Mediatization of Secondary Schools in Germany: Media literacy and media integration within boundaries of educational governance

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Outline

• Mediation of everything – mediatization of schools?
• Media integration and school governance in Germany
• Empirical results from Secondary Schools in Germany
• Outlook
Mediatization as a social and cultural meta-process

• Long-term transformation on how we communicatively construct our social world and how this is shaped by digital media (Krotz, 2007; Lundby, 2009; Hjarvard, 2012)

• Non-media-centric perspective (Moores, 2012), i.e. ‘new’ media do not replace ‘older’ media but rather co-exist and merge (Livingstone, 2009) => Media as ‘moulding forces’ (Hepp, 2012).

• Two dimensions of mediatization (in various social fields):
  • Quantitative: more, anywhere, anytime
  • Qualitative: profound change of communicative processes
What about schools?
Mediatized schools: quantitative dimension

Computers-per-student ratio in 2000 and 2009

Mediatized schools: gap home/school use

Ambivalent association between school ICT use and educational performance (PISA science scale)
Ambivalent association between school ICT use and educational performance (PISA science scale)
Mediatized schools: Qualitative dimension

1. It is all about teaching and learning

2. Changing communication, changing teaching styles, changing learner roles etc.
   From instructionism to constructivism

2 different approaches in educational policy for ICT promotion in school following long-term cultural traditions
Mediatized schools: Qualitative dimension

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2. Changing communication, changing teaching styles, changing learner roles etc.
   From instructionism to constructivism

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Germany

“When it gets serious, exit the Internet” (Spokeswomen of the Committee of State Privacy Officers)
School governance in the Federal Republic of Germany

- **Federal Government**
- **Standing Conference**
- **Joint Commission**

**16 State Governments**

**Ca. 12,500 Education authorities**

**40,000 schools**

111 cities
300 rural districts
12,000 small cities

KMK 2012
Media integration and educational governance

State education policy

Legal requirements

Budget

School district / Education authority

Infrastructure

Budget

Curricula

Teacher education and training

School development process

School development plan

Educational media

Media education

ICT integration in teaching and learning

Media literacy

ICT Infrastructure and Support

Media pedagogical competence

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The German context: Media literacy as the guiding educational principle

Traditional emancipatory approach: media literacy = communication literacy (Baacke 1972)

Current approach: media literacy = media passport (NRW 2012)
The German context: Media literacy as the guiding educational principle

Traditional emancipatory approach: media literacy = communication literacy (Baacke 1972)

Current approach: media literacy = media passport (NRW 2012)
Study on media use and media literacy in secondary schools in North-Rhine Westphalia

Germany’s largest Federal State
• 2,800 secondary schools
• 110,000 teachers

Sponsor: State Agency for Media Control (responsible for after-school media literacy)

Methods:
1. Representative teacher survey (n = 1,458)
2. Case studies in 6 schools (qualitative interviews)
3. Document content analysis (curriculum, standards, regulations)
Results: How often do you use digital media in your classroom?

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
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<tbody>
<tr>
<td>Total n=1361)</td>
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<td>Very often</td>
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<td>Often</td>
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<td>Rarely</td>
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<td>Very rarely</td>
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</tbody>
</table>

- Significant increase to 2002 (49% never)
- Minimal statistical differences between age groups
- No statistical gender differences
- No statistical difference between subjects
- Large statistical differences between school types

Classroom use along incorporated traditional pedagogical practices: teacher-centred, media-centric, mainly Internet research and ILS
WHY? Reasons for low use of ICT in German schools

- Limited access to technology (no media no use)
- No professional technology support
- No curriculum integration / no links to standards
- Not developed in teacher education
- Not embedded into school culture – missing leadership
- Values and beliefs of teachers
Ambivalent values and beliefs of teachers about digital media in classrooms

- Searching for rationalization
- Limited visible added-value
- Student’s use in schools has educational benefits
- Student’s private use is dangerous and bad
- Media are dangerous – prevention is important
- Schools cannot do it – it is the role of the caregivers
- Media have large potential in educational settings
- Face-2-face communication important, loss of control
- Media can support individual learning
- Too difficult, materiality of practice is missing

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... and as a consequence

Focus on media literacy – beware kids of dangerous influence of media

Control of media – use for educational purposes only

Students home media use dangerous and addictive
Future perspectives 1: Increasing media use in elementary schools (2000 / 2012)

<table>
<thead>
<tr>
<th></th>
<th>Computers</th>
<th>Internet</th>
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<tbody>
<tr>
<td>LfM 2000* (n=498)</td>
<td>5</td>
<td>1</td>
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<tr>
<td>LfM 2012 (n= 898)</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>LfM 2000 (n=495)</td>
<td>1</td>
<td>98</td>
</tr>
<tr>
<td>LfM 2012 (n= 901)</td>
<td>10</td>
<td>26</td>
</tr>
</tbody>
</table>


Future perspectives 2: tablet euphoria

Grass-root development:
Students and teachers bring their own device within a digital educational ecosystem
Thank you for listening!