media construct versions of reality.

USES

6. Uses technologies to consume and produce media
7. Can use and critique a variety of media formats
8. Communicates using the language conventions of a variety of media forms.

ACHIEVES

9. Successfully manages personal, social and public relationships using media
10. Confidently achieves personal objectives and goals through media

The Key Concepts
Frame the scope of learning

Media technologies are used to access, create and circulate media.

A media literate citizen: Uses a variety of technologies for media consumption and production, with awareness of the personal, social and ethical impacts of their choices.

Media representations portray people, places and ideas.

A media literate citizen: Engages with media representations with an understanding of how processes of selection and construction have been used to create stories according to particular points of view.

Media audiences are the people who use and respond to media.

A media literate citizen: Recognises their own role as an audience member across multiple media forms, and the processes used by media producers to invite particular consumption practices.

Media institutions are different types of organisations that produce, distribute, regulate and educate about media.

A media literate citizen: Understands that economic, social and ethical processes inform the production, distribution and regulation of media content.

Media languages create meaning, communicated through images, sound and text.

A media literate citizen: Uses and critiques media languages in images, sounds and text to communicate and analyse how meaning is constructed across multiple media forms.

Media relationships provide a key motivation for the production, use and circulation of media.

A media literate citizen: Is aware and critiques the various kinds of relationships that can be formed within and with various media forms.

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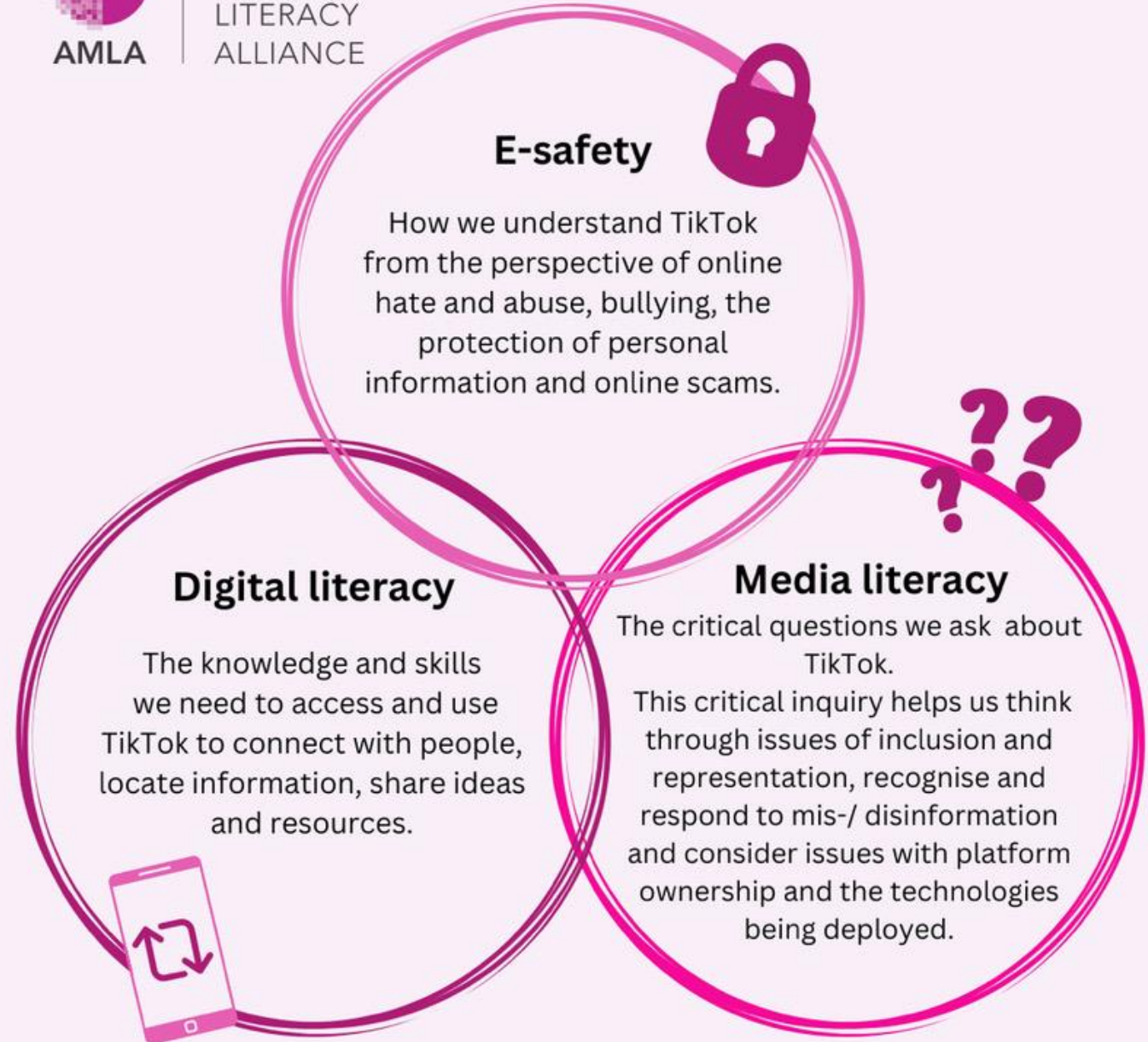
Medialiteracy.org.au

How Media Literacy is Different: TikTok example

Media Literacy starts with the premise that media play an integral part in our lives and they can enable life **opportunities**. That's why all citizens need to be supported to develop their media literacy across their lifetime.

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E-safety
How we understand TikTok from the perspective of online hate and abuse, bullying, the protection of personal information and online scams.

Digital literacy
The knowledge and skills we need to access and use TikTok to connect with people, locate information, share ideas and resources.

Media literacy
The critical questions we ask about TikTok.
This critical inquiry helps us think through issues of inclusion and representation, recognise and respond to mis-/ disinformation and consider issues with platform ownership and the technologies being deployed.

Adult Media Literacy in Australia:
Attitudes, Experiences and Needs

Tanya Notley
Simon Chambers
Sora Park
Michael Dezuanni

MEDIA LITERACY IN AUSTRALIA:
A QUALITATIVE STUDY

Sora Park
Jee Young Lee
Susan Atkinson
Jing Su

WESTERN SYDNEY UNIVERSITY — Institute for Culture and Society

QUT Digital Media Research Centre

NEWS LITERACY AND AUSTRALIAN TEACHERS:
HOW NEWS MEDIA IS TAUGHT IN THE CLASSROOM

MICHAEL DEZUANNI, TANYA NOTLEY, KRISTY CORSER

NEWS AND YOUNG AUSTRALIANS IN 2023:
HOW CHILDREN AND TEENS ACCESS, PERCEIVE AND ARE AFFECTED BY NEWS MEDIA

TANYA NOTLEY, SIMON CHAMBERS, HUA FLORA ZHONG, SORA PARK, JEE YOUNG LEE AND MICHAEL DEZUANNI

WESTERN SYDNEY UNIVERSITY — Institute for Culture and Society

QUT Digital Media Research Centre

THE INCLUSION AND REPRESENTATION OF YOUNG PEOPLE IN THE AUSTRALIAN NEWS MEDIA

TANYA NOTLEY, MICHAEL DEZUANNI, HUA FLORA ZHONG

WESTERN SYDNEY UNIVERSITY — Institute for Culture and Society

UNIVERSITY OF CANBERRA — NEWS AND MEDIA RESEARCH CENTRE

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ARC Linkage project
Media Literacy (2023-2025):
A National Approach for
Cultural Institutions to Address Misinformation

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Chief Investigators (CIs)

Associate Professor Tanya Notley – Project lead (FTE 0.3)
westernsydney.edu.au/ics/people/school_based_researchers/tanya_notley

- internationally recognised in the field of engaged practice-based media research
- leads the Platform for Civic Media Literacy, Institute for Culture and Society
- previously CI on two relevant ARC Projects, on data infrastructures (DP160103307) and on digital inclusion in low-income households (LP190100677)
- led eight media literacy research projects involving three national surveys and collaboration with more than 20 industry partners and worked with all the CIs and Partner Organisations (POs) in the past five years.

Professor Michael Dezuanni (FTE 0.2)
qut.edu.au/about/our-people/academic-profiles/m.dezuanni

- internationally recognised for his expertise in media literacy pedagogy
- investigates children's digital media literacies as CI at the ARC Centre of Excellence for the Digital Child
- previously CI on six ARC Linkage projects, leading two of these with a focus on adult digital literacies
- brings extensive experience working with industry partners including public cultural institutions and has worked with all the POs.

Professor Sora Park (FTE 0.2)
researchprofiles.canberra.edu.au/en/persons/sora-park

- leading international communications scholar, renowned for her research on media audiences and media policy
- brings extensive experience with large-scale surveys
- leads the annual survey *Digital News Report: Australia*
- works as Lead CI on directly related ARC Project, on the rise of mistrust in news (DP210100157).

Chief Investigators (CIs)

Dr T.J. Thomson (FTE 0.2)
qut.edu.au/about/our-people/academic-profiles/tj.thomson

- brings a depth of media industry experience as a former visual journalist and editor, and expertise from an international scholarship on visual media
- CI at the ARC Centre of Excellence for the Digital Child where he leads the News, Media, & Journalism Research Group
- CI on ARC Project (DP210100589) which seeks to amplify the voices of Australians living in aged care and includes a visual media analysis phase that he designed and leads

Associate Professor Heather Ford (FTE 0.2)
profiles.uts.edu.au/Heather.Ford

- with extensive global technology industry experience, CI Ford's research focuses on the social implications of media technologies and the ways in which they might be better designed to prevent misinformation, social exclusion, and algorithmic bias
- led five research projects that use digital methods to examine digital participation
- lead CI on an ARC Project (DP220100662) that investigates how knowledge of historic events is produced on Wikipedia.

Research Support

Postdoctoral Research Fellow (Postdoc)
- located within the Institute for Culture and Society (ICS), they will work closely with the CIs and POs. The Postdoc will have a PhD in a relevant area such as media literacy or adult education and extensive experience with survey analysis.

PhD Scholar(s)
- WSU will offer a scholarship located at ICS, supervised by CI Notley and supported with training and mentorship to undertake an independent (but aligned) research project. All CIs will promote and support project-aligned applications to the annual post-graduate scholarship opportunities offered by their respective universities.

2021

Adult media literacy survey 2021

2024

N=3,500+ nat rep plus boosters

Adult media literacy survey 2024

Recontact 50-70% response N-2000 to 2500

Activity-based survey

Send selected invitations N=60

Mobile diary

Send selected invitations N-20

Interviews

2027

Adult media literacy survey 2027

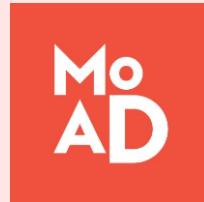# Co-Designed interventions

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Partner Organisations (POs)

Principal Investigator (PI)
Patrick McIntyre, Chief Executive Officer, National Film & Sound Archive

Stephanie Smith, Learning Manager, Museum of Australian Democracy

Annabel Astbury, Head, Education, Australian Broadcasting Cooperation

Cathie Warburton, Chief Executive Officer, Australian Libraries and Information Association

Expert Advisory Group

- **Joel Breakstone**, Director of the Stanford History Education Group in the USA. Joel will attend Workshop 1 to support survey design and share his course design and evaluation approaches.

- **Paul Mihailidis**, Director of the Engagement Lab at Emerson College, Boston, USA. Paul will attend Workshop 2 to introduce his 'Impactful Media Literacy Practices Toolkit' and support this Project's toolkit development.

- **Stephanie Hankey**, Executive Director of Tactical Tech in Germany. Stephanie will attend Workshop 3 to share her experience of leading large-scale public engagement projects.

- **Solomon Elliot**, Executive Director of The Student View in the UK. Soloman will attend Workshop 4 to share his experience engaging journalists and educators.