



CALL FOR PAPERS

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Media Education around the World: Curriculum & Citizenship

La educación en comunicación en el mundo: currículum y ciudadanía

Thematic Editors

- Dr. Alexander Fedorov. Rostov State University of Economics, Rusia
- Dr. Jorge Abelardo Cortés Montalvo. Autonomous University of Chihuahua, México
- D^a Yamile Sandoval Romero. Santiago de Cali University, Colombia

Focus

Recently, issues related to the addition of education and media literacy to the school curricula of different categories of the population, from pre-school to university students, have come under discussion and debate, also taking into account teacher training, as the UNESCO has proposed the addition of media and informational literacy to the teacher's curriculum (Media Information Literacy, MIL), noting a number of competencies, goals and objectives.

In many countries, Media Education Literacy has not yet become a mandatory part of the general education. This is despite the fact that today it is widely accepted as a universal truth that a person surrounded by a media environment where information flows dynamically, must be prepared and qualified to competently communicate within the media sphere at different levels - perception, analysis, and production in multiple formats.

The main difficulties for the wider introduction of Media Education Literacy into the educational process of universities and schools, in our opinion, are connected with:

- An obvious lack of teacher training on media communication processes.
- Inertia and resistance within the structure of the universities and schools, with many countries (especially emerging economies) reluctant to undertake innovation and to assign resources for this.
- Difficulties in modifying the traditional focus of the programs, which are centred on technological issues, while paying less attention to the challenges of media literacy.

The main objective of this thematic issue of the Comunicar journal will be to share with the readers novel and interesting approaches, as well as the results of research on media education from citizens coming from different continents and different educational and social contexts, as well as the possibilities of development of media literacy in the curricula.

Themes

- Problems and challenges in media education and literacy in today's world.
- Responsibility of media education in children and youth: families, professionals, media outlets, institutions...
- Communication education in formal and non-formal education.
- Citizen training through communication media.
- The Curricula of Media Education Literacy in different educational stages: university, secondary school, primary school and preschool.
- Research experiences in media literacy in diverse social and educational contexts
- Media education training plans and programs for media teachers and professionals.
- Student evaluation in media education and literacy: strategies and methods.
- Legislation and regulation in media education and literacy.
- Analysis of media texts and production for media literacy.
- On-line and virtual training on media education and literacy.
- Media education and literacy integrated with various subjects (Foreign language, Literature, History, Art, etc).

Questions

Some questions and reflections that could be addressed in this special issue and related to its topics are:

- **Situation of media literacy in the world:** What is the present condition of media literacy education development in your country: achievements, failures, problems? What are the new tendencies and challenges faced by media literacy education in the 21st century? How can legislation and regulation of communication media and the addition of media education and literacy be improved? What are some of the functions and activities of media education and literacy? What are some of the contributions of research on media literacy?
- **Communication education in different educational stages:** What are the characteristics of a successful curriculum of Media Education Literacy according to educational stage? Is it important to introduce media education courses or subjects in study plans, or would it be better to establish informal courses for the public in general? What are the best strategies and methods for educating the general population on media? How should the degree of media literacy be evaluated? At what age should media education begin? What risks do children and youth lacking adequate training face?
- **Teaching and training of media teachers and professionals:** What curriculum is the best for Media Education Literacy of future and current teachers? And for media professionals? What subjects, competencies and content are priorities?
- **Responsibilities in the teaching of media-savvy citizens:** What are the best strategies for the development of a competent audience faced with media? What should a curriculum of Media Education Literacy for elderly people include? How should exclusion risks be minimized with media education? Are citizens media prosumers? Who is responsible for the citizenry's media education? Are the families prepared to educate their children about media? Are we prepared to take on the risks of this new mediatized society?

About the thematic editors:

Dr. Alexander Fedorov (Russia) (tgpi@mail.ru) is a deputy director for Science, professor in Anton Chekhov Taganrog Institute, Rostov State University of Economics, Russia, an Editor-in-Chief of Media Education Journal (Russia). He is the former president of the Russian Association for Film and Media Education (2003-2014). He is also a member of the Russian Academy of Film Arts & Science, Russian Union of Filmmakers. Alexander Fedorov is the author of 20 books on media literacy education and more than 400 articles (published in Russian, English, Canadian, French, German, Spanish and Norwegian media studies and media literacy journals). Since 1997 he has received scientific research grants on media culture and me-

dia education from the President of the Russian Federation, Russian Foundation for Humanities, Russian Ministry of Education, Kennan Institute (USA), IREX (USA), MacArthur Foundation (USA), Open Society Institute (USA), DAAD (Germany), and others. He was a guest professor and research fellow in Central European University (Budapest, 1998, 2006), Kassel University (2000), Maison des sciences de l'homme, Paris (2002, 2009), Kennan Institute, Washington D.C. (2003), Humboldt University, Berlin (2005), University of Mainz (2010), Johann Wolfgang Goethe Universität Frankfurt am Main (2014).
ORCID: <http://orcid.org/0000-0002-0100-6389>

Dr. Jorge-Abelardo Cortés-Montalvo (México) (jcortes@uach.mx) Is a full professor at the Faculty of Philosophy and Letters at the Autonomous University of Chihuahua, Mexico; Holds a PhD in Information Sciences, Communication and Journalism from the University of Seville (Spain), is a Member of the National Systems of Researchers (SNI, Mexico), as well as a member of the Consolidated Academic Group of Education and Communication (UACHIH-034), a member of the Network for the Development and Evaluation of Academic Competencies (REDECA), and Founding member of the Ibero-American Academic Network of Communication (RAIC) and the Latin-American Society of Social Communication (SLCS). He is also the Coordinator of the Mexican chapter of the Network of Media Literacy (Alfamed). He is the author of books, diverse articles in journals specialized in Communication and Education, and speaker at meetings.
ORCID: <http://orcid.org/0000-0003-0913-4454>

D^a Yamile Sandoval-Romero (Colombia) (yamilesandovalr@gmail.com). Publicist, holds a Masters in Communication and a PhD in Communication. She has been involved in the area of children's audio-visual production as a director for Señal Colombia and as a media analyst in the National Television Commission. In academia, she has been involved in projects within Communication-Education, in two strategic lines of research: training audiences and production and analysis of children's educational television, with the design and direction of novel children's television programs, and the International Degree on Production of Audio-visual Content for Young Viewers (2012-14). She has been a committee member on public calls from the Ministry of Science, Technology and Innovation (Colciencias) for the selection of children's audio-visual content and for the Japan Prize 2015. From her academic work, she has also published articles in indexed journals, books and book chapters.
ORCID: orcid.org/0000-0003-3041-8304

Guidelines and submission of proposals

More information on the special issue:

<http://www.revistacomunicar.com/index.php?contenido=proximos>

Publication guidelines:

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Proposals for the Special Issue are to be submitted through the OJS RECYT platform:

<http://recyt.fecyt.es/index.php/comunicar/login>

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