

A PUBLICATION OF THE NATIONAL TELEMEDIA COUNCIL

# THE Journal of Media Literacy

VOLUME 57, NUMBERS 1 & 2 • 2010

## SCHOOL 2.0

A GLOBAL PERSPECTIVE



AGUADED • AMBROSH • ANDERSEN • BEACH • BUCKINGHAM • CONSIDINE • CORTÉS  
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# The Journal of Media Literacy

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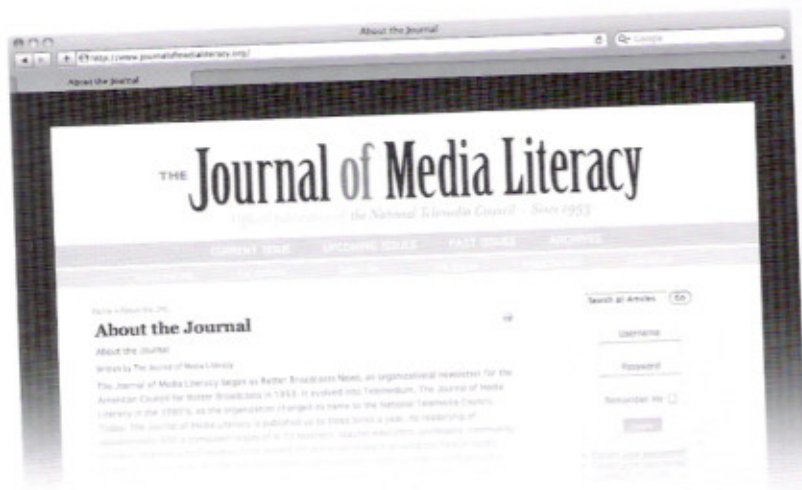
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ISSN: 1944-4982

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# SCHOOL 2.0 A GLOBAL PERSPECTIVE

From the Editors...

<b>WHERE IS EDUCATION FOR THE 21ST CENTURY?</b> Building and Rebuilding Old and New Bridges <i>by Marieli Rowe &amp; Karen Ambros</i> .....	2
<b>THE FUTURE OF EDUCATION:</b> Many-to-Many Communication on a Global Scale <i>by Guest Editor, Martin Rayola, Ph.D.</i> .....	4
<b>IS THE WORLD FLAT?</b> <i>by Guest Editor, Belinha De Abreu, Ph.D.</i> .....	6
<b>NEW MEDIA AND THE PROMISE OF SCHOOL CHANGE</b> <i>by Kathleen Tynen</i> .....	8
<b>THE NEW MEDIA ECOLOGY:</b> Toward a Taxonomy of the Web-Based Media <i>by R. Montgomery Lawton &amp; Carlos E. Cortés</i> .....	15
<b>DO WE REALLY NEED MEDIA EDUCATION 2.0?</b> Teaching Media in the Age of Participatory Culture <i>by David Buckingham</i> .....	18
 <b>2010 JESSIE McCANSE AWARD FOR INDIVIDUAL CONTRIBUTION TO MEDIA LITERACY</b> <i>Cary Bazalgette &amp; Idit Harel Caperton</i> .....	28
<b>MEDIA AND INFORMATION LITERACY:</b> The UNESCO Perspective <i>by Alton Grizzle</i> .....	34
<b>WHY MEDIA LITERACY MATTERS?</b> <i>by Jordi Torrent</i> .....	37
<b>NEW DIRECTIONS IN GLOBAL MEDIA LITERACY</b> <i>by Paul Mihailidis, Ph.D.</i> .....	39
<b>GAMES, NEW MEDIA &amp; LEARNING IN ARGENTINA:</b> An Interview with Inés Dussel <i>by Henry Jenkins</i> .....	42
<b>THE STORY OF ONE COLLEGE IN ISRAEL:</b> An Activist Critical Media Approach <i>by Dr. Mira Feuerstein</i> .....	49
<b>MEDIA EDUCATION IN PORTUGAL:</b> A Building Site <i>by Prof. Cristina Ponte &amp; Ana Jorge</i> .....	56
<b>RUSSIAN MEDIA EDUCATION LITERACY CENTERS IN THE 21ST CENTURY</b> <i>by Prof. Dr. Alexander Fedorov</i> .....	62

<b>FROM COMMUNICATION POWER SHIFT TO MEDIA EDUCATION PARADIGM CHANGE:</b> THE CASE OF HONG KONG <i>by Alice Y. Lee</i> .....	69
<b>CHILDREN AND THE NEW MEDIA LITERACY FROM EGYPT AND FINLAND: A Comparative Study</b> <i>by Samy Tayie &amp; Irma Hirsjärvi</i> .....	73
<b>MEDIA ARTS, SCHOOL 2.0 &amp; THE AUSTRALIAN NATIONAL CURRICULUM</b> <i>by Michael Dezuanni</i> .....	80
<b>ENGAGING OF THE 21ST CENTURY DIGITAL STUDENT:</b> Teaching Strategies that Align the Learning Modes of the Digital World with the Modern Classroom <i>by Brent Wragg</i> .....	82
<b>WEB 2.0 TO SCHOOL 2.0 IN SPAIN:</b> The Transformation of Information and Communication into Technologies for Learning and Knowledge <i>by José Ignacio Aguaded, Ph.D., Alfredo Montillo, Ph.D., &amp; Ángel Hernando, Ph.D.</i> .....	86
<b>AN AMERICAN PERSPECTIVE:</b> Justifying Uses of Digital Tools to Foster Critical Media Literacy <i>by Richard Beach</i> .....	91
<b>BLOGGING FOR THE PEOPLE:</b> Using Digital Media Tools to Cross New Borders with High School Students <i>by Rob Williams, Ph.D.</i> .....	97
<b>MEDIA NARRATIVES FROM TURKMENISTAN</b> <i>by Melda N. Yildiz, Ed.D.</i> .....	101
<b>A GLIMPSE AT QATAR THROUGH A BROADBAND LENS</b> <i>by Tessa Jolls</i> .....	107
<b>BOOK REVIEW: Teaching Media in Primary Schools,</b> ed. Cary Bazalgette <i>Reviewed by Dede Sinclair</i> .....	109
<b>BOOK REVIEW: Media Remix,</b> eds. Michael Dezuanni & Anita Jetnikoff <i>Reviewed by Neil Andersen</i> .....	111
<b>REVIEW: Inside Plato's Cave:</b> Canada's Online Media Literacy Course <i>Reviewed by David Considine, Ph.D.</i> .....	113
<b>REVIEW: 2010 Appalachian State's Summer Institute</b> <i>by David Considine, Ph.D.</i> .....	115



## WEB 2.0 to SCHOOL 2.0 IN SPAIN

### *The Transformation of Information and Communication (ICT) into Technologies for Learning and Knowledge (TAC)*

BY

JOSÉ IGNACIO AGUADED, Ph.D.

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#### INTRODUCTION

The integration of ICT into the Spanish curriculum programs and policies is a reality at all levels: compulsory education, vocational training, etc. This integration is intended to train students to function in the digital world and the knowledge society, while trying to bridge the digital divide in order to navigate the internet (Aguaded, 2003). Achieving the goal to integrate these technologies has enormous potential. It is evident that educational authorities at all levels are prepared for the introduction of the Internet in schools (Hervás, 2002), thus causing a significant change in the educational curriculum by creating new learning communities within existing schools. Further, there is likely to be greater organizational autonomy as the role of the teaching curriculum becomes redefined (Pérez Tornero, 2000).

Although, we must not forget the technological breakthrough in Spanish schools, "there has been a global revolution in the functioning of schools in terms of schedules, organization, and academic issues, etc... which has integrated nicely into the everyday life of schools" (Pérez Rodríguez, 2009: 11). While it is true that the advent of computers, (and especially their educational use), claim new organizational and curricular approaches, even among

teachers whose practice is more traditional, there exists a positive attitude towards the use of teaching strategies that make use of ICT. Teachers understand that the computer is a tool that facilitates the teaching-learning process and it is not possible to continue using only "pencil and paper" tasks, while students live within the context of a more intensive and continuous ICT (Hernando, 2009).

This educational reality is identified in Spain in three elements by Hidalgo (2008) when he said that there is a direct relationship between free software, Web 2.0 and education. The wider possibility of 'open source' as an element that belongs to everyone and that should be enhanced and changed by all, has led us to consider this tool as a form of construction, democratization, knowledge and thought which are the basic elements to promote change in the teaching and learning.

#### FREE SOFTWARE IN SPAIN

Cabero and Llorente (2007) argue that the use of free software has achieved economic cost reduction. The distribution of free copies at the discretion of the suppliers facilitates the exchange of documents, creating communities and



favoring developmental research in educational settings. These possibilities have led the National Reference Center for the Application of ICT based on open sources to establish ten basic reasons to choose free software in education:

- Contributes to training free, independent, critical and autonomous persons,
- Allows teaching with tools adapted to students' lives,
- Creates a knowledge sharing community,
- Favors the individual freedom of choice of technology,
- Evolves rapidly and allows efficient solution of problems,
- Provides mature, successful experiences in the Spanish educational environment.
- Saves costs in the implementation, maintenance and management of schools,
- Facilitates students access to educational tools used in school at home
- Ensures safety,
- Promotes innovation of products and services through local businesses.

Therefore, the Spanish government (in state, regional and even local) has supported the creation of many developments based on different platforms.

## CHOOSING FREE SOFTWARE IN SPANISH EDUCATION

It seems clear that an appropriate and creative use of resources based on free software allows teachers to transform their educational models, change their traditional roles, and collapse the boundaries traditionally imposed by their curriculum (Gallego, 2005). Furthermore, Adell and Barnabas (2007) argued that free software is not just a software or a way to license software; it is a complex social and cultural phenomenon, which has a definite theoretical and practical interest for education because its importance lies in the freedom for citizens to develop and share their programs without infringing on legal boundaries subject to punishment.

However, this wide range of software available, does not mean that these tools are integrated within all curriculum areas, nor that the prevailing educational practices will change in all schools. As indicated by Sigalés (2004: 39), this is a first step, a clear need in order to advance the integration of this technology in education; and this is being done in different phases of implementation:

- The relationship further establishes a separation between ICT and literacy curriculum, in terms of space (computer rooms), time (computer course) and people (teachers of informatics).



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- The complementary model involves the use of ICT in some areas or curricular activities, maintaining a differentiated instrumental aspects of ICT.
- The ICT curriculum integration implies full availability of the technology in the classroom for use when required by the teaching-learning process.
- The permeation of ICT in the curriculum is at the stage of full maturity in the adoption of technology. ICTs are invisible, permanently available to students and teachers as a tool for intellectual work, shared and creative construction from knowledge (Vivancos, 2008: 47).

This last phase is what Baeza (1999) called computer-assisted collaborative learning and understanding; a teaching-learning strategy by which two or more individuals interact to build learning through discussion, reflection and a decision-making process in which computer resources act as mediators, and as a resource for the mediation process emergent from Web 2.0.

## WEB 2.0 IN SPAIN

Web 2.0 is as stated by De la Torre (2006), a way of understanding the Internet, with the help of new cutting edge tools and computer technologies. This has promoted the organization and flow of information dependent on the



behavior of people working within it. This not only makes access and centralized content easier, but their own participation in its own construction, using tools with increasing ease and intuitively because "one of the main objectives that Web 2.0 raises is to go beyond the technical standards and find a real ability to share data and knowledge via the Web" (Hernandez, 2007). The following are characteristics that represent these thoughts:

- Publishing tools easily available on the web without the need to install software.
- Collaboration power through the various resources available; as in the case of sites like Wikipedia YouTube, Flickr, Delicious, Digg, MySpace, etc.
- Create new networks of collaboration between users through the means of communication and publication of information. (We have established virtual communities that enable sharing between users, creating new social networks on the web. An example is the construction of large communities or e-learning which has gained a boost in recent years).
- Transform products into services; a product can be a portal that has a goal either to communicate, integrate a community, etc.
- Rebuild of web design and this new version tries to be a meeting and collaboration between users, and working under an order in the publication of information.
- Convergence of media: Web sites designed under the concept of 2.0 are made under the precepts





of usability and under the idea of having on hand a large number of resources, such as video, chat, forums, sharing real-time files, podcasts, Internet radio stations, etc. in order to offer services to users.

Educational use in Spain, of resources based on Web 2.0 or School 2.0 will need to be analyzed in depth.

## SCHOOL 2.0

The Council of Ministers of Spain approved on July 31, 2009 a budget allocation to implement the program School 2.0 among the autonomous regions and established the criteria for implementation:

- It is a comprehensive program of educational innovation funded at 50% by the Ministry of Education and the Autonomous Communities.
- It provides for the transformation over the next four years of traditional classrooms where teaching to the final two years of primary education and the first two compulsory secondary education in digital classrooms equipped with whiteboards and wireless Internet, in which the teacher will have a fixed and a portable computer and in which each student will work with a PC netbook.
- The budget for equipment will amount to 93'5 million euros.
- They allocated approximately five million euros for the training of classroom teachers who join the program, School 2.0, as well as for developing and fostering the creation of digital educational materials and resources.

Since the adoption of this program, which aims to give every student a computer and fill classrooms with digital gadgets (Area, 2010), the various autonomous governments of the regions have signed participation agreements for the financing of it. (A review of how the situation differs in regions and specific plans and programs that have been created in each of the autonomies, can be found in Area, 2010). The overall aims and objectives: To deepen the quality of education and equal opportunities to get ICT training tools into

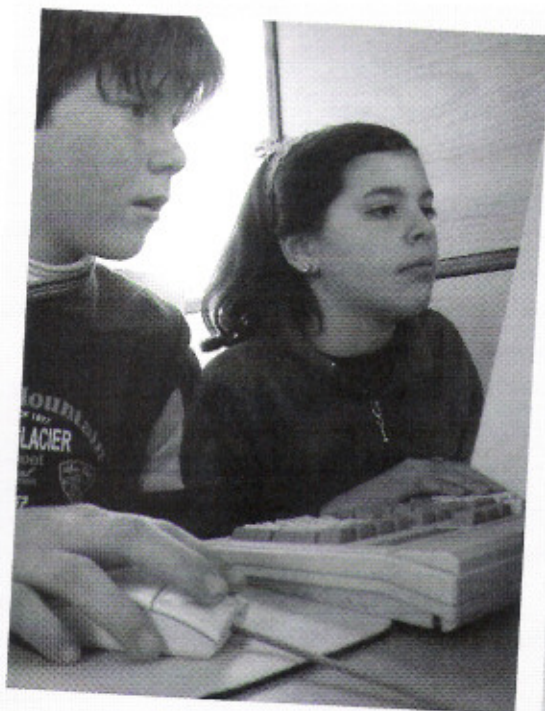
every classroom, improve educational practices to achieve greater skill development by the students and transform over the next four courses classes 5 and Primary 6 and 1<sup>o</sup> and 2<sup>o</sup> ESO, public schools, in classrooms with whiteboards and wireless Internet, while teachers and students have computer netbooks for personal networking.

Of all the autonomies, the Community of Andalusia has gathered a larger allocation of budgetary resources to implement this project. It is understood that the ICT School 2.0 is a new opportunity to strengthen the system of values in a society where digital competence is part of reality. Good use of ICT is a shared responsibility for it makes a connection between school and family.

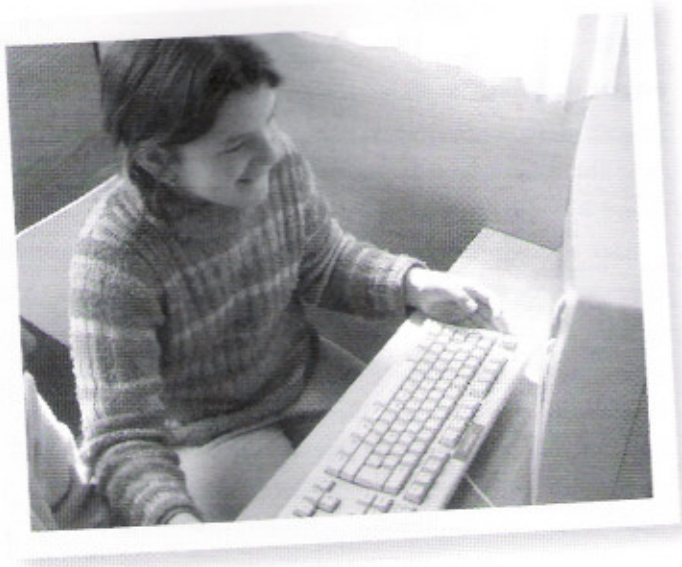
## FUTURE DIRECTIONS IN SPAIN

The future, in the short term, of the School 2.0 project passes through two significant changes: the program's inception in the 2010/11 academic year in schools of secondary education for freshmen, and the didactic digitizing of teacher resources.

Regarding the first point, there is the potential for reasonable doubt arising from the fact that there exist situations







where students have prior experiences in using computers, (as they started using them the year prior in the final year of primary grade), while for the teacher it is the first time they have used these tools.

In relation to the digitization of teaching resources it is expected that 80 public schools will be the first to use electronic books for the academic year 2010-2011. Of the total, 64 centers will work primarily with laptops in both online and offline, using materials developed by publishers. The remaining 16 will focus on developing teaching materials in electronic form.

All the above leads us to a reality in Spain in which we operate as information citizens providing valuable resources and tools to be explored in this formative process, which promises an exciting future.

In conclusion, we consider it necessary to insist on the fact that the mass introduction of computers and other digital items for very sophisticated use can be valuable in the schools, but the mere consumption of ICT does not guarantee intelligent understanding and ownership. Only to the extent that competent members of the educational community establish action plans to promote systematic and comprehensive intelligent interactions between citizens and the media can this succeed. The average daily consumption of audiovisual materials does not guarantee competence, but training is essential to critical media



literacy and media. This is defined as those skills, abilities, attitudes and minimum professional skills to interpret the barrage of images judiciously and telematic media content, visual, sound and audio, which are part and parcel of our daily surroundings. Only in this way will the transformation of ICT (information and communication) be enabled in the TAC (technologies for learning and knowledge).\*

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