

DISSERTATIONES DE MEDIIS ET COMMUNICATIONIBUS
UNIVERSITATIS TARTUENSIS

II

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KADRI UGUR

Implementation of the concept
of media education in the Estonian formal
education system

Institute of Journalism and Communication, University of Tartu

Dissertation accepted in fulfilment of the requirements for the degree Doctor of Philosophy (in Journalism) on the 12th of October 2010 by the Council of Faculty of Social Sciences and Education, University of Tartu.

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LIST OF ORIGINAL PUBLICATIONS

Study I

Ugur, K., Harro-Loit, H. (2010). Media literacy in Estonian national curriculum. Kotilainen, S.; Arnolds-Granlund, S.-B. (Eds). Media Literacy Education: Nordic Perspectives (pp 133–144). Nordicom, Göteborg University

Study II

Harro-Loit, H., Ugur, K. (2008). Media Education as part of Higher education curricula. Informacijos mokslai/ Information Sciences, 47, 78–86

Study III

Ugur, K. (2009). Medienerziehung in Estland: Standortbestimmung. Merz 5/09, (pp 26–33)

Study IV

Harro-Loit, H.; Kello, K.; Ugur, K.; Kõiv, P.; Luisk, Ü. (2007). Läbivad teemad õppekavas. Haridus, 11–12/2007, 18–24

Study V

Paus-Hasebrink, I.; Dürager, A.; Wijnen, C. w.; Ugur, K. (2009). Making use of ICT for learning in European schools. Livingstone, S.; Haddon, L. (Edit.). Kids Online. Opportunities and risks for children (pp 217–228). Great Britain, Bristol: The Policy Press

Study VI

Siibak, A.; Ugur, K. (2009). “Is social networking the new “online playground” for young children? A study of Rate profile in Estonia”. Berson, I. & Berson, M. (Eds). High-Tech Tots: Childhood in a Digital World (pp 125–152). Information Age Publishing

Study VII

Jakobson, V., Harro-Loit, H., Ugur, K., Veidenbaum, K. (2010). Grazdanskaja identichnost molodjozi Estonii cherez prismu telenovostei. Мир России 2010/1, (pp 164–179)

Author's contribution

Study I: I was responsible for creating the knowledge structures model and implementing the results of the commonly conducted curriculum analysis into the setting of knowledge structures model, which is based on author's experiences as a teacher of Estonian and media education.

Study II: I was responsible for implementation of the knowledge structures model to the model of teacher's pre-service training at the university curricula level. The study was based on my previous research and experience of teaching media education related subjects to students from different Faculties.

Study III: I was the sole author of the article.

Study IV: I contributed to initiating and planning the article. My experience as a media teacher was crucial in defining the problem areas of implementing cross-curricular themes.

Study V: I was responsible for the comparative analysis of national curricula of Estonia, Finland, Austria, United Kingdom and Germany, especially defining the position of ICT in the national curricula. I also contributed as a collaborator by collecting the data for the EU Kids Online project, on which the chapter is based.

Study VI: I provided part of the theoretical background (theories of game, social play and role play) and was responsible for the in-depth interviews with children and fully responsible for describing the implementation sequence of the chapter (parental strategies).

Study VII: I shared in the responsibility for the design of the study, pilot study and data analysis, and was fully responsible for the pedagogical suggestion for implementing focus groups in the learning process. The study was conducted as a part of the project "Constructing cultural differences in the media" and financed by the Integration and Migration Foundation of Estonia. The article focuses on the differences of news reception by two language communities (Estonian and Russian).

Results of the studies were used in a variety of methodological materials that were written in Estonian and listed in my CV as related publications.

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Since I believe in power of sharing and cooperation, most of my studies are conducted together with my good colleagues. For me, the process of common research and writing has been fruitful and interesting. Thank you, Andra Siibak, Katrin Kello, Pille Kõiv, Ülle Luisk, Valeria Jakobson, Kristina Veidenbaum, for the possibility to share the process of writing. Cooperation in the framework of EU Kids Online has special place in the process of my research, and I would like to express my gratitude to Ingrid Paus-Hasebrink, Andrea Dürager, and Christine W. Wijnen for sharing the ideas and findings.

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INTRODUCTION

In the present day, media literacy is more of a necessity than an option (Scheuer, 2009, p. 8). Media education is a complex set of interests, goals and activities, which daily takes new forms. In May 2009, only 43 gymnasiums of Estonia (18% of all gymnasiums) offered some form of media education in their curricula (voluntary courses or hobby clubs), and there were not any overviews about the contents of the offered activities (**Study III**). Since the European Union is stressing the importance of media literacy in the context of liberal media regulation policy, member countries have to be able to guarantee the situation where media education is available to everybody. Although media education can take place within families and in the setting of life long education, the formal education system fulfils an important role.

In the context of my thesis, media literacy is interpreted as a personal quality; media education is understood as an activity that aims towards developing media literacy of individuals. The English-language term *media education* includes two concepts that are expressed separately in Estonian language: *meediakasvatus* and *meediaõpetus*. The former, *meediakasvatus* (media-upbringing), stands for the part of education that takes place mostly (but not only) in family settings and is oriented on values, individual choices in the media market, reflecting one's media usage etc. This form of media education may start as early as a child's first contact with any kind of media and should be designed for the specific needs of each child and be an important part of primary education. The term *meediaõpetus* (media education), which in the American context is also known as media literacy or media literacy education, my thesis describes as the more normative, systematically designed part of formal education aimed towards developing media literacy in combination with other cognitive and social competences. Although the line between these two terms is not always clear, the same kind of separation is made in Finnish and Swedish languages and pedagogical practices (Arnolds-Granlund, 2010). In Estonian the word *meediaharidus* that could also be translated as *media education*, is sometimes used for professional training of journalists, but this variation is not relevant for current thesis.

The role of media in the younger generation's life is significant (Kalmus, Pruulmann-Vengerfeldt, Runnel, & Siibak, 2009), so is the role of media literacy, which is the point of view that young people use when they communicate with the world. Yet, media education has not found a foundation in European curricula. This is despite the understanding that media education may be understood as a basic human right (Carlsson, Tayie, Jacquinet-Delaunay, & Tornero, 2008, p. 38) and that in the European context, media literacy is seen as an alternative to the paternalistic system of media regulation (Harro-Loit, 2010). One of the reasons why media education has not found its place in the curricula of formal education, is that media education does not have the features of classical school subjects. This overarching feature consists of three structural aspects. Firstly, media literacy comprises combinations of many other literacy topics

and competences; secondly, media education presumes schools opening up to the surrounding media environment in ways different than for classical subjects; thirdly, the education system needs time to understand and conceptualize new developments in media technology and media content (Worsnop, 2010). These and many other circumstances have caused the situation in Estonia, in which media literacy is adequately described on the regulatory level, but is insufficiently implemented. There are good practices and successful implementations in other countries, see for example a global comparison of 16 nations (Frau-Meigs & Torrent, 2009) and Finland (Kupiainen, Sintonen, & Suoranta, 2008), however, since the key to success seems to be dependent on local needs and resources, successful practices can not be automatically transferred from one country to another.

The combined implementation of the regulatory aspects of media market and pedagogical disciplines enables researchers to find adequate didactical models, since these disciplines alone are not able to provide the functional concepts for the media education. A trans-disciplinary approach helps to avoid gaps that occur between theory and school praxis of many countries (Frau-Meigs & Torrent, 2009, Christensen & Tufte, 2010). In the process of writing my thesis, the trans-disciplinary approach enabled creative cooperation with the representatives of many disciplines and common research topics helped us towards the theoretical solutions, as expressed in **Studies I, II, IV, V, VI, and VII**. Some results of our common work is expressed in the new National Curriculum of Estonia, especially in the chapter of the cross-curricular theme “Media environment” (Põhikooli riiklik õppekava, 2010; Gümnaasiumi riiklik õppekava, 2010) and several methodological works, that are referred as related publications in my CV.

In the thesis I will provide a dynamic multidisciplinary approach to media education in the frames of formal education, based on the European view of media literacy, civic society and education. In my introductory article I will concentrate on the formal education system, which is the crucial framework for media education. Implementing media education or elements of it into life long learning and informal education, as well making suggestions about media content to media companies is equally important, but stays outside of the aim of my thesis. I will demonstrate the need of a trans-disciplinary approach by indicating the areas of the cooperation, based on the results of my studies.

Study I describes the controversy between the position of media education in the Estonian national curriculum and the problems in the process of implementations. The study explains how the components of media literacy are combined with different knowledge structures that are formed in the school subjects, and how media education can create synergies between the traditionally isolated school subjects. **Study II** belongs closely to the Study I, implementing the table of media literacy components in different knowledge structures into the university curricula. We indicate the reasons for having modules of media literacy available for all the students in teacher’s pre-service training as a part of their higher education. Due to the trans-disciplinary nature of media literacy, the necessary competencies are located in several institutions at universities.

Study III provides a diachronic view of media education in Estonia and explains how a variety of traditions and approaches are shaping the practice of media education. **Study IV** explores the possibilities of cross-curricular themes and indicates unused implementations for media education. Since the cross-curricular themes were only implemented in the National Curricula 2002, the study was published in Estonian in order to introduce the concept to the Estonian pedagogical community. In this study we indicated that the title “cross-curricular *theme*” is misleading and that for successful implementations cross-curricular themes must be rephrased and based on competences (as done in the National Curriculum 2010). **Study V** provides a conclusion of the European research projects that are dedicated to computer usage and ICT in the learning process in European countries. The study describes some of the best practices, based on the database of the project EU Kids Online. **Study VI** combines the theories of identity and the theories of role-play in the context of social networking and also provides guidelines for supportive discussions about social networking. The educational strategies are based on the competency model of digital literacy that is seen as an element of media literacy. **Study VII** is based on the original research project “Constructing cultural differences in the media” and demonstrates the narrowness of the line between research methods and school teaching methods. On one hand, the study indicates the ways in which young people with different linguistic and cultural backgrounds receive the TV news, on the other hand the study shows how using non-judgemental methods of interaction helps young people to clarify their values and views.

My doctoral thesis indicates the possibilities of synergy and cooperation – based on my separately published current interdisciplinary studies, in the hope of promoting constructive dialogue between researchers and policy makers. Since my field of interest focuses on Estonian formal education, I will concentrate on the experiences and policies from within Europe and refer only occasionally to examples of other continents.

Most of the articles incorporated to my doctoral thesis were written in cooperation with colleagues. This was a decision of the author, since most sub-themes of media literacy and media education demand approaching from at least two different points of view, preferably from authors with different experiential backgrounds. The author’s pedagogical experience as teacher of Estonian and media (at the secondary schools of Ahja and Elva) is reflected in the methodological articles published in Estonian and referred to in my CV.

I. SETTING THE PROBLEM

I.1. Defining media literacy

Concepts of media education and media literacy have a long history, shaped partially by pedagogical views, partially by culture and partially by development of technology. Kotilainen suggests that roots of European media education can be found in the 17th century when newspapers began to provide a new kind of reading material (Kotilainen, 2000, p. 17). The emergence of every new medium (journals, photography, cinematography, radio, sound recording, television, video recording and computer technology) has provoked questions about reliability, necessity, and possible harms to young generation, which today are identified as the core issues of media literacy.

Erstad confesses that although Nordic countries understood a long time ago the importance of media education the topic is still not understood in the same way throughout the region (Erstad, 2010, p. 15). A description of world practices of media education provided recently by UNESCO, United Nations, the Alliance of Civilizations and the European Commission allows a similar conclusion. The phrases ‘media education’ and ‘media literacy’ are considered to be relevant in education, but are understood very differently (Frau-Meigs & Torrent, 2009). However, comparing different concepts or looking for common elements can only partially help to define media literacy. On one hand, one must consider the process of globalization and the trans-national features of new media and on the other hand, there are many cultural, economic and political factors that may shape the understanding of media literacy at the moment (Frau-Meigs & Torrent, 2009).

Media literacy is an individual ability (Arnolds-Granlund, 2010). The word *literacy* has Latin roots (*litteratus* means educated, learned) that connect the term with the word *littera* – letter. Historically, literacy is understood as the ability to read and write (Potter, 2001). The expert group of UNESCO has kept this point of view in its latest working definition, in 2005, claiming that literacy is “*the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts*” (UNESCO, Aspects of Literacy Assessment: Topics and Issues from the UNESCO Expert Meeting, 2005). A few years later the same group stated that “*literacy is a plural and dynamic concept, neither this nor any other definition is the final word*” (UNESCO, 2008, p. 18) This statement enabled new understandings to be developed. Although the expert group admits there are some languages that are not written (Ibid., p 19), they still define literacy as a personal ability to read and understand written texts.

In modern English, the term *literacy* is used in many different contexts as the term that marks knowledge or education in one or several fields: one may speak about computer, health, consumer’s, citizen’s, financial, ecological, food or even wine literacy referring to a person’s competency on the particular field

(Livingstone, 2004; Tyner, 2010). Many of those ‘literacies’ may be achieved without the ability to understand and create written texts. However, the element of reading and writing is so strong in media literacy that the discussions about the position of media education in curriculum tend to be limited to the teaching of the mother tongue and consequently the difference between *literacy* and *media literacy* is not always clear. Overloaded with too many connotations, the term *literacy* may in most cases be replaced with the term *competency*, that points more clearly to personal abilities (Longman, 2005). This is the reason why I suggest using, in Estonian, the term *media competency* (meediapädevus) instead of *media literacy* (meediakirjaoskus). This would avoid synonymous meanings of the term *competence* (see Longman, 2005) creating misinterpretations in the field of education.

Media literacy can be defined as a set of skills: the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts (Commission of the European Communities, 2007). Yet, the Directive of audiovisual media services of European Commission has put media literacy clearly into the context of media policy and interprets people primarily as consumers of media services (European Parliament and Council, 2010). This directive does not define media literacy, but describes media literate people as consumers who are able to use media effectively and safely, and are able to protect themselves from harmful media material. Since media literacy is seen as an ability that balances the risks of liberal media markets, development of media literacy is mentioned as an object that needs close examination.

Some researchers have pointed to the limitations that arise if media literacy is defined as a set of personal abilities. W. J. Potter stresses that while media develops rapidly, media literacy cannot be seen as a measurable category, but a continuum. Media literacy is “a perspective that we actively use when exposing ourselves to the media in order to interpret the meaning of the messages we encounter” (Potter, 2001, p. 4). According to Potter, all an individual’s knowledge can be interpreted as platforms or “towers” used in the process of interpreting media messages. Potter stresses that media literacy is constantly developing and multidimensional, consisting not only ability to process factual and cognitive information, but also emotional, aesthetic and moral information (Ibid., p 8). Overall, in Potter’s view, media literacy is a secondary skill that develops on the basis of a person’s cognitive and communicative education. Media as the source of information that helps to develop one’s knowledge structures remains unattended in Potter’s view. By positioning media literacy as a secondary literacy, media education is placed in the curricula in a supplementary position as in most European countries.

Erstad, bearing in mind Meyrowitz’ ideas, suggests that media literacy should be approached as a number of literacies, not as one holistic concept (Erstad, 2010, p. 19) Where Meyrowitz divides media literacy into three elements: media content literacy, media grammar literacy and medium literacy (Meyrowitz, 1998, p. 96), Erstad seeks a balanced view that may be discussed

“within the broader concepts of mediatisation, globalization, and commercialization, and is also linked to developments of the information or knowledge society” (Erstad, 2010, p. 16). This path of thinking has in the last decade received the attention of researchers (see Kress, 2003; Cope & Kalantzis, 2003; Fairclough, 2003) who are actively seeking the ways to conceptualize media literacy as a multi-literacy or as a set of literacies (e.g. alphabetical, visual, technological literacy).

In the context of Estonian formal education, I suggest using the term “media competency” (*meediapädevus*) as the individual ability that combines knowledge, skills and attitudes related to media and as a synonym to media literacy (in order to avoid any strong connection with verbal literacy). Media competency can be defined as an ability of concrete person in their actual media environment; media competency is a dynamic and constantly developing perspective that regulates relations between a person and the media environment. Changes in both the person and the media environment lead to changes of media competency. Media education in formal education can follow the developmental stages of pupils and, with some delay, react to the changes in media content and technology. Since individual developmental features, interest and needs are crucial in shaping a person’s media competency, the assessment of media competency must be based on self reflection rather than on measurable skills. An individual can be considered media literate or media competent, if they are able (to their own satisfaction in their current situation)

- to find and analytically use information;
- to express themselves and distribute the message to the desired audience;
- to understand their role in the media market
- to understand their responsibility as media consumer and content provider.

This, individual based approach to media literacy is closely related to a person’s media practices, habits, personal priorities and interests. Approaching the concept media literacy from the point of view of formal education provides a slightly differing and more detailed result (see **Study I**), as do the other possible approaches. The variety of approaches to media literacy is described in following chapter.

1.2. Media literacy in the context of education policy and integrated media policy

Generally, European education policy aims towards achieving key competences for life long learning, which are clearly stated in the recommendation of the European Parliament and the Council of 18 December 2006 (European Parliament, European Council, 2006):

- communication in the mother tongue
- communication in foreign languages
- mathematical competence and basic competences in science and technology
- digital competence

- learning to learn
- social and civic competences
- sense of initiative and entrepreneurship
- cultural awareness and expression

In December 2008 European Parliament (EP) suggested that media literacy should be added to the list of key competences (European Parliament, Committee on culture and education, 2008), based on the European view of media literacy, explained in “Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – A European approach to media literacy in the digital environment” (Commission of the European Communities, 2007). The latter communication creates a unique and vivid link between media and education policies by adding “*understanding the economy of media and the difference between pluralism and media ownership*” to the definition of media literacy.

Since the EU educational policy is “fully respecting the Member States’ responsibility for their education systems” (European Council, 2009), particularly in the context of elementary and secondary education, member states are responsible for both the evaluation of the situation and any subsequent development. Presuming that each member state has sufficient competency and resources, this is the situation that allows curriculum development in the ways that support media literacy.

The conclusions of the European Council on a strategic framework for European cooperation in education and training state that the primary goals of education, for the period up to 2020, are:

- (a) the personal, social and professional fulfillment of all citizens;*
 - (b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue.*
- (European Council, 2009)

In “Better schools: an agenda for European cooperation European Parliament resolution of 2 April 2009” (European Parliament, Committee on Culture and education, 2009) the EP urges member states towards curriculum development in order to achieve those primary goals. Amongst others, ICT skills and media literacy are mentioned:

(European Parliament) underlines the importance of education in ICT and in media literacy; considers it important to instruct pupils in the use and applications of new communications and digital technology; (European Parliament, Committee on Culture and education, 2009, p. § 21).

In the instance of education systems (particularly the primary and secondary levels) develop quite independently from the processes in other countries and have quite secure “markets”, the globalizing media market must consider the broader context. Still, paternalistic regulations are abandoned in media policy as they are in education policy. The guidelines given in the Directive of Audio-

visual Media Services – the AVMSD (European Parliament, Council on Europe, 2007) – addresses children and youth as customers of certain services, who should be able to make informed and calculated choices in the market. EU member states are encouraged to make efforts for increasing media literacy among all the customer groups that in the context of AVMSD are defined mostly by age.

In the current situation, where the EU has elaborated sufficient and complementing media and educational policies (Harro-Loit, 2010; Zacchetti & Vardakas, 2008), each member country needs to decide how media education will be organized in each particular situation and for each target group. In practice, this means that member countries are not only responsible for research programs as well as the dissemination of results lies but also calls for active publishing of research results, defined problems and didactical solutions in local languages.

The complexity of the implementation problem arises directly from the intricacy of the concept of media literacy in that, although, there are many successful educational practices media education lacks any systematic form of approach to the problem.

1.3. Research questions

The main aim of my thesis is to position media education in the context of Estonian education by analyzing existing know-how, and to describe the implementation model that could be used in the future for development of media education. My publications answer the main research questions about the implementation model from different perspectives.

1. What are the possibilities and problems of the current implementation practice of media education in Estonian education system?
 - a. How are the components of media education placed in the curricula of different subjects? (**Study I, Study III, Study V**)
 - b. How are the possibilities of media education as a cross-curricular theme described in the Estonian national curriculum? (**Study I, Study III, Study IV, Study IV**)
2. What methodological approach enables the education system to connect development of media literacy with young people's daily media usage?
 - a. How can traditional media and new media be balanced in media education? (**Study I, Study III, Study V**)
 - b. What are the teaching and learning methods that contribute the development of analytical media literacy? (**Study II, Study III, Study VI, Study VII**)
3. How can the teacher training system support media education in schools? (**Study II**)

2. METHODS AND DATA

The starting point for my activity as a researcher is my personal experience as a teacher in several schools and in the University of Tartu. Being personally motivated to define research problems and find practical solutions has shaped the methodology of my research projects and provided motivation to cooperate with several specialists.

Studies I, II, III and IV are conceptual studies that are based on the close reading and document analysis of Estonian National Curricula from 1996 and 2002 and teacher's pre-service training programs.

The empirical data of **Study VI** originates from the questionnaire "Youth and the Internet", which was conducted among 11–18-year-old pupils of Tallinn, Tartu and Pärnu in autumn 2007. The total sample of the survey was 713 pupils. Study VI also includes results of content analysis, combined with the method of "reading images" (Kress & van Leeuwen, 1996) for analyzing children's hobbies and interests in the textual parts of their profiles in the Social Network Site (SNS) Rate.ee. My co-author Andra Siibak carried out the quantitative analysis. I was responsible for conducting six semi-structured interviews with children aged 11–13 years and six interviews with adults. I found the interviewees by the method of "snowballing". During the interviews, a list of activities and communities available for rate.ee users, as well as some profile images of the young participants were shown to the respondents. Their responses were recorded, transcribed and analyzed.

Study V is based on the results of EU Kids Online and comparative text analysis of different curricula of European countries. Relevant studies were filtered within the EU Kids Online data repository (see www.lse.ac.uk/collections/EUKidsOnline/) in terms of their research title and topic "school" or "teacher", their target group "teacher", and school in general. A total of 63 studies met the required conditions, 16 of them from United Kingdom and the rest from a further 15 European countries. Comparison of the studies was based on their focuses and themes.

Study VII uses the focus group method for the research of news reception amongst 17–19 year old pupils in three Estonian schools, one with Russian as a language of instruction (in Tallinn) and two with Estonian (in Tartu and in Tallinn). Each focus group watched three TV news stories from Estonian language channels (aired on July 1st 2007), which previously were analysed by using critical discourse analysis. After watching each story the participants wrote what they saw and heard in the news (for Russian speaking groups the news stories had a translation in subtitles) in order to determine if a participant's individual views and attitudes differ from the ones expressed in the discussion. The writing exercise was followed by group discussions, which were videotaped, transcribed and analyzed by the cross-case method. Based on the results of the analysis, some adjustments were made to the focus group guidelines that were later published separately as a methodological material for schools (Veidenbaum, Harro-Loit, Ugur, Jakobson, & Räis, 2007).

3. ESTONIAN CONTEXT AND RESULTS

In the current Estonian national curriculum (Põhikooli ja gümnaasiumi riiklik õppekava, 2002) media education (*meediaõpetus*) is introduced unsystematically: some occasional media-related themes, mostly combined to the writing traditional media texts, are listed in the subjects of mother language and social studies, and simultaneously media education is a cross-curricular theme (Studies I, II, III). Teachers that work in Estonians schools today, have little or no experience of media education from their own time at school, when media education was mainly understood as basic skills of journalism or movie making (Study III), and provides little support for media competency in contemporary society. Until to-day, the Estonian curricula for pre-service training of teachers did not contain media literacy or media education (Study II). At the same time, teachers and parents are intimidated by the rapid changes in media, ICT and the communication habits of younger generation (Study VI, Siibak, 2009, pp. pp 14–15). In Figure 1, I introduce my understanding of the reasons that have restrained the dialogue about media education in the past, and elaborate this model to the reflexive cycle that can be used as a working model for future discussions in Figure 2.

In following section I will explain the variety of approaches to media education, in order to stress different areas of interest and different traditions that shape these approaches. The two-dimensional model can not reflect all the aspects that could be taken into consideration in the discussion about media education, yet the most relevant factors are described as follows.

3.1. Interest areas of media literacy and media education

Figure 1 introduces one possible model for mapping the different approaches to the media literacy. The model demonstrates how different theoretical approaches may influence the understanding of media literacy and consequently of media education. The model is helpful in the process of defining the variety of approaches to media education in different situations.

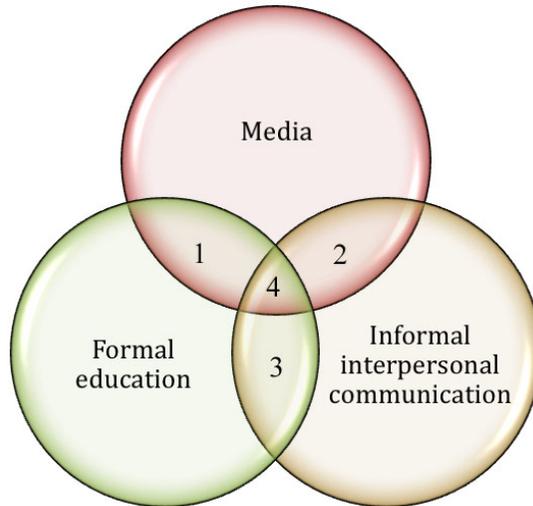


Figure 1: Interest areas of media literacy and media education

In Figure 1, **Formal education** represents the forms of education that either or both state and local governments regulate and, depending on the context, may be interpreted as a system that starts with primary level of education and develops towards the tertiary (university) level. In Estonia, mandatory education starts at the age of 7, and individuals are allowed to leave school after acquiring lower secondary level (9 years in school) or reaching 17 years old. Traditionally, the majority of pupils continue their educational path in the gymnasiums, while a minority chooses vocational schools. The main problem in defining media emerges from the changes in the media itself (e.g. emerging citizen journalism, changes in genre conventions, altering functions and possibilities of channels, etc). The aim of my thesis is not to get involved in the discussion about defining and redefining journalism or media; instead, I am motivated to draw the lines that allow me to include all the forms of media that are relevant to the development of media education. Therefore, in the Figure 1, I present media as a combination of traditional and new media which includes features of mass media and communication technology. Defining the term **media** is in any particular context difficult, yet important, while the understanding of media defines our understanding of media literacy and media education. The context of my thesis refers to **informal interpersonal communication** as any kind of communication between humans that occurs outside of formal educational settings and relationships with institutionalized media – the overlapping parts will be explained in following sections. Although, theoretical backgrounds and research questions apply to each of these fields any conception of media literacy and consequently media education begins to unfold at the interface of media and formal education.

3.1.1. Interface I: the meeting area of formal education and the media

In educational practice prior to the emergence of the new media, this interface could be seen as the only imaginable area of media education. In current reality, relationships between media and formal education are more complex. The main research questions concerning media education in the curriculum, contents, possibilities and methods of media education and descriptions of successful practices (Potter, 2001; Fleming, 1993; UNESCO, 2008; Tyner, 2010; Hart, 1998; Kupiainen, Sintonen, & Suoranta, 2008); Kotilainen & Arnolds-Granlund, *Media Literacy Education*, 2010; Suoranta, 2003; Carlsson, Tayie, Jacquinet-Delaunay, & Tornero, 2008 et al).

Firstly, this area contains usage of the media materials in the pedagogical process and the critical analysis of different media texts. In Estonian schools there are long traditions of using media material as supplements to schoolbooks within social studies, history, literature, mother language, sciences, etc. Media texts are usually seen as a common source of additional information, whilst critical analyses of received information are rare. My experience with the project “Constructing cultural differences in media” (**Study VII**; Veidenbaum, Harro-Loit, Ugur, Jakobson, & Räis, 2007) indicated that although analyzing main stream media materials, (in this case TV news), is not common to the 18year old students of upper secondary schools, by using the focus group technique they acquire the vocabulary and elementary analytic skills in a very limited time. Another study, which is currently at the analysis phase, “Implementation strategies of cross-curricular themes in Estonian schools” financed by Department of Education and Science, data collection took place during the school year 2009/2010), suggests that media materials are used in the educational process without critical analysis by teacher and without teaching analytical models to pupils. Since teachers’ pre-service training does not include media literacy (**Study II**), teachers often rely on pre-analyzed media materials (which evidently can not be very fresh news), e.g. materials of the project “Newspaper in Education” or other interest groups.

Secondly, the interface of media and formal education includes preliminary stages of journalism education (in Estonian *meediaharidus*), e.g. constructing media texts, learning about media organisations, ownership, regulation etc. Creating school media, publishing youth magazines, scholarships in media organizations are considered to be a head-start for pupils who want to find work in the media; on the other hand, skills of self expression are important from the perspective of citizen competency. For example, the Estonian national curriculum 2002 expects that pupils create their first newspaper in the Grade II or III (at the age of 8–10). Media genres like news, editorials, interviews and features are represented in the curricula of mother language throughout all school levels (**Study I, Study III**). The cross-curricular theme “Media education” in the National Curriculum 2002 and curricula of mother language also encourage media production with an emphasis on written texts (Põhikooli ja gümnaasiumi

riiklik õppekava (National Curriculum for Primary and Secondary Schools), 2002).

Thirdly, in the interface of media and formal education we find different forms of educational media (all forms of media that are especially designed for using in the process of education: books, audio recordings, movies, computer programs, educational sites on the Internet, e-learning etc). As **Study V** indicated, despite large investments into information and communication technology (ICT), there is no overview how new technologies are used in the educational processes in Europe. However, the recently published vision of the Estonian Development Foundation suggests that by 2018 ICT will submerge most of the educational processes (Eesti Arengufond, 2010).

Fourthly, to the interface belongs the media coverage of educational processes (education policy, school life, problems and solutions in the education etc) that – directly or indirectly – may influence formal education. Although public debate about education helps to improve the coherence between school and other societal structures, this subject stays outside of my thesis and will not be considered further.

3.1.2. Interface 2: the meeting area of informal interpersonal communication and media

This area, referring to the rapidly developing communication possibilities of new media, has been actively studied during the few last years (see for example Donoso, Ólafsson, & Broddason, 2009; Kalmus, Runnel, & Siibak, 2009; Davies, 2010). Influence of new media and communication technology is significant on both the media and interpersonal relationships; nevertheless there is some doubt as to whether or not the benefits of latest developments are balancing the risks. The main research questions for this particular interface deal with the audiences, their various usage practices, the SNS culture and the changing media culture in general. Since the interface is raising many issues of safety and children's welfare, parent organizations and agencies of child protection are actively supporting research that targets mapping the risks and dangers of online media. Considerable efforts are made to eliminate risks of online communication, e.g. European research projects MEDIAPPRO, EU Kids Online and EU Kids Online II, and the programs Safer Internet and Insafe.

In this interface, which successfully combines resources of public sector and private sectors, research and implementations are well balanced: parental programmes are developed, awareness campaigns organized etc. Yet, neither the concept of Internet safety nor digital literacy covers all the aspects of media literacy.

3.1.3. Interface 3: meeting area of formal education and informal interpersonal communication

This interface consists of a variety of informal relationships that exist in the framework of formal education and may have some influence on the educational process such as friendships and romantic relationships between pupils, the teachers' relationships with both pupils and their family members, groups with different or even conflicting interests (e.g. nationalities, social status, neighbourhoods, hobbies etc). Since children's online behaviour impacts on the development of their identity, it should be noted in the parental and pedagogical strategies (**Study VI**). In context of my thesis the main problem of this interface is in what degree a school should intervene into their pupils' ways of communicating with other humans either directly or via the media. On one hand, developing social skills is accepted as a part of formal education (e.g. subject of human studies or *Inimeseõpetus*), but on the other hand – especially after the exponential blooming in new media and social networking – the issue of protecting their pupils' privacy arises. In the development process of the Estonian national curricula, the combinations of informal interpersonal communication are the responsibility of the curriculum of Human studies (in Estonian *Inimeseõpetus*), where common values and rules of relationships are put into context of computer-mediated communication (**Study I, II, III**).

During recent decades, some of the problems of this interface were described as a hidden curriculum of education (Wren, 1999; Anyon, 1980), which refers to the values that were mediated to the pupils without explicit clarification process (through a school's physical environment, teacher's attitudes and non-verbal language, informal relationships etc). In the latest versions of the Estonian National Curriculum (2010), there are serious attempts to verbalize some aspects of former hidden curricula, for example in the set of cross-curricular themes (Põhikooli riiklik õppekava, 2010).

This interface still includes many delicate elements, since it repeats the core conflict expressed in the Article 26 of the Declaration of the Human Rights: each person has a *right* to education, but elementary education *shall be compulsory*. This essentially means an individual does not have the right to choose to avoid receiving an elementary education; an uneducated person, however, has very little control over the content of the education (United Nations, 2005). Research questions about this interface may deal with school as a learning environment, communication between school and parents (e.g. the system of e-School in Estonia), some aspects of pupil-teacher relationship, and pupil's online cooperation in doing homework, communication models of school employees etc.

3.1.4. Interface 4: target area of media education

The centre area of the Figure 1 demonstrates the focal point of media education in a particular social, cultural and educational situation. In this central area three questions rise simultaneously:

1. What level of media literacy should a person acquire by the time they leave the highest mandatory education level (definition of media literacy)?
2. Why is it important in current social settings (personal and social motivation for media education)?
3. How do they acquire the necessary knowledge, skills and attitudes (methodology of media education)?

These questions are also indicating the limits of the current scheme. As soon as one attempts to take into consideration both media literacy and media education, the discussion may no longer be merely scientific, but form a debate about curriculum development, methodology, resources, policies and values. The implementation of the concept of media literacy needs constant monitoring of changes in society, educational system, and media and information communication technologies. Furthermore, since changes in media may be rapid, the implementation system of media literacy has to be flexible. In my opinion this interface should work as a gate between different policy sectors (media policy, education policy, youth policy), creating the dynamic answer to the questions about the content of media education. According to the conclusions of **Studies IV, V, I and III**, it is not sufficient if the curriculum provides the list of themes or subjects that are considered to be relevant for media literacy. The new national curriculum of Estonia defines desired learning outcomes by school levels, subjects and cross-curricular themes, leaving the choice on the grade level to the school's curricula, and the teachers responsible for the concrete learning process. This freedom and responsibility can only lead to good results, if teachers are prepared and motivated. I suggest that it will be necessary in the near future to revise the teacher pre-service training programs from the point of view of media literacy (see **Study II**).

4. DISCUSSION: Reflexive cycle of media literacy implementation

Based on the assumption that media literacy is a constantly developing competency that enables a person's active participation in social processes, I suggest that the implementation of media education (as an activity that leads towards promoting media literacy) must be understood as a constant process rather than as a product. The cycle of reflective learning, described by Kolb and Fry (1975), can be effectively used as a basis for media education system. Figure 2 indicates the main steps in implementing media literacy to the system of formal education, referring the results of my studies.

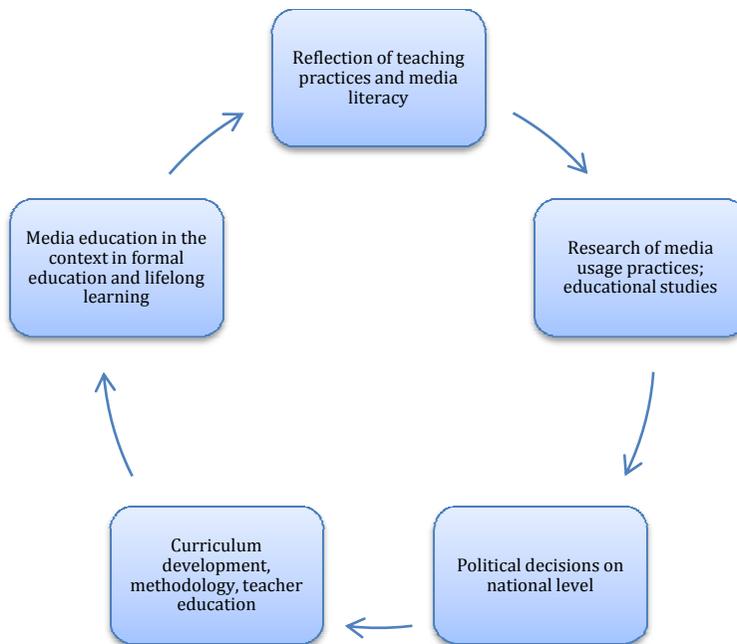


Figure 2: Implementation the concept of media literacy into education system

Since the cycle depicts constant multi-disciplinary cooperation, it is not possible to identify one particular starting point of the process: different disciplines may enter the discussion with their own intentions and theories.

Research of media, media usage practices, media content, monitoring of several processes in media and society, complemented by educational research, is crucial in order to create the background for media education. Dissemination of research results enables educationalists to indicate the points where content or methods of education need updating or even replacing with more necessary

content (see **Study VII**). A constant dialogue between different disciplines is needed to understand, which processes are so important and relevant, that the changes in content of media education are required. Dialogue between social scientists, media and education researchers is also needed, since the outlet – school lesson or pedagogical activity – is a common activity. The results and ideas of different disciplines help to define the most important learning outcomes in the particular situation, and find the optimal implementation methods. Since schools are responsible for their own curricula, dissemination of research results must reach school leaders (**Study V**).

Political decisions about education are crucial for finding resources for development. European education policy provides significant freedom of decision to the member countries about the priorities of developing the educational system. Media literacy has received a lot of attention in the policy documents of the EU and UNESCO (AVMSD, key competences of life long learning, Grünwald declaration, etc), leaving the decisions about implementation to the member states. There is a possibility that some issues of media literacy (for example safety in the Internet) are getting significant priority, leaving other issues out of the discussion (for example critical reading skills). This raises the issue of identifying the stake holders and interest groups in each particular country that are interested in media education as a whole. Many countries are experiencing difficulties in finding the agents who could stand for media education in general, not only supporting several elements of it. The absence of the understanding the complex vision of media education has slowed down the discussion about implementing media education (see Estonian example, **Study III**).

Curricular framework and teacher education should build the concrete forms of media education. In the process, depicted in Figure 2, the development of the curriculum and teacher training should “translate” scientific conclusions and political decisions into school practice. Today, the Estonian national curriculum enables different forms of media education, and the new curriculum takes the concept of media education to a new level; but since teacher training does not cover media and communication literacy, the implementation of the national curricula is not guaranteed. Based on **Study II**, I argue that occasional in-service training is not sufficient for creating a teacher’s own media literacy and understanding how to promote pupil’s media literacy, nor can in-service training provide adequate understanding of the inclusive teaching methods that are necessary in media education (Buckingham, 2003, p. 139). The parallel process to curriculum development must be development of higher education curricula, in order to provide teacher pre-service training at the level that enables them to benefit from additional methodological materials (Ugur, 2010a; Ugur & Rohn, 2010; Ugur, 2010b). Another issue that must be defined in the process of curriculum development is the question of mandatory and voluntary content of media education. This question has ideological (what competences should every pupil acquire in the mandatory school level which is financed from state budget), but also practical features (how many lessons are required,

what amount of in-service training teachers need, what kind of teaching materials are necessary, etc). Those parts of media literacy that are considered to be less relevant or not relevant for all pupils, will have a place in extra-curricular activities, voluntary educational programs, youth programs, media clubs etc, and financed from different sources.

Reflection and assessment is the least studied part in the process of media education. There are some tools to assess a school's or a country's activity in organizing media education and methods to describe an individual's media usage, but no trusted tools for assessing a person's media literacy. This is natural, considering that media literacy is understood as a continuum that develops accordingly to the media environment. However, it is necessary that a pupil acquires the ability to reflect on their own media usage and media literacy (Buckingham, 2003, p. 149). At the same time, critical self-reflection and self-evaluation is necessary for each teacher and each school, as long as they take partial responsibility for developing a pupil's media literacy. The process of self reflection indicates the areas that need scientific attention: new usage practices, new attitudes, unsatisfactory results in some areas of media education, changes in media or in the society that challenge current media education etc.

The concept of media literacy is theoretically elaborated, but in many cases overloaded by many different approaches, goals, and interests. In most cases rather these different approaches are rather complementary than contradicting, and provide promising perspectives for further research and implementation. Simultaneously, there are moments that challenge for more clarity in terminology and better planning of the field of research. For example, development of content producing practices of young people is followed carefully; at the same time the fact that there is very weak connection between young people's practices and the production education they can get as a part of formal education.

Education policy and communication policy of European Union provide a context that urges more attention to the media education, since the liberal guidelines of audiovisual media market regulation consider that media consumers are media literate. European view on media literacy does not predict national solutions for media education, which has caused notable variety in the understanding about the content of media education, e.g. the question in what extent media education and ICT education are synonymous. The term "media literacy education" that is used for example in latest publication of NORDICOM, expresses more clearly the goal of the process of media education, which is media literacy.

Estonian education system has faced and solved many problems, but the critical questions about media literacy have not been in the centre of attention yet. Accordingly, media education in Estonian schools is occasional and out of date, does not reach all pupils, does not respond to pupil's questions and does not support all aspects of media literacy – despite the fact that minimal curricular settings are created. In order to be updated with the changes in the media, development of media education must be a constant process, that includes all the necessary elements described as reflective cycle.

The concept of media literacy is universal, the way of achieving media literacy, e.g. media education, is local. Whilst the theoretical problems and comparative studies should be discussed on the international level, most of the didactic problems need attention locally. In European context it means that questions of media didactics and methodological issues must be published and discussed in local languages, in order to be close to the media environment of children and adolescents. This may lead to further fragmentation of media education practices, unless there is vivid and supportive forum for educators concerned about media literacy.

On the second point of view, the variety of media education practices is seen as virtue. The existing variety depends mostly on the decisions of the teachers and their devotion to the media literacy, and personal interest on the field. In Estonian practice there is possible to find two neighbour schools that provide media education – only in one of them media education is understood as historical overview of Estonian journalism, in the second school the lessons with the same name are devoted to creating multimedia programs. Contemporary understanding of media literacy is so comprehensive, that neither of those approaches can be excluded – yet, the decisive factor should not be teacher's lack of competency.

In my thesis, I did not deal with the question why is media literacy, and accordingly, media education important or relevant; I deliberately concentrated on the questions how can media education be implemented into the formal education with an presumption that formal education system influences the majority of large age group. The solutions found in the dialogues of implementation circle must be general enough to fulfil the needs of large number of young people, and concrete enough to fit into educational process. Yet, there are several target groups with special needs that are even not mentioned in the current discussions about media education, and accordingly there is no overview of special needs of media literacy or methodology of enhancing media literacy of people with special needs (people with mental or physical health problems or with special educational needs; people with different socio-economic, religious and/or cultural background; elderly people, etc). Since media literacy is seen as an individual ability, the process of implementing media education must consider as much individual varieties as possible. On the other hand, media literacy is a powerful tool of socialization which influences person's involvement in societal life in many ways. From this point of view, providing adequate media education is an relevant step towards involving civic society, and in the same time step that minds personal choices and needs.

CONCLUSIONS

My dissertation deals mostly with the concept of media education as a complex set of activities that lead to media literacy or enable the development of the level of media literacy, which is seen as an individual ability. Based on my research, I will answer my research questions as follows.

1. What are the possibilities and problems of current implementation practice of media education in Estonian education system and curricula?

Research in this dissertation is based on empirical analysis of the national curricula that was passed in 2002. Still the analytic framework that was created, could be usable for any other curriculum. Hence the present curriculum analysis on one hand provides original methodology for a curriculum analysis from the point of view of media and communication competencies. On the other hand the major conclusions of analysis are bound to the curriculum. Namely, the National curriculum 2002 includes skills and knowledge related to media literacy in the curricula of Estonian, social sciences, foreign languages and occasionally under other subjects. Mostly the emphasis is on creating media texts according to unidentified genre conventions, and on using media as a source of information. Described learning outcomes are unrealistic, since there is no time resource nor teacher's competency that could guarantee these outcomes. (**Study I, Study III, Study IV, Study V**). Attainability of the desired learning outcomes could become one of the crucial questions for further research that is more narrowly focused on classroom discourse and pupils achievements research. In my research the attainability of learning outcomes was estimated by the curriculum studies, that indicated the gap between academical and didactical understanding of many media literacy related themes. E.g. teachers may have certain academic understanding of news discourse in the media or of safety on the Internet, but little understanding about why certain learning outcomes matter for particular age group, and even weaker didactical understanding about how desired learning outcomes could be achieved.

In addition to the analysis schema the present research on one hand provides universal solution to the media literacy implementation at formal education – cross-curricular theme approach. On the other hand, in national curriculum 2002 the cross-curricular theme “Media education” is oriented for school levels III and IV, and written as a basis for voluntary subject. Therefore the present dissertation includes the analysis of the situation that has been formed since 2002 when the concept of cross-curricular themes was introduced to Estonian schools. The schools still struggle in implementation of all these themes (four or five themes in curriculum 2002; difference is caused by the fact that ICT and media education are in some parts of curriculum named as one theme, in other parts as two separate themes; **Study I, Study III, Study IV, Study V, Study VII**). Implementation strategies of cross-curricular themes should include not only level of lessons or subjects, but use knowingly the other forms of activity that shape educational system: school's physical environment, communication

models of school employees, pupils, parents, and public, design of learning process, etc. Teacher's pre-service training is not prepare them for implementing media education as cross-curricular themes, nor is there sufficient system in-service training system.

In sum the dissertation provides the analytic description of the status of media education in Estonia and at the same time theoretical analytic schema for curriculum studies from the perspective of media competences.

2. What methodological approach enables to connect development of media literacy with young people's daily media usage?

Reflection, especially critical reflection of personal media usage creates basis for development of media literacy. I encourage teachers to develop their self reflection skills in order to make educated and grounded choices on the media market. Active self reflection creates a basis for analytical and critical media usage of teachers, which is a presumption of successful media education. Creative dialogue between politicians, researchers, parents, media producers and educators helps updating the content of media education, yet share the responsibility between school, content providers, family and third sector. Using involving and active teaching methods helps teachers to combine media literacy related skills in educational process and, simultaneously, enhance pupil's self reflection skills (**Study I, Study II, Study III, Study VI, Study VII**). Self-reflection creates the basis of media literacy as a vivid, active competency that can overtake the regulatory function of media market. Role of media education can in this context be understood as a process of defining elements of reception and learning vocabulary that helps to express personal needs and explain certain choices on the media market. As **Study VII** indicated, pupils need some methodological help in order to define how they receive certain elements of TV news and how they interpret different elements in the process of creating the personal meaning. **Study VI** provides a methodological help for the discussion about safe usage of social network sites by separating knowledge, skills and attitudes. The ability to differentiate and analyze elements of personal media usage can be developed in the process of media education as a basis on independent and informed choices on the media market. In other words, media education supports person's ability to define and explain in any given situation, what media content one considers harmful of beneficial for oneself considering personal interests and needs.

3. How can teacher training system support media education in schools?

The premise of this research is that teacher-training as seen as one component in the media education implementation cycle. The dissertation points to two challenges. First, the univeristy system that ideally should provide most innovative ideas and practices concerning the teacher training, is not desinged to use top expertise in teacher training. Based on idea that implementation of the media education needs close reflective contact between researchers, politi-

cians, teacher educators, teachers, etc, the critical analysis of the link between the univeristy programs and national curriculum is absolutely necessary.

Current teacher's training (pre-service and in-service) in Estonia does not support media literacy of teachers and consequently, the media education in Estonian schools. Teacher's pre-service training is too isolated in the framework on particular faculties, and does not use the competency that exists in the other parts of universities (**Study II**).

Secondly, since media, media literacy and consequently media education are constantly developing, pro-service teacher trainees will not benefit as much from additional courses of media education in their already overloaded curricula, as they would benefit from learning process that integrates several different competences. The result of **Study II** indicates that there is a need of inclusive methods in both, teacher's training process and in the process of implementing media literacy in the schools. Real integration, co-operation with the experts of different disciplines must become natural part of teacher education, before it can be expected in the schools on the level that is required in National Curriculum. Yet, teacher training system is only one element of the circle of implementation, and it can find sufficient roles in dialogue with researchers, policy makers, and reflexive analysis of school practices.

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SUMMARY IN ESTONIAN

Minu doktoritöö “Meediaõpetuse kontseptsiooni rakendamine Eesti formaalhariduses” lähtub arusaamast, et meediapädevus kui isiklik suutlikkus on vajalik igapäevale, mistõttu on põhjendatud ka küsimus meediaõpetuse vajalikkusest üldhariduse kontekstis. Euroopa Liidu liberaalse meediaregulatsioonipoliitika taustal omandab aga individuaalne meediapädevus uue mõõtme: näiteks audiovisuaalsete meediateenuste direktiivi loogika eeldab, et iga meediatarbija on suuteline tegema meediaturul niisuguseid valikuid, mis rahuldavad tema teabevajaduse, ega kahjusta mingil määral tema huve. Niihästi EL meedia- ja hariduspoliitika kui arusaam meediapädevusest lähtuvad rahvusvaheliselt relevantsetest kontseptsioonidest, mille rakendamise otsused tuleb aga teha liikmesriikidel endil, arvestades kohalikke eripärasid. Õppeaastal 2008 oli meediaõpetus eraldi ainenäiteks kättesaadav 43 gümnaasiumis (18% Eesti gümnaasiumidest), meediaõpetuse kui läbiva teema rakenduste kohta on aga ammendavat ülevaadet saada raske. Meediaringkide, koolimeedia toimetuste ja meediaõpetuse kaudu pakuvad Eesti koolid avarat spektrit tegevustest, mis on suunatud meediapädevuse erinevate aspektide saavutamisele.

Minu doktoritöö kontekstis on meediapädevust käsitletud kui individuaalset suutlikkust; sellest johtuvalt tähistab termin “meediaõpetus” (*media education*) süstemaatilist tegevust, mis on suunatud indiviidi meediapädevuse (*media literacy*) arendamisele. Autor mõistab *meediaõpetust* pigem üldhariduse kontekstis toimuva tegevusena ning soovib mitteformaalses keskkonnas (nt perekonnas või vabahariduse valdkonnades) toimuva meediapädevuse arendamisele suunatud tegevuse kohta kasutada mõistet *meediakasvatust*.

Meedia roll noore põlvkonna elus on märkimisväärne. Mitmekesiste kasutuspraktikate, aga ka meediakeskkonna kiire muutumise ning koolikorralduslike piirangute tõttu on rahuldava meediaõpetuse mudeli loomine osutunud keerukaks niihästi Eestis kui mujal maailmas. **Minu doktoritöö eesmärk on pakkuda multidistsiplinaarset ülevaadet meediaõpetuse võimalustest formaalhariduse raamides, võtteks aluse Euroopa lähenemisviisi meediapädevusele, meedia- ja hariduspoliitikale. Peatähelepanu pööramine formaalharidusele on õigustatud, kuna meediaõpetuse kaudu pakutav tugi meediapädevuse arendamiseks peab siinkirjutaja hinnangul olema kättesaadav kõigile kooliealistele.**

Meediapädevuse määratlemisel rõhutab Kotilainen mõiste ajaloolist ulatuvust: iga uue meediumi ilmumine nõuab ka individuaalse pädevuse teisenemist (Kotilainen, 2000). Frau-Meigs ja Torrent tõdevad, et arusaam meediapädevuse sisust ja rollist on eri maailmajagudes väga erinev (Frau-Meigs & Torrent, 2009); Erstad tõdeb, et isegi Põhjamaadel pole meediapädevusest ühtset arusaama (Erstad, 2010). Konteksti arvestamine muutub igasuguse pädevuse või kirjaoskuse (*literacy*) määratlemisel üha olulisemaks; nii näiteks on UNESCO ekspertkomisjon 2008 tõdenud, et “kirjaoskus on mitmekülgne ja dünaamiline kontseptsioon, mille kohta ükski definitsioon ei ole lõpliku tõde” (UNESCO, 2008, lk 18). Sama tõdevad Potter, Arnolds-Granlund ja Erstad meediapädevuse

kohta, soovitades seda vaadelda kui mitme pädevuse (verbaalse, visuaalse, sotsiaalse, tarbijapädevuse jne) unikaalset kombinatsiooni.

Oma doktoritöö peaesmärgile olen lähenenud kolme uurimisküsimuste kaudu, mis on vastatud töösse inkorporeeritud artiklites:

1. Millised on meediaõpetuse praeguse rakenduspraktika võimalused ja probleemid?

Doktoritöösse inkorporeeritud õppekavauuringud põhinevad peamiselt põhikooli ja gümnaasiumi riiklikul õppekaval aastast 2002. Analüüsi tulemusena loodud meediapädevuse teadmiste struktuuride mudel on kasutatav ka mistahes teiste õppekavade analüüsiks; RÕK 2002 analüüsi tulemusena tuleb tõdeda, et õppekavas taotletud õpitulemused on suuresti ebarealistlikud. Selle põhjuseks on osalt õppekava vähene seotus õppijate reaalse meediakasutusega ning sellest johtuv nõrk motivatsioon, teisalt aga õpetajate vähene suutlikkus tuletada teatavast akadeemilisest diskursusest õpitegevusi, mis oleksid õpilastele relevantset. Õpitulemuste saavutatavus ning seda mõjutavate tegurite uurimine on tulevaste uuringute jaoks huvipakkuv teema, eriti arvestades tõsiasja, et uues riiklikus õppekavas (RÕK 2010) on läbivate teemade kontseptsiooni oluliselt laiendatud ning õppetöö integratsioonile rohkesti tähelepanu pööratud.

2. Milline metodoloogiline lähenemine võimaldab siduda meediapädevuse noorte inimeste igapäevase meediakasutuspraktikaga?

Refleksiooni, sh peamiselt isikliku meediakasutuse kriitilist refleksiooni võib pidada üheks meediaõpetuse metoodiliseks nurgakiviks. **Uurimused I, III, IV, VI ja VII** lubavad väita, et seos isikliku meediakasutuse ja meediaõpetuse vahel on praegu nõrk: õppekava jätab meediakasutuse refleksiooni tagaplaanile ning keskendub meediatekstide loomisele, õpetajatel puudub õpilaste meediakogemuse kriitilise refleksiooni arendamiseks sõnavara ja ettevalmistus. Osalt traditsioone järgiv, teisalt aga ebaselgete eesmärkidega tekstiõpetus, mida õppijatele pakutakse näiteks emakeeleõpetuse raamides, ei oma piisavat kokkupuudet õppija enese meediakogemusega ning seetõttu ei toeta tema meediapädevuse arengut piisavalt (vt **uurimus III**). **Uurimus VII** lubab väita, et õpilased omandavad kiiresti näiteks TV uudiste kriitilise vaatamise võtted ning oma tähendusloome protsessi kirjeldamiseks vajaliku sõnavara. Suutlikkus oma meediakasutust, sellega seotud kogemusi ja probleeme vestluses reflekteerida aitab õppijail arendada oskust teha meediaturul teadlikke valikuid.

3. Kuidas peab õpetajakoolitus toetama koolides toimuvat meediaõpetust?

Minu väitekirja panus meediaõpetusse seisneb osalt tõsiasjas, et vaatlen õpetajakoolitust kui meediaõpetuse rakendusmudeli olulist osa. Uuringu II põhjal toon välja kaks peamist probleemi. Esiteks, praegune õpetajakoolituse süsteem ei kasuta ära kogu oskusteavet, mida kõrgharidus pakub. Kui õpetaja taseme-koolitus ei võimalda tal mõista meediaõpetuse tegelikku tähtsust ega loo eeldusi õppijate meediapädevuse arendamiseks, ei jätku õpetajal selle valdkonna jaoks ilmselt tähelepanu. Teiseks, praegune õpetajakoolituse mudel ei anna õpetaja-

tele piisavalt kogemust integreeritud õppetööst, kolleegide kompetentsuse kaasamisest ja koostööst.

Uurimisküsimustele vastuseid otsides olen kogenud, et meediapädevuse ja meediaõpetuse valdkonnas põrkuvad omavahel mitmed erinevad lähenemisviisid ja huvid. Meediaõpetuse sisu täpsemaks määratlemiseks olen joonisel 1 eritlenud meedia, formaalhariduse ja mitteformaalse isikutevahelise suhtluse sfäärid ning kirjeldanud, kuidas on meediakasvatuse ja meediaõpetuse erinevad rõhuasetused seotud nende sfääride ühisosaga. Kõigi kolme nimetatud sfääri ühisosa uurimine võimaldab määratleda, milline peaks olema meediaõpetuse sisu konkreetsetes meediaruumis ja haridussüsteemis, arvestades konkreetsete kommunikatiivsete harjumustega õppijate vajadusi. Nagu **uurimused IV, V, I ja III** näitasid, ei piisa senisele praktikale omasest meediaõpetuse teemade fikseeritud loetelust, kuna eesmärgiks seatava meediapädevuse sisu võib kiiresti muutuda. Meediapädevuse kontekstipõhine määratlemine ning sellest lähtuv meediaõpetuse areng peab olema pidev protsess, nagu olen kirjeldanud joonisel 2 kujutatud rakendusskeemil. Protsess, millesse erinevad osalejad sisenevad erinevate eelduste ja taustaga, loob võimaluse meediaõpetuse pidevaks, tõendus- põhiseks ja refleksiivseks arendamiseks ning ressursside arukaks rakendamiseks, ent võimaldab määratleda ka rakendusprotsessi kitsaskohti.

Uurimus II tõi esile, et ehkki Eesti kõrgkoolides on olemas vajalik oskusteave läbivate teemade rakendamiseks, ei kajastu see reeglina õpetajakoolituse õppekavades. Meediapädevus, mis kaasab palju erinevad teadmise struktuure, on raskesti arendatav ühe isoleeritud õppeaine kaudu; õpetajakoolitus ei ole aga seni suutnud tagada õpetajate metodoloogilist valmisolekut läbivate teemade, sh meediapädevuse arendamiseks. **Uurimused VI ja VII** testivad muuhulgas võimalusi fookusrühma meetodika ja pädevuspõhise dialoogi rakendamiseks õppetöös, mis on suunatud õppijate meediapädevuse arendamisele.

Kõik doktoritöösse inkorporeeritud uurimused on läbi viidud ja publitseeritud aastatel 2007–2010, mis selgitab keskendumise aastail 2002–2013 kehtiva põhikooli ja gümnaasiumi riikliku õppekava nõudmistele ja võimalustele. Uurimistöö kõrvaltumusena on minu osalusel või originaalloominguna valminud mitmeid eestikeelseid meetodilisi materjale, mille loetelu sisaldub elulookirjelduses.

PUBLICATIONS

CURRICULUM VITAE

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Education

2004–2010 PhD studies, Journalism, Faculty of Social Sciences,
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2002–2004 *Magister Artium* in journalism, University of Tartu
1984–1989 Journalism, University of Tartu

Language Skills according to self-assessment

Estonian	native language
Finnish	B2
English	B2
German	B2
Russian	B2

Professional Employment

2009–present University of Tartu, Faculty of Social Sciences and Education,
Institute of Journalism and Communication, Research fellow
2005–2009 University of Tartu, Faculty of Social Sciences and
Education, Institute of Journalism and Communication,
Chair of Journalism; Assistant
2000–2007 Ahja Secondary School, teacher of media education
1994–2000 Center for Pastoral Care and Counseling of EELC,
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1992–1994 newspaper “Eesti Kirik”, editor-in-chief

Academical Activities

Main research areas:

- Media literacy, media education, curricular studies, implementation strategies of cross-curricular themes, media didactics, crisis psychology and culture of death, cultural communication.

Participation in International projects:

- Member of the Estonian team in research activity MEDIAPPRO (2005–2006)
- Member of the Estonian team in a project EU Kids Online (2007–2009) and EU Kids Online 2 (2009–2011);

Membership in Professional Organizations:

- 2004 – present member of BAMR (Baltic Association of Media Researchers)
- 2002 – present member of Estonian Association of Media Educators (Eesti Meediakoolitajate Liit)

Additional publications on the topic of the PhD thesis

- Harro-Loit, H.; Lill, T.; Harro, H.; Ugur, K. (2009). Lasteaia diskursus väärtuskasvatuse aspektist. In: Väärtused ja väärtuskasvatus. Valikud ja võimalused 21. sajandi Eesti ja Soome koolis: Väärtused – valikud ja võimalused 21. sajandi Eesti koolis; Tartu; 3.–4. detsember 2008. (Eds.) Sutrop, M.; Valk, P.;
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- Siilaberg, T.; Somelar, M.; Ugur, K. (2010) Ühiskonnaõpetus I. Gümnaasiumi tööraamat (pp 74–80). Tallinn, Avita
- Ugur, K (2004). Meediaõpetus põhikoolis: tugimaterjale õpetajale.
- Ugur, K. (2010a). Teabekeskond kui läbiv teema – milleks ja kuidas? Ü. Luisk (Ed.), *Läbivad teemad õppekavas ja nende rakendamine koolis I* (lk 75–86). Tartu: TÜ haridusuuringute ja õppekavaarenduse keskus.
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- Veidenbaum, K., Harro-Loit, H., Ugur, K., Jakobson, V., & Räs, M. (2007). Kultuuriliste erinevuste konstrueerimine meedias. Õppematerjal koolidele (Constructing Cultural Differences in the Media). Tartu: Migration and Integration Foundation. Online <http://mail.jrnl.ut.ee/reception/> (retrieved Oct 2010)

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Haridus

2004–2010 Ajakirjanduse doktoriõpe, sotsiaal- ja haridusteaduskond,
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1984–1989 ajakirjanduse diplomiope, Tartu Ülikool

Keelteoskus (enesehinnangu põhjal)

Eesti keel	emakeel
Soome keel	B2
Inglise keel	B2
Saksa keel	B2
Vene keel	B2

Teenistuskäik

2009–tänapäevani Tartu Ülikool, ajakirjanduse ja kommunikatsiooni instituut,
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1992–1994 Ajaleht “Eesti Kirik”, peatoimetaja

Akadeemiline tegevus

Peamised uurimisvaldkonnad:

– Meediapädevus, meediaharidus, õppekavauuringud, läbivate teemade rakendusstrateegiad, meediadidaktika, kriisipsühholoogia ja surmakultuur, kultuurikommunikatsioon.

Osalemine rahvusvahelistes uurimisprojektides:

- Osalemine Eesti tööühma liikmena MEDIAPPRO uurimisvõrgustikus (2005–2006)
- Osalemine Eesti tööühma liikmena uurimisvõrgustikus EU Kids Online (2007 – 2009) ja EU Kids Online 2 (2009–2011);

Kuulumine erialastesse organisatsioonidesse:

2004 – tänaseni BAMRI liige (Baltic Association of Media Researchers)

2002 – tänaseni Eesti Meediakoolitajate Liidu liige, juhatuse esimees 2010

Doktoritööga seotud täiendavad publikatsioonid

- Harro-Loit, H.; Lill, T.; Harro, H.; Ugur, K. (2009). Lasteaia diskursus väärtuskasvatuse aspektist. In: Väärtused ja väärtuskasvatus. Valikud ja võimalused 21. sajandi Eesti ja Soome koolis: Väärtused – valikud ja võimalused 21. sajandi Eesti koolis; Tartu; 3.–4. detsember 2008. (Eds.) Sutrop, M.; Valk, P.;
- Harro-Loit, H.; Ugur, K. (2006). Kommunikatsiooni- ja meediaõpetus põhikoolis. Arenev õppekava – õpikeskkond ja ainevaldkonnad (42–51). Tartu: TÜ Kirjastus
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**DISSERTATIONES
DE MEDIIS ET COMMUNICATIONIBUS
UNIVERSITATIS TARTUENSIS**

1. **Epp Lauk.** Historical and sociological perspectives on the development of Estonian journalism. Tartu, 1997, 184 p.
2. **Triin Vihalemm.** Formation of collective identity among Russophone population of Estonia. Tartu, 1999, 217 p.
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7. **Andra Siibak.** Self-presentation of the “Digital Generation” in Estonia. Tartu, 2009, 257 p.
8. **Pille Runnel.** The Transformation of the Internet Usage Practices in Estonia. Tartu, 2009, 223 p.
9. **Tõnu Tender.** Mitmekeelsus Eestis Euroopa Liidu mitmekeelsuse ideaali taustal. Tartu, 2010, 253 lk.
10. **Roosmarii Kurvits.** Eesti ajalehtede välimus 1806–2005. Tartu, 2010, 424 lk.