

Media Literacy and Media Education in the Age of 'Media 2.0': A Critical View

The widespread dissemination of inexpensive and accessible digital tools for media production has led to the emergence of more participatory forms of media, such as online gaming, blogging and social networking. To what extent do these new media require new forms of 'media literacy', and what are their implications for the practice of media education, both in and beyond schools? Some have argued that these new media require a paradigm shift, not merely in the curriculum, but also in pedagogy. They suggest that we should be embracing the new forms of creativity that are provided here, and moving beyond outdated critical perspectives. While agreeing that media educators should be exploiting the possibilities of these new media, I will argue that they raise important political and cultural questions that should not be effaced. We should not merely romanticise these developments as a form of technologically-driven democratisation, or simply celebrate the opportunities for 'informal learning' that they appear to provide. Media education cannot afford to lose sight of the need for critical analysis; and to this extent, over-excited calls for 'media education 2.0' are at least premature, if not positively misguided.

Hear the provocation. Join the debate.

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and socio-cultural change

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