C21 LITERACY: WHAT IS IT, HOW DO WE GET IT?

A CREATIVE FUTURES THINK TANK

Susan Galloway

Centre for Cultural Policy Research

University of Glasgow

INTRODUCTION

Literacy has acquired priority status for public organisations in Scotland across a range of policy contexts. However the scope for partnership working is currently blurred by the accumulation of new types of literacy being promoted, by competing definitions and perspectives, and by the continual evolution of new terminology.

At the same time, there is a broad consensus about the 'gap' between literacy, as conventionally treated within the school curriculum, and our everyday lived experience of multiple literacies.[1] This is recognised as a problem not just in the UK but internationally. The challenge is how to close this gap.

This is an issue not just for educationalists, but for all of the organisations identified as having a role - including public bodies, voluntary organisations and employers - within the partnership approach of the Curriculum for Excellence.

The purpose of this paper is two-fold:

- to create the foundation for a discussion about literacy within the education curriculum, between all of the relevant partners and stakeholders in Scotland.

- to recommend achievable means to promote 21st century literacy more effectively across Scotland, for cultural, social and economic benefits.

It addresses two main issues:

---

[1] The shortcomings of the curriculum and education practice in schools is discussed, for example, by K. Pahl & J. Rowsell (2006); Lankshear & Knobel (2004); BFI (2008);

- <u>Definitions</u>: What do new literacies terms really mean? How can we make sense of them? How do conceptions in Scotland and the UK compare with European and global conceptions?

- <u>The Education Mission</u>: What kinds of pedagogies are found to best develop literacy and 'new literacies'? How should literacy and 'new literacies' be assessed within the education curriculum?

The paper is based upon a selective review of academic and grey literature and interviews with representatives of public organisations in Scotland, covering statutory, further and higher education, the broadcast media and cultural agencies, etc. A full list of individuals and organizations consulted is attached.

Part One maps the new literacies and identifies the key issues involved in modelling literacy. It sets out the main types and approaches to literacy currently being discussed, drawing on both the academic and policy literature. This includes The New Literacy Studies, new literacies, media literacy, 21st Century Literacy, and digital literacy.

Part Two looks at the public policy framework. This is essential, because definitions are never 'neutral', but serve particular aims and interests. For this reason the paper considers the framework for literacy provided by the European Union, the site of most decision-making about education and skills, as well as by international bodies such as the OECD and UNESCO.

Part Three gives a brief overview of the situation in Scotland the opportunities presented by The Curriculum for Excellence.

Part Four considers the types of steps needed to move towards 21st Century literacy and raises questions for discussion.

PART ONE: DEFINING THE CHALLENGE

LITERACY AS A POLICY ISSUE

Over the past 20-30 years literacy has emerged as a major policy question for a number of reasons:

- The rapid development of new communications technologies and practices, which have changed how we do everything.
- The dominance of free market economics and ideas of the 'knowledge economy' (encompassing the 'creative economy').[2]
- Economic deregulation, particularly in the media industries.
- The policy agenda around social inclusion and equality of opportunity.

These have provided the political impetus for literacy becoming a policy priority in recent years and have been the main drivers of policy thinking about education and skills development.

Definitions of literacy have broadened over the past half century. Different disciplinary interests and perspectives have informed the evolution of thinking about literacy since the 1970s. A good overview of these issues is provided by UNESCO (2005), Lankshear & Knobel (2006), Universidad Autonoma de Barcelona (2007) and Buckingham (2009). They chart the changing definitions of literacy, the ideas and assumptions which underpin these, and the political and policy context to which these relate. As they have already mapped this territory so helpfully, their ideas are re-presented here.

Conceptual confusion

Firstly, it is helpful to clear out of the way some of the reasons why we currently have such a proliferation of 'literacies' with such a confusing range of types of definitions:

- Policy definitions are tailored to practical concerns, serving particular political or administrative purposes, and these shift over time – often very quickly. In addition, the quest for measurement very often involves definitional compromise, based on pragmatic issues like availability of data, and cost.

- The imprecise use of language - literacy is now commonly used as a metaphor, for example, for competence or proficiency. This has given rise to a wide range of 'separate' metaphorical literacies for example, computer literacy, visual literacy, financial literacy, emotional literacy, etc.[3]

---

[2] It is worth remembering that this is contested terrain. The extent to which, in historical terms, recent technological change has had transformational economic effects, or has brought about political 'empowerment', is disputed (Chang, 2010). Similarly, the assumptions that underpin the concept of the 'information society' or 'knowledge economy' are also contested (Garnham, 2005).

- The prominence now given to the notion of being able to communicate, or to make meaning 'using signs, signals, codes, graphic images' in many different contexts. As each context (e.g. television) is understood to have its own discrete 'languages and literatures', so the notion of various distinct 'literacies' has evolved, such as 'media literacy' and 'information literacy'.[4] While these are presented as separate, in fact they often contain overlapping elements, adding to the confusion.

These factors have contributed to the position where there are currently two broad approaches to modelling literacy. Each conceives a different type of relationship between conventional print based 'reading and writing' literacy and new literacies:[5]

- A 'dual' approach in which there is a skills-based 'core' or 'basic' literacy – usually defined in terms of 'conventional' print-based literacy - (that remains unchanged) plus other 'add-on' literacies. One version of this sees conventional reading literacy as a basic skill that underpins broader literacies. Another conceives things in terms of a continuum, with 'conventional' literacy at one end and 'higher order' literacies at the other.

- Various attempts to develop a broader, unified, conception of literacy suitable for all contexts and types of media. For some literacy is best understood in terms of 'multi-modal forms of meaning making' or 'communicative practices'.[6] We examine one of these next.[7]

MODELS AND PARADIGMS OF LITERACY

Green's Model of Literacy

As a useful framework for thinking about literacies, Lankshear & Knobel cite the three-dimensional model of literacy developed by Green (1988, 1997). In their view this presents 'an integrated view of literate practice and literacy pedagogy'.[8]

Based on a socio-cultural perspective, Green's model has three inter-locking dimensions: the operational, the cultural and the critical (Figure 1). These dimensions bring together language, meaning and context.

- **The Operational dimension** focuses on language aspects of literacy. Including, but going beyond, competence with the tools, procedures & techniques involved in being able to handle a written language system. It includes being able to read and write/key in a range of contexts in an appropriate and adequate manner.

---

[3] J. Marsh (2008) *Reframing Literacy* (BFI: London).
[4] C. Lankshear and M. Knobel (2004), *New Literacies: everyday practices and classroom learning*, (Maidenhead: Open University Press), p. 20.
[5] These are set out in BFI (2008) Reframing literacy (London: BFI).
[6] J. Marsh (2003) One-way traffic? Connections between literacy practices at home and in the nursery, *British Educational Research Journal,* 29: 3, pp. 369 – 382, p. 380.
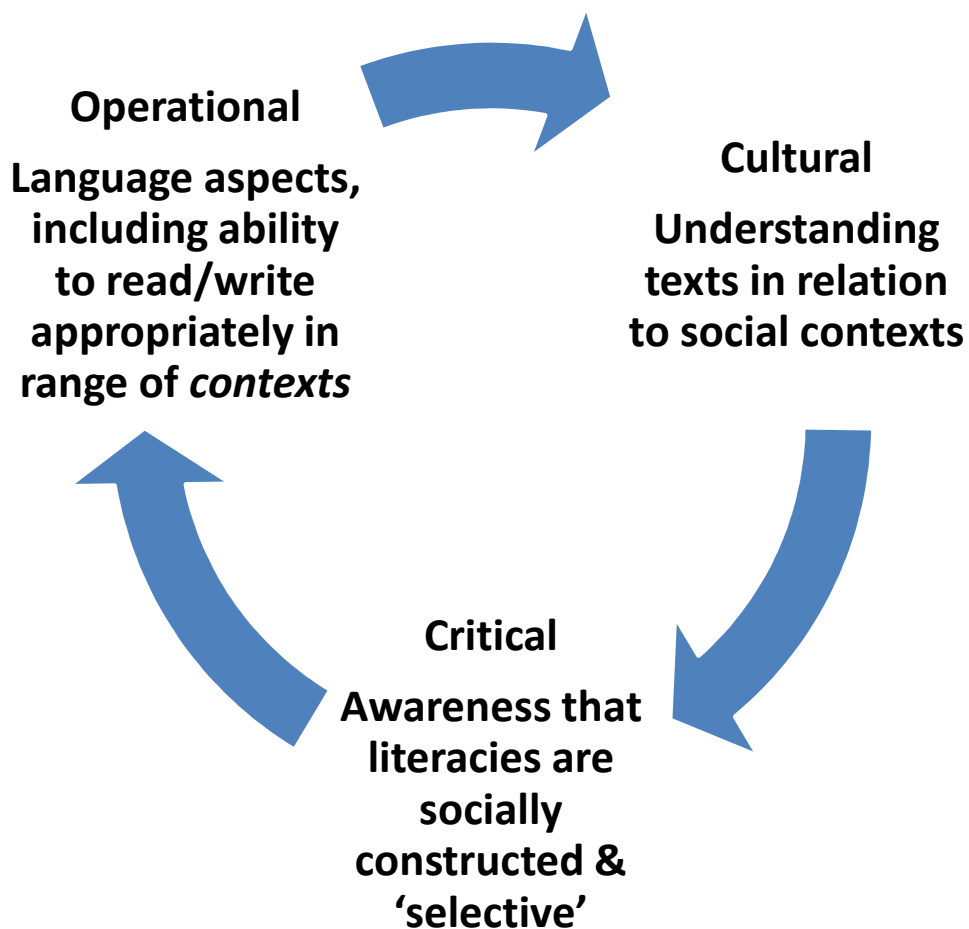[7] Others include Marsh's model of communicative events and practices (2003); see also B. Street (2003) What's 'new' in New Literacy Studies? Critical approaches to literacy theory and practice, *Current Issues in Comparative Education*, 5: 2, 12 May and J. Gee (1990) *Social linguistics and literacies: ideology in discourse* (London: Falmer Press).
[8] Lankshear and Knobel (2004) *New literacies*, p. 15.

- **The Cultural dimension** – involves competence with the meaning systems of social practice; knowing how to make and grasp meanings appropriately within the practice.

- **The Critical dimension** – involves awareness that all social practices, and thus all literacies, are socially constructed and 'selective', in other words they are ideological. By acquiring critical awareness individuals can act on, and transform literacy, not just perform within it.

These three dimensions provide a useful point of reference for considering the various perspectives on literacy developed in recent years. This overview gives a brief outline of each of these.

Figure 1: Green's model of literacy

Operational

Language aspects, including ability to read/write appropriately in range of *contexts*

Cultural

Understanding texts in relation to social contexts

Critical

Awareness that literacies are socially constructed & 'selective'

 (1) Psychological versus Socio-cultural approaches

Until the 1970s psychology dominated educational practice. The terminology of educational policy and pedagogy was concerned with 'reading', a term conceived in psychological terms. While this approach has

shifted from behaviourist to cognitive and psycholinguistic models, its focus remains upon the 'autonomous' or abstracted internal processes involved in decoding and encoding signs, in the medium of typographical print-based text. In terms of Green's model, it is concerned solely with the 'operational' dimension of literacy. Over time basic reading and writing skills became, in policy terms, less as an end in themselves, and more an instrumental way of promoting economic growth or achieving other policy goals (i.e. the notion of 'functional literacy').[9]

During the 1970s this psychology-based approach was increasingly challenged by a socio-cultural perspective which focused on 'literacy', a term understood first and foremost as a social practice. The focus was on the practical usage and 'meaning making' of language and literacy. Literacy is 'bound up with social, institutional and cultural relationships…situated within their social, cultural and historical contexts…[and] always connected to social identities'.[10] A key aspect of this is that, from a socio-cultural perspective:

> 'it is impossible to separate out from text-mediated social practices the "bits" concerned with reading or writing (or any other sense of 'literacy') and to treat them independently of all the 'non-print' bits…"Literacy bits" do not exist apart from the social practices in which they are embedded and within which they are acquired'.

The move from psycholinguistic to socio-cultural-informed pedagogies was the first major 'paradim shift' in thinking about reading and literacy in formal education.[11] However the past 10 years or so has seen a reverse in education policy, both in the United States and Britain, in favour of a psychological approach.[12] In practical terms this has focused upon the teaching of phonics.

The response to this is the **'New Literacy Studies' (NLS)**. This reasserts a socio-cultural approach to literacy, whilst also updating it, in response to technological change and globalization. Informed by ethnographic studies, it recognizes that as a social practice, literacy varies across cultures and contexts. New Literacy Studies pays attention to each of the three dimensions of Green's model of literacy; operational, cultural and critical. The three key inter-related features of the approach are:

- **Multimodality:** moving beyond an identification of literacy with the traditional medium (or 'mode') of typographical printed text, to embrace texts in audio and visual media.

  o This acknowledges the way that technology, including digitization, has transformed the lives of children and young people.

---

[9] UNESCO (2005) EFA Global Monitoring Report 2006, Literacy for Life (Paris: UNESCO), p.153.
[10] Lankshear & Knobel (2004), *New literacies,*p.12.
[11] For discussion of the factors underlying this shift see Lankshear & Knobel (2004) pp. 9-10.
[12] With the *No Child Left Behind* strategy in the U.S. (2002) and the National Literacy Strategy in England.

o   However it focuses not solely on the technical skills required in the 21st century, but with 'the cultural and critical ramifications of technology'.[13] It is concerned with developing the critical ability to transform and change literacies as well as act within them.

- **Multiple Identities**: NLS acknowledges that pupils often have 'highly developed literacies in the domains outside school in which they have chosen to invest their identities.'[14] The problem is not that pupils 'lack the basic cognitive abilities to become literate' but that the school system is itself failing 'to ignite any significant degree of identity investment' by pupils.

    o   NLS challenges the traditional 'deficit' model of teaching by drawing upon the literacy resources that pupils have already developed for themselves in 'identity-rich' domains outside of school

    o   In doing so it connects with the new technologies and modes of popular culture that pupils engage with in their everyday lives and which have meaning for them.

- **Multiliteracies:** NLS draws upon children's own linguistic, cultural and socio-economic backgrounds in literacy learning, including multilingualism, so that

    o   Language teaching reflects the realities of the globalised world and multicultural society, and includes an understanding of power relationships;

    o   Literacy is situated in local and global contexts, with a focus on 'embodied understandings of meaning and of knowledge.' (2005, p.74).

(2) The 'new literacies' approach

'New literacies' means the literacies that have emerged in the 'post-typographical' era, that is, since the arrival of digital-electronic technologies. It has developed over the past ten years out of two streams of research: one investigating the ways in which new technologies might shape language and literacies (Lankshear & Knobel, 1997), the other, led by the New London Group, looking at the idea of 'multiliteracies'.[15]

According to the proponents of new literacies, digital-electronic technologies have not only changed existing social practices but created new forms of practice. They define literacies as:

'Socially recognized ways of generating, communicating and negotiating meaningful content through the medium of encoded texts within contexts of participation in Discourses (or as members of Discourses).'[16]

---

[13] K. Pahl & J.Rowsell, (2004) *Literacy and education: understanding the New Literacy Studies in the classroom* (London, California, New Delhi: Sage), p.5.
[14] K. Pahl & J. Rowsell, *Literacy and education*, p.142.
[15] D.J.Wilber (2010). Special themed issue: Beyond 'new literacies'. *Digital Culture & Education*, 2:1, pp.1-6, p.1.
[16] C. Lankshear & M. Knobel (2004) *New literacies*, p.64.

Literacy is used in the plural because it is understood as 'a family of practices' – literacies – that vary from each other according to the technology used, the knowledge drawn upon, and the skill requirements (2004, p.66).[17]

These are 'ontologically new' and distinctive for two main reasons:

- they involve a whole new technical aspect that doesn't apply to conventional text based literacies.

  - New technologies have brought new practices for 'distributing, exchanging and receiving texts by electronic means' including 'the production and exchange of multimodal forms of text that can arrive via digital code…as sound, text, images, video, animations…'.

  - As a result literacy now includes things like 'using and constructing hyperlinks…text messaging; using digital semiotic languages…attaching sound to an image; building multimedia role play universes online; choosing, building or customizing a weblog template' (2004, p.25).

- They are characterized by a different 'ethos' or 'mindset' to conventional literacies. The new practices 'are often more "participatory", more "collaborative", and more "distributed", as well as less "published", less "individuated" and less "author-centric" than conventional literacies.' (2004, p.25). They can also be shared more easily through less hierarchical forms of distribution. This also opens up the possibility of a shift in power – as both authorship and expertise are open.

At the same time, Lankshear & Knobel do not think there is a straightforward relationship between new digital technologies and 'new literacies'. They consider it possible for some literacies to be 'new' without involving the use of digital electronic technologies, providing they embrace the new 'mindset' (2004, p.26).

While drawing upon different frames of reference, including Gee's Discourse theory of literacy (1997),[18] and having a different emphasis, the concept of 'new literacies' shares some characteristics in common with New Literacy Studies:

  - It too draws upon a socio-cultural model of literacy which understands literacies as social practices.

  - It understands literacies as being to do with meaning-making linked to identities in multiple social contexts or domains. However it expands this idea by crossing 'conventional notions of space…[for they] are existent in and around physical spaces and are embedded in the personal and work lives of users' (D.J. Wilber, 2010, p.3).

  - It involves multi-modal forms of communication using texts that are written, audio, visual or moving image but, crucially, digital technology allows these to be shared in ways that enable qualitatively new ways of collaborative and participatory practice (2004, p.76).

---

[17] This is based on the ideas of Scribner and Cole (1981) *The psychology of literacy* (Cambridge, MA: Harvard University Press) cited in Lankshear and Knobel (2004), pp.65-66.
[18] J.P. Gee (1997) Foreword: a discourse approach to language and literacy, in C. Lankshear, *Changing literacies* (Buckingham: Open University Press), pp. xiii-xix.

o It is also concerned with integrating and utilising the literacies developed by young people in their everyday lives into school-based pedagogies.

The connections between 'new literacies' and other theoretical and methodological frameworks is still being explored, as is its practical contribution to school education.[19]

(3) Media literacy, including 21st Century Literacy

Media literacy is defined by the European Commission as:

> "the ability to access , understand and critically evaluate different aspects of the media and media content and communicate in a variety of contexts. It relates to all media, including television and film, radio and recorded music, print media, the internet and all other digital technologies."[20]

The UK Charter for Media Literacy describes a media literate individual as someone who can:[21]

- Use media technologies effectively to access, store, retrieve and share content to meet their individual and community needs and interests;
- Gain access to, and make informed choices about, a wide range of media forms and content from different cultural and institutional sources;
- Understand how and why media content is produced, and the technological, legal, economic and political contexts for this;
- Analyse critically the techniques, languages and conventions used by the media, and the messages they convey;
- Use media creatively to express and communicate ideas, information and opinions;
- Identify, and avoid or challenge, media content and services that may be unsolicited, offensive or harmful;
- Make effective use of media in the exercise of their democratic rights and civic responsibilities.

Meanwhile Ofcom, the independent regulator for the communications industries, which has a duty to promote media literacy, defines it as:

> 'the ability to access, understand and create communications in a variety of contexts'. [22]

There are three main dimensions to this Ofcom definition. Firstly, for its purposes, media literacy is concerned with the electronic media and with 'the ability to 'read' and 'write' audiovisual information'. This is regarded as

---

[19] See collected articles in the Special Themed issue: Beyond 'new' literacies. *Digital Culture & Education,* 2:1, 2010.

[20] Retrieved online 24 Feb. 2011 at http://europa.eu/rapid/pressReleasesAction.do?reference=IP/09/1244&format=HTML&aged=0&language=EN&guiLanguage=en

[21]Charter for Media Literacy retrieved 10 March 2011 at http://www.medialiteracy.org.uk

[22] http://stakeholders.ofcom.org.uk/market-data-research/media-literacy/about/

being distinct, and separate from, conventional print-based literacy. Secondly, it regards media literacy as embracing both simple recognition and comprehension skills through to 'higher order critical thinking skills'. Thirdly, it is concerned with competence in using new technology; a media literate person will be able to use an electronic programme guide, use interactive features when watching a television programme, and email their point of view to a programme maker.[23]

It is clear from these definitions that media literacy provides scope for a wide range of emphases, and for very different and competing interests to be articulated.[24] And indeed, the way in which media literacy is understood and interpreted in practice, and how it transfers to a curricular setting, is the subject of much debate and discussion.

David Buckingham, for example, identifies in a European survey of media literacy trends thirteen different interpretations of media literacy that apply in different contexts.[25] These range from developing skills in handling technology, to protecting children from harmful content and online risk, to training workers for the media and technology industries.[26]

In his view the emphasis of UK policy definitions of media literacy, particularly in relation to Ofcom, forms part of a wider strategy of 'responsibilisation'. By this he means the process by which citizens are being urged to take greater responsibility for their own wellbeing, and behaviour, while the responsibilities of the state contract.[27]

He also refers to the risk that media literacy will be interpreted either as a way of encouraging conventional reading literacy, or as solely being about the technical aspects of making films or 'being creative'.[28]

For Buckingham, and others, the crucial component and key objective of media literacy is critical understanding – one of the three dimensions of Green's literacy model. This emphasis within media literacy has its roots in cultural studies and in communications theory, where the focus is not on an aesthetic evaluation of texts, but what texts reveal about social systems. The central thrust of media literacy is concerned with the ways in which different texts convey ideology, and with equipping individuals with the critical skills and frameworks of knowledge that enable them to deconstruct or 'read' these.[29]

Following the 2003 Communications Act, the UK Government set up a Task Force charged with taking forward the provisions within the Act for the promotion of media literacy. The Media Literacy Task Force met between 2004 and 2009, after which media literacy was subsumed within the new policy agenda of *Digital Britain* (see

---

[23] http://stakeholders.ofcom.org.uk/market-data-research/media-literacy/about/whatis/

[24] See Cary Balzagette (2009). Whose interests should media literacy serve?, pp.83-88, in EuroMeduc, *Media literacy in Europe: Controversies, challenges and perspectives* (Brussels: EuroMeduc).

[25] Universidad Autonoma de Barcelona (2007) Study on the current trends and approaches to media literacy in Europe (Brussels: European Commission).Retrieved online 10 March 2011 at http://ec.europa.eu/culture/media/literacy/docs/studies/study.pdf

[26] Buckingham (2009), The future of medial literacy in the digital age: some challenges for policy and practice, in EuroMeduc, *Media literacy in Europe: Controversies, challenges and perspectives* (Brussels: EuroMeduc). pp.13-24, p.14.

[27] D. Buckingham (2009) Beyond the competent consumer: the role of media literacy in the making of regulatory policy on children and food advertising for the UK. *International Journal of Cultural Policy*, 15:2, pp.217-230.

[28] D. Buckingham (2009) *The future of media literacy,* p.22.

[29] A. Silverblatt, J. Ferry & B. Finan (2009, 2nd Edn.) Approaches to media literacy: a handbook (New York, London: M.E. Sharpe), p.3.

below).[30] One of the main outcomes of the Taskforce was the 2005 Charter for Media Literacy, an initiative also adopted and promoted at a European level.[31]

The Taskforce also developed an approach to media literacy described as 'the three Cs', the Critical, Cultural and Creative:[32] This holistic approach to literacy aims to bridge the 'divide' between print and other media.

21st Century Literacy

21st Century Literacy, with its specific focus on the moving image, sits within this broad understanding of media literacy and is also governed by the 'Three C's'. It is a practical attempt by the British Film Institute (BFI) the regional and national film agencies and others, to promote a broader, multimodal, conception of literacy within the school curriculum that includes film.[33]

21st Century Literacy is defined as:

> 'the repertoire of knowledge, understanding and skills that enable us all to participate in social, cultural and political life.'[34]

The 'three Cs' of 21st Century Literacy link up with the cultural and critical dimensions of Green's literacy model:

Critical: merging print and film.

- Encouraging a multimodal conception of literacy, by focusing on the common aspects of literacy development across different media.

- Developing skills of critical analysis applicable across different media.

Cultural: exploring world film

- Encouraging the use of moving image within the curriculum in ways that value, and build upon, the literacies already possessed by young people and acquired in other, 'identity rich' areas of their lives outside of school. There is evidence that this is an effective strategy for encouraging conventional reading literacy and for engaging 'hard to reach' groups of young people. [35]

- As a way of young people gaining an understanding of both the multilingual, multicultural world around them and themselves (linked to the notion of multiliteracies).

---

[30] The Task Force comprised senior representatives of the BBC, the British Board of Film Classification, the British Film Institute, Channel Four, ITV, the Media Education Association, Skillset and the UK Film Council. Representatives of the DCMS, Ofcom, and the Broadband Stakeholder Group sat as observers.

[31] See http://www.medialiteracy.org.uk/

[32] For more information see http://www.medialiteracy.org.uk

[33] The stakeholders involved in the 21st Century Literacy leadership group include Scottish Screen/Creative Scotland and also the UK Film Council, Skillset, Film Club, First Light and Film Education.

[34] BFI (2008) Reframing Literacy (London: BFI).

[35] G. Head (2010) 'Let me edutain you...'Moving Image Education and young people not in education, employment or training, *Education in the North*, 17 (Online) http://www.abdn.ac.uk/eitn/display.php?article_id=1

Creative: making film

- Encouraging practical creative film making, not simply as a way of promoting technical skills but by connecting theory with practice, helping to promote and enrich critical understanding of how texts work.

(4) Digital literacy

The concept of digital literacy has developed over the past 10-15 years out of an earlier interest in 'computer' or 'ICT Literacy', and further back, in 'information literacy'.[36] It tends to be more narrowly defined with a focus on technical competence. The European Commission has adopted a fairly instrumental view of Digital literacy, defining it in terms of:

> 'the skills required to achieve digital competence, the confident and critical use of ICT for work, leisure, learning and communication.'[37]

This is seen as underpinned 'by basic skills in ICT and the use of computers to retrieve, access, store, produce, present, and exchange information, and to communicate and participate in collaborative networks via the Internet.'[38] Using this technical skills-based definition, a survey is used to 'measure' levels of digital literacy across member states.[39] Individuals are asked whether they have carried out six basic computer and six basic internet tasks. Those who have undertaken 5 or 6 are classed as highly skilled in digital literacy terms. At the other end, those who have not carried out any of the tasks are considered to have no skills (i.e. to be digitally illiterate).

In contrast, one of the better known conceptual definitions, that of Paul Gilster, has a different emphasis, on understanding and using information, rather than technical ability. It defines digital literacy as:

> 'the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers.'[40]

Contrast again with the following, more complex, definition of digital literacy, which takes into account the cultural and critical dimensions of literacy. It is the product of the Glasgow University-led 'DigEuLit' project, which was funded by the digital literacy strand of the European Commission's eLearning Programme:

> 'Digital Literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources,

---

[36] For an outline of its origins see Buckingham (2009) or Lankshear & Knobel (2004).

[37] (2008) Digital Literacy. European Commission Working Paper and Recommendations from the EU High Level Expert Group. p.4 Retrieved 1 March 2011 at
http://ec.europa.eu/information_society/eeurope/i2010/docs/digital_literacy/digital_literacy_review.pdf

[38] Ibid.

[39] This is the Community Survey on ICT Usage in Households and by Individuals.

[40] P. Gilster, in C. Pool (1997) A conversation with Paul Gilster, *Educational* Leadership, 55, pp.6-11, cited in C. Lankshear & M. Knobel (2004), *New Literacies*, p.22.

construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process.'[41]

At a UK level, digital literacy has already been superceded by a new policy term, 'digital participation'. The UK Government's Digital Britain report (2009) rejected media literacy as too confused and poorly defined and called instead for 'digital participation', led by a National Plan for Digital Participation. Driving this is a policy emphasis on inclusion, taken forward by the 2010 Digital Economy Act. As we shall see, this represents the national implementation of policies decided at an EU level.

(5) Conceptions of Literacy within the European Union

The *Key Competences for Lifelong Learning*, established by the 2006 *Recommendation* of the European Parliament, is the outcome of joint work between the EC and member states on education and training.[42] They represent a 'shared vision' or 'reference framework' of the key skills required in a world rapidly being transformed by globalization and technological change. They identify the key skills young people need to acquire within formal education, to be developed further along a continuum of lifelong learning.

The framework identifies eight key competences of equal importance.

Competences are defined as 'a combination of knowledge, skills and attitudes appropriate to the context'.[43] These eight competences are seen as overlapping and interlocking.

Some common themes are identified which apply throughout the reference framework: these are defined as 'critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking and constructive management of feelings'.[44]

How is literacy conceived of here?

The framework refers to literacy as one of the basic skills that underpins all competences.[45] In wider EU education policy this is termed 'reading literacy' (see below).

However a broader conception of literacy is also implicit in the *Framework*. This is elaborated in relation to competences 1 and 8.

---

[41] A. Martin (2005) DigEuLit – a European Framework for Digital Literacy: a progress report. *Journal of eLiteracy*, 2, pp. 131-136.

[42] *Official Journal of the European Union,* L394/10, 30.12.2006, Retrieved 14 March 2011 at http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF

[43] Education & Culture DG (2007) *Key competences for lifelong learning: European Reference Framework* (Luxembourg: Office for Official Publications of the European Communities, p.3.

[44] Education & Culture DG (2007) *Key competences*, p.3.

[45] Education & Culture DG (2007) *Key competences*, p.8.

Competence 1, 'Communication in the Mother Tongue', sees the development of oral and written communication skills as intrinsically linked both to cognitive abilities and social practices. Significantly, communicative competence is not seen as confined to traditional written texts, but extends to the full range of non-literary texts. The definition of 'text' here is a broader one and corresponds with an appreciation that communication takes place in a range of different contexts, not solely orally and in writing/print.

According to the *Framework*, individuals should have the skills not only to communicate both orally and in writing, but have the ability 'to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context".[46]

In addition it defines a 'positive attitude' towards communication in the mother tongue as involving 'a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others" (2007, p.4).

This conception of literacy is further elaborated in Competence 8, 'Cultural Awareness and Expression'. This is defined as 'appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts" (2007, p.12). It described as the ability of individuals to communicate and express their own ideas, and also to understand and critically interpret the ideas of others, applies to a wide range of media and a wide range of social contexts.

The essential knowledge, skills and attitudes related to this competence are identified as:

- a basic knowledge of major cultural works, including popular contemporary culture…essential to understand the cultural and linguistic diversity of Europe and other regions of the world.'

- Skills include both appreciation and self-expression through a variety of media using one's own innate capacities…Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.'

- An 'open attitude towards and respect for diversity of cultural expression', rooted in 'a solid understanding of one's own culture and sense of identity'.

[INSERT THIS IN A BOX]
Figure 2 : Key Competences for Lifelong Learning (Source: European Commission, 2007)

European Reference Framework
Key competencies for lifelong learning

'those which all individuals need for personal fulfillment and development, active citizenship, social cohesion and employment' in a knowledge society.

1. Communication in the mother tongue

---

[46] Education & Culture DG (2007) *Key competences*, p.4.

"the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form, and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure."

2. Communication in foreign languages

"broadly shares the main skill dimensions" as above but "also calls for skills such as mediation and intercultural understanding."

3. Mathematical competence and basic competencies in science & technology

"the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations…involves…the ability to use mathematical modes of thought…and presentation…"

4. Digital competence

"the confident and critical use of Information Society Technology (IST) for work, leisure and communication…underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet."

5. Learning to learn

"the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups."

6. Social and civic competences

"include personal, interpersonal and intercultural competence and covers all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary."

7. Sense of initiative & entrepreneurship

"ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives."

8. Cultural awareness and expression

"Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts."

PART TWO: THE POLICY FRAMEWORK: LITERACY AND THE EUROPEAN UNION

The majority of domestic policy is now decided at European level. As an EU member state, the recent actions of the British (and by extension, the devolved Scottish) government are shaped by broader European policy.

The framework for EU literacy initiatives over the past decade was determined at the Lisbon meeting of EU Heads of State, in March 2000. The strategy agreed there (the Lisbon Strategy) aims to strengthen Europe's global economic competitiveness.[47] The policy emphasis on literacy has an economic rationale, and the main arguments can be summarised as follows:

- The full potential of technological change, including digitisation, for economic productivity and competitiveness, as well as for the democratic functioning of societies, is constrained by limited participation.

- To maximise economic effectiveness, the new knowledge-based society and economy must be as inclusive as possible; individuals need to be equipped to participate fully, as workers, consumers and citizens.

- Research shows that low levels of literacy, in both advanced and developing economies, are a barrier to the efficient functioning of labour markets. Correcting for this is therefore a key policy priority and it is being addressed by tackling some of the social and economic factors understood to be responsible. This is where social inclusion, lifelong learning, and other agendas fit in.

Through a range of programmes and actions the European Commission (EC) has worked with member state governments to progress the Lisbon priorities over the past decade. The two main EC Directorates involved are the DG Information Society & Media and the DG Education & Culture.

The new growth strategy, *Europe 2020*, which was launched in 2010, maintains the emphasis given to three main concepts: media literacy, reading literacy and digital literacy.

All three are included in *the Key Competences for Lifelong Learning* (2006) the EU Reference Framework for education and skills development by member states discussed above.[48]

To convey the context for literacy policy in the UK, each of these is briefly examined below.

Figure 3: EU literacy concepts

Media literacy	"the ability to access , understand and critically evaluate different aspects of the media and media content and communicate in a variety of contexts. It relates to all media, including television and film, radio and recorded music, print media, the internet and all other digital

---

[47] The Lisbon Strategy was re-launched in 2005 with a closer focus on growth and jobs.
[48] See European Parliament Recommendation on Lifelong Learning, Official Journal of the European Union, 30.12. 2006/L394.

	technologies."
Reading literacy	A functional skill that underpins the acquisition of broader competences.
Digital literacy	"the skills required to achieve digital competence, the confident and critical use of ICT for work, leisure, learning and communication"

MEDIA LITERACY

Media literacy is regarded by the EU as "one of the key pre-requisites for an active and full citizenship",[49] and essential to a range of cross-cutting public policy aims, including:

- **Economic aims**, a more competitive knowledge economy and more efficient markets (by helping consumers make informed and 'diversified' choices);

- **Cultural aims**, raising awareness of European heritage and cultural identity;

- **social**, and **democratic aims**, creating a more inclusive information society; improving the inclusion and citizenship of marginalized groups; enhancing media pluralism and independence (by equipping citizens to actively engage and create).[50]

The cross cutting nature of media literacy is exemplified in relation to EU culture and education policy.

Cultural policy

The past thirty years has seen an international trend redefining culture as part of the economy.[51] This is reflected in EU policy for the creative industries, at the centre of which is the audiovisual sector.[52]

Media literacy has been promoted as an essential adjunct to efforts to build a competitive single market for the audiovisual industries. The 2007 Audiovisual Media Services Directive, which introduced cross border rules on areas like advertising and product placement, was a step towards this.[53] Under the terms of the Directive (Article 26) the EC is obliged to measure and report levels of media literacy across member states.

 An EC Communication on media literacy accompanied the Directive. This called on:

---

[49] European Commission, (2009) Commission recommendation on media literacy in the digital environment. Brussels, European Commission, p.4. Retrieved online 24 Feb. 2011 at
http://ec.europa.eu/culture/media/literacy/docs/recom/c_2009_6464_en.pdf

[50] European Commission, (2009) Commission recommendation on media literacy in the digital environment. Brussels, European Commission. Retrieved online 24 Feb. 2011 at
http://ec.europa.eu/culture/media/literacy/docs/recom/c_2009_6464_en.pdf

[51] E. Huijgh & K. Segers (2007) *The thin red line. International and European tensions between the cultural and economic objectives and policies towards the cultural industries* Cemeso Working Paper No.8 (CEMESO: Brussels).

[52] See KEA European Affairs (2006) *The economy of culture in Europe*, (Brussels: European Commission).

[53] Directive 2007/65/EC. This includes internet safety and television or video game content
http://ec.europa.eu/avpolicy/reg/avms/index_en.htm

- member states to fund research into the various aspects of media literacy;

- the national regulatory bodies of member states to cooperate in encouraging literacy;

- member states to develop regulatory frameworks involving all 'interested parties' as well as 'self-regulatory initiatives'.

In this context media literacy is principally about equipping citizens to exercise individual responsibility in a deregulated marketplace. [54] It goes hand in hand with special measures to protect vulnerable people and minors (contained within the Directive).

The Commission's *Recommendations on media literacy* (2009) set out its intention to monitor the efforts of the relevant member state institutions to promote audio visual media literacy. In the UK, this is the responsibility of Ofcom. [55]

The umbrella of media literacy is also understood by the EC to include the issues of risk in sharing personal data online; the protection and privacy of personal data in online transactions; and awareness of copyright. Action by member states on all of these is encouraged.[56]

However media literacy also finds other uses. It is promoted within EU cultural policy through the DG Education & Culture MEDIA 2007 Programme, which also supports film literacy and Moving Image Education projects. In this context media literacy helps meet the objective of educating and building an audience for European cinema. In particular, to achieve the full economic and cultural potential of the European audiovisual sector, closer cooperation and integration has been sought with the education and cultural policies of member states, with a focus on schools, and MEDIA has sought to promote this through its funding decisions.

Finally, the responsibility of the media industry itself to promote media literacy is also acknowledged within EU policy.[57]

Education and the Curriculum

In 2009 the European Commission recommended that member states address media literacy as part of the school curriculum, and also that local authorities consider it as part of their non-formal education provision.[58]

Specifically, the EC recommends that governments:

---

[54] Council of the European Union, 'Council conclusions on media literacy in the digital environment', 2978th Education, Youth and Culture Council Meeting, Brussels, 27 Nov. 2009.
[55] Under the terms of the 2003 Communications Act.
[56] Earlier work on these issues has been funded by the eLearning and Safer Internet framework of programmes.
[57] Council of the European Union, 'Council conclusions on media literacy in the digital environment', 2978th Education, Youth and Culture Council Meeting, Brussels, 27 Nov. 2009, p.2.
[58] European Commission, (2009) Commission recommendation on media literacy in the digital environment. Brussels, European Commission, p.4.

"open a debate in conferences and other public events on the inclusion of media literacy in the compulsory education curriculum, and as part of the provision of key competences for lifelong learning".[59]

Member states are asked to use the Reference Framework, Key Competences for Lifelong Learning, when developing media literacy in an educational context.[60]

READING LITERACY

The narrower term 'reading literacy' is also used within EU policy. The purpose here is to distinguish between 'functional' literacy and the broader conception of literacy described above, with the former seen as underpinning the latter.[61]

 Within the context of EU economic goals outlined earlier, post-Lisbon EU schools policy has placed particular emphasis on functional skills such as reading literacy and numeracy. This is reinforced by the most recent statement of EU economic policy. The *Europe 2020 Strategy for Jobs and Growth* was agreed by member states in June 2010. Basic skills development is seen here as a core part of both 'smart' and 'inclusive growth' and important for EU initiatives such as the *Agenda for New Skills and Jobs* and the *Digital Agenda*.[62]

It is worth saying a word about the EU's competence in relation to education. The EU has what is called a 'coordinating competence' over formal education. It can decide incentive measures to promote joint initiatives on education but has no formal competence to harmonise national laws about the content of education.[63]

Under the terms of the Lisbon Treaty secondary level education is defined as a service. It is therefore covered by the 2006 Services Directive, which came into full force in 2010. This introduced a market into secondary level education, irrespective of the government policy of member states.[64] The full implications of this remain unclear but it provides the legal framework for the Coalition Government's education policies in England.

In terms of higher education systems, member states determine their own policy but the EU again has a 'coordinating competence', which it has used to promote a market system. Since Lisbon the emphasis has been on 'modernising' and reforming the management of European universities to make them more 'flexible' and'

---

[59] European Commission, (2009) Commission recommendation on media literacy in the digital environment. Brussels, European Commission, p.5.

[60] Education & Culture DG (2007) Key competencies for life long learning. European reference framework. Luxembourg: Office for Official Publications of the European Communities. Retrieved online 24 Feb. 2011 at http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf

[61] For example see Council of the European Union, 'Council conclusions on increasing the level of basic skills in the context of European cooperation on schools for the 21st century (2010/C323/04)', *Official Journal of the European Union*, C 323, 30.11.2010., pp. 11-14.

[62] *Official Journal*, C 323, 30.11.2010. p.12.

[63] However the content of a wide range of European qualifications was harmonized by Directive 2005/36/EC, adopted on 7 September 2005. This came into full force in 2007.

[64] Jens-Peter Bonde, *Factsheet*: *The Lisbon Treaty and Education, Students and Teachers,* retrieved 28 Feb. 2011 at http://en.euabc.com

responsive',[65] and hence, better able to compete in a globalised economy, with the United States as a benchmark.[66]

European Cooperation on Schools

In November 2008 the Council of the European Union agreed an agenda for European co-operation on schools.[67] This followed earlier initiatives including:

- in 2002, *Education and Training 2010*, a common work programme which set targets for reading literacy and 12 other areas.

- In 2003, the Council set five 'reference levels' of European average performance which included reading literacy. The aim was to reduce the percentage of low-achieving 15 year olds in reading literacy across member states, while increasing the percentage of graduates in Maths, Science and Technology subjects.[68]

A strategic framework for European cooperation on schools, *ET 2020*, was agreed in 2009.[69] This underlined the earlier emphasis on reading literacy and numeracy, as essential skills or building blocks that underpin the eight competences for lifelong learning. It set the challenge to member state governments to increase levels of achievement in reading literacy and recommended that attention be paid to:[70]

1. Curriculum design: 'continuous attention to reading literacy at all stages of education as opposed to just in the pre-primary or primary phases and more personalized approaches to teaching and learning.'

2. Motivation for reading literacy: 'Having a reading culture at home…as well as at school, early literacy activities before starting school, parents' own reading and attitudes, pupils' interests, self-efficacy and reading habits inside and outside of school have all proven to have a crucial impact on reading levels.'

3. The Impact of New Technologies on Basic Skills: 'The influence of new technologies on childrens' reading should be scrutinized…so as to ensure appropriate methods to exploit the potential of such technologies for forms of learning.'

4. The gender dimension: 'There are significant gender differences in the fields of reading and literacy….the underlying reasons should be further investigated and effective strategies identified to reduce the gap between the sexes in both performance and attitude.'

5. The nature of the link between pupil background (both socio-economic and cultural characteristics) and the level of mastery of basic skills.

---

[65] http://ec.europa.eu/education/external-relation-programmes/doc74_en.htm retrieved 28 Feb. 2011.
[66] European Commission Communication, 'The role of universities in the Europe of knowledge', 5 Feb. 2003, COM/2003/0058. Retrieved on 28 Feb. 2011 at http://eur-lex.europa.eu/smartapi/cgi/sga_doc?smartapi!celexplus!prod!DocNumber&lg=en&type_doc=COMfinal&an_doc=2003&nu_doc=58
[67] For the EU policy framework on school education, retrieved 28 Feb. 2011, see http://ec.europa.eu/education/lifelong-learning-policy/doc1130_en.htm
[68] Official Journal of the European Union, C 323, 30.11.2010., p.11.
[69] Official Journal of the European Union, C 119, 28.5.2009
[70] Official Journal of the European Union, C 323, 30.11.2010., p. 13-14.

6. Teachers and teacher educators: teacher training and CPD should emphasise the competencies needed to help children acquire key skills, not just at primary but at secondary level.

7. School ethos and characteristics: includes 'an emphasis on reading instruction, on innovation in teaching and learning, on the quality of school life…on cooperation with parents and a wide range of stakeholders'.

The 'next steps' for improving reading literacy in member states were set out by the Council in November 2010.[71] The European Commission is asked to:

- Set up a high level expert group to analyse existing research and international reports on reading literacy, and examine the most effective and efficient ways of supporting reading literacy throughout lifelong learning. The expert group should make proposals to support policy in member states by the first half of 2012.

- Facilitate peer-learning and the identification and dissemination of good practice between member states in the field of attainment of basic skills and monitor and report on progress towards the 'ET 2010' benchmark.

- The Commission is asked to use all relevant instruments including European Structural Funds to promote reading literacy and other basic skills development.

DIGITAL LITERACY

Digital literacy is the third main type of literacy promoted as part of the Lisbon Strategy. It forms part of the Lisbon priorities for the Information Society and also connects with EU social inclusion policy, outlined in the Renewed Social Agenda for Europe (2008). This includes the *eInclusion Initiative* and the targets for 'e Inclusion' agreed by member states in 2006.[72]

Since 2000, member states have invested in large digital literacy programmes as part of their Lisbon priorities. UK government initiatives including the Digital Britain report (2009) and the Digital Economy Act (2010) form part of this.[73]

As technological change and digitization underpin the new economy, equipping citizens with ICT skills is seen as a priority by the EU, not only economically, but socially and for individual quality of life.

Efforts to achieve this have been taken forward by the DG Information and Society and the DG Education and Culture. They were initially organized through the *eLearning Programme* (2004 – 2006) and were carried forward by *i2010*, the *EU Policy Framework for the Information Society and Media* (2005 – 2009). The *eLearning Programme* was about integrating ICT into education and training systems in Europe. Promoting digital literacy was one of its four main 'action lines' and included investment in research to develop digital literacy as a

---

[71] Official Journal of the European Union, C 323, 30.11.2010., p. 14.
[72] www.europa.eu/legislation_summaries/employment_and_social_policy/social_agenda/en.htm retrieved 28 Feb. 2011.
[73] http://webarchive.nationalarchives.gov.uk/20100511084737/interactive.bis.gov.uk/digitalbritain/ retrieved 28 Feb. 2011.

concept and to investigate its assessment.[74] A whole literature has been spawned looking at how to assess digital competence. The i2010 Programme

The latest development, the *Digital Agenda* – the creation of a digital single market based on ultrafast internet - is one of the 'flagships' of *Europe 2020*, the EU growth strategy for the next decade.[75] Launched in 2010, the 'digital society' is one of the strategies for achieving the 'smart growth' that is hoped will pull the European economy out of recession.

The promotion and assessment of digital literacy forms part of this and, as noted above, digital competence is included as one of the eight *Key Competences for Lifelong Learning*. Improving digital literacy is regarded as important 'not only for employability, but also for learning, creating, participating and being confident and discerning in the use of digital media.'[76]

The *Digital Agenda* sets out the two main economic concerns driving digital literacy efforts. These are:

- first, to prevent an ICT skills shortage, for without skilled personnel 'ICT cannot function effectively as a European growth sector', and;

- second, to maximize the potential multiplier effect of ICT in terms of the increased productivity of the European economy. This will be weakened without full digital participation.[77]

The *Digital Agenda* includes a number of specific actions to improve digital literacy, some aimed at the Commission, some at members states (See Appendix). Despite the efforts of the past decade, achieving universal digital literacy is still regarded as a major challenge, with socio-economic inequality acting as the main barrier. It is worth noting that many of the themes discussed in relation to digital literacy are familiar in relation to media literacy, for example, online safety, access and participation.

---

[74] A. Martin, DigEuLit – a European framework for digital literacy: a progress report. *Journal of eLiteracy*, Vol. 2 (2005), pp.130-136.
[75] Retrieved online on 1 March 2011 at http://ec.europa.eu/europe2020/index_en.htm
[76] European Commission, (2010) A Digital Agenda for Europe (Brussels: European Commission), 2.6, p.24. Retrieved 1 March 2011 at http://ec.europa.eu/information_society/digital-agenda/documents/digital-agenda-communication-en.pdf
[77] Ibid, 2.6, p.25.

OTHER INTERNATIONAL POLICY FRAMEWORKS

A comprehensive overview of international definitions and conceptions of literacy, and their development in post 2WW public policy, is provided by UNESCO (2005).[78] This can be referred to separately, and needs no repetition here. Since 2000 the global framework for literacy has been set by the six Dakar goals and the Millenium Development Goals. The International Monetary Fund, the OECD, the World Bank and the United Nations are all committed to working towards these.[79]

The United Nations and the OECD are two major international institutions exercising considerable influence on understandings of literacy world-wide. Their conceptions of literacy underline the fact that definitions serve particular aims.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO)

Two of UNESCO's primary aims in terms of literacy are to achieve universal primary education and gender parity. As a basic human right, literacy is still a long way from being achieved.[80]

At a global level UNESCO advocates for literacy as part of wider international development strategies, and provides technical and policy assistance to member states for literacy development. This includes:

- Researching and designing literacy strategies;

- Capacity building and sharing best practice;

- Developing frameworks for implementation, and planning service provision, including teacher training;

- Monitoring and evaluating literacy, including benchmarks and indicators.

As far back as 1990, UNESCO made a distinction between:

- the narrow idea of literacy as a skill, essential for lifelong learning;

- the broader idea of literacy as 'a set of culturally and socially determined practices.'

This distinction is maintained in UNESCO's current conception of literacy, which is based on its 'pluralities'. A United Nations resolution in 2002 asserted that:

> 'literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life, and represents an essential step in basic education,

---

[78] UNESCO (2005) *EFA Global Monitoring Report 2006, Literacy for life* (Paris and online: UNESCO). See Chapter 6, Understandings of Literacy, pp.147 – 159. Retrieved 14 March 2011 at
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2

[79] See UNESCO (2005) EFA Global Monitoring Report 2006, Literacy for life, p.155.
[80] UNESCO (2005) EFA Global Monitoring Report 2006, Literacy for life, p.19. Nearly a fifth of the world's adult population - 771 million people – are illiterate. Two thirds are female.

which is an indispensible means for effective participation in the societies and economies of the twenty-first century'.[81]

With the motto, 'Literacy is Freedom', the organisation asks for an understanding of literacy:

> …beyond its simple notion as the set of technical skills of reading, writing and calculating…to a plural notion encompassing the manifold meanings and dimensions of these undeniably vital competencies. Such a view, responding to recent economic, political and social transformations, including globalisation and the advancement of information and communicative technologies, recognises that there are many practices of literacy embedded in different cultural processes, personal circumstances and collective structures.'[82]

UNESCO does not accept any of the plethora of 'separate' literacies such as media literacy, information or digital literacy.

However for the purposes of measuring literacy, not an easy task, UNESCO relies upon its own 1978 definition of 'functional literacy', meaning 'a context-bound continuum of reading, writing and numeracy skills, acquired and developed through processes of learning and application, in schools and in other settings appropriate to youth and adults.'[83]

The Organisation for Economic Cooperation & Development (OECD)

The skills policy of the industrialized nations is informed by the goals of 'maintaining competitiveness in a global knowledge economy, increasing labour market flexibility, stimulating workforce participation and dealing with population ageing.'[84] The OECD takes a pragmatic and functional view of literacy, defining it as a set of largely technical skills (see below).

The OECD runs the Programme for the International Assessment of Adult Competences (PIAAC). This collects information about the skills and competences of residents in 27 (currently) out of 34 member countries, including Britain. PIAAC has evolved from two previous international literacy surveys, the International Adult Literacy Survey (IALS) which ran from 1994-1998, and the Adult Literacy and Lifeskills Survey (ALLS) which ran from 2002-2006. The first PIAAC survey will take place in 2011 with the first results due in 2013. It will survey 5000 adults in each country, aged between 16-65 years.

PIAAC's conceptual framework for assessing literacy was developed by a high level expert group appointed by the OECD. The final PIAAC definition of 'literacy in the information age' is:

---

[81] United Nations (2002) *EFA Global Monitoring Report 2002: Education for all – is the world on track?* (Paris: UNESCO) cited in UNESCO (2005) p. 155.

[82] UNESCO (2004) *The plurality of literacy and its implication for policies and programmes.* UNESCO Education Sector Position F (Paris: UNESCO) cited in UNESCO (2005) p.155.

[83] UNESCO (2005), p.30.

[84] http://www.oecd.org/document/7/0,3746,en_2649_39263238_44378247_1_1_1_1,00.html retrieved 28 Feb. 2011.

'the interest, attitude and ability of individuals to appropriately use socio-cultural tools, including digital technology and communication tools, to assess, manage, integrate and evaluate information, construct new knowledge, and communicate with others.' [85]

The survey itself has three components: (1) It will assess cognitive skills by measuring participants' general level of literacy, numeracy and problem solving in technology rich environments; (2) it will assess participants' ICT abilities, and; (3) it will collect information about the practical use of 'key work skills' by participants.

PIAAC builds upon, and is distinct from, the two earlier studies because:

- it extends the concept of literacy to include 'problem solving in technology rich environments'. This reflects a recognition of the importance of ICT in the move towards a knowledge based economy.

- It is also distinct in being the first survey to consider literacy skills in their broader social context. It will collect information on which skills are used, and how, not only in work but in other social domains.

The theoretical model of literacy on which the survey is based elaborates eight separate constructs. These are seen as underpinning the concept of literacy, and 'measurements' relate to each of these.[86]

---

[85] PIAAC Literacy Expert Group (2009) *PIAAC Literacy: a conceptual framework. OECD Education Working Paper No.34* (Paris and online: OECD). Retrieved 21 Feb. 2011 at www.oecd.org/edu/workingpapers

[86] Ibid, pp. 8 – 9.

PART THREE: LITERACY IN SCOTLAND - STATE OF PLAY

Two broad approaches to defining literacy have been identified: [87]

- a 'dual' approach in which there is a skills-based 'core' or 'basic' literacy - usually defined in terms of 'conventional' print-based literacy - plus other 'add-on' literacies.

  - one version of this sees conventional reading literacy as a basic skill that underpins broader literacies.
  - another conceives things in terms of a continuum, with basic literacy skills at one end and 'higher order' literacies at the other.

- a broader multi-modal conception of literacy, suitable for all contexts.

While both are present within Scottish public policy, the first of these is undoubtedly stronger, with the emphasis firmly on typographic text. However what we tend to find is a mixture of hybrid definitions which draw on elements of the two main approaches, and to varying degrees, on the Operational, Cultural and Critical dimensions of literacy (see Part One).

SKILLS-BASED 'BASIC' LITERACY

The main emphasis of recent education policy has been on early intervention to secure universal reading literacy amongst children, with a focus on poverty and disadvantage. The primacy of this objective, to equip every child with the basic skills they need to succeed in life, tends to reinforce the status within education of the functional, skills-based definition of literacy associated with competence with typographic texts.[88]

The same emphasis is found within the economic and skills strategies that provide the broader framework for education policy.[89] The new curriculum, for example, will help to deliver one of the four main strands of the skills strategy, concerned with individual development. [90]

The *Skills for Scotland* strategy defines literacy as:

> Competence and confidence in grammar, spelling and the spoken word in order to function responsibly in everyday life, express ideas and opinions, interpret and analyse information, and reach informed decisions.[91]

---

[87] Borrowed from BFI (2008) Reframing literacy (London: BFI).

[88] And reflected most recently in the recommendations of the Donaldson Review of teacher education in Scotland. G. Donaldson (2011) *Teaching Scotland's Future* (Edinburgh: Scottish Government) Retrieved 14 March 2011 at http://www.scotland.gov.uk/Publications/2011/01/13092132/0

[89] A comprehensive overview of the policy framework is provided in Scottish Government (2009) *Curriculum for Excellence. Building the Curriculum 4: Skills for learning, skills for life and skills for work, Annex A* (Edinburgh: Scottish Government).

[90] Scottish Government (2010) *Skills for Scotland – accelerating the recovery and increasing sustainable economic growth*(Edinburgh: Scottish Government). Retrieved 11 March 2011 at http://www.scotland.gov.uk/Publications/2010/10/04125111/0

[91] Scottish Government (2007) *Skills for Scotland: a lifelong skills strategy* (Edinburgh: Scottish Government) Annex B. Retrieved 14 March 2011 at http://www.scotland.gov.uk/Publications/2007/09/06091114/0

However, significantly, literacy does *not* feature as one of the strategy's five 'core skills'. Here it is substituted by the broader term 'communication', reflecting the influence of the second approach. These five core skills are:

> communication, numeracy, problem solving, information technology and working with others.[92]

This shift in policy thinking is also evident within education.

BROAD MULTI-MODAL LITERACIES

A number of initiatives have promoted new literacies within Scottish education in recent years, including:

- The joint initatives between *Scottish Screen* (now Creative Scotland) and *Scottish Enterprise* (now Skills Development Scotland) on moving image education in schools. These had a particular focus on young people not in employment, education or training;

- Within higher education, the development, at Aberdeen University, of courses which offer enhanced study options such as 'the emergence of a digital society', or 'science and the media' within all undergraduate degrees;[93]

- The major media literacy initiatives driven by *Scottish Screen, Learning & Teaching Scotland and Skills Development Scotland.*

Formal education systems around the world have been slow to recognise and adapt to changes in thinking about literacy. The literacy framework adopted by the *Curriculum for Excellence*, while rooted in the first approach, contains manifestations of the second, particularly in relation to its understanding of texts. [94]

Curriculum for Excellence

The Curriculum adopts the following definition, termed 'literacy for the 21st century':

> ...the set of skills which allows an individual to engage fully in society and in learning, through the different forms of languae, and the range of texts, which society values and finds useful.[95]

Within the literacy framework of *Curriculum for Excellence*, basic reading and writing competences – including competence in grammar, spelling and the spoken word - are seen as essential for the development of communication and self-expression, as well as for Critical Literacy, the ability to analyse, evaluate and assess evidence.

The *Curriculum for Excellence* places an emphasis on language and literacy, and on numeracy, and makes these a cross-curricular responsibility.

---

[92] Ibid.

[93] http://www.timeshighereducation.co.uk/story.asp?storyCode=408471&sectioncode=26

[94] Scottish Government (2009). *Curriculum for Excellence: Building the Curriculum 4 – skills for learning, skills for life and skills for work, Annex C.* Retrieved 28 Feb 2011 at http://www.scotland.gov.uk/Publications/2009/10/16155220/13

[95] Ibid, p. 32.

However, alongside this skills-based emphasis, the *Curriculum for Excellence* also includes elements of the second main approach:

- It takes a multimodal approach, embracing a wide range of different types of texts in different media, including moving image. It defines texts as 'the medium through which ideas, experiences, opinions and information can be communicated.'[96]

- It recognises that young people need to be able to communicate effectively in a range of media (or modes) and that 'the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose.'

- It also acknowledges the need to 'connect' the school experience with the literacies of other areas of life - the curriculum should reflect all the 'forms of electronic communication experienced by children and young people *in their daily lives*.'

This dual approach is taken forward in the Scottish Government's *Literacy Action Plan*, published in October 2010. This highlights the importance of the *Early Years Framework* and *Curriculum for Excellence* in laying the foundation for literacy skills. Within the Plan, a functional skills-based conception of literacy again underpins the development of a broader conception of literacy with a critical component, within a continuum of lifelong learning. As the Plan states:

> In the early years of schooling the focus is on acquiring basic literacy skills but our objective is to ensure more of our young people develop their advanced literacy skills. Many pupils cope well with functional literacy development, but the skills of understanding, interpreting and analysing texts are more challenging. The development of these advanced literacy skills which will assist learning across a range of curricular areas is a key focus within *Curriculum for Excellence*.[97]

The Plan also highlights the influence of the broadcast media 'on how we use language and its broader impacts on literacy' and flags up their role in developing 'lifelong literacy strategies'. It resolves to 'engage with representatives of the media to discuss their responsibility in contributing to our vision for literacy in Scotland and *their duty to observe and disseminate the highest standards*' [my emphasis - the meaning of the latter phrase is not clarified].

FROM POLICY TO PRACTICE

While these policy statements reflect shifts in thinking about literacy, experience tells us that policy and guidance do not necessarily translate into changes in practice.[98] As long ago as 1979, for example, the former

---

[96] A wide range of examples of texts are provided, including novels and poems, newspapers, comics, films, video games, TV programmes, text messages, blogs and social networking sites, web pages, comics, and the spoken word.

[97] Scottish Government (2010) Literacy Action Plan: an action plan to improve literacy in Scotland (Edinburgh: Scottish Government), School-aged children and young people, Retrieved 14 March 2011 at http://www.scotland.gov.uk/Publications/2010/10/27084039/5

[98] This is true at the global as well as the local level. UNESCO notes that over the decades, international policy rhetoric about literacy initiatives has rarely been matched by investment in its implementation. UNESCO, (2005) p. 153.

Scottish Consultative Council on the Curriculum accepted the case for all pupils to have access to media education, and that this should be developed within and across existing subject boundaries.[99]

This is why the current phase of implementing policy is so important. There are currently a number of different implementation 'routes':

- The *Action Plan on Literacy*, whose remit covers the whole spectrum of lifelong learning and not just formal education. Implementation involves all agencies with a role to play, including those outside the formal education sector.

- Assessment and qualifications development as part of *Curriculum for Excellence*, and the place of culture and creativity within this.

    o Through the Curriculum 'Excellence Group' on the Expressive Arts.

    o Through the workstreams of the *Education and the Arts Action Plan* (September 2010). [100]

The Project Board established to lead the *Action Plan* will look in detail at how the arts and culture can be integrated into delivery, with the objective of embedding 'creativity' across the curriculum. It will do this through four separate workstreams (see Figure 4).

However, the Action Plan makes no explicit mention of literacy. While there is scope for addressing this, particularly in relation to Workstream 2, which is concerned with promoting the role of culture across the curriculum, the lack of any connection, between the arts, creativity and culture and the central question of literacy, is worth noting.

The adoption of a multi-modal definition of texts within the new curriculum clearly opens up new possibilities. Improving the literacy attainment of pupils through the integration of Moving Image Education into the curriculum has recently been investigated by work supported by the Scottish Executive/Government.[101] This elaborated the ways in which Moving Image Education could contribute to the four main capacities promoted by the *Curriculum for Excellence*.[102]

How to take this forward will be the subject a conference in March 2011, jointly organised by Creative Scotland and Learning Teaching Scotland. This brings us to a consideration of the main issues going forward.

---

[99] M. Powell (2002-2003) Whatever happened to media education? *Education in the North*, 10, pp. 62 – 68.

[100] Scottish Government (2010) *Education and the arts, culture and creativity: an action plan* (Online: Scottish Government). Retrieved online 11 March 2011 at http://www.scotland.gov.uk/Resource/Doc/920/0104516.pdf

[101] Moving Image Education (ADMC) & Scottish Screen (2006). Moving Image Education and A Curriculum for Excellence (Glasgow: Scottish Screen).

[102] Successful learners, confident individuals, effective contributors and responsible citizens.

Figure 4: Education and the Arts, Culture & Creativity Action Plan: Workstreams

---

Workstream 1: Develop a vision for, and understanding of, the importance of developing creative skills in children and young people and the application of creative learning and teaching.
Remit: to achieve endorsement by national bodies and relevant sector leaders of the value and benefits to children and young people of embedding the arts, culture and creativity within the curriculum, and promote interest in the agenda amongst teaching and creative practitioners.

Workstream 2: Build capacity, skills and expertise of learning providers and creative professionals to support creative learning and teaching.
Remit: to provide teachers, and culture and creative practitioners, with professional support and development opportunities, appropriate to their needs, to enable them to become more confident and effective in using the arts, culture and creativity across the curriculum.

Workstream 3: Share information and good practice, including applications of creative teaching.
Remit: to increase awareness across local authorities, schools and learning centres, and practitioners of the range of opportunities within the strong creative and cultural/education 'offer' available to be acquired from cultural organisations. Also to disseminate and increase understanding about the good practices in cross-sector collaboration which can ensure the best kinds of enrichment in curriculum teaching; and to promote access to educative cultural and creative opportunities for children and young people by advising about ways to overcome perceived barriers.

Workstream 4: Develop a strategic approach to pathways for the enthusiastic and talented across lifelong learning and into positive and sustained destinations beyond school.
Remit: to establish new/strengthen existing links between schools and external partners to develop positive, sustained pathways and destinations, easing young people's passage into further/higher education, training, mentoring, employment etc in the creative/cultural sector. This should be done in ways that can address the young people's individual needs. Also, increase children and young people's engagement with and understanding of workplace applications of creativity across a range of sectors (such as science, technology and engineering).

PART FOUR: DELIVERING 21st CENTURY LITERACY – DISCUSSION POINTS

The definition of literacy adopted by the Curriculum for Excellence opens up possibilities for transforming education practice, and for positioning Scotland at the leading edge of literacy education within Europe.

However there is also the possibility of tension between the two approaches to literacy represented within education policy. Increased pressure on resources, and the tighter focus on economic recovery, might relegate the broader approach to literacy 'nice to have' but 'not core business'.[103] Delivering 21st century literacy requires a change of mindset in practice as well as in policy terms, and investment of resources.

The key question is how this broad multimodal version of literacy for the 21st century is translated into curriculum delivery, qualifications and assessment.

So far, despite the EU-driven impetus for this, new literacies have had a limited impact on the education curriculum of member states. An EU-wide survey of media literacy in 2009, for example, highlighted the need for investment in the delivery of media literacy within the curriculum, including the training of teachers and the development of teaching resources.[104]

In Scotland some of the questions we need to address are:

- **How can the policy commitment to 21st century literacy be translated into practical change?**

- **What are the implications of new literacies for the curriculum?**

- **What methods of assessment are appropriate?**

- **What are the implications for pedagogy and for teacher training?**

There is already a body of existing research evidence relating to these questions. To name just one or two examples, the Institute of Education at the University of London has undertaken systematic reviews looking at 'what works' in literacy education. Professor Andrew Burn of the Institute, is currently leading an ESRC-funded study looking at 'Developing media literacy: towards a model of learning progression', which runs until 2012. The BFI, the Universities of Sheffield and Nottingham, Centre for Literacy in Primary Education and the UKLA conducted a few years ago, research to better understand children's progression in literacy development through film.

- **Do we need a systematic review of recent work on new literacy theory and practice to inform the next steps in Scotland?**

---

[103] In England education cuts and the cull of quangos is already undermining some of the public interventions aimed at promoting new literacies by tackling digital and technological inequality.[103]

[104] Universidad Autonoma de Barcelona (2007), *Study on the current trends and approaches to media literacy in Europe* (Brussels: European Commission), pp.140-141. It also highlighted some of the barriers to achieving this and noted that changing educational practice would be both costly and complex.

QUALIFICATIONS & ASSESSMENT CRITERIA

Qualifications and assessment methods drive educational practice and determine how the curriculum is delivered in the classroom.

The approach to literacy adopted by the English National Curriculum, and the method of measurement, through SATs, has meant that moving image texts have tended to be used, and thought of, as a way of promoting traditional 'print-based' reading and writing competences, rather than as part of a broader conception of literacy.[105] The body of evidence accumulated through evaluation of Moving Image Education projects in Scotland and farther afield has helped to demonstrate a different approach.[106]

The key issue here is how the multimodal definition of texts is integrated into the new qualifications, and particularly how it is integrated into the literacy qualification. Literacy and/or numeracy skills are expected to be developed within all National Courses. How this takes place will vary from Course to Course, depending on the context/subject area. The principles and practice underpinning the approach to literacy and English have been decided,[107] and the draft course rationale and summary for English (National 4 & 5) was published in January 2011.[108]

There exists already a body of work concerned with how new literacies – of various schools - can be integrated into the school curriculum, including what it means for the teaching of English.[109]

- How will this body of evidence now be used to shape the new qualifications?

- What does it mean for English in particular?

How to 'measure' and assess each of the new definitional types of literacy – particularly media and digital literacy - has become a flourishing international field for academics and consultants.[110]

---

[105] Cary Balzagette quoted in Rebecca Austin, report of 'Reframing literacy: a United Kingdom Literacy Association conference about moving image media in the literacy curriculum', 13-14 Nov. 2008, BFI, London. Retrieved 21 Feb. 2011 at http://www.ttrb.ac.uk

[106] G. Head (2010) 'Let me edutain you...' Moving Image Education and young people not in education, employment or training, *Education in the North,* 17 (Online); G. Head, J.E. Wilkinson & M. Cove (2008) Evaluation of Scottish Screen's Moving Image Education initiatives (Glasgow: Scottish Screen).

[107] SQA (n.d.) Curriculum for excellence: literacy and English. Principles and practice. Retrieved 15 March 2011 at http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/languages/litandenglish/principlesandpractice/index.asp

[108] SQA (2011) English (National 4) draft Course rationale and summary – work in progress (Glasgow: SQA). Retrieved 15 March at http://www.sqa.org.uk/sqa/files_ccc/CfE_CourseRationaleandSummary_N4_Languages_English.pdf

[109] See Ellis, V., Street, B**.**, & Fox, C. (eds) (2007) *Rethinking English In Schools: towards a new and constructive stage,* (London & New York: Continuum); Street, B. & Lefstein, A. (2007*) Literacy: an advanced resource book English Language and Applied Linguistics* (London: Routledge).

[110] See for example, EAVI Consortium (2009), *Study on assessment criteria for media literacy levels* (Brussels: European Commission). Retrieved 16 March 2011 at http://ec.europa.eu/culture/media/literacy/studies/index_en.htm

- What lessons can we draw from this body of work? Would a separate review of this area be useful?

- What can be learnt from Northern Ireland and the way in which media literacy has been integrated into the national curriculum there?

IMPLICATIONS FOR PEDAGOGY AND TEACHER TRAINING

New literacies research has stressed the importance of having a 'well-theorised conceptual and pedagogical framework.'[111] A recent review of media literacy in Europe observed the lack of pedagogical work related to audiovisual literacy and its poor representation within education policy.[112] However there is a body of evidence based on evaluation work and empirical studies which investigates the benefits for individuals of a new literacies approach and explores informed pedagogies for developing new literacies. Some of this work challenges the assumptions that have underpinned literacy teaching in schools, and provides an alternative.[113] Practical teaching guides and resources have been produced, such as Pahl and Rowsell's 'Literacy and education' (2005). There are also the resources for classroom teachers produced by the BFI and Scottish Screen/Creative Scotland based upon commissioned evaluation work of Moving Image Education projects (Head, 2010).

Some of the main issues, from the point of view of film education, are spelt out in the BFI document, *21st Century Literacy.* They include the marginalization of film within schools; the lack of professional development for teachers; the lack of a clear theory-based pedagogy for film; and the need to widen access to film resources.

A few of the main issues raised in the literature are presented below. At least part of the debate and discussion around these has emerged in response to policy initiatives around digital and media literacy, and other 'separate' literacies and their implications.

Some of the questions raised are:

- How will technology be used in curriculum delivery?
- What kinds of issues are presented for teacher training and CPD?
- What types of pedagogical model will inform this?
- How can the existing body of work in this area help to shape education practice?

Technology

Technology is one focus of discussion. It is sometimes regarded as the key. However, studies show that making new technologies available as classroom tools is not sufficient in itself. Counter to certain types of policy thinking, providing access to technology does not automatically produce the desired results of innovation,

---

[111] M. Powell (2002-2003) Whatever happened to media education? *Education in the North, 10*, p. 67.

[112] 2007 p.7

[113] See C. Jewitt (2008) Multimodality and literacy in school classrooms, *Review of Research in Education*, 32, pp. 241 - 267. See also the work of Dr. Vivienne Smith at Strathclyde University.

http://www.strath.ac.uk/humanities/courses/education/staff/smithviviennedr/recentpublications/

creativity and inclusion.[114] EU-wide initiatives to provide schools with technology and internet access were found to have little effect on teaching and learning processes.[115]

This finding is corroborated by other studies, whose authors observe that formal education still operates in the world of conventional text-based literacy and 'still doesn't know what to do' with the new literacies.

Furthermore, studies show that these new tools are often used to reinforce 'restrictive' rather than 'transformative' understandings of literacy.[116] As a result learners are experiencing parallel 'literacyscapes', one in school, the other in their everyday out-of-school life. Meanwhile those learners who do not have access out of school to new literacy practices are denied the opportunities they should have to access these while in school.[117]

Another concern is that the focus on providing access to technology and on competence in handling 'information' (defined as 'neutral') may dominate the broader concerns promoted by other new literacies, the most important of which is the notion of critical literacy adopted by the Curriculum for Excellence.[118]

The BFI has been keen to address this question. It promotes a rounded view of literacy within the curriculum, which addresses what are termed the 'three Cs': cultural breadth, critical engagement, and creativity. All three are needed to be fully literate. Moreover, these "need to be fully integrated, so that children critically evaluate what they create, and so that what they make is grounded in a wide range of cultural experience."[119]

Others argue that information and communications technologies should themselves be seen as new forms of media. In this sense a multimodal definition of texts provides broad scope for promoting critical literacy amongst young people, one that incorporates digital media, as well as one that involves a 'much more comprehensive set of conceptual and critical tools'.[120]

Literacy as a social practice

The other main issue is about developing a holistic pedagogy based on the idea of literacy as a social practice involving multimodal 'forms of meaning making' or communication. This includes the practical question of how to organize children's classroom encounters with the 'small number of inter-related, but distinctive, language systems or modes that together constitute what it means to be literate'.[121] The key thing here is having a literacy

---

[114] D. Buckingham (2009) *The future of media literacy*, p.7.

[115] (2008) European Commission survey of Digital Literacy found that despite EU-wide initiatives to provide schools with technology and internet access, 'the impact of ICT on education and training has not yet been as great as expected…and has not yet reached teaching and learning processes' (2008, p.6).

[116] D.J. Wilber (2010) p.4.

[117] Lankshear & Knobel, 2004, p.30.

[118] Cary Balzagette (2009). Whose interests should media literacy serve?, pp.83-88, in EuroMeduc, *Media literacy in Europe: Controversies, challenges and perspectives* (Brussels: EuroMeduc).

[119]

[120] D. Buckingham (2009) *The future of media literacy*, p.20.

[121] BFI (2008) *Reframing Literacy* (London: BFI).

framework which integrates skills and knowledge with critical understanding and cultural context as well as with creative practice.

Again there is a body of work in this area, some concerned with how to use multimodal texts in the classroom, specifically film, and the theoretical models of literacy that support this. It includes work by Brown & Visocchi (1991), Kress (1997), Buckingham (2006) Scottish Screen (2009) Head (2005, 2007) and Marsh (2003).

A key concern for some writers is how the important 'out-of-school' literacies acquired by children from a young age – which link to new technologies and diverse cultures - can be built upon within the curriculum (rather than the other way round, what Marsh refers to as the 'curricularisation' of out-of-school literacies.[122] This is also a key consideration in the practical guide for educators produced by Pahl and Rowsell (2005) and in Millard's work on pedagogies for critical literacy.[123]

This is also something which Moving Image Education has tried to draw upon. Some authors have noted the way that these projects challenge the relationships at the heart of conventional pedagogies. They encourage an 'autonomy and a sense of self' in learners, enabling children and young people to actively construct their own learning.[124]

The models of literacy contained in the curriculum have clear implications for the training of the teachers who will deliver it.[125] To be sustainable MIE requires appropriate and high quality staff training in two main areas: technical expertise in making moving image artefacts, and theoretical understanding of MIE as a medium of and for learning.[126] Meanwhile there are signs that the value of the broader conception of literacy opened up by cultural and communications perspectives, and its implications for pedagogy, are being acknowledged by teacher educators in reading literacy.[127]

---

[122] J. Marsh (2003). One-way traffic? Connections between literacy practices at home and in the nursery, *British Educational Research Journal,* 29: 3, p. 370.

[123] E. Millard (2006) Transformative pedagogy: teachers creating a literacy of fusion, in K. Pahl & J. Rowsell (eds.) *Travel notes from the New Literacy Studies: Instances of practice* (Clevedon: Multilingual Matters), pp.234-253.

[124] G. Head (2010), 'Let me edutain you…' Moving Image Education and young people not in education, employment or training, *Education in the North,* 17 (Online), p.26.

[125] Marsh (2002-2003, 2003) for example, examines this issue in relation to the National Literacy Strategy in England and Wales.

[126] G. Head (2010), 'Let me edutain you..' p.23.

[127] See K.Hall (2010) Significant lines of research in reading pedagogy, in K.Hall et al (eds.) *Interdisciplinary perspectives on learning to read* (London: Routledge), pp.3-16.

BIBLIOGRAPHY

BFI (2008) *Reframing Literacy* (London: BFI).

BFI (n.d.) Film: 21st Century Literacy. A strategy for film education across the UK (London: BFI).

BFI & Department for Education & Skills (2003) Look again! A teaching guide to using film and television with three-to-eleven-year-olds (London: BFI).

BFI & English & Media Centre & Film Education (2000) Moving images in the classroom: A secondary teachers' guide to using film and television (London: BFI).

S. Brown & P. Visocchi (1991). Hurdles and incentives: introducing media education into primary and secondary schools (Edinburgh: Scottish Council for Research in Education).

D. Buckingham (2009) 'The future of media literacy in the digital age: some challenges for policy and practice', in EuroMeduc, *Media literacy in Europe. Controversy, challenges and perspectives* (Brussels: EuroMeduc), pp. 13-24.

D. Buckingham (2006) Media education: literacy, learning and contemporary culture (Cambridge: Polity Press).

H-J Chang (2010) *23 things they don't tell you about capitalism* (London: Penguin).

M. Cappello & B. Moss (2010) (Eds.) Contemporary readings in literacy education (California: Sage).

J. Coiro, M. Knobel, C. Lankshear, D. Leu (Eds). (2008) *Handbook of research on new literacies (*pp 1-21). Mahwah, NJ: Lawrence Erlbaum Publishers.

V. Ellis, B. Street, & C. Fox (eds) (2007) *Rethinking English In Schools: towards a new and constructive stage,* (London & New York: Continuum).

EuroMeduc (2009) *Media literacy in Europe. Controversy, challenges and perspectives* (Brussels: EuroMeduc).

 N. Garnham (2005) 'From cultural to creative industries'*, International Journal of Cultural Policy,* 11: 1, pp. 15 - 29.

T. Grainger (2004)(Ed.)The RoutledgeFalmer Reader in Language and Literacy (London: RoutledgeFalmer).

B. Green (1988) Subject-specific literacy and school learning: a focus on writing, *Australian Journal of Education,* 30: 2, pp.156-169.

B. Green (1997) Literacy, information and the learning society, Keynote address to the Joint Conference of the Australian Association for the Teaching of English, the Australian Literacy Educators' Association, and the Australian School Library Association. Darwin, Darwin High School, Northern Territory, Australia, 8 - 11 July.

K. Hall et al (2010) Interdisciplinary perspectives on learning to read: culture, cognition and pedagogy (Abingdon: Routledge).

G. Head (2010) 'Let me edutain you...' Moving Image Education and young people not in education, employment or training, *Education in the North,* 17 (Online) http://www.abdn.ac.uk/eitn/display.php?article_id=1

G. Head (2008) Evaluation of Moving Image Education Project for young people not in employment, education or training (Glasgow: Scottish Screen).

G. Head, J.E. Wilkinson & M. Cove (2008) Evaluation of Scottish Screen's Moving Image Education initiatives (Glasgow: Scottish Screen).

E. Huijgh & K. Segers (2007). *The thin red line. International and European tensions between the cultural and economic objectives and policies towards the cultural industries* Cemeso Working Paper No.8 (CEMESO: Brussels).

C. Jewitt (2008) Multimodality and literacy in school classrooms, *Review of Research in Education*, 32, pp. 241 - 267.

B. R. Jones-Kavalier and S.L. Flannigan (2006). Connecting the digital dots: literacy of the 21st century, *Educause Quarterly*, 2, pp.8-10.

G. Kress (2000). A curriculum for the future. *Cambridge Journal of Education*, 30: 1, pp.133 - 145.

C. Lankshear & M. Knobel (1997)

C. Lankshear & M. Knobel (2006, 2nd Edn) *New literacies: everyday practices & classroom learning* (Maidenhead: Open University Press).

J. Marsh (2002-03). Books, books and yet more big books: outmoded models of literacy in the English Initial Teacher Education Curriculum, *Education in the North*, 10, pp.56-61.

J. Marsh (2003). One-way traffic? Connections between literacy practices at home and in the nursery, *British Educational Research Journal,* 29: 3, pp. 369 – 382.

J. Marsh (nd). Reframing literacy: a film pitch for the twenty first century (Online: BFI) Retrieved 11 March 2011 at http://www.bfi.org.uk/education/research/advocacy/pdf/bfi-edu-advocacy-reframing-lit-2.pdf

Moving Image Education (ADMC) & Scottish Screen (2006). Moving Image Education and A Curriculum for Excellence (Glasgow: Scottish Screen).

The New London Group (1996, Spring). A pedagogy of multiliteracies: designing social futures. *Harvard Educational Review*, 66: 1.

K. Pahl & J.Rowsell (2006)(Eds.).Travel notes from the New Literacy Studies: instances of practice (Clevedon: Multilingual Matters).

K. Pahl & J.Rowsell (2005) Literacy and education: understanding the New Literacy Studies in the classroom (London: Chapman).

R.B. Ruddell & N.J. Unrau (Eds.) (2004, 5th Edn.) *Theoretical models and processes of reading* (Newark, DE: International Reading Association).

Scottish Screen (2009) Moving Image Education in Scotland (Glasgow: Scottish Screen).

L. M. Semali, Defining new literacies in curricular practice. Retrieved 7 March 2011 at

http://www.readingonline.org/newliteracies/semali1/#critical

A. Silverblatt, J. Ferry & B. Finan (2009, 2nd Edn.) Approaches to media literacy: a handbook (New York, London: M.E. Sharpe).

B. Street & A. Lefstein (2007*), Literacy: an advanced resource book. English Language and Applied Linguistics* (London: Routledge).

UNESCO (2005) EFA Global Monitoring Report 2006 (Paris and online: UNESCO) Retrieved 14 March 2011 at http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2

U.S. Department of Education (2002) *No Child Left Behind* (Washington DC: US Department of Education).

Universidad Autonoma de Barcelona (2007), Study on the current trends and approaches to media literacy in Europe (Brussels: European Commission). Retrieved 16 March 2011 at http://ec.europa.eu/culture/media/literacy/studies/index_en.htm

D.J. Wilber (2010) Special themed issue: Beyond 'new' literacies, *Digital Culture & Education*, 2: 1, pp.1-6.

APPENDIX: THE DIGITAL AGENDA: ACTION POINTS ON DIGITAL LITERACY

Source: European Commission (2010) A Digital Agenda for Europe, Brussels, European Commission.
http://ec.europa.eu/information_society/digital-agenda/index_en.htm

Action 57	Digital Literacy and competences will be proposed as a priority for the European Social Fund (2014-2020)
Action 58	By 2012, develop tools to recognize and identify competences of ICT practitioners and users, linked to the European Qualifications Framework and to EUROPASS.
Action 59	Make digital literacy and skills a priority of the 'New Skills for New Jobs' flagship to be launched in 2010, including launch of a multi-stakeholder sectoral council for ICT skills.
Action 60	Promote higher education of young women and women returners in ICT through support for web-based training resources, game based eLearning and social networking.
Action 62	Propose EU-wide indicators of digital competences and media literacy.
Action 63	Systematically evaluate accessibility in all revisions of legislation.
Action 64	Make sure that public sector websites are fully accessible by 2015.
Action 65	Memorandum of Understanding on Digital Access for persons with disabilities.
Action 66	Member states should implement by 2011 long term e:skills and digital literacy policies and promote relevant incentives for SMEs and disadvantaged groups.
Action 67	Member states to implement provisions on disability in Telecoms Framework and AVMS.
Action 68	Member states should mainstream e:Learning in national policies for the modernization of education and training, including curricula, assessment of learning outcomes and the professional development of teachers and trainers.