

**DEVELOPMENT OF A PROPOSAL FOR MEDIA EDUCATION AND  
CURRICULUM INTERVENTIONS FOR TEACHER EDUCATION/  
COLLEGES OF EDUCATION IN KWAZULU-NATAL PROVINCE.**

**BY**

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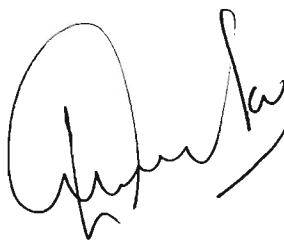
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**DECLARATION OF ORIGINALITY**

I, **Luvuyo Tshoko** declare that this dissertation,

**“Development of a Proposal for Media Education and Curriculum Interventions  
for Teacher Education/Colleges of Education in KwaZulu-Natal Province”**,

is my own work and that all sources I have used or quoted have been  
indicated and acknowledged by means of complete references.



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**LUVUYO TSHOKO**

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## ABSTRACT.

This research focuses on and responds to the neglect of Media Education within teacher education proposals. It is premised upon the importance of Media Education in a democratic society, particularly its role within the curriculum development. Most importantly this research study is aimed to create an informed basis from which to influence both curriculum planners and policy makers of colleges of education to include Media Education as a core component of the programme for student teachers at those colleges of education. As the starting point of this research, the following definition is accepted:

*Media Education (as the word suggests) attempts to educate about media, to construct a critical approach to information offered by the media, to contextualise those agencies that produce media. The role attached to Media Education is to develop and nurture critical abilities of learners, to nurture autonomous thinkers who approach information not as transparent, but as constructions that are selective and partial (Prinsloo 1994:19).*

Research was conducted at Umbumbulu College of Education to seek information about the understanding of Media Education of lecturers at the college. The results of the survey indicated that:

- There is a lack of understanding and familiarity with Media Education by lecturers.
- Lecturers constantly confuse Media Education with the use of media as a teaching resource.
- Lecturers have not been exposed to literature and texts which are related to Media Education.
- In terms of the role of Media Education in developing critical understandings of media, lecturers experienced difficulty with the concepts of ‘critical understandings’ and critical thinking.

- Within the college there is no coherent strategy in the form of modules, worksheets, and syllabi that are specifically designed for Media Education.

In view of the above, this research proposes a development of a Media Education curriculum to be developed as a speciality subject which can be taught along with other fields of study at a teacher training college. This initiative locates Media Education as an intervention that proposes critical pedagogy. To enable this, lecturers and curriculum developers of the college need to recognise the value of Media Education and to familiarise themselves with Media Education as this is a new field of study within traditional black teacher institutions.

The research finally recommends both ongoing professional development of college lecturers interested in Media Education as well as collaboration with other educators who have expertise in and knowledge of Media Education. It proposes that Media Education be offered at all levels of study within the college, from Pre-Primary level to Secondary level of study as a speciality course in its own right.

## INTRODUCTION

In the present post-transitional period in South Africa, changes are taking place within the school curricula and syllabi. Proposals for change are being formulated to inform new curricular changes within the country. In this 'new' South Africa, the emerging democratic state is charged with the responsibilities of providing an equitable education system with equal opportunities for all.

Proposals which have been tabled within teacher education have been devoted to a formulation of a new policy for teacher education by the Committee for Teacher Education Policy (COTEP) in February 1995. A discussion document entitled "Norms and Standards and Governance Structures for Teacher Education" was formulated. The intention of this document has been to set norms and standards for all teacher educators to achieve, thus ensuring a uniformly high quality of teacher education and eliminating current disparities (COTEP 1995:02).

There are three key aspects which are of relevance to the formulation of a new policy for teacher education identified by the COTEP (1995) document. This new policy, firstly has been described in the COTEP document as a "radical paradigm shift" (1995:01) towards a unitary, non-racial, equitable system and a contextualised curriculum. Secondly, it allows for greater autonomy on the part of teacher education institutions to devise their own curricula. It is stated that:

*Institutions should enjoy maximum autonomy in the presentation of their programmes, but they will have to justify their interpretation of the criteria to accreditation and validation agencies (COTEP 1995:67).*

Thirdly, it has been described as outcome-based education ensuring norms and standards for teacher education in South Africa which proposes not merely a revision of the criteria, but a radical paradigm shift. The COTEP document is formulated in terms of a process of outcome approach rather than a content-based approach to teacher education (COTEP 1995:01).



These outputs should be manifest in the competences for teacher education programmes identified in the COTEP document. These competences have been described as giving expression to the aims of teacher education in the form of discrete units. The document identifies the competences within the three categories of knowledge, skills and values, in an attempt to ensure a more comprehensive and balanced evaluation (COTEP 1995:12).

These competences are located within six fields of study and practice, namely, educational studies; professional studies; major subjects; communication; religious education and teaching practice.

The over-arching goal of all the competences, attitudes and values is to produce transformed teachers who are in turn capable of transforming both learners and context (COTEP 1995:13).

These competences which include knowledge, skills and values rest on notions of critical pedagogy<sup>1</sup>. The COTEP document suggests that teacher education should enable the prospective teacher to develop skills such as the ability to use language for effective learning and thinking, for developing proficiency in interpersonal relationships and for *critical reflection*, the ability to reflect critically on their own practice and the ability to reflect critically on education in society (COTEP 1995:08-09).

*In brief, teacher education should develop teachers with a sense of vision which reflects values aimed at enabling pupils to develop as persons who are well informed, rational, reflective, critical choosers, and yet are tolerant and compassionate human beings who have the courage to take risks, the fortitude to handle failure and a belief in the value of life. These values can only be developed in an institution of which the ethos demonstrates such values in operation (COTEP 1995:10) [ my emphasis].*

In spite of acknowledging the importance of a paradigm shift and the qualities listed above, this document does not recognise and acknowledge the role and importance of Media Education as an integral part of the field of study and practice for student teachers within teacher education institutions. Where the media is referred to, attention is paid to educational resource/media and the

instructional programmes to be followed. Moreover, there is a section under Professional Studies entitled “Teaching the Media” which is narrowly interpreted as “the appropriate aids used by a teacher in teaching”, in other words using the media to teach.

*Teaching media refer to the appropriate aids used by a teacher in teaching, including the use of the school library/school media centre / school resource centre, electronic media and other teaching media (COTEP 1995:58).*

This research is premised upon the importance of Media Education in a democratic society, particularly its role within curriculum development. Consequently, this research responds to the neglect of Media Education within the COTEP Discussion Document(1995) as a field of study and practice within teacher education in the first place. Then it considers the initiatives or lack of Media Education initiatives in schools and educational authorities, particularly those which have been historically disadvantaged. It considers teacher education expressly as a vital avenue for its introduction as the impact on the teaching profession and learning will be incremental.

This research aims to create an informed basis from which to influence both curriculum planners and policy makers of colleges of education in order to include Media Education as a core component of the programme for student teachers at those colleges of education. This research responds to the spirit of the COTEP (1995:67) proposal, that teacher education institutions be granted full autonomy to creatively construct their own curricula in accordance with their particular ethos within the suggested fields of study that delineate the broad areas of learning.

This research will explore implications for the introduction of Media Education within Education Colleges in KwaZulu Natal Province by situating itself within Umbumbulu College of Education as the locus of research.

This research dissertation is divided into four chapters. The first chapter is a theoretical chapter which offers a rationale and understanding of Media Education. The following definition of Media Education is proposed and accepted as a starting point of this research:

*Media Education (as the word suggests) attempts to educate about media, to construct a critical approach to information offered by the media, to contextualise those agencies that produce media. The role attached to Media Education is to develop and nurture critical abilities of learners, to nurture autonomous thinkers who approach information not as transparent, but as constructions that are selective and partial (Prinsloo 1994:19).*

This chapter considers the general aims and objectives of studying Media Education. It also identifies and discusses the key areas of knowledge and understanding of Media Education as proposed by a group of British curriculum developers (Bazalgette 1989, Bowker 1991).

Chapter two addresses aspects of Media Education as critical pedagogy and its relevance within the framework of a critical paradigm of education. In developing this chapter, the conception of knowledge, power, and curriculum in relation to Media Education within this framework are outlined. Primary modes of engagement as well as the role of teachers and educators within the framework of critical pedagogy are discussed

Chapter three describes the research methodology. The intention of this study required obtaining information from college lecturers at Umbumbulu College of Education about their understanding of Media Education in order to propose a development of appropriate Media Education curricular interventions in teacher education. Qualitative methodologies were employed: this critical and interpretative methodological approach was adopted to investigate the participants' subjective interpretation of their experience.

*Qualitative methodologies refer to the research procedures which produce descriptive data: people's own written or spoken words and observations. This approach directs itself at setting individuals within those settings holistically... (Bogdan 1975:04).*

The research problem and research aims and objectives are outlined. Then the research methodology, the selection of the research participants, the research techniques used, the administration of questionnaire and the process of data collection are described. The data is analysed and the chapter concludes with the main findings from the research.

Chapter four outlines proposals for critical interventions for teacher education programmes in terms of Media Education. Three curricular models for Media Education have been identified within educational systems, namely media studies as a specialist discipline; Media Education as a coherent element within an already established curriculum subject; Media Education across the curriculum (Masterman 1994:60-67). The above understandings are examined to determine where Media Education could most appropriately be introduced within the framework of the new teacher education policy which is to inform teacher education programmes.

As the envisaged students will move into the school system the proposed interventions take school practices and possibilities into account. This chapter concludes with recommendations for a development of a Media Education curriculum within a historically black teacher institutions.

While this research is located at Umbumbulu College of Education, conditions within historical black teacher institutions have followed similar histories and it is reasonable to assume similar absence and attitudes to Media Education.

The researcher's personal awareness of the importance of Media Education arose from an almost chance encounter with Media Education during his B. Ed year at the University of Natal, Durban. This precipitated a sense of urgency about what had been neglected in the education that he and his peers had receive. This research has been undertaken as an attempt to find pro-active way to redress that situation for other learners in future.

**NOTES**

<sup>1</sup>Chapter two of this research acknowledges the importance of the critical theoretical background that informs critical pedagogy in practice, and does not attempt to offer a full discussion on the critical paradigm of education. Rather it attempts to locate Media Education within the framework and discourses of this paradigm.

## CHAPTER ONE

### RATIONALE

The media are an integral aspect of life in the late twentieth century. People, and more specifically for the purpose of this study, children engage increasingly with different forms of media. In some countries, research shows that children spend more time watching television, going to the movies, watching video cassettes, listening to music tapes, and buying compact disc than they spend at play (Kolkin & Tyner 1991:02). They constantly confront publicity media such as signs and billboards in public spaces. They also engage with other forms of mass media such as radio, newspaper, and magazines in public and private spaces and these both offer them information and impact on their ideas.

The media do not only provide news and information, but are also a source of entertainment and pleasure. They are contemporary phenomena and act as bards or tellers of stories about who we are, what we believe in and what we want to be. There are debates and differing perspectives about the power and influence of the media. Rather than ascribing to a position that understands the media as having manipulative or conspiracist powers, this work understands the media as having ideological effects and playing a critical role in shaping the values and attitudes of people (Hall 1991:326).

Masterman draws upon the Frankfurt School's<sup>1</sup> term of the media as 'Consciousness Industries'. He states that the media do not only provide information about the world, but ways of seeing and understanding it (Masterman 1985:3-4). Kolkin and Tyner conceive of this process in the following way.

*Mass media presentations can teach us about what it means to be a woman, what families are supposed to be like, or what it means to grow old. Because we receive these messages over and over in the guise of relaxing entertainment, we may unconsciously come to accept them as truth without really thinking about it (Kolkin DL & Tyner KR 1991:3).*

These proponents of Media Education consider the study of mass media as critically important for learners, firstly to teach them to be critical, discriminating and appreciative listeners, readers and viewers, and secondly to teach learners to be able to identify who is responsible for the production of media products and to know that these people are subject to a multiplicity of motivations, controls and constraints which includes economic, political, organisational, technical, social and cultural factors. As Bazalgette suggests

*Media Education seeks to increase the children's critical understanding of the media - namely television, film, radio, photography, popular music, printed materials and computer software. How they work, how they produce meanings, how they are organised and how the audience make sense on them are the issues that Media Education addresses (Bazalgette 1989:03).*

## **DEFINITION OF MEDIA EDUCATION**

The term Media Education<sup>2</sup> has been used very loosely and signifies differently in a range of contexts in South Africa. It is useful therefore to firstly establish what Media Education is not before defining it. The position adopted here draws upon a more internationally achieved consensus among progressive educators.

There has been a tendency to confuse Media Education with the use of media in education, for example, the use of teaching aids or apparatuses on the one hand and mass media resources such as newspapers or broadcasting media as teaching resources on the other. Media Education is not about using media as a resource for teaching as has been described in COTEP Document (1995:58) nor is the term Media Education employed to refer to Resource Centre or Library education.

Media Education has been defined in various ways. As the starting point of this research, the definition of Media Education on page four of this study is accepted. It has much in common with the following definitions proposed by theorists beyond South Africa.

*Media Education seeks to increase children's critical understanding of the media - namely: television, film, radio, photography, popular music, printed materials and computer software. How they work, how they produce meanings, how they are organised and how the audience make sense of them, are the issues that media education addresses (Bazalgette C. 1989).*

In a key note conference address in South Africa, Ferguson described Media Education as

*...a general term describing any progressive development of critical understanding which seeks to extend pupil's knowledge of the media and to develop their analytic and creative skills through critical practical work. Such work should increase their capacity to understand both the contents of the media and processes involved in their production. Media Education includes teaching about the forms, conventions, and technologies through which media are manufactured, their institutional arrangements and contexts, their social, political and cultural roles. It aims to create more active and critical media users who will demand and could contribute to greater range and diversity of media products (Ferguson B. 1991)<sup>3</sup>.*

The purpose of including plural definitions is to note that they share similar elements. They emphasise the importance and ability of developing critical, creative and analytical skills in learners engaging with any media text. Secondly, they include the processes and focus on the wider context in which media is produced. By implications there is consensus that certain common issues emerge and inform these definitions :

- learners should learn about mass media;
- learners should understand that whatever is mediated through mass media does not constitute “reality” or “truth”, but are versions of social representations;
- learners should be equipped with critical skills for scrutinising any media texts they might be presented with or engage in;
- the scope of this field of enquiry includes how media institutions work, how they produce meanings and how such meanings are organised and managed.



## AIMS AND OBJECTIVES OF MEDIA EDUCATION

These definitions of Media Education are informed by theories that emerge from within a critical paradigm<sup>4</sup> of education. Positioned thus, general aims of Media Education can be identified.

- Media Education *seeks to increase learners' understanding of the media* and to teach to them to be critical, discriminating and appreciative listeners, readers and viewers (Ferguson 1991:21);

Learners, regardless of their age and ability have generally engaged with media a great deal and, consequently, have a degree of expertise and knowledge about media. This wide interest in media can be harnessed to develop and stimulate critical understandings of how media texts work and how they produce meanings.

- Media Education aims to identify the techniques and languages used by the media to convey meanings and to construct 'reality'; and to develop skills, knowledge, and attitudes necessary to question and interpret the ways in which media actually construct reality (Pungente 1985:18);

Media Education is concerned with the way the world is represented and mediated. For this reason it attempts to develop understandings of these processes. This perspective proposes that Media Education should not fall into the trap of defending learners against media<sup>5</sup>, but should rather enable learners to critically understand how the media operates (Masterman 1994:53).

- Media Education aims to develop an awareness of the media's function in validating certain hegemonic discourses and shaping society's ideas and values (Pungente 1985:18);

As Media Education advocates active and critical citizenry, individuals need to be informed through the media and about media. Mass media, whether broadcasting, cinema or any other form play an important role in our cultural, social and political lives (Bowker 1991:01). Yet,

education about these media which inscribe and naturalise certain societal ideas and excludes or propose others as deviant is conspicuous by its absence from the curriculum.

- Media Education aims to ‘denaturalise’ the media (Masterman 1994:54).

Following on the previous point Media Education challenges the ‘naturalness’ of media images and reveals them as constructs by developing in learners critical skills of engaging them with questions of production, examination of techniques used to create the ‘reality-effect’. Media Education also raises critical questions about the ideological impact of the media’s construction of ‘common-sense’ as well as considering how audiences ‘read’ and respond to media content (Masterman 1994:54).

- Media Education aims to foster not simply critical understandings but critical autonomy (Masterman 1994:58);

The central purpose of Media Education is its ability to achieve in learners a sufficient degree of self confidence to critically scrutinise any media text and product which they will encounter in future. Masterman states that the primary objective of a lifelong Media Education is not simply critical awareness and understanding but critical autonomy (Masterman 1994:55).

## **KEY AREAS OF KNOWLEDGE AND UNDERSTANDING OF MEDIA EDUCATION**

To facilitate the translation of these intentions into practice, a framework of key areas / core concepts was constructed by a group of curriculum developers in Britain in an attempt to enable basic understanding about media. They proposed six areas which offer an accessible and inclusive

framework for teachers and educators working in the area of Media Education. These areas of knowledge and understanding are not considered as discrete entities and in learning situations their inter-relatedness needs to be stressed. The key areas of knowledge and understanding consists of Agencies, Categories, Technologies, Languages, Audiences and Representations. The discussion that follows attempts to describe what they encompass and to establish their relevance. It also extended to include questions of pedagogy.

### “SIGNPOST QUESTIONS”<sup>6</sup>

<p><b>MEDIA AGENCIES</b></p>	<p>Who produces a text; roles in production process; media institutions; economics and ideology; Intentions and results.</p>
<p><b>MEDIA CATEGORIES</b></p>	<p>Different media (television, radio, cinema, etc); forms (documentary, advertising, etc); genres (science fiction, soap opera, etc); other ways of categorising texts; how categorisation relates to understanding.</p>
<p><b>MEDIA TECHNOLOGIES</b></p>	<p>What kinds of technologies are available to whom, how to use them; the differences they make to the production processes as well as the final product.</p>
<p><b>MEDIA LANGUAGES</b></p>	<p>How the media produce meanings; codes and conventions; narrative structures.</p>
<p><b>MEDIA AUDIENCES</b></p>	<p>How audiences are identified, constructed, addressed and reached; how audiences find, choose, consume and respond to texts.</p>
<p><b>MEDIA REPRESENTATIONS</b></p>	<p>The relation between media texts and actual places, people, events, ideas; stereotyping and its consequences.</p>

**Media Agencies.**

The term media agencies refer to the media institutions that are involved in production, publishing and broadcasting. The workings of media agencies are complex and to do justice, understandings pertaining to media agencies need to relate to both micro and macro levels. The micro levels would include considerations of the working processes of journalists, authors, directors, and other media makers, whereas, the macro level would include considerations of institutions or industries, policy developments, legal frameworks relating to production and circulation of texts, ownership as well as cross ownership of such institutions.

The importance of learning media agencies relates to the critical understanding that media texts are produced by people or groups of people and institutions. The production of such texts involve a hierarchical approach of selection and construction of meanings. Such meanings are ideologically constructed in such a way that they represent particular social discourses around gender, race, language, culture and religion. Media Education therefore, attempts to develop understandings that texts which are produced by media agencies, are the products of particular selections and constructions that pertains to the interests of the agencies in complex ways.

**Media Categories.**

Media texts can be categorised in different ways. An awareness the categories of medium, form and genre enables the development of useful critical insights. The first category of medium pertains to the different kinds of media themselves: radio, television, film, photography, and magazines.

The second category refers to different media forms such as documentary, fiction, news, light entertainment, serials etc. Media forms occur across the different media. For example, news is a possible form within TV, radio, film, newspaper, magazine, etc. The third category refers to genre. Genre is a term taken from the French-but deriving from Latin roots-which means 'type' or

'kind'(Drummond 1991:01). It is used to refer to the classification of media into texts.

Within film there are for example, westerns, horror, scientific-fiction and television would include soap operas, television news, sports programmes, quiz shows and situation comedies.

At a most immediate level, the value of learning about media categories lie in the ability of learners to differentiate more firmly between different media themselves, their forms and genres in order to be able to discuss them, to provide them with vocabulary and to articulate subsequent critical understandings. More particularly, media categories generate expectations about texts which affect meanings. It is important to develop an understanding of media categories as constructs and as actively involved in a process of selectively representing 'reality'. Media Education therefore requires learners should be familiar with such information and be able to recall it, not as an end in itself, but as a part of the basic premise for developing critical autonomy.

### **Media Technologies.**

Media technologies include any tools, equipment and materials used in the process of production of texts, whether adverts, films, or news. They can incorporate low and high technology materials. (Low-technology includes production such as drawing or drafting in visual form through storyboard or cartoon, or use of photocopier to reproduce or enlarge images which are less expensive, whereas high-technology would include camera equipment and video or editing machines which are more expensive).

The purpose of studying media technologies lies in the development of particular critical insights. The central thrust of this 'aspect' of technology is not the acquisition of technical skills and ability to handle equipment and media tools or the quality of finished products or its appearance. While certain skills and competencies will result, the conceptual focus pertains to how technologies

construct meaning during the production process of media texts.

*The essential conceptual point about technologies in Media Education is that technologies affect meaning, not just 'quality or 'finish'. Therefore, any technological choice, constraints or opportunity involves a decision about the meaning, not simply the appearance of a text (Bowker 1991:10).*

The inclusion of media technologies within this pedagogical framework aims to enable learners to identify simple technological differences between and within media forms. They should be able to make use of the available media technologies (whether low or high technology) and be able to discuss and justify their choices of using such forms of technology.

### **Media Languages.**

The media work with words, images, sounds, or a mixture of the three and are seen to offer transparency to the world “windows on the world”, but really are signifying systems that mediate the world. These have their own rules and conventions, but it is only when we experience the breaking of their rules, or stop to think how many of those rules we know, that we question the ‘naturalness’ of the image and sound combinations we have learned (Branston 1996:05).

This key area of knowledge and understanding is concerned with the forms and conventions which the media use. Mass media theorists suggest that the mass media employ sign systems within codes and conventions which construct particular meanings within a text. It is to these codes and conventions, then, that this aspect turns attention.

Conventions are understood as a broad term meaning any agreed, established way in which elements of a media text can be made to refer, to symbolise or summarise particular meanings or set of ideas. Codes on the other hand are systems for interpreting the meanings of various kinds of communication in which the meanings are not obvious or evident (Berger 1995:82). Identifying and considering codes and conventions provides an important mechanism for examining texts

and their meanings which the viewers or audiences may accept without question. It is critically important not just to know the codes and conventions through which the media constructs meaning, but learners should be actively encouraged to critically question those codes and conventions.

The concepts of denotation and connotation are also considered central within this aspect (Bazalgette 1992, Masterman 1994). Denotation refers to the work of that part of the sign which is immediately recognisable to the reader and which has a direct relationship to a real world entity. In other words, it deals with the more literal meaning of the signs (Berger 1995:85). In contrast, connotation is a term used to describe the subjective and interpreted meanings attached to signs whether an image whether they be an image, a figure in a text, or words. Connotations will encompass the historic, symbolic, or emotional significance invoked by a sign (Berger 1995:84).

Learners' understanding of media languages can certainly be consolidated and extended systematically, through practical work. Learners can be encouraged to experiment with different ways of expressing ideas, and to make decisions about what they think are most effective choice of representations both for their own and other people's purposes.

*Through both critical and practical work, children can explore the ways in which media languages are used conventionally, but we should not underestimate the extent to which, even, in everyday television viewing, these conventions may often be more sophisticated than teachers at first suppose ( Bazalgette 1992: 213).*

### **Media Audience.**

Audience has been understood as a large, single grouping of anonymous individuals who are constructed and positioned by either reading, listening or viewing a text (Fiske 1990). Traditional

reception theorists view audiences as passive consumers. However, if we acknowledge that audiences bring meaning<sup>7</sup> to texts then we can understand audience as active when engaging with media texts, and therefore as *producers* of meanings (Bowker 1991:13).

Questions about the context of viewing, listening and hearing, the pleasures and impacts the audience might derive from a particular texts, and the sense they make are important areas that Media Education addresses through the study of media audience. The importance of the inclusion of this aspect of media audiences relates to the development of understandings of how different audiences might understand a text differently and how different factors can affect audience readings in terms of social class, economic status, educational background, race, gender, age and personal experience.

Morley (1980) distinguishes between dominant readings (where the readers/ viewers decode the message as intended), negotiated readings (where the readers/ viewers broadly accept the messages, but modify them in part on the basis of their own experience) and oppositional readings (where readers / viewers recognise the dominant readings, but interpret the material in a different way). The knowledge and understanding of media audiences in terms of dominant, negotiated and oppositional readings will develop in learners an ability to understand that audiences are constructed as well as positioned according to such readings and viewing.

Importantly the knowledge and understanding of media 'audience' enables classrooms to be related to the 'outside' world of home and public-political areas. The inclusion of this aspect responds to how learners themselves who come from different backgrounds might understand texts variously. On the one hand certain classrooms are becoming more multi-racial, and on the other, learners generally emerge from a wide range of cultural and social backgrounds, including



class, religion and tribal background.

### **Media Representations.**

Masterman argues that the central and unifying concept of Media Education is that of representation. He states that media do not reflect reality but represent it. The media are symbolic or sign systems.

*If the media were 'windows on the world' or simply reflected reality, to study them would be as purposeless as studying a pane of glass. We could not properly study media on such a basis but only the subject matter conveyed by the media (i.e. news, sport, drama, etc.) Media study is based on an assumption of media non-transparency, on an assumption that the media shape the subjects they presents in characteristic forms. From the assumption that the media represents, rather than reflects reality, all else flows (Masterman 1994 :53).*

Teaching about representation attempts to keep open the gap between the image and the people /events/ ideas that the media texts refers to, and to look at the relationship between them, (in other words the relation between texts and reality). Bowker extends this by suggesting that representation is not just concerned with the relationship between texts and reality, but with the judgements or choices that both audience and producers make about the relationship:

*Representation thus incorporates fundamental issues about the nature of reality and opens up metaphysical as well as ideological questions about how texts may relate to it. It deals as much with judgements by audience and by producers as it does with meanings apparently contained within texts (Bowker 1991:14).*

Gillian Swanson (1991) picked up this debate by pointing out that there can be no absolute version of "how things are", but only many competing versions, some of which are more highly regarded in society and hence are circulated more widely.

Understanding of media representation by learners will contribute, firstly to the ability by learners to examine issues of power relations which are inscribed in the discourses and articulated in the text. Questions about who is speaking, for whom do they speak, who has the right to speak and to whom, open up issues of power relations and ideologies. Secondly, the inclusion of this aspect

of representations allows learners to examine how media represent and exclude social groups and how such representations may influence social behaviour and attitudes.

Lastly, knowledge and understanding of media representation allow for the development of critical skills to interrogate the way the media inevitably limit and distort the way in which people or events can be understood. This is done not only through what is said, but also through what is left out (Grahame and Mayman 1987:97).

It should be stressed that work on representation should draw upon all other areas of knowledge and understanding Media Education (Bowker 1991; Swanson 1991 & Bazalgette 1992). Such work should include the study of who has access to the means of media production as well as who is represented. It is also important for educators and learners to recognise that there is no final meaning when dealing with media representations and no 'conclusive answer' to the questions of their meaning.

## **CONCLUSION**

This chapter has attempted to contextualise Media Education as a critical aspect of education. It has attempted to describe Media Education by investigating a framework for understanding the media and those aspects considered critical. These understandings pertain to critical pedagogy at which at the present moment in South Africa, education curriculum initiatives argue a paradigm shift to a critical pedagogy. The intention of this research is to propose an initiative that introduces Media Education at a teacher education level within a critical paradigm. The introduction of this proposal would respond to such a paradigm shift and will be developed in the following chapters.

## NOTES

<sup>1</sup> The Frankfurt School (including theorists such as Horkeimer, Adorno, Marcuse, Benjamin, Reich, and Habermas) was founded in Frankfurt in 1923 as the Institute for Social Research and directed its attention to the possibilities and limitations of progressive social transformation in the light of the experience of the failure of socialist revolutions in Europe. The Frankfurt School drew on Kant, Hegel and Marx, and believed in the power of critique to illuminate reality and provide the impetus for human emancipation.

<sup>2</sup> Media Education goes under many names in different parts of the world. Some of the common names are Media Studies, Information Education, Media Literacy, Mass Media Education, etc. The use of the term Media Education to designate this field of study concurs with international developments in Australia, Canada, New Zealand and other English speaking countries.

<sup>3</sup> Bob Ferguson (1991) in his key note conference addressed reasons for Media Education in South Africa.

<sup>4</sup> The critical paradigm of education has been variously informed and developed by theorists such as Freire (1984), Giroux (1988), & McLaren (1980). It rejects transmission/ technician and liberal approaches to education. This work is substantially documented elsewhere and developed in chapter two of this study.

<sup>5</sup> Interest in Media Education in the British context is considered to start with Leavis in the 1930s. Accordingly for Leavis, teachers became entrusted with the missionary task of promoting literary criticism to enable learners to defend themselves against mass media. The role of the teacher was to introduce media texts in the classrooms only as a defensive discriminatory training against the debilitating effects of media.

<sup>6</sup> Diagram reproduced from Bowker (1991:06) These areas of knowledge and understanding cannot be separated from one another and must be taught about in terms of how they relate to each other.

<sup>7</sup> Theories of audience have undergone various changes since the beginning of research into the mass media. Bob Ferguson (1991:78) outlined the main trends across the spectrum of audience research. He points out that there is a general move away from the older research methods that were based upon hypotheses concerned with 'bad' effects of television to a general realisation that there is not one homogeneous audience for television, but that audiences use television. They do not merely watch it.

## **CHAPTER TWO**

### **MEDIA EDUCATION AS CRITICAL PEDAGOGY**

#### **INTRODUCTION**

This chapter considers aspects of Media Education in relation to a critical paradigm of critical education. The relevance of Media Education, the role of teachers/ educators within this framework, as well as teaching modes will be outlined.

Various educators have defined and discussed critical pedagogy. One strand of such work has concerned itself with the development of theories of the pedagogical relations as power relations (e.g. Bernstein 1986, 1990; Bourdieu and Passeron 1977) (These ideas will be referred to in the next section). Another strand has focused on “pedagogy as possibility” and has been concerned with developing a discourse of “critical pedagogy” (e.g. Freire 1973; Giroux 1988a; McLaren 1988; Shor 1980).

While this research study acknowledges the importance of the critical theoretical background that informs critical pedagogy in practice, this chapter does not attempt to offer a full discussion on the critical paradigm of education. Rather it attempts to locate Media Education within the framework and discourses of this paradigm.

#### **RELEVANCE OF MEDIA EDUCATION WITHIN CRITICAL PEDAGOGY**

To locate Media Education as relevant within the framework of critical paradigm of education, the conception of knowledge, power, and curriculum in relation to Media Education are discussed below.

### **Conception of Knowledge.**

Critical theorists view knowledge as historically and socially rooted and interest bound, and as a result, knowledge acquired in school, or anywhere else (for example from mass media), is never neutral or objective but is ordered and structured in particular ways (McLaren 1989:169). Within the framework of critical pedagogy, knowledge is understood to be a social construction deeply rooted in a nexus of power relations, which means that it is a product of agreement or consent between individuals who live out particular social relations and also live in particular junctures in time (McLaren 1989:169). Any form of knowledge is constructed through social interaction and dependent on various forms of discourses. Consequently any form of knowledge is contested and debated. Chapter one of this study indicated that mass media do not only provides news and information only, they also act as a tellers of stories and provide knowledge about who we are and what we believe in. Such knowledge is, then, subject to contestation.

Media Education within a critical framework aims to 'denaturalise' the media by challenging the naturalness of media messages and reveal them as constructs (Masterman 1994:54). In other words, Media Education attempts to develop understandings that whatever is mediated as a form of knowledge through the mass media is not 'reality' or 'truth' but versions of social representations and constructions.

Critical educators also argue that knowledge should be analysed on the basis of whether it is oppressive and exploitative, and not on the basis of whether it is true or false (Gore 1993:114). In analysing knowledge, McLaren argues that critical pedagogy asks how and why knowledge get constructed the way it does, and how and

why some constructions of reality are legitimated and celebrated by dominant culture while others clearly are not.

*Certain types of knowledge legitimate certain gender, class, and racial interests. Whose interests does this knowledge serve? Who gets excluded as a result? Who is marginalised?* (McLaren 1989:169).

Media Education, therefore attempts not only to analyse information inscribed within media texts as exploitative or oppressive but to reveal such knowledge as constructs.

It does so by engaging them with questions of production and representation. For example, Media Education would lead us to ask questions about how gender, social class or race are constructed and articulated within schools as well as within media texts.

Knowledge, within this field of Media Education and according to principles that inform a critical paradigm of education, is no longer conceptualised as guaranteed or scientific but as mutually and individually constructed, and learner self-understandings are deemed to be as important as teacher knowledge (Deacon 1993:06). Recently in South Africa, the National Education Policy Initiative (NEPI) document for Adult Basic Education takes up the issue of knowledge in relation to the role of representation which advocates vigilance against stereotyping and bias in content and teaching materials.

*Who transmits learning? What is transmitted? To whom? Through what medium? With what effect?* (NEPI 1992b,1).

Critical theorists view such knowledge as potentially emancipatory as it can develop understandings among people of how social relationships are organised and manipulated within relations of power and privilege. Such knowledge is also intended to create the conditions under which irrationality, domination, and oppression can be

overcome and transformed through deliberate, collective action (McLaren 1989:170).

The location of Media Education within this framework and these understandings, acknowledge a concern not only with the process of emancipating learners but in developing in them enough self confidence and ability to critically interrogate any media text and product of knowledge which they will encounter in future. Masterman states that the primary objective of life long Media Education is not only simple critical awareness and understanding but the development of critical autonomy (Masterman 1994:55).

### **Conceptions of Power/Knowledge Relations.**

Critical pedagogy discourses conceive power to be both repressive and productive. As discourses constructed in opposition to the hegemonic forces in society, for example critical pedagogies are grounded in the conception of power as (a) exercised by dominant forces, and (b) repressive, that is used to dominate, oppress, coerce, deny. In order to oppose these oppressive forces, critical pedagogy discourses reclaim power for their own productive, creative, democratic purposes (Gore 1993:120).

Within the framework of critical paradigm of education, the concept of power is understood to be an ideological construction linked to particular interests and social relations. McLaren states that power relations are inscribed in what Foucault refers to as discourses or a family of concepts. Discourses are made up of social practices and organised sets of statements which are used by a group of people that constructs a version of reality which confirms their views about the way things should be and the way things should be and the way people should act and feel (Kenworthy 1997:01).

Amongst these, dominant discourses set up and regulate systems in which certain categories are privileged and others are marginalised.

Social and political institutions such as schools, media or the church largely accept discursive practices as appropriate or “common sense”. Within these institutions these dominant discourses are considered as ‘regimes of truth’<sup>1</sup>, as general economies of power/knowledge, or as multiple forms of constraints. A critical pedagogy focuses on the interests and assumptions that inform the construction of knowledge and deconstruct such dominant discourses which are accepted without question by these institutions.

In relation to Media Education, in the first chapter it has been argued that, the understanding of media representation (one of the key aspects of knowledge and understanding) will contribute firstly to the ability of learners to examine issues of power relations which are inscribed in the discourses and articulated in media texts. Questions about who is speaking, for whom do they speak and who has the right to speak, open up questions about power relations and ideologies.

Secondly, it has been argued that the inclusion of media representation will allow learners to examine how the media represents and excludes social groups and how such representations may influence social behaviour and attitudes of different groups or individuals.

### **Conceptions of Curriculum.**

From the perspective of critical educational theorists, the curriculum represents much more than a program of study, a classroom text, or a course syllabus. Rather it



represents the introduction to a particular form of social discourse and serves in preparing learners for dominant or subordinate positions in the existing society (McLaren 1989:183). Critical theorists argue that the curriculum favours certain forms of knowledge and affirms the dreams, desires, and values of select groups of students over other groups, often discriminating on the basis of race, class and gender.

Critical educational theorists are therefore also concerned with how descriptions, discussions, and representations in the textbooks, curriculum materials, course content and social relations embodied in classroom practices benefit dominant groups and exclude subordinate ones (McLaren 1989:183). Just as textbooks help inscribe the in-school curriculum, the mass media provides an extra-curricular curriculum.

The relevance of Media Education is critically important in developing an awareness of how the media functions in validating certain hegemonic discourses and shaping society's ideas and values. Critical education calls for our focused attention on cultural representations that circulate. It requires that we attend to popular culture, to all media texts, whether they be considered high or low (Prinsloo 1994:25).

As Media Education is organised around key concepts which are analytic (including denotation; connotation; myth and narrative discourses) rather than an alternative content, it can play an important role in revealing the ideological function and discourses of the curriculum which are presented to learners. The aim of Media Education, would therefore also be to expose the preferred social discourses and perhaps to offer alternative discourses that present different views of the world in general and the curriculum in particular (Alvarado & Ferguson 1983:29).

An understanding of Media Education within this framework aims to help learners and teachers/educators to critically understand the political, cultural, social and economic issues underlying classroom practices and the social world of the school. As it has been stated in the previous chapter Media Education is investigative in nature. It does not seek to impose specific cultural values. Media Education, rather seeks to develop a language of critique and demystification that can be used to analyse those latent interests and ideologies that can work to socialise learners in a manner compatible with dominant cultural values (McLaren 1989: 186).

The effectiveness of Media Education within this framework, therefore, lies firstly, within the ability of learners to apply what they know to new situations and, secondly, to create, their own knowledge. Media Education requires learners who will stand on their own critical feet, to critically investigate, analyse, critique as well as offer alternative decisions which are relevant to new situations. As opposed to traditional and liberal form of educational paradigm, the learner is conceived not only as active, but crucially as reflective and as critical contributor within this framework.

### **Conception of Teachers or Educators.**

Media Education is opposed to a transmission content-based approach. It attempts to be pupil-centred and engages learners in the construction of their own knowledge.

This, would then involve important paradigm shifts in the traditional role of teachers /educators. Teachers/educators within this framework are not regarded as purveyors of knowledge, but participators with learners in the negotiation of meaning and construction of knowledge.

Teachers within this framework are also considered as intellectuals who can provide a strong theoretical critique of technocratic and instrumental ideologies underlying an educational theory that separates the conceptualisation, planning, and design of curricula from the processes of implementation and execution (Giroux 1988:126).

This research concurs with this view, as Media Education teachers/ educators attempts to educate learners to be active and critical citizens.

*Transformative intellectuals take seriously the need to give students an active voice in their learning experience. It also means developing a critical vernacular that is attentive to problems experienced at the level of everyday life, particularly as they are related to pedagogical experiences connected to classroom practice* (Giroux 1988:127).

In achieving this role, Media Education teachers working within this framework, firstly need to accept active responsibility for raising crucial questions about what they teach, how they teach and what are the larger goals for which they are striving for (Giroux 1988:126).

Secondly, as intellectuals, it is hoped that teachers working within this framework would be able to develop in learners an understanding of analytic tools to denaturalise the constructed media texts that appear to be natural. In this sense, empowerment<sup>2</sup> of learners allows an opportunity for learners to be assertive enough to ask questions and challenge received knowledge either from the teacher or any text.

Transformative intellectuals need to develop a discourse that speaks against economic, political and social injustices both within and outside of school. So as Media Education teachers, they should be able to identify and deconstruct discourses that are inscribed and articulated in media texts in term of political, economic discourses and power relations. The success of this process lies in the understanding and conception

of teachers and educators as facilitators of knowledge as well as the process of learning and teaching.

### **MODES OF ENGAGEMENT.**

Within the framework of critical paradigm of education and critical pedagogy, the mode of educational engagements are varied. Emphasis falls upon the investigative nature of learning, problem-solving and problem-posing as opposed to the traditional transmission of knowledge by the teacher to passive learners.

In line with the understandings of critical pedagogy, this research study accepts developmental approaches as suggested by Bowker (1991) and Bazalgette (1989) within this framework as they are experiential<sup>3</sup> in nature. In line with a developmental approach, certain forms of activities are appropriate within Media Education as they encourage investigation, problem-solving and problem-posing. All are characterised by reflection as an essential element.

Bowker suggests that practical activities/work, textual analysis, case study, simulation, and production suit critical pedagogy as they propose a developmental approach to the learning about the media. They can be part of thematic or topic work which may include other type of learning skills, experiences and activities (Bowker 1992:226).

#### **Practical Activities / Work**

*Practical work in a variety of forms will be an important, indeed an essential component of any worthwhile course in Media Education. If students are to understand media texts as constructions, then it will obviously be helpful if they have first hand experience of the construction process from the inside. Teachers, too, need to involve themselves in this kind of work at their own level of sophistication*  
(Masterman 1985:26).

Practical activities/work within Media Education can be defined as any activity which

involves the process of constructing meanings using words, images, sound, film or video-this might range from cut-and-paste jobs, through the scripting or story-boarding of a narrative sequence, or the dubbing of a soundtrack of a pre-recorded television extract, to the production of a sequence on video, or devising of a trailer, series outline, or promotional strategy (Graham and Mayman 1988:09). However, practical activities can be regarded as neither nor of themselves progressive or appropriate within the framework of critical pedagogy.

Three principles are suggested to guide practical activities. Firstly, they emphasise the process itself as the key to learning, rather than the product. Secondly, theory, analysis and practical activities should be inter-related and complementary, so that practice is integrated with theoretical and conceptual issues throughout, rather than separated as a technical or specialised activity, and, thirdly practical work is about constructing and producing, but not re-producing media work (Graham and Mayman 1988:09).

Practical work in Media Education is therefore, about making meaning and understanding how one has done it and reflecting upon it critically. It needs to be linked to critical understandings about mediation and ideologies as well as developing the above three principles. Practical work also includes the process of deconstruction or rule breaking (Ferguson 1984, Buckingham 1987). Deconstruction offers a process of interrogation which asks the students to refuse the production, style, and message construction which is presented to them as normal, desirable, transparent and thereby breaking hegemonic codes (Ferguson 1984:47). Ferguson argues that deconstruction can serve a double purpose, that is, not only encouraging learners to interrogate the dominant codes of television, but also enabling them to realise alternative possibilities

for code construction. He suggests that:

*...it is important to show how practical work can extend comprehension of the structure, practice, and production values of the broadcasters whilst at the same time opening up potential means of communication which allows for the development of oppositional, informational, and expressive message making (Ferguson 1984:47).*

Finally, it is important to evaluate the practical work learners have engaged in not only in terms of its technical competence and the contribution of individual participants, but also in terms of its relationship to material studied, and the concept it exemplifies. Bowker suggests that, learners need to evaluate their learning and to extrapolate general principles from particular examples (Bowker 1989:20).

### **Content Analysis.**

*One way of interpreting texts is through content analysis. This involves creating sets of categories and allocating segments of texts to them. From this, patterns of relative frequencies and frequent sequences of segments can be determined (Scrimshaw 1992:249).*

Content analysis can be described as a quantitative method of study leading to an evaluation of aspects of a medium. As it is experiential in nature, it encourages learners to investigate and interrogate precisely what constitutes the content of media product or a set of media products. For example, learners may gauge how much of a newspaper is devoted to pictures compared with texts, or they may count the number of advertisements matched against the number of news stories (Bowker 1991:21).

Within the framework of critical pedagogy learners could be asked to examine the discourses inscribed within media publications by interrogating aspects that are often naturalised. For example, learners could be asked to examine and contrast the representations of women in relation to men to consider whether they signify unequal

gender and power relations. They could also be asked to examine representations of race by critically interrogating roles given to a particular race in relation to others within particular media categories. What is considered to be 'normal' must be made problematic and the reflection on findings based on content analysis is essential for critical development.

The valuable aspect about content analysis is that it can be experiential in nature and involves the ability of learners to read and view selectively and to summarise findings in and through media texts (Bowker 1991:21). More importantly, content analysis provides learners with the ability to examine issues of power relations which are inscribed in the discourses and articulated in the text. Questions about who is speaking, for whom do they speak, who has the right to speak and to whom, allow learners to engage and interrogate texts through this approach in a critical way.

### **Textual Analysis.**

*Children need to be introduced to ways of 'reading' the language of sound and vision in media texts, as well as the language of other media texts such as comics, just as they are asked to learn how to make sense of literary texts. Children can explore how meaning is produced both through their own production and through analysis of media products (Bowker 1991:21).*

Textual analysis and study are important activities to enable learners to interrogate texts presented to them. In the previous chapter textual analytic tools, codes and conventions were identified within a discussion of media languages (one of the key aspects of knowledge and understanding of Media Education). They have been identified as systems for interpreting the meanings of various kinds of communication in which they are not obvious or evident. Within this framework, the critical process

of identifying and considering codes and conventions provides for important mechanisms for critically examining and interrogating texts and their meanings which the viewers or audiences might accept them without question. Learners can extend valuable understandings gained from content analysis by critically moving to textual analysis.

Bowker identified three stages of textual analysis involving critical teaching and learning. Firstly, close textual analysis will steer pupils away from making judgements too quickly about what it is they think they can hear or see. A second stage involves learners saying what they think it means, and explaining why they have made about those assumptions. Finally, they move on to making judgements about how effectively the producers have conveyed their meaning to them or to the targeted audience (Bowker 1991:21). Understandings of narrative and genre discourses and deconstruction are all aspects of textual analysis.

This has implications for Media Education. This researcher is of the view that the inclusion of critical theory for textual analysis and study is of critical importance for Media Education at teacher institutions as these theories have largely been absent in those institutions particularly in South Africa.

### **Case Study.**

*In a case study, the investigator attempts to examine an individual or unit in depth. The investigator tries to discover all the variables that are important in the history of development of the subject.*  
(Ary et. al. 1990:451)

In relation to Media Education, case studies as one of approaches in teaching and learning allow learners to become critical investigators of events that appear in media



texts. This is an approach which investigates a particular “case” within media texts.

Case studies as an investigative approach should take place in parallel with learners’ own practical activities and production work. Learners should be able to get a good sense of what the key questions to ask about the context of investigation might be (Bowker 1991:22). This process could take place in or outside the school. Within school premises learners, for example can investigate how their school peers watch television programmes along gender stereotypes. In other words, allow learners to investigate television programmes that are watched by boys or girls and establish reasons for such behaviour. Then viewing habits of friends beyond school premises can also be investigated.

Case studies hold particular advantages. They offer the possibility of in depth investigation, as they attempt to understand the whole subject or matter being investigated in totality. Secondly, when learners include media producers in their own investigation of a subject, their sense of the complexity of the issues involved is likely to be heightened (Bowker 1991:22).

## **CONCLUSION**

This chapter has outlined the relevance of Media Education within the framework of a broadly critical paradigm of education in relation to the conception of knowledge, power, curriculum and the primary mode of engagement. There is a consonance between the aims of critical pedagogy and critical Media Education in their application and approach. They are both concerned with issues of critical autonomy and thinking, social power and dominant discourses.

The role of educators within the framework of critical paradigm of education is considered as an important aspect in the development of a Media Education curriculum. The success of developing critical education through Media Education interventions lies in the ability of teachers and educators to take active responsibility in raising crucial question about what they teach, how they are to teach, as well as the ability to critically educate learners with and about analytic tools to denaturalise the constructed media texts that appear to be natural.

## NOTES

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<sup>1</sup> Jennifer M. Gore (1993) outlined regimes of truth by focusing on them as tools for the analysis of radical pedagogy discourses.

<sup>2</sup> Critical theory concerns itself with social empowerment so that people understand how society constructs particular subject positions unequally and to be able to take action.

<sup>3</sup> The term experiential learning is widely used. In this content it draws upon Kolb's (1989) model of learning that emphasises concrete experience, active experimentation, abstract conceptualisation and *reflection*.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND PROCEDURE**

#### **INTRODUCTION**

Having established what would constitute Media Education in the previous chapters, this chapter describes research that was based upon the assumption of those principles and values, aims and objectives of Media Education described there. This chapter, then describes the research methodology and procedure. It outlines the research problem, the research aims and objectives. Then the research methodology is described, including the selection of research participants, the research techniques used, the administration of the questionnaires and the process of data. Finally the data is analysed and the chapter concludes with the main findings from the research.

#### **THE RESEARCH PROBLEM**

Proposals for change are being formulated to inform new curricular changes within the country especially teacher education. Before undertaking this research, discussions with the college staff had indicated that they were considering curricular changes in line with COTEP (1995). More over, at the time of these early discussions there was a strong interest in the possibility of introducing Media Education. In addition the college curriculum structure included references to either Media Education or Media Technology.

This research set out to investigate the understanding of lecturers about Media Education. It also sought to establish how feasible it would be to introduce Media Education. Finally, it examines possible curricular models of Media Education in order

to establish appropriate curricular intervention for teacher education/colleges of education in KwaZulu-Natal Province.

## **RESEARCH AIMS AND GOALS**

The aim of this research is to develop an informed proposal for Media Education as a curricula intervention for teacher education/colleges of education in Kwa Zulu-Natal Province.

## **THE RESEARCH METHODOLOGY**

*Qualitative methodologies refer to the research procedures which produce descriptive data: people's own written or spoken words and observations. This approach directs itself at individuals within those settings holistically... [T]he subject of the study... is not reduced to an isolated variable on to an hypothesis, but is viewed instead as part of a whole (Bogdan et al 1975:04).*

The intention of this study was to propose appropriate curricular interventions in relation to Media Education. This research is qualitative in nature as it recognises lecturers as participants from the college. To achieve this, the researcher acknowledged the importance of input and context of those people who would institute the proposals arrived at. In this study, a mini pilot or survey was used as this is an exploratory investigation where no absolute answers could be offered. The descriptive information was provided by the lecturers as participants at the college.

### **The Selection of the Research Participants**

The fieldwork of this study was conducted at Umbumbulu College of Education, south of Durban, from 23 May 1996 to October 1996. Permission was obtained from the Director of Teacher Education in the Kwa Zulu-Natal Province as well as the

Rector of Umbumbulu College of Education to conduct research at the college.

(See appendix A.)

A preliminary meeting on the 23 May 1996 at Umbumbulu College between the researcher and the Head of Department of Education and the Chairperson of the Curriculum Committee of the college (i.e. Mrs Thokozani Sithole) took place so that the researcher could outline and explain reasons for undertaking this study, and to outline the procedure that this research might take. Mrs Thokozani Sithole expressed a personal interest in Media Education. She had discussed this kind of engagement with the Vice-Principal Academic of the college and volunteered to work as an intermediary between the researcher and the college.

The interview provided information pertaining to curriculum development at Umbumbulu College and a curriculum development committee which was formed in 1993. The purpose of this committee was to provide a structure for the lecturing staff of the college to examine and evaluate the curricular structure of the college. As part of this process, they participated in COTEP discussions (1995) and accordingly decided to restructure their curriculum according to the COTEP document proposals. While lecturers have engaged in curricular restructuring processes, many of them lacked an awareness of theories and debates that underpin some of these proposals.

This is relevant to this study because it showed that there is confusion in understanding what Media Education is and what Media Education is not in spite of COTEP (1995). COTEP document had not addressed media in any consistent way.

## **The Research Techniques**

There are a range of possible approaches to gather information including questionnaires, standardised interviews, tests, standardised observation, inventories, rating scales, unobtrusive measures (Schumacher S and Macmillan JH 1993). The aim of this research was to acquire both data and attitudinal information from lecturers and management members of the college and from this survey to develop a proposal. For these reasons, the researcher decided to use questionnaires as a source of gathering data.

This choice responded to the impression gained during the pilot interview. In this discussion, it appeared that there was a reasonable basis of understanding critical Media Education.

## **Aims of the Survey**

- To seek information about the understanding of Media Education from lectures at the college;
- To find out to what extent Media Education was being taught in the college;
- To focus on perspectives and types of activities lecturers have used in the teaching of Media Education since its introduction in the curriculum of the college;
- To request lecturers to elaborate on any work done since the introduction of media and technology education within the college's curriculum structure; and
- To find out to what extent college lecturers are familiar with accessible Media Education literature or documents and to ascertain how useful they judge them to be.

## **Administration of the Questionnaires**

The questionnaires were pre-tested in order to check that all questions, statements and

instructions were clear and unambiguous (Bell 1993:84). The pre-test process was undertaken by colleagues who are teaching English as a subject and by Head of Department for languages in a high school in Durban where the researcher was working. Two questionnaires were designed, one for the lecturers and the second one for the academic management of the College. (See Appendix C & D.)

Questionnaires for lecturers consisted of two sections. The first dealt with the general views of lecturers on Media Education, and the second section aimed at investigating curriculum content and media texts that lecturers had used in their teaching activities. The questionnaire for academic management (Heads of Department and Senior Heads of Department of the college) consisted of three sections. In addition to the two sections mentioned above, the third section aimed to establish issues around staffing and resources that relate to Media Education.

In order to expedite the administration of the questionnaires, the researcher personally delivered the questionnaires to the college where the investigation of this study is located. Letters accompanied the questionnaires explaining the aim of the study, requesting respondents' co-operation in completing the questionnaires and assuring the respondents of confidentiality. (See appendix B.)

## **OBTAINING OF DATA**

### **Responses to the Questionnaire Survey**

A total of 30 questionnaires were distributed to the college. College lecturers completed the questionnaires in June and July of 1996. Details of the responses are



shown in table 1 below which indicates the sample groups, the number of questionnaires sent out and the number and percentages of those returned.

**Table 1. Questionnaires Sent Out to and Returned By Sample Groups**

<b>SAMPLE GROUP</b>	<b>QUESTIONNAIRES SENT OUT</b>	<b>QUESTIONNAIRES RETURNED</b>	<b>PERCENTAGE RETURNED</b>
Management	10	05	50%
Lecturers	20	15	75%
<b>TOTAL</b>	30	20	66,66%

The overall response rate was not high. Possible explanations relate to a degree of apathy and the existing of pressures on staff at a busy time of the year.<sup>1</sup>

At the outset, questions aimed at establishing the role and duties of the respondents as well as the main subject areas in which they engage. To assist the researcher in analysis of information according to subject areas, role of seniority and potential influence of respondents,<sup>2</sup> the subject area of respondents (as defined by COTEP) are shown in table 2 below.

**Table 2. Subject Area of Respondents:**

<b>COTEP Subject Area</b>	<b>Number of Respondents</b>
Education	5
Professional Studies	3
English	2
Life Orientation.	1
Teaching Practice	3
Religious Education	2
School and Classroom Management	4

## DATA ANALYSIS AND MAIN FINDINGS OF THE SURVEY

### Section A. Lecturers' Views on Media Education.

The first part of the survey consisted of specific questions to evoke views on more general questions about the introduction of media and technology within the curriculum structure of the college. Secondly, it attempted to ascertain respondents' definition or understandings of Media Education. Thirdly, questions were asked about the potential of Media Education and 'Media and Technology' in developing critical understanding of media. (Reference is made to the survey question contained in Appendix C. For example, Q9 refers to question 9 in that survey.)

### General Views about the Introduction of Media and Technology.

As the researcher, I was particularly interested in the general views of lecturers and academic management about the introduction of media and technology within curriculum structure of the college (Q 9 and General Comments E).

All respondents agreed that Media and Technology should be introduced as they all ticked the box indicating "Very Important", but were unable to give particular reasons for their opinions. Below are comments from some of the respondents:

- a. *"It should be introduce and encouraged. It trains the child's imaginative powers..."*
- b. *"Media Education is new to us and I have found it difficult to give sincere responses to your questionnaire. Most of the items presupposes that we know about media education."*
- c. *"This is a new course and only has two periods a week. We have experienced a lot of disturbance this year and have been unable to follow our course structure as we would be able to follow"*.

From the above responses given, there is an acknowledgement of a lack of

understanding, an inability to put the ideas effectively into practice and a general but a vague sense of its importance.

**Media related work to any college policy (Q4 and 5).**

In response to the question which sought reference to media related work in any college policy document, or proposal document, all respondents indicated that media related work did appear in the college policy documents. One respondent was not aware of the presence of such a document. Three respondents stated the name of the document as “COTEP”, whilst the rest of the respondents stated the document as the “The College Curriculum”.

The three respondents who stated the policy document as “COTEP” appear to lack an understanding of the role of the COTEP proposal as a guideline document in the process of restructuring teacher education which is separate from the curricular interventions of the college, based upon it.

**Understandings of the definitions of media and technology or Media Education (Q8).**

Respondents, firstly were asked to define or offer a definition of ‘Media and Technology’ as well as Media Education (See Appendix G). The majority of respondents confused Media Education with the use of teaching aids, and were unable to differentiate between ‘Media and Technology’ and Media Education.

Below are some examples of definitions respondents in their words of ‘Media and Technology’, Media Education or both, that demonstrate their confusion of these two areas of study.

- a. *“Teaching aids and how they are used or should be used”*
- b. *“I think media and teaching has to do with preparing lessons in such a way that technology is considered”*

- c. *“Helping students to put into practice what they have been taught, i.e. practical work to show theory part of education”*

The way respondents answered this question suggests media as a vehicle to assist in the teaching of subjects. This confusion has been discussed earlier (pp7) This mis-understanding is unsurprising considering the historically technicist approach to teacher education in most colleges of education in South Africa which emphasises content-based learning within Teacher Education (Salmon 1991:54). This raises problems for the types of changes proposed by critical pedagogy and Media Education.

Respondents were also asked to consider the main differences between the way they defined Media Education and the definitions offered in question 8.

Out of twenty responses only four respondents answered this question:

- a. *“These definitions are more comprehensive”*
- b. *“Definitions are more explicit”*
- c. *“I did not include music”*
- d. *“Not much”*

With the exception of the last one, there is an indication of the respondents’ sense of requiring greater understanding of Media Education and ‘Media and Technology’.

Secondly, respondents were given different definitions of Media Education (Q10) which they were asked to read and consider in terms of their accuracy or usefulness. The Lickert Scale method<sup>3</sup> was used as technique to measure attitudes of respondents towards those definitions.

While different definitions were presented in the questionnaire, they were not significantly different in intent, but more in emphasis. As the respondents had little existing understandings of Media Education, this item was ill-conceived. The

researcher acknowledges his mistake which assumed a more sophisticated and and comprehensive knowledge of media on the part of the lecturers in order to respond to this question. Nonetheless, reasons given by respondents in relation to each definition provide useful data and insights about the current understanding of lecturers that relate to Media Education. Subsequent recommendations pick up on this in order to respond to this lack of understanding which was more serious than was envisaged from prior discussion. It points to the importance of questionnaires to establish more rigorously the extent of understandings, which would have been underestimated if the research had relied on interviews only.

**Definition A:**

*“Mentions modern media used most in schools”*

*“Not only children’s’ understanding but everyone including adults”*

*“Includes projected and non-projected audio visual Media, how they work, made and organised”*

**Definition B:**

*“Does not deal with school situation”*

*“I like the fact that it must be critical”*

*“Media is part of our life”*

**Definition C:**

*“Embodies most aspects of media education”*

*“It is a comprehensive definition”*

**Definition D:**

*“Has something of (a) and (c)”*

*“Comprehensive definition. Also I like the fact that it is stated that information is construction that are selective and partial”*

These responses again indicate a general lack of clear understanding about Media

Education. The response of one respondent acknowledges that “*information is construction that are selective and partial*”. This response picks up on a critical concern of Media Education.

**The role of media and technology or Media Education in developing critical understandings of the media (Q6,7 and 8).**

In response to the questions about the role of media and technology or Media Education in developing critical understanding of the media and how this might be achieved, all respondents agreed that media and technology or Media Education could develop learners’ critical understanding of media. Unfortunately only five respondents were able to answer the question about how media and technology or Media Education could develop students critical understanding of the media. The remaining fifteen respondents were unable to respond.

The lack of responses seems to confirm their lack of clear understanding and perhaps suggests that they have an awareness of these as curricular issues that are being currently considered. Below are the answers of the five respondents:

Respondent 1

Media and Technology :

*Students can compare information from different newspaper articles, different sources, select relevant information, critique and arrive at own conclusions. - they can interpret.*

Media Education :

*By being exposed to different viewpoints expressed about an issue. By being given a choice to interpret and to come up with their own understanding of it expressed by a video, newspaper article, picture etc.*

Respondent 2

Media and Technology:

***Enhance understanding in depth of issues- Understanding bias in writing especially in newspaper article.***

Media Education:

***Understanding issues critically and in depth- always different points of views from different people, e.g. Have to understand the background of person that writes the article.***

Respondent 3

Media and Technology:

***It can sharpen their creative ability.***

Media Education:

***It can help them to discriminate between good or efficient media and that which is not.***

Respondent 4

Media and Technology:

***They should consider (media) teaching aids when preparing their lessons”.***

Media Education:

***They learn to be creative in their presentation of lessons.***

Respondent 5

Media and Technology:

***Alert them to things of life fact, propaganda, indoctrination”***

Media Education: There was no response.

### **Commentary on Section A:**

As a researcher, it has been a difficult task to develop as rigorous an analysis as was intended, because many of the questions were left unanswered (see Appendix F). My analysis of this survey is useful in revealing an overwhelming paucity of understanding Media Education or Media and Technology Education. When this research was

initiated, it was premised on the idea that as Media Education, or ‘Media Technology’ are courses offered in this college according to the College Curriculum Structure (see Appendix G) and that these would have been conceptualised and introduced with some consistency.

### **Section B. Curriculum Content and Media Texts:**

In this section, the researcher was interested to find out whether the college offered courses for education students to study media related work (i.e. ‘Media and Technology’ or Media Education), their level of study, media texts featured and used in such courses, and the way media related aspects are organised within the curriculum structure of the college.

All respondents indicated that there are college students who are studying media related courses and the course is presently offered at Junior Primary Education Diploma and Senior Primary Education Diploma levels.

#### **Media texts that have featured in the study of such course (i.e. media and technology or Media Education) (Q3).**

In relation to the question about media texts that featured in the study of such a course, only two out of twenty respondents were able to respond. Below are the answers of the two respondents:

Respondent 1

*“Advertisement (print) texts could be used to develop stories, to interpret and compare different points of views”*

Respondent 2

Advertisements (electronic)

*“They could be used in terms of “assumptions/ generalisation/ visual impact”*



Print advertisements,

*“They could be used for “language use, punctuation, generalisation or assumptions”.*

Television news,

*“They could be for “propaganda / selectiveness”*

The above responses implies a lack of understanding and differentiating between Media Education and media in education. The first respondent seemed to suggest the use of media for education, whereas the second respondent seemed to be confused.

#### **Organisation of media related aspects within the curriculum structure of the college (Q4 and 5).**

In relation to the question about the organisation of media related aspects within the curriculum structure of the college, three respondents did answer and the remaining respondents stated that media related aspects are integrated with other work and in modules. In an answer to the question whether such an arrangement offered sufficient opportunity for media work and Media Education, seventeen respondents indicated that this arrangement was inadequate.

#### **COTEP (1995) Document (Q6).**

Lecturers were asked whether the introduction of media and technology would achieve the general competencies suggested by the COTEP (1995), and to give reasons for their opinions. While eighteen out of twenty respondents concurred with this idea, none of the respondents gave reasons to substantiate their responses. In relation to this response where respondents did not give reasons, the researcher can only surmise that college lecturers are not sufficiently familiar with the competencies identified in

the COTEP (1995) document. Consequently, while they hold an opinion, they are unable to support it.

### **The use of media related work for teaching (Q 7, 8 & 9).**

Lecturers were firstly asked whether they had used any publications specifically designed for media related work for teaching, and if they had done so, to indicate how useful they had been. Secondly, they were required to list any documents and sources related to Media Education that they had read. Lastly, they were to indicate the main features or areas covered by 'Media and Technology' or Media Education examinable at the end of the year.

A. Of the twenty respondents, only two stated that they had used some publications designed for media related work. Fifteen respondents acknowledged that they did not use any publications related to media work at all. (Three respondents did not respond)

The two respondents referred to:

“Documents produced by Education Foundation”<sup>4</sup>

“The Dailies & Weeklies sold around Durban”

“Newspapers and magazines”.

Respondents did not rate these publications in terms of their usefulness. These responses indicates that, there has been an insignificant engagement in this field of either media and technology or Media Education at Umbumbulu College of Education.

The documents by the Education Foundation mentioned above are supplementary materials for teaching particular subjects. They are designed to “promote the availability and effective use of newspapers and magazines as classroom resources” and are part of a Media in Education project that has held workshops for teachers

(Ranby 1994:138)<sup>5</sup>.

B. No respondents were able to list such documents. One respondent listed the following: “chalkboard, charts, print media”; and “ electronic media” and this response is informative as it is indicative of the confusion between Media Education and the use of media as a resource for teaching.

C. Respondents did not indicate the main areas or features covered by ‘Media and Technology’ or Media Education that would be examinable at the end of the year.

### **Commentary on Section B**

The researcher was particularly interested in the curriculum context, media texts and concepts, and the organisation of this field of area within the curriculum structure of the college, in order to develop his proposal. However, the absence of responses to questions indicates that the college had not yet developed this area of learning beyond acknowledging its place in the curriculum. No theoretical or practical curricular base has been laid.

### **Section C. Staffing**

This section was mainly directed at academic management members of the college to find out about in-service training of lecturing staff, qualifications relating to media of staff and whether, staff with qualifications in media would be sought.

(Reference is made to the survey questions contained in Appendix D. For example Q1,2 &3 refers to questions 1,2 & 3 in that survey.)

**Allocation of In-service Training funding for Media Education or media and technology, staff allowance and any staff member who had received in-service training in the past five months (Q 1, 2, & 3).**

Respondents indicated that no in-service training fund had been allocated for staff members, and that no staff members had received Media Education or 'Media and Technology' or related in-service training.

#### **Media related qualifications (Q 4, 5, & 6).**

In terms of staff members who had formal media related qualifications, respondents were largely unaware of staff members who had such qualifications. In relation to the question which offered an opinion as to whether staff members would be required to have media related qualifications in the future, there was no response.

#### **D. Resources:**

This section attempted to establish the budget allocation for materials and resources for media related work and whether there are specialist rooms for media related work or technical staff for services.

None of the respondents knew how much was budgeted and allocated for Media Education and Media Technology. In relation to the availability of a specialist room for Media Education within the college, the majority of respondents stated that there was no speciality room for media related work although one respondent disagreed. This contradiction perhaps indicates that the respondent was referring to the library sometimes referred to as a media room. Lastly, all respondents responded that there was no media technician to render services related to Media Education work.

#### **Commentary on Section C & D**

The absence of a budget allocation for staff development, the lack of in-service training for staff and the absence of a media specialist room for media related work,

again suggest that this field is not yet seriously incorporated or considered at this college. Aspects of budget and resource impact on the success of its introduction and incorporation. Without media related texts, materials and documents, it will be impossible to develop this field of area from an informed basis.

## **CONCLUSION**

As I have stated, difficulties in analysis were encountered. The degree to which critical media awareness is absent was underestimated in the original design. However the analysis of this survey is valuable. It reveals an overwhelming paucity of understanding of Media Education or 'Media and Technology' which highlights a range of problems for colleges of education. Generally, this survey revealed the following:

1. There is a lack of understanding of and familiarity with Media Education by lecturers<sup>6</sup>, as they cannot offer definitions of what Media Education is. In spite of this, all lecturers agreed that the introduction of 'Media and Technology' or Media Education was very important.
2. In defining Media Education, they confuse Media Education with the use of media as a teaching resource. As a researcher, I think the use of the two concepts, 'Media and Technology' as well as Media Education created confusion for lecturers as it appears that they have not engaged in debates about these issues.
3. Lecturers have not been exposed to literature and texts which are related to Media Education. This has to be understood against the background whereby teacher training institutions have not historically engaged with media awareness.

4. In terms of the role of Media Education in developing critical understandings of media, lecturers experienced difficulty with the concepts of ‘critical understandings’ and critical thinking. This seems to reflect the situation wherein historically black teacher institution have not yet engaged the concept of critical pedagogy. None of the respondents commented about the relationship of the four definitions (given in question 10) to critical pedagogy or non-traditional teaching approaches.

5. Within this teacher institution, there is no coherent strategy in the form of modules or a syllabus that are specifically designed for Media Education.

6. There are no budget allocations or funds made available for the development of this area of study. The management of the college seemed to be unaware about the need for budgeting and allocation of funds for media related work..

7. The lack of interest on the part of lecturers to answer questionnaires that were issued indicates, a degree of apathy and lack of interest in academic research.

These findings prompt the researcher to critique an aspect of the COTEP document, in relation to the mechanism of implementing the proposed fields of study. COTEP authors have suggested broad areas of study. Their intention is not to be prescriptive, but to enable greater autonomy for teacher institutions to devise the own curricula according to the delineated fields of study.

The issue of “greater autonomy” is complex. Firstly, historical black teacher institutions have not been engaged in a climate of research and still have not been encouraged to do research within their work setting. Secondly the COTEP document seems to be informed by notions of critical pedagogy:

*In brief, teacher education should develop teachers with a sense of vision which reflects values aimed at enabling pupils to develop as persons who are well informed, rational, reflective critical choosers...* (COTEP 1995:10)

For the historical black institutions, this notion of critical pedagogy is undeveloped. Lecturers are still informed by notions of “fundamental pedagogics” (Salmon and Woods 1991)<sup>7</sup> and COTEP appears not to have taken this sufficiently. While COTEP proposes a paradigm shift, it is more difficult to achieve that process in practice than in theory. COTEP has not picked up the value Media Education, though debates in South African curriculum education tended to argue a paradigm shift within a given framework. Such debate ignored significant aspects of the lived world of learners, such as issues of growth of mass media, global communications, information superhighways and how they relate to critical education.

It would have been more appropriate had COTEP authors proposed an incremental programme that required teacher institutions to engage in theoretical research relating to the field of studies suggested before requiring teacher institutions to adopt those fields of study. This is especially the case for unfamiliar areas like Media Education. Although these problems are critical, this criticism does not imply a rejection of the COTEP proposal. Rather it highlights the need for other mechanisms for redressing problems within the education sector, particularly the historically black teacher institutions.

## NOTES .

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<sup>1</sup>Lecturers during that period were involved in a Student Teaching Evaluation Exercise. Lecturers are required to evaluate student teachers at various Primary and Secondary schools where they are practising.

<sup>2</sup>In a college of education, lecturers are appointed in positions of subject lecturers, subject heads or heads of departments.

<sup>3</sup> A Lickert scale assesses attitudes towards a topic by asking respondents to indicate whether they strongly agree, agree, are undecided, or strongly disagree with each of a series of statements about the topic. (Ary D. et. al 1990: 234)

<sup>4</sup>Scott D. **Real Life Geography - Geography in Secondary Schools (Part 1)**  
**The Yellow Book** - A Course for Junior Primary School Teachers  
 and **The Red Book** - A Course for Senior Primary School Teachers (Part 1)  
 These documents are compiled by the Education Foundation in association with teachers.

<sup>5</sup>Critical reviews of these documents suggests that these might encourage learners to read media messages but not to be critical of them.( Ranby and Hortop 1994). According to Ranby, the language level of texts used in these documents is inappropriate and procedures designed to help students to develop particular skills are not adequately explained.

<sup>6</sup> The fact that respondents were unable to answer most of the questions, their inability to define Media Education, and the absence of budget allocation for staff development and inservice-training is an indication that this field is not yet seriously considered. This research responds directly to this problem by offering an understanding of what Media Education is, its role and value. It locates Media Education within the critical paradigm of education which suggests a paradigm shift in traditional content-based teaching and learning situation. The last chapter offers recommendations as how to develop Media Education specifically within teacher institution.

<sup>7</sup>Lecturers in colleges of education have historically not been encouraged to do research. Very directive and traditional guidelines for teaching were provided by the department. Salmon and Woods suggest that the existing provision of the curriculum is a highly contentious one. Originating from DET in Pretoria, it was essentially a highly prescriptive package of course structures, compulsory subjects and period allocations (Salmon and Woods 1991:154).



## CHAPTER 4

### RECOMMENDATIONS AND CONCLUDING COMMENTS

#### INTRODUCTION:

This research has pointed to a limited awareness of Media Education among college lectures at Umbumbulu college of education. Acknowledging this context in relation to policy and teacher education institutions and assuming the relevance of Media Education, both in the late 20th century and the emerging democracy in South Africa, this chapter, attempts to consider possibilities for the development of Media Education curricula within such teacher education institutions within the constraints of understanding media education that have been highlighted in chapter three of this study.

For this purpose, basic curricular models for Media Education are outlined. These models have been developed under different circumstances. Their suitability is considered in relation to possible introduction in a historical black teacher education institution. This chapter closes with recommendations for the development of a proposal for Media Education and curriculum interventions for teacher education. These recommendations responds to both the context of prevailing conditions in the teacher education institutions, especially the historically black ones, as well as in the wider South African educational context. Within the South African education system there has been no coherent curriculum development of Media Education as has occurred in countries like Australia, Finland, France, Germany, Ireland, Sweden, The United States, and The United Kingdom<sup>1</sup> (Pungente 1985:34).

## **CURRICULAR MODELS FOR MEDIA EDUCATION**

Masterman identifies three possibilities for the development of Media Education initiatives, namely Media Studies as a specialist discipline in its own right; Media Education as a coherent element taught within an already established curriculum subject (generally as an aspect of mother-tongue teaching); and, lastly, Media Education ‘across or through’ the curriculum (Masterman 1985,1994; Pungente 1985; Porter and Bennet 1990; Bowker 1991; Moore 1991).

### **Media Studies as a Specialist Discipline in its own right.**

Media Studies implies a course or module which is located within the wider curriculum as a separate subject area within particular fields with discrete borders and taught in discrete periods and locations, for example Biology or Economics. In practice, the subject matter of Media Studies may be related to a particular medium such as television or film or it may cover a number of media. It may range from a semester or full year module, or be taught and learned over a period of four years by learners. It may also be examinable for exit purposes for school leavers in preparation for tertiary education entrance.

Masterman suggests that, the “Media Studies” label makes the important statement that mass media are seen as important contemporary phenomena deserving serious study in their own right (Masterman 1994:62). This has also been the case at tertiary level of education where the number of academic degrees in media have increased dramatically in the last decade (Louw 1991:234-241).

Masterman asserts that the advantages of establishing media studies as a subject speciality

are considerable (Masterman 1994:62) and within the context of Umbumbulu College of Education, establishing Media Studies as a specialist subject in its own right, would enable Media Studies to be conceived of as an important and a coherent subject within the regular college curriculum. It would ensure that sufficient time be devoted to developing understandings of the media and that the media are treated in a coherent manner and not as fragmented sections as can happen under other proposals.

As this field of study is virtually new within the historical black teacher institutions or colleges of education, implementation would encounter problems. For example, it would be difficult to identify lecturers with the necessary background or interest to teach such a course. The research survey indicated that there are no lecturers within the college who have media related qualifications.

Teacher training institution may lack resources and find it expensive to initiate a course which needs technical equipment such as a video and audio recorders, television sets and VCRs, etc. As the curriculum is currently conceived, it may be difficult to timetable Media Studies as lecturers currently are unfamiliar with the concepts of Media Studies. Implementation of Media Studies would be asking for a radical shift which has not been identified by college lecturers themselves, and if not deemed appropriate runs the risk of failure and rejection.

**Media Education as a Coherent Element taught with an already established curriculum subject.**

Media Education can be included as a coherent element taught as one part of other

subjects within a school or institution's broader curriculum. Media Education pertains to all other subjects within the curriculum and can be taught as one part of other courses such as History, Science and English. Using this as an example, within History studies, Media Education concepts can be developed by considering historical representations. This might incorporate an assessment of historical evidence available within the media of contemporary photography, film, newspapers, documentaries and news broadcasting.

Integrating Media Education within existing subject holds particular advantages. It eliminates the need to create a space within the curriculum for a separate course. The subject may be taught by any teacher/ educator who has the interest to do so as part of his/her own course as well as part of their professional repertoire. Another advantage is that teachers/educators from different learning areas who are interested in developing Media Education may collaborate together to establish an inter-disciplinary approach to Media Education where they could develop coherent policies around teaching and learning of Media Education.

This approach needs also to be understood in terms of its limitations. Firstly, teachers who might approach the development of media and Media Education in this way are likely to concentrate on their own field of interest, and ignore other aspects of Media Education. Language teacher for example might concentrate on the textual analysis and language in media texts, whereas an Art teacher might concentrate on the visual aspects and technology of media while ignoring other areas of Media Education.

Secondly, Media Education would always be under pressure from the subject in which it is

taught, and it would be easy for it to be neglected. The problem of lack of familiarity among staff remains a limitation for this form of implementation. When a teacher creates a scheme of work, the media might receive scant attention, and, as a result, engagement in media becomes fragmentary. It therefore becomes crucial that there be a coordinating teacher/educator who will take time to meet with other teachers to ensure that the study and teaching of Media Education as well as acquisition of media material is being coordinated and given sufficient time in class and outside class.

### **Media Education “Across or Through” the Curriculum.**

Media Education across the curriculum implies an approach that acknowledges that media texts are important aspects of every subject taught in schools and that these texts contain systems of meanings and values. The development of Media Education ‘across or through’ the curriculum is complex.

Media Education ‘through’ the curriculum suggests a co-ordinated attempt to deliver a theme or skill in a range of subject contexts. This means Media Education ‘through’ the curriculum can be taught as themes within particular subjects. Bowker suggests that Media Education ‘through’ the curriculum implies what is embedded in various aspects of syllabuses, media texts, materials, and children’s knowledge and values (Bowker 1991:68).

Using Science subject as an example, media educators can incorporate investigative approaches and organizational principles relating to scientific principles. Areas of interests would be the exploration of the principles of persistence of vision on which both

film and television are based. The exploration of projection using lenses, slide projectors, examination of film strips, overlaying of transparencies over lenses to create illusions of depth are all areas that can be developed using Media Education 'through' Science.

The development of Media Education 'through' the curriculum also holds particular disadvantages and limitations. There is a danger that the development of this approach which suggests the teaching of media themes 'through' the curriculum may lead to a mere traditional teaching of such themes without teaching them as constructs that need to be analyzed. Secondly there is a danger that the relevant material associated with those media themes may be consumed and used by teachers as just resources of teaching instead of viewing them as constructs that need to be analyzed.

As this approach does not necessarily address the issue of developing learners' critical understanding of such themes, Media Education 'across' the curriculum is considered as an alternative to Media Education 'through' the curriculum. Masterman suggests that the use of such themes within different subjects should not be used as 'innocent' visual illustration of the topics and themes being taught, rather they should be learned as constructs to be analyzed (Masterman 1994:64).

In line with this understanding, Masterman, outlines an example of teaching Geography to learners. Images in Geography textbooks could be analyzed in terms of their construction of different nationalities and cultures, as well as analysis of geographical films in terms of their constructions of point of view and narrative, and an examination of their rhetorical techniques and ideological positions (Masterman 1994:67). This is an ideal

model, but limited in implementation, requiring every teacher to be invested in critical scrutiny of texts in critical approach to education.

The discussion here has outlined three broad curricular models. In spite of difficulties associated with lack of familiarity by the college lecturers at Umbumbulu College, the researcher proposes and recommends the first curricular model, that is Media Studies as a Specialist Subject which can be taught along the other fields of area within a teacher training college. Theorists in developed countries of the northern hemisphere propose Media Education across the curriculum (Masterman 1994:64). Initially, the researcher imagined that this would also be his recommendations. However, in response to the findings, an alternative is proposed, that is the development of Media Education as a Specialist Subject.

Although this area is new within traditional black teacher institutions, there are particular problems and limitations that may affect the implementation of this proposal. Historically, in South Africa Media Education initiatives relating to the 'visual media' emanated within the more privileged education departments: former Natal Education Department in 1983 and the Transvaal Education Department initiatives relating to film studies in 1983 within the subject of English. The former-Cape Education Department and the House of Delegates in Durban introduced film studies in 1989 and 1990 respectively. Within former KwaZulu Education Department and Department of Education and Training, there were no Media Education initiatives. This historical background of South African education suggests that, little was done in the creation of a critical awareness of the way in

which the media operate in historical black institutions (Maythan A 1991:38).

While these media initiatives were located within as single subject, there was debate that they could favorable be applicable across the curriculum as an ideal situation (refer to pages 61-62). Unfortunately within a historical black teacher institution, such a model would require every lecturer to be invested in critical approaches that encourages critical scrutiny of texts. The research survey also revealed that lecturers in this college experienced difficulty with concepts of 'critical understandings' and 'critical thinking'. This seems to reflect the situation wherein historically black teacher institutions have not yet engaged with the concept of critical pedagogy.

The concluding comments in chapter three of this study highlights particular problems in relation to the survey that was undertaken (see pages 54-55). Although these are considered to be genuine problems, the researcher is of the view that such problems can be overcome as long as there is a supportive structure within the college itself to encourage, promote and develop this kind of initiative. In relation to problems highlighted by the survey, the researcher agreed with Mrs. Sithole that there was a need for a workshop (see appendix I ) to address those problems in relation to Media Education. Permission was obtained from the Vice Rector of the college to conduct such a workshop (see appendix H). Lecturers from different subjects were invited. A week before the actual workshop, the researcher confirmed the date of the workshop and reminded the participants (lecturers) about the importance of such a workshop. Unfortunately, during the day of the workshop only four lecturers came who were unprepared to participate because of various



reasons and eventually left within thirty minutes. Mrs. Sithole was also not present and the workshop failed. The lack of interest on the part of lecturers to attend such a workshop indicates a degree of apathy and lack of interest in academic work. Although this workshop failed, there is a potential that Media Education within this institution can be developed.

The potential of this initiative, firstly, is reflected in lecturers' response that Media Education and Technology is 'very important' and should be introduced, even though they were unable to give particular reasons for their opinions. After all, as concerned educators they are aware of the media having a large role in their own lives and that of their learners. Secondly their understanding of the COTEP (1995) document which has argued a move to a critical pedagogy is inadequate, and the introduction of this initiative would help to address this in one area of the curriculum. However, the involvement of the College Rector or Deputy Rector in terms of support mechanism and capacity building is essential to ensure that this kind of initiative is given particular attention.

Two or three lecturers who are interested in this kind of initiative could be identified and assisted in developing the necessary background knowledge of Media Education. After acquiring knowledge and understanding of Media Education, they could pioneer the development of this learning area as modules that can be taught over a period of three years in line with other learning areas (these learning areas are listed on page 64). This would ensure that Media Education could be seen as an important and a coherent subject within the regular college curriculum. This would also ensure time<sup>2</sup> to develop understandings of the media and ensure that media are treated in a coherent manner and

not as fragmented sections as can happen under other proposals and developments.

Media has wide appeal and offers engagement with areas lecturers frequently find pleasurable in their own lives. Based on his own history, the researcher's conviction that it would be reasonably easy to encourage lecturers to take a serious interest in Media Education.

Media and Technology Education has presently been located under Professional Studies at Umbumbulu College of Education (see Appendix G). Following this proposal, Media Education could be developed as a special field of area on its own, where all education students might be taught throughout their studies from their first year until the exit year from the college which is equivalent to three years.

As these students move out of the college, their acquired knowledge of Media Education will be valuable and important. Though, at the moment there is no well structured Media Education curricular at school level, there are proposals which are taking place for the formulation of a new national school curriculum. The proposed national curriculum for school education will be outcomes-based (Outcome Based Education Curriculum<sup>3</sup> 1996:01) (OBE). Certain key aspects have been identified as relevant to the formulation of this OBE Curriculum (1996).

The proposed Outcome Based Education has been established in terms of critical outcomes as well as specific outcomes for each learning area. As such it has been described as radical break with the schooling system that most South Africans know. In other words there is a paradigm shift from a content-based curriculum to an outcome

based education system (OBE 1996). These learning areas are:

1. Communication, Literacy, Language;
2. Technology;
3. Physical and Natural Sciences;
4. Economic and Management Sciences;
5. Culture, Arts & Artistic Crafts;
6. Life Orientation;
7. Numeracy & Mathematics and
8. Human and Social Sciences.

The two learning areas, ‘Communication, Literacy, Language Learning’ and ‘Technology’ obviously lead themselves to developing Media Education within schooling. This then impacts upon pre-service education. However, arguments can be made for its relevance throughout these learning areas. While these learning areas do not discuss specific concepts that students will learn, they only indicate specific outcomes that learners should acquire and achieve. Within a critical paradigm, these outcomes would be conceptual and manifest in their application. A proposal for the development of a Media Education curriculum within teacher institutions could provide a valuable contribution to the curricular initiatives

## **RECOMMENDATIONS**

In the light of the curricular models that have been outlined, the proposal for the development of Media Education as a speciality subject in its own right and conclusions drawn from the lecturers’ responses, the following recommendations are made:

- Lecturers and Curriculum developers of the college need to recognize the value of Media Education. Media Education should not just be seen as another area in addition to the timetable, but as an important area of learning that can contribute to the development of learners who are critical and autonomous. For this reason, it is recommended that, lecturers who are interested in the development of Media Education should collaborate and form a Media Education Curriculum Committee to start debating the importance and relevance of Media Education within the whole college curriculum and in relation to COTEP document proposals as well as taking into consideration the Outcome Based Education.
- To achieve the above, lecturers within the college should familiarize themselves with concepts of understanding Media Education as this is a new field of area within traditional black teacher institutions. Chapter one of this study provides a framework of understanding Media Education, by considering general aims of studying Media Education. It also identifies and discusses the key areas of knowledge and understanding of Media Education. These could be facilitated through workshops and seminars.
- There is an need for an ongoing professional development of lecturers interested in Media Education as well as collaboration with other teachers who are experienced Media Educators. The role of pre-service and in-service training programs in relation to Media Education is crucial in the development of a Media Education curricular within teacher institutions.
- Partnership between the traditional black teacher institutions and universities should be encouraged within the area of Media Education. The researcher is aware of the fact that out of four universities in KwaZulu-Natal Province, University of Natal, Durban and Pietermaritzburg offer Media Education courses to H.D.E (Higher Diploma in Education), B. Ed and M. Ed students. The University of Durban-Westville is developing a Media Education course within their education diploma. The University of Zululand have not yet engaged this field of study. Moreover, the distance education college, the Natal

College of Education has for the first time introduced a Media Education course for their fourth year students within 'Professional Studies' (NCE 1996).

To encourage a partnership between universities and colleges of education, it is proposed that there is a need for a Post Graduate Diploma (PGD) or Further Diploma in Education (FDE) in Media Education specifically designed to educate and inform the former black teacher institutions. Such a program could respond to this gap in former traditional black teacher institutions

- In terms of policy formulation, the researcher recommends that Media Education within the college of education be offered to all levels of study within the college, to a Pre-Primary Levels as well as to Secondary Levels of study, as a speciality course in its own right. The key areas of knowledge and understanding of Media Education that are outlined in chapter one of this study should be considered as a fundamental basis in developing Media Education curriculum within a teacher education institutions.

The development of a proposal for Media Education should consider the importance of theory in relation to Media Education. Critical Media educators insist on the importance of theory with Media Education. Ferguson argues that theory in relation to Media Education is something which needs to inform the practice of teachers, but also be at the 'disposal or espousal' of all students (Ferguson 1991:74). The development of Media Education within the framework of critical pedagogy which is discussed in chapter two of this study also provides the development and understanding of critical theories which historical black teacher institution have not yet engaged in.

- The college could provide incentives for lecturers who are interested in the field of Media Education by offering Scholarships for them to pursue studies related to Media Education.
- The college would need to resource itself with books, literature and material that are related to Media Education as they are available within the country<sup>4</sup>.

- The college would also need to resource itself with equipment and machinery that would be appropriate in the development, teaching and learning of Media Education;
- The term ‘Media and Technology’ Education which appears in the college curriculum structure is problematic as the survey revealed a lack of understanding by lecturers. (Refer to page 7 of this study). It is recommended that the term Media Education<sup>5</sup> be used and accepted as broad area of study. To avoid confusion, use of educational resources such as OHPs, etc. would be dealt within a course entitled Educational Resources. Within Media Education, Media Technology is a sub-section or one of the key areas of knowledge and understanding Media Education (see page14).
- In making proposals for the development of a Media Education curriculum, the college would need to consider criteria and mechanisms of evaluating and assessing learners in relation to Media Education. Assessment and evaluation of learners becomes critical. Masterman suggests that the effectiveness of Media Education may be evaluated by two principal criteria, namely: (a) the ability of learners to apply what they know (their critical ideas and principles) to new situations; and (b) the amount of commitment, interest and motivation displayed by students (Masterman 1994:56). These could inform the outcomes designed for Media Education courses. Through the development of Media Education curriculum, teacher institutions firstly will have to develop approaches of continuous assessment which encompasses both intellectual and technical aspects in terms of case studies, project and practical work. Secondly they would need to guard against traditional forms of assessing media content.

Grahame developed certain strategies around this area of evaluation and assessment. For the development of a Media Education curricular, these strategies should be considered as a starting point for assessment and evaluation of learners (Grahame 1991:95).

(A summary of these are appended, see Appendix E.)

## CONCLUSION

This research study concerns the proposal for developing a Media Education Curriculum at teacher education institutions, particularly those historically black teacher institutions. Because of its absence, this research focuses on those teacher institutions expressly as the vital avenue for its introduction. The success of this initiative, i.e. the development of a Media Education Curriculum within teacher institutions will influence and impact on the development of Media Education through primary and secondary school levels.

The curriculum proposals accord with principles of Outcome Based Education and will allow education students to play a vital role as more critical educators when they leave teacher institutions. Two learning areas within National Curriculum ('Communication, Literacy and Language Learning' and 'Technology') could accommodate the development of Media Education at school level.

The development of Media Education as a field of study at a teacher institution also conforms with the competencies identified in the COTEP document that student teachers firstly, be able to demonstrate the ability to apply, extend and meaningfully synthesize knowledge and, secondly, be able to demonstrate skills in methodology which create learning situations that facilitate a "paradigm shift" from teacher-centered approach to a learner-centered approach. It is concerned to develop methods that explicitly teach democratic processes (COTEP 1995:15-25) in relation to the media, whose influence is globally acknowledged and needs to become an essential aspect of local education.

## NOTES

<sup>1</sup>The United Kingdom is considered as one of the leading proponents of Media Education in both Europe and in the Northern hemisphere as regards Media Education. Certain initiatives have played an important role in establishing Media Education within the educational curricula. The British Film Institute (BFI) documents, namely Primary Media Education: A Curriculum Statement edited by Bazalgette (1989) and Secondary Media Education: A Curriculum Statement edited by Bowker (1991) are the two important documents in the long process of developing a systematic, coherent and progressive account of Media Education throughout schooling.

<sup>2</sup>Masterman views Media Education as a life long process. He suggests that interest in and attachment to the media begins, for most of the children, well before they attend school and continues throughout their adult lives. A Media Education programme which fails to recognize implications of this will fall short of its fullest potential. High student motivation, for example, must now become rather more than a desirable spin-off from effective teaching. It must become a primary objective. If Media Education is not an enjoyable and fulfilling, as well as instructive experience, then pupils will have no encouragement to continue learning about the media after they have passed beyond the gates of school (Masterman 1994:55).

<sup>3</sup>Killen (1996) describes outcome-based education as an approach that requires teachers and students to focus their attention and efforts on the desired end results of education. It encourages teachers to use this focus as a guide to all their learning designs and decision making.

<sup>4</sup>The following South African books should be considered as a starting point in the development of a Media Education curricular thought they are limited in number as this suggests that this country has not yet adequately developed Media Education:

- a. Prinsloo J. & Criticos C. (1991) (eds.) **Media Matters in South Africa**, Media Resource Centre, University of Natal, Durban.
- b. **Critical Arts, A Journal for Cultural Studies**, Special edition on Media Education Volume 8, No 1&2 1994.
- c. Young D. and Regnart C. (1992) **Media and Meaning**, Oxford University Press, Cape Town.

<sup>5</sup>Tufte points out that as long as media teaching has been on the agenda, and depending on different traditions, goals, methods and theories, it has been called ‘media literacy’, ‘media awareness education’, ‘visual literacy’, and ‘media education’, etc. In the 1990s there seems to be a general agreement internationally to call it either media literacy or Media Education (Tufte 1995:26).



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## APPENDIX. A

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27.3.96  
Dr Mbokazi  
Dept of Education  
Ulundi

FAX (0358) 203649

Dear Dr Mbokazi

Request for permission for access to colleges (Umbumbulu) for educational research
--

Mr Livuyo Tshoko is a student reading for a Masters of Education in Media Education at this university. He is in his final year of study and is engaged on a dissertation entitled

**An Investigation of Issues relating to Media Education and Curricular Interventions for Colleges of Education in KwaZulu-Natal Province.**

In order to make his work relevant he has contextualised it within colleges of education and in line with the recommendations of the COTEP document. He needs to consult college educators in order to do this and wishes to have permission to undertake this research. As his supervisor, I am approaching you for permission for him to consult and discuss the research and his findings with college lecturers. At this point, he would like to work with Umbumbulu college and he has made contact with an appropriate staff member at Umbumbulu.

As this is an educational endeavour, I trust that you will consider it appropriate for the colleges to collaborate with Mr Tshoko. All assistance will be fully acknowledged and copies of the research made available to yourself and the colleges involved. As time is quite tight, it would be appreciated if you could reply by fax or otherwise as soon as possible.

Yours faithfully



Jeanne Prinsloo  
Lecturer

---



## APPENDIX B

University of Natal, Durban  
St. Hillier Flat 804  
Umbilo  
Durban  
4001

**MEDIA EDUCATION MINI PILOT STUDY AND SURVEY :  
A QUESTIONNAIRE FOR EDUCATION LECTURERS AT  
UMBUMBULU COLLEGE OF EDUCATION**

Dear Sir/ Madam,

I am currently reading a **M ED in Media Education** at the University of Natal, Durban and have chosen to do research on Media Education for my dissertation. The insight gained from such a study will, be helpful in making decisions about curricula interventions and proposals for a Media Education Curriculum for Colleges of Education in KwaZulu Natal.

You have experienced at least four months of this course “Media and Technology” since it was introduced at the beginning of the year by your college and your knowledge will be invaluable to me. I am particularly keen to know what you consider to be media and technology and what are your understanding of Media Education.

I would be grateful if you would share your knowledge and views on the course by filling in this questionnaire. Please consider participating as you are the only people who have experienced this course since the beginning of the year and your input will be an important part of the research.

Please be assured of confidentiality and anonymity. In completing this questionnaire, please work through all the sections of this questionnaire. Most of the questionnaire can be answered by ticking boxes or writing in your answers. I shall be glad if you could immediately return the questionnaire to Mrs T. Sithole at your earliest convenience.

I thank you

**Luvuyo Tshoko**

Tel. No. (031) 465 7806

**Research Supervisor** : Ms J Prinsloo

School Of Education, University of Natal, Durban

Tel. No. (031) 260 2639

**APPENDIX C**

**A. VIEWS ON MEDIA EDUCATION**

**LECTURES**

1. What Post do you currently hold ? .....

2. What is your main subject area ? .....

3. Does any of your teaching include planned elements of media and technology or Media Education ?

Yes

No

4. Is media related work referred to in any of the college policy document or proposal document ?

Yes

No

If Yes, please state the name of the document(s)

.....  
.....

5. Does media and technology or Media Education feature in the brief of any cross-curricular working part in your college ?

Yes

No

6. Do you think media and technology or Media Education can develop students critical understanding of media ?

Yes

No

a. If Yes, please state how media and technology can do that

.....  
.....  
.....

b. How can Media Education develop students critical understanding of media

.....

7. **COTEP** document suggests that we need education with principles and values that relate to critical literacy, education for democracy and lifelong education,  
Do you think media and technology or Media Education can achieve these aims ?

Yes

No

Don't Know

If Yes, Please give reasons

.....  
.....  
.....

8. How can you define media and technology and Media Education in relation to the above question ?

a. Media and Technology :

.....  
.....  
.....

b. Media Education :

.....  
.....  
.....

9. In your opinion, how important is the introduction of media and technology within the college curriculum structure ?

Very Important

Quite Important

Not Important

10. If we were to define Media Education, do you think the following definitions would be proper ?

*a. Media Education in the Primary schools seeks to increase children's critical understanding of the media-namely, television, film, radio, photography, popular music, printed materials and computer software. How they work, how they produce meanings, how they are organised and how audiences make sense of them, are the*

*issues that media education addresses* (BFI Primary Media Education : A Curriculum Statement 1989)

b. *Media Education in the Secondary aims to develop systematically children's critical and creative powers through analysis and production of media artefacts. This will deepen their understanding of the pleasure and entertainment provided by the media. Media Education aims to create more active and critical media users who will demand, and contribute to, a greater range and diversity of media products* (BFI Secondary Media Education: A Curriculum Statement 1991)

c. *Media Education is about the way the world is represented and mediated- whether in forms which would be described as "fictional" or in forms which would be described as "factual". For above all Media Education is an endless enquiry into the ways we make sense of the world and the way others make sense of the world for us Above all it must be genuinely and openly critical.*(Ferguson B 1991)

d. *Media Education attempts to allow experience and the world around us to inform school knowledge - in turn this new knowledge equips students to examine the world around them and ultimately become critical citizens* (Criticos C. 19.).

e. *Media Education is a general term describing any progressive development of critical understanding which seeks to extend pupil's knowledge of the media and to develop their analytic and creative skills through critical practical work. Such work should increase their capacity to understand both the contents of the media and process involved in their production, Media Education includes teaching about the forms, conventions and technologies through which media are manufactured, their institutional arrangements and contexts, their social, political and cultural roles. It aims to create more active and critical media users who will demand and could contribute to greater range and diversity of media products* (Media Matters in S.A.)

f. *Media Education (as the word suggests) attempts to educate about media, to construct a critical approach to information offered by the media, to contextualise those agencies the produce media. The role attached to Media Education is to develop and nurture the critical abilities of learners, to nurture autonomous thinkers who approach information not as transparent, but as constructions that are selective and partial* (Prinsloo J.1994).

If your answer is Yes, Please Rank the definitions from 1 - 5 and give reasons :  
Then go back to Q 5 and compare these definitions with yours.

Definition A :

Rank : .....

Reasons : .....

.....

Definition B :

Rank : .....

Reasons : .....

.....

Definition C :

Rank : .....

Reasons : .....

.....

Definition : D

Rank : .....

Reasons : .....

.....

Definition E

Rank : .....

Reasons : .....

.....

Definition F.

Rank : .....

Reasons : .....

.....

**B. CURRICULUM CONTENT AND MEDIA TEXTS**

1. Does your college have students who are studying media related courses ?

Yes

No

2. At what level are they studying ?

First Year Level JPTD and SPTD; STD

Tick the Appropriate box

Second Year Level JPTD and SPTD; STD

3. What media texts have featured in the study of such a course ?  
 a. Are these texts featured as a focus of study in their own right ? or  
 b. Are they featuring across the curriculum ?

Please tick all that apply

Possible Media Texts	Studied in their own right	Studied Across the Curriculum
advertisements (TV)	<input type="checkbox"/>	<input type="checkbox"/>
advertisements (print)	<input type="checkbox"/>	<input type="checkbox"/>
soap operas	<input type="checkbox"/>	<input type="checkbox"/>
feature films	<input type="checkbox"/>	<input type="checkbox"/>
television news	<input type="checkbox"/>	<input type="checkbox"/>
television crime series	<input type="checkbox"/>	<input type="checkbox"/>
comics/cartoons	<input type="checkbox"/>	<input type="checkbox"/>
other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>

4. How is media related aspects organised within the curriculum structure of the college ?

Please Tick all that apply

- In topics
- In modules
- Integrated with other work

5. Do you think the existing arrangement of media and technology within your college offer sufficient opportunity for media work and Media Education ?

- Yes
- No
- Not sure

6. **COTE**P (1995)document suggests that, Teacher education programmes should ensure that the teacher will be able to command a knowledge of :-  
 resources for learning from local environment, for example from radio and television broadcasts, and support systems such as remedial services, professional resources, information resources, apparatuses and information technology

Do you think the introduction of media and technology can achieve these suggested general competences ?

Yes

No

Don't Know

If Yes, Please give reasons

.....  
.....  
.....

7. Please indicate the main features or areas covered by media and technology course that will be examinable at the end of the year.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

Please specify others

.....  
.....

**APPENDIX D**

**C. STAFFING :**

**MANAGEMENT**

1. Has your college allocated any Inservice Training funding to Media Education or Media and Technology since the introduction of this course ?

Yes                       No                       Don't know

2. Does any member of staff receive allowance :

a) ..... exclusively for Media Education or Media and Technology

Yes                       No                       Don't Know

If Yes, what category of allowance ? .....

.....

b) ..... for responsibilities including Media Education or Media and Technology

3. Has any member of staff received Media Education or Media and Technology or related INSET in this past five months ?

Yes                       No                       Don't Know

If Yes, please name the course(s) provided and the duration of the training.

Course	Duration
.....	.....
.....	.....
.....	.....
.....	.....

4. How many of your staff have formal media related qualifications ?  
Please Circle the number

0    1    2    3    4    5    over 5    don't know

If One or more, do these qualifications include ...



Tick all that apply

- a. Initial Teacher Training
- b. First Junior Degree
- c. Further Degree
- d. Advanced Diploma
- e. Inservice Training Certificate

5. Do you think similar qualifications would be sought in replacing qualified staff members ?

Yes  No  Don't Know

#### D. RESOURCES

1. Since the introduction of media and technology by your college, what is the proposed annual expenditure and budget on materials and resources for media education ?

Under R500	R500-1000	R1000-3000	R3000-5000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVER R5000	Don't Know		
<input type="checkbox"/>	<input type="checkbox"/>		

2. Does your college have any specialist rooms for media work ?

Yes  No  Don't Know

3. Does your college have the services of a media technician ?

Yes  No  Don't Know

If Yes, is the technician...

Tick One box

... full time on media and technology ?

... part time on media and technology ?

... on media and technology as part of general technical support ?

4. Have you used, for teaching, any publication specifically designed for media related work ?

Yes

No

If Yes, Please list up to three you have used most, and enter 1, 2, or 3 to indicate how useful they have been.

- 1 = Very Useful
- 2 = Quite Useful
- 3 = Not very Useful

Title

Enter 1, 2 or 3

.....

.....

.....

5. Have you read any of these documents on Media Education, and how useful did you find them ?

Yes

No

Documents

Very Useful

Quite Useful

Not Useful

Not Read

a. Media Matters in South Africa (eds.) Prinsloo J & Costas C (1991)





b. Media and Meaning, Young D & Regnart C (1992)





c. Media & You: An Elementary Literacy Curriculum, Kolkin DL and Tyner KR (1991)





d. Primary Media Education : A Curriculum Statement,(1989)





e. Secondary Media Education : A Curriculum Statement,(1991)





f. Media Education : An Introduction (OU/BFI)

### **E. GENERAL COMMENTS**

If you wish to comment on media and technology or Media Education since its introduction in your college, please do so here. I would particularly like to know :

- \* about any interesting media related work you are doing since the beginning of the year.
- \* your views on the reference of media, media and technology in the COTEP document.
- \* your views on the prospects for media education.

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**Thank Your for Completing this Questionnaire**  
**LUVUYO TSHOKO**

## APPENDIX E

### EVALUATION AND ASSESSMENT

Jenny Grahame, an adviser at the English and Media Centre in London, has developed thinking about evaluation along the lines of English (Bowker 1991:95).

#### 1. Oral Evaluation

- group presentations to accompany or replace the standard written account of practical work or group activity.
- in role, as the final stage of a simulation exercise or role-play activity.
- interviews in pairs or groups where each group evaluates or assesses another's output video-box presentations direct camera, where pairs explain and justify their work or their responses to it for a given audience.

#### 2. Follow-on-Writing Tasks

- where learners are asked to apply specific understandings or skill in other contexts, for example, 'marketing', a piece of practical work they have produced by writing reviews and previews, designing publicity posters, scripting radio ads, writing to commissioning editors, the press, etc.
- devising spin-offs, merchandising, audience research, new series, sequel or prequels etc., around texts they have been working on.
- producing simple help-sheets, information booklets or teaching materials for the next year's group, based on their own experience of a particular unit of work.

#### 3. Visual Presentation

- constructing montages or collages to illustrate their understanding of the conventions of particular genres, or of particular forms or representations.
- writing up their experiences of practical work in the form of story-board, cartoon-strip, photo play, flow-chart, posters, etc. with appropriate captions and explanatory texts which can be mounted for display purposes.
- expressing their findings/responses to texts in the form of spider-diagrams, flow-charts, posters.
- selecting and recording on video a sequence of images which represents their understandings of the topic, genre or text they have worked on.

Though these examples may be problematic to teacher institutions because of unfamiliarity with Media Education, they are strategies and principles drawn upon the activities outlined in chapter three of this study and are not examination bound, but developmental in approach. They are often interesting and engaging for both learners and educators than standard descriptive, critical or transactional forms of writing. Bowker asserts that these suggestions are more likely to reflect a closer picture of what individual learners bring and take away from the media work they have encountered in the classroom and to generate more interesting and lively discussion when final outcomes are compared and displayed (Bowker 1991:96).

## APPENDIX F

### DATA SUMMARY

Below is a data summary of all questions that were answered by the respondents.

#### A. Views on Media Education

Q1. Position held in the college	Total
Lecturers	20
Senior Lecturers	02
Head of Departments	03
Senior Heads of Department	00
Q2. Main Subject Area of respondents	
Education	05
Professional Studies	03
English	02
Life Orientation	01
Teaching Practice	03
Religious Education	02
School and Classroom Management	04
Q3. Whether media and technology or Media Education is included in planned teaching	
Yes	17
No	03
Q4. Whether media and technology or Media Education is referred to any college policy documents	
Yes	19
No	01
Q5. Whether media and technology or Media Education featured in any cross curricular working part of the college.	
Yes	20
No	00
Q6. Whether media and technology or Media Education can develop learners critical understanding of media	
Yes	05
No	00
Don't know	15
Q7. Whether media and technology or Media Education can achieve the competencies identified in the COTEP document.	
Yes	03
No	00
Don't Know	17

Q8.	Definition of media and technology and Media Education offered	
	Definition offered	03
	Definition not offered	17
Q9.	Importance of introduction of media and technology or Media Education	
	Very Important	20
	Quite Important	00
	Not Important	00
Q10.	Rating of different definitions	
	The researcher acknowledges the mistake of asking respondents to rate these definitions as they all share the same characteristics.	
Q11.	Differences between the way respondents defined Media Education and the definitions given in question 10.	
	Differences Given	04
	Differences Not Given	16

#### **B. Curriculum Content and Media Texts**

Q1.	Whether the college had students who are studying media related courses.	
	Yes	20
	No	00
Q2.	Level at which students study media related courses	
	First Year Level JPED SPED	17
	Second Year Level JPED SPED	17
	Third Year Level JEPD SPED	17
	Don't Know	03
Q3.	Media texts which featured in the study of such a course.	
	Advertisements (TV)	02
	Advertisements (print)	02
	Soap Operas	00
	Feature Films	00
	Television News	00
	Television Crime Series	00
	Comics/Cartoons	00
	Other	00
Q4.	Media related aspects organisation within the curriculum structure of the college.	
	In Topics	00
	In Modules	01
	Integrated with other Work	16
	Not at All	00
	Did not Respond	03

Q5.	Whether the existing arrangement of media and technology within the college offered sufficient opportunity for media work and Media Education.	
	Yes	01
	No	17
	Not Sure	02
Q6.	Whether the introduction of media and technology or Media Education can achieve suggested competencies identified in the COTEP document.	
	Yes	18
	No	00
	Don't Know	02
Q7.a	Whether the respondents have used any publication for teaching designed for media related work.	
	Yes	02
	No	15
	Did Not respond	03
Q7.b	Titles of the Publications used by the respondents.	
	Education Foundation	02
	The Dailies	02
	Newspapers and Magazines	02
Q7.c	Usefulness of these documents	
	Very Useful	00
	Quite Useful	00
	Not very Useful	00
Q8.	A list of documents and their sources related to Media Education that the respondent have read	00
Q9.	Areas that would be covered by media and technology for the year end exam	00
<b>C. Staffing .</b>		
Q1.	Whether INSET funding for media and technology or Media Education since the introduction of the course.	
	Yes	00
	No	05
	Don't Know	00
Q2.	Allowance paid to staff for Media Education or media and technology	
	Yes	00
	No	05
	Don't Know	00



Q3.	Any member of staff who had receive Media Education or media and technology in-service training	
	Yes	00
	No	05
	Don't Know	00
Q4.	Number of staff with formal media related qualifications	
	00	00
	01	00
	02	00
	03	00
	04	01
	05	00
	More than five staff	00
	Don't Know	04
<b>D. Resources</b>		
Q1.	Value of Annual Budget on media material and resources.	
	Under R500	00
	R500 and up to R1000	00
	R1000 and up to R3000	00
	R3000 and up to R5000	00
	Over R5000	00
	Don't Know	05
Q2.	Designated room or space for media work	
	Yes	01
	No	04
	Don't Know	00
Q3.a	Technician Services for media work	
	Yes	00
	No	05
	Don't Know	00
Q3.b	Technician time allotted to media work	
	Full time on media and technology	00
	Part time on media and technology	00
	Share of general support on media and technology.	00

**APPENDIX: G**

**UMBUMBULU COLLEGE OF EDUCATION**

**PRE & JUNIOR PRIMARY EDUCATION DIPLOMA**

<b>Year 1</b>	<b>Periods</b>	<b>Year 2</b>	<b>Periods</b>	<b>Year 3</b>	<b>Periods</b>	<b>Credits</b>
<b>EDUCATION</b>	<b>4</b>	<b>EDUCATION</b>	<b>6</b>	<b>EDUCATION</b>	<b>7</b>	<b>1,5</b>
<b>PROF. STUDIES</b>						2
General Method	2	Media & Technology	2	Computer & Keyboard Skills		
School & Classroom Management	2	School & Classroom Management	2			
Media & Technology Education	2	Rel. education	2		<b>3 Periods</b>	
Religious Education	1					
<b>COMMUNICATION</b>		<b>COMMUNICATION</b>		<b>COMMUNICATION</b>		2
Language A (Eng)		Language A (English)		Language A (English)		
Language B (Zulu/Afrikaans.)		Language B (Zulu/Afrikaans.)		Language B (Afrikaans./Zulu)		
(Early Childhood lit.)	5	(Early Childhood lit.)	5		<b>5</b>	
<b>LIFE</b> (Economic Lit., Civic Education, Thinking skills)		<b>LIFE</b> (Economic Lit., Civic Education, Thinking skills)				0,5
<b>ORIENTATION</b>	<b>3</b>		<b>3</b>			
<b>ENVIRONMENTAL EDUCATION</b>		<b>ENVIRONMENTAL EDUCATION</b>				1
Geography, History, Science		Geography, History, Science,				
Health & First Aid		Health & First Aid	<b>4</b>			
<b>Roll over 10 Weeks</b>	<b>4</b>	<b>Roll over 10 weeks</b>				
<b>MAJOR</b>		<b>MAJORS</b>		<b>MAJORS</b>		3
General Maths	5	General Maths	4	General Maths	<b>8</b>	
Pre-Primary Studies	5	Pre-Primary Studies	5	Pre-Primary Studies	<b>8</b>	
Junior Primary Studies	5	Junior Primary Studies		Junior Primary Studies	<b>8</b>	
Pre-Maths & Maths Language						
Environmental Studies,						
Pre-writing and Hand-writing						
Early childhood Care,						
Human Movement/Class						
Music, Art and Handwork						
<b>1.5 yrs. choose two only</b>						
Teaching Practice	5	Teaching Practice	5	Teaching Practice	4	

School-based teaching Practice for 17 weeks over three years

**SENIOR PRIMARY EDUCATION DIPLOMA**

<b>Year 1</b>	<b>Periods</b>	<b>Year 2</b>	<b>Periods</b>	<b>Year 3</b>	<b>Periods</b>	<b>Credit</b>
<b>EDUCATION</b>	<b>4</b>	<b>EDUCATION</b>	<b>6</b>	<b>EDUCATION</b>	<b>7</b>	<b>1.5</b>
<b>PROF. STUDIES</b> General Method 2 School & Classroom Management 2 Media & Technology Education 3		<b>PROF. STUDIES</b> General Method 2 School & Classroom Management 2 Religious Education 2		<b>PROF. STUDIES</b> Keyboard & Computer literacy 3		<b>1.5</b>
<b>COMMUNICATION</b> English 3 IsiZulu/Afrikaans 2		<b>COMMUNICATION</b> English 3 IsiZulu/Afrikaans 2		<b>COMMUNICATION</b> English 3 IsiZulu/Afrikaans 2		<b>1</b>
<b>SENIOR PRIMARY STUDIES</b> History, Geography Health & First Aid Natural Sciences Roll over course 10 weeks		<b>SENIOR PRIMARY STUDIES</b> Art Human Movement Music 4 Periods each		<b>SENIOR PRIMARY STUDIES</b> School Guidance Environmental Awareness 3 Periods each		<b>1</b>
<b>LIFE ORIENTATION</b> Economic Awareness First Aid 3 Periods		<b>LIFE ORIENTATION</b> Economic Awareness 3				<b>.5</b>
<b>MAJOR</b> 1. General Maths 2. Physical Science Natural Science Biology Choose one 3. English, Afrikaans, Zulu, Geography, Environment Studies, Maths, History, Class Music Choose one		<b>MAJORS</b> General Maths Physical Science Natural Science Biology Choose one English, Afrikaans, Zulu, Geography, Environmental Studies, Maths, History, Class Music Choose one		<b>MAJORS</b> General Maths Physical Science Natural Science Biology Choose one English, Afrikaans, Zulu, Geography, Environmental Studies, Maths, History, Class Music Choose one		<b>4.5</b>
<b>TEACHING PRACTICE</b> Micro-Teaching Demonstrations 5 School-based teaching		<b>TEACHING PRACTICE</b> Micro-Teaching Demonstrations 5 practice 17 weeks		<b>TEACHING PRACTICE</b> Micro-Teaching Demonstrations 4 over 3 years		<b>2</b>

## SECONDARY EDUCATION DIPLOMA (S.E.D.)

Year 1	Periods	Year 2	Periods	Year 3	Periods	Credit
<b>1. EDUCATION</b>	<b>5</b>	<b>EDUCATION</b>	<b>6</b>	<b>EDUCATION</b>	<b>6</b>	1.5
<b>2. PROF.STUDIES</b> 2.1 Method 1 2.2 Method 11 2.3 General Method 2.4 Class Management 2.5 Life & Social Skills 2.6 Env. lit./Econ.Lit. 2.7 Media & Technology <b>7x2=14 period</b>		<b>PROF.STUDIES</b> 2.1 Method 1 2.2 Method 11 2.3 Computer literacy & Keyboard skills 2.4 School Management 2.5 School Guidance 2.6 Religious Education <b>6x2=12 periods</b>		<b>PROF. STUDIES</b> 2.1 Method 1 2.2 Method 11 <b>2x2=4 periods</b>		2
<b>3. COMMUNICATION</b> 3.1 English 3.2 Afrik./IsiZulu <b>2x2=4</b>		<b>COMMUNICATION</b> 3.1 English 3 3.2 Afrik./IsiZulu 2 <b>5 periods</b>		<b>COMMUNICATION</b> 3.1 English 3.2 Afrik./IsiZulu <b>3 periods</b>		1
<b>4. MAJOR SUBJECTS</b> A. 4.1 Accounting 4.2 Maths 4.3 One from these; Bus. Management Economics Typing NB. Accounting 1 is compulsory to all students doing commerce <b>5x3=15 periods</b>		<b>MAJOR SUBJECTS</b> Accounting Maths One from these; Business Management, Economics, Typing <b>5x3=15 periods</b>		<b>MAJOR SUBJECTS</b> Accounting and <b>One choice subject</b> <b>13x2=26 periods</b>		2 2 1
<b>4.3 Science Stream</b> Botany, Biology, Chemistry, Maths, Physics, Zoology		<b>Science Stream</b> Botany, Biology, Chemistry, Maths, Physics, Zoology		<b>Science Stream</b> <b>Two choice subjects</b>		
<b>5. Teaching Practice</b> 5  4 Weeks		<b>Teaching Practice</b> 5  5 Weeks		<b>Teaching Practice</b> 4  6 Weeks		2
Plus School based Teaching Practice over 17 week				over three years		

## APPENDIX H



University of Natal

School of Education  
Department of Education

Private Bag X10 Dalbridge 4014 South Africa  
Telephone (031) 2602611 Fax (031) 2602609  
Telegrams University Telex 621231SA

E-Mail: sperring@mtb.und.ac.za

03 October 1996

The Vice Academic Rector Academic  
Umbumbulu College of Education

Dear Vice Rector

### **Request for permission to conduct an academic workshop for educational research**

Mr Luvuyo Tshoko is a student reading for a Masters of Education in Media Education at this university and has been closely working with one of your members of staff, Mrs Sithole for his research studies. He needs to conduct a discussion workshop with some of the lecturers that are directly relevant to his research study because of response data from the questionnaire he issued to lecturing staff of your college.

As his supervisor, I am approaching you for permission for him to conduct a discussion workshop with college lecturers, particularly from the following sector :

- a. Education
- b. Professional Studies
- c. Communication
- d. Life Orientation
- e. Teaching Practice.

As this is as an educational endeavour, I trust that you will consider it appropriate for the college and lecturers concerned to collaborate with Mr Tshoko. All assistance will be fully acknowledged and copies of the research made available to yourself and the college.

Yours faithfully

*Jeanne Prinsloo*

Jeanne Prinsloo

Research Supervisor

## APPENDIX I

### MEDIA EDUCATION ACADEMIC WORKSHOP

**Venue:** Umbumbulu College of Education  
**Date :** 10 October 1997  
**Duration :** 09h00 - 12h00  
**Facilitator:** Tshoko L

#### Introduction

After questionnaires were issued, completed and returned back by lecturers of the college, they revealed an overwhelming paucity of understanding of Media Education or Media and Technology by lecturers which highlighted a range of problems for colleges of education.

Generally, the survey revealed the following:

- There is a lack of understanding of and familiarity with Media Education by lecturers in that college of education.
- In terms of the role of Media Education in developing critical understandings of media, lecturers experienced difficulty with the concepts of ‘critical understandings and critical thinking’ .

These findings prompted the researcher to request permission to the college management, particularly the Vice Academic Rector to conduct an advocacy workshop based on findings of the survey and in Media Education generally.

#### Objectives of the Workshop

- To identify how COTEP (1995) document could accommodate Media Education;
- To identify what Media Education is not and further examine different definitions of Media Education that have been proposed;
- To outline and consider objectives of Media Education;
- To critically examine approaches to Media Education and
- To explore the role of educators in facilitating Media Education by involving them in textual analysis exercise that will lead to an understanding of the key areas of knowledge and understanding of Media Education.

### **Expected Participants during the workshop**

- The Vice Academic Rector;
- The Curriculum Committee;
- Lecturers from the Communication Sector;
- Lecturers from the Professional Studies;
- Lecturers from Teaching Practice Sector;
- Lecturers from Life Orientation;
- Lecturers from Education Sector; and
- Mrs Sithole.

### **Resources to be used**

- Media Education Books
- Media Education Articles and Journals
- Overhead Projector
- Pictures for Textual Analysis
- Personal Notes
- Bibliographic Material on Media Education.