

NCC-Y108-018

Research on Promotion Policies of Media Literacy

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Abstract

In the digital environment, the social media platform has become one of the main channels of information dissemination, and the spread of fake news on the Internet can harm social security and people's welfare. How to promote Media Literacy and cultivate the ability of public awareness becomes an emerging democratic issue in Taiwan.

In view of this, the National Communications Commission (NCC) initiated this commissioned research project, and intends to analyze the Media Literacy policies and implementations in Taiwan as well as in some major countries, in terms of the coordination between their public and private organizations within governments, stakeholders and media industry. The outcome of this study is to provide appropriate legislative provisions and suggestions for policy makers to promote Media Literacy in Taiwan, and as a reference for the policy of the National Communications Commission.

In terms of research methods and processes, this research collects relevant data through literature analysis, focus group discussion, questionnaire research and comparison method. The purpose of this study is to understand the current state and practice of media literacy development in government, broadcasting media and citizen groups from different countries. In order to understand their development status, this study analyzes 9 major countries or regional organizations including the UNESCO, the European Union, the United Kingdom, Germany, the United States, Canada, Australia, South Korea and Singapore. After researching domestic and foreign developments, this study held six focus group meetings to ask industry, government, and academia for their suggestions on media literacy policies. The following are the important findings and recommendations of this study :

1. Media literacy theories and policy framework cover cross-domain concepts and scope

This study collates the definitions and concepts of media literacy put forward by important international institutions such as UNESCO, the European Union, governments of various countries and scholars. It is found that with the development of information communication and digital technology, media convergence has developed. The scope of media literacy also needs a new composite concept to understand. Media literacy includes multiple fields in practice, including ICTs Policies, Media Policies, MIL Policies, Access to Information Policies, and Education Policies. Government should formulate relevant policies, and through education, resources invested, and cooperation with civil society, to take into account the multiple aspects of media literacy policies.

2. Media literacy policy and current situation in our country

This research examines the current state of media literacy promotion by government units, television media industry and non-governmental organizations in our country over recent years. It is found that among government units, the Ministry of Education has been the most important unit for promoting media literacy related policies and education projects in our country. In addition, as the broadcasting media authority, NCC also takes the promotion of media professionals' professionalism as the core mission, and promotes media literacy goals through handling plans with media and relevant organizations. On the other hand, the Ministry of Science and Technology focuses on scientific and technological literacy; the Ministry of Interior cares about civic literacy; and the Ministry of Culture also has tasks and goals to promote cultural literacy. This study suggests that ministries should establish a clearer division of media literacy in order to take into account the different aspects of literacy development.

On the practical side, TV media and public organizations also should play an important role in the development of media literacy. However, in terms of practical implementation, TV media operators and non-profit organizations still face problems such as funding shortages, inconsistent plans, and unclear goals for promoting media literacy.

Because of this, this research suggests that through the cooperation and division of labor across ministries, a complete policy plan and goals should be established to solve practical problems.

3. Current status of media literacy policies in various countries

This study analyzes media literacy policies including the European Union, the United Kingdom, Germany, the United States, Canada, Australia, South Korea, and Singapore. The study finds that European countries have the most complete media literacy policies, while most of the countries in the Americas are dominated by private institutions. As for Asia, South Korea has been discussing the establishment of special laws to integrate media literacy resources in recent years, but it has not yet been formally adopted. Singapore has established the media literacy committee to develop relevant policies and resources. Its purpose and mode of operation are worth learning from our country. The policies of different countries are slightly different according to their national conditions and the state of media development. Therefore, more in-depth analysis and comparison are needed. In this study, six focus group meetings were held to ask the opinions of the industry, government, academia, and other countries to compare the development experience of various countries, and put forward some reference points in our country.

4. Suggestions on media literacy policies

After consolidating the opinions of various parties, this study puts forward the following suggestions for media literacy policies:

In order to improve the media literacy policy, the government should convene a multi-ministerial meeting to discuss and establish a clear media literacy policy. It is recommended to set up a media literacy committee, and invite industry, government, and academia to discuss related policies. And on a practical level, it can be entrusted to civil society or relevant organization to establish media access and literacy projects, for empowering citizen to understand the way media works.

Finally, in order to implement a long-term media literacy policy, the government can set up media literacy-related regulations, which clarify the responsibilities and obligations of relevant units, and establish measures to evaluate the effectiveness of the policy to review future policy directions.

Keywords: Media Literacy, Information Literacy, Digital Literacy, Computer Literacy 、 Public-Private Partnership

Chapter 1 Introduction

In the contemporary era of digital convergence, the advancement of the digital economy and information technology has made social media become an important channel for people to receive information. Everyone can be a message producer on social media, so the rapid spread of the information from the social media makes disinformation and fake news are easier to spread. It has a huge impact on society and may not only affect people's daily lives, but even can endanger national security. How to solve the problem of disinformation on the Internet, and even make the citizens have the ability to judge information has become the most important issue in every democratic society.

Observing international practices, many countries now regard media literacy as the best weapon against disinformation problem. However, different countries have different promotion strategies. For example, the United Kingdom has strengthened the media literacy through education. The non-profit organization play the important role in The United States for teaching media literacy and cooperating with education agencies. On the other hand, the Ministry of Education in our country also promote media literacy through education. Other ministries subsidized their rights and responsibilities, or carried out promotional activities in professional fields.

Based on the above, under the issue of disinformation, how to effectively improve citizen media literacy and establish a secure social information network is a problem that the government continues to think about. In view of this, this study would collect relevant policies and experiences of media literacy in different countries, and compare the differences between countries in order to propose media literacy policy recommendations for our governments.

Chapter 2 Methodology and Research Steps

In order to complete the research work of this study, the research methods include literature review, focus group interview and comparative research. Otherwise, in order to understand the development status of our country, this research also uses questionnaire surveys to understand the development situation of government agencies, media operators, citizen groups. The detailed steps of each research method are as follows:

I. Literature Review

According to the methodology of the literature review, researcher needs to collect relevant market information, survey reports, industry trends and other literature data according to certain research purposes and topics. The materials analyzed in this study would be the reports either from governments, industry and commerce research documents, and so on. The analysis steps include reading, collating, describing, classifying, and interpretation. The following is a list of the sources that would be used in this study, which including:

- A. Government report:
- B. Database of research reports written by the business community and international organizations
- C. Enterprise or organization's public information:
- D. Books, theses, journals and newspapers

II. Focus Group Interview

After conducting research work such as literature analysis, this research conducted six focus group interviews (FGI) to interview with industry experts and scholars.

III. Questionnaire Survey

A total of 27 questionnaires were distributed in this study to understand the current state of media literacy promotion by government

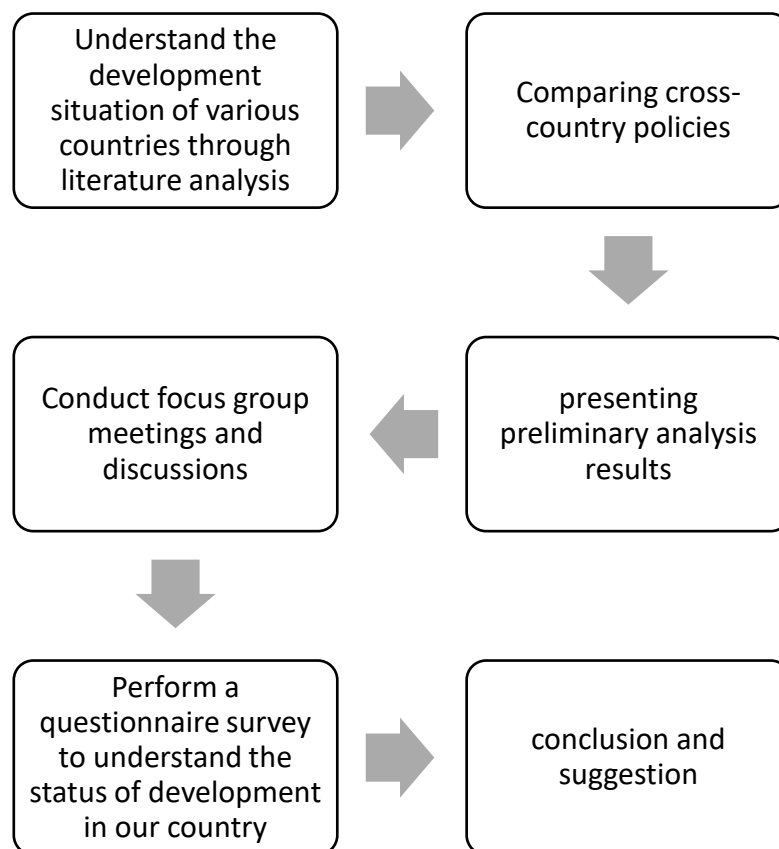
agencies, media professionals and non-profit organizations. A total of 18 questionnaire responses were collected at the end of this study.

IV. Comparative Method

After the data collection and analysis, the research team made a comprehensive research to understand the differences between the major countries. By comparing and analyzing the advantages and disadvantages of different policy approaches, this research will integrate different point of views to make conclusions and suggestions for the policy makers.

V. Inductive Analysis

Based on the above analysis data, this study then conducts inductive analysis to come up with final conclusions and recommendations. The following is the analysis steps and architecture diagram of this study (Figure 1).



Source: This Study.

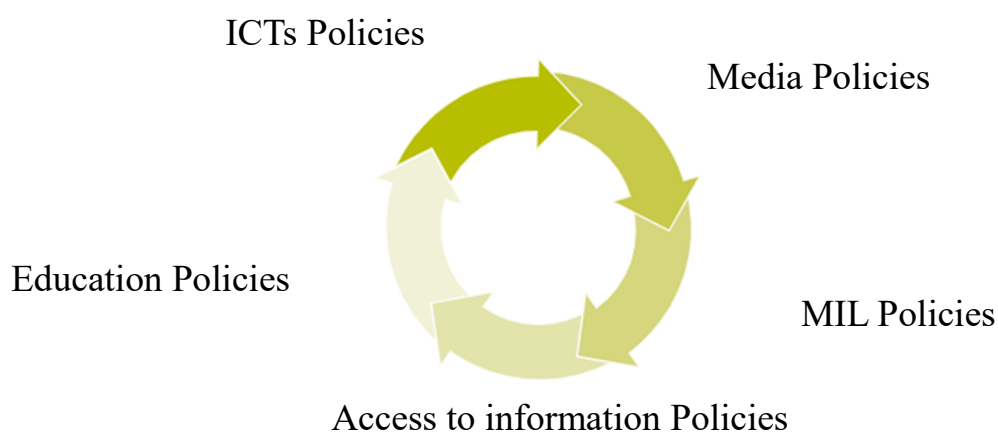
Figure 1 Research Process and Steps

Chapter 3 Research Findings and Conclusions

I. Media Literacy Theories and Policy Framework Cover Cross-Domain Concepts and Scope

This study collates the definitions and concepts of media literacy put forward by important international institutions such as UNESCO, the European Union, governments of various countries and scholars. It is found that with the development of information communication and digital technology, media convergence has developed. The scope of media literacy also needs a new composite concept to understand.

Media literacy includes multiple fields in practice, including ICTs Policies, Media Policies, MIL Policies, Access to Information Policies, and Education Policies (Figure 2). Government should formulate relevant policies, and through education, resources invested, and cooperation with civil society, to take into account the multiple aspects of media literacy policies.



Source: UNESCO, 2013. Media and Information Literacy Policy and Strategy Guidelines.

Figure 2 Media Literacy Crossing Policy

This study suggests that governments in our country should play an important role to promote different literacy policies. For example, as the media authority, NCC should strengthen the professionalism of media workers. And the Ministry of Education in our country should focus on children's education and adult education, and cooperate with different industries and non-profit organizations to empower civil society. Only through media governance and literacy education, the promotion of media literacy might implement.

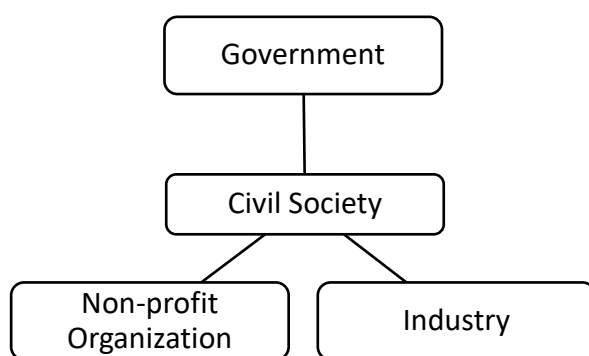
II. Media Literacy Policy and Current Situation in Our Country

This research examines the current state of media literacy promotion by government units, television media industry and non-governmental organizations in our country over recent years. It is found that among government units, the Ministry of Education has been the most important unit for promoting media literacy related policies and education projects in our country. In addition, as the broadcasting media authority, NCC also takes the promotion of media professionals' professionalism as the core mission, and promotes media literacy goals through handling plans with media and relevant organizations. On the other hand, the Ministry of Science and Technology focuses on scientific and technological literacy; the Ministry of Interior cares about civic literacy; and the Ministry of Culture also has tasks and goals to promote cultural literacy. This study suggests that ministries should establish a clearer division of media literacy in order to take into account the different aspects of literacy development.

On the practical side, TV media and public organizations also should play an important role in the development of media literacy. However, in terms of practical implementation, TV media operators and non-profit organizations still face problems such as funding shortages, inconsistent

plans, and unclear goals for promoting media literacy.

Because of this, this research suggests that through the cooperation across ministries, industries and non-profit organizations, a complete policy plan and goals should be established to solve practical problems (Figure 3).



Source: This Study.

Figure 3 Public-Private Partnerships in Media Literacy Policy

III. Current Status of Media Literacy Policies in Various Countries

This study analyzes media literacy policies in 8 countries and 1 region including the European Union, the United Kingdom, Germany, the United States, Canada, Australia, South Korea, and Singapore. The study finds that European countries have the most complete media literacy policies, while most of the countries in the Americas are dominated by private institutions. As for Asia, South Korea has been discussing the establishment of special laws to integrate media literacy resources in recent years, but it has not yet been formally adopted. Singapore has established the media literacy committee to develop relevant policies and resources. Its purpose and mode of operation are worth learning from our country. The policies of different countries are slightly different according to their national conditions and the state of media development. Therefore, more in-depth analysis and comparison are needed. In this study, six focus group meetings

were held to ask the opinions of the industry, government, academia, and other countries to compare the development experience of various countries, and put forward some reference points in our country.

IV. Suggestions on Media Literacy Policies

After consolidating the opinions of various parties, this study puts forward the following suggestions for media literacy policies:

In order to improve the media literacy policy, the government should convene a multi-ministerial meeting to discuss and establish a clear media literacy policy. It is recommended to set up a media literacy committee, and invite industry, government, and academia to discuss related policies. And on a practical level, it can be entrusted to civil society or relevant organization to establish media access and literacy projects, for empowering citizen to understand the way media works.

Finally, in order to implement a long-term media literacy policy, the government can set up media literacy-related regulations, which clarify the responsibilities and obligations of relevant units, and establish measures to evaluate the effectiveness of the policy to review future policy directions.

Based on the above findings and conclusions, this study believes that in the era of digital convergence, the development of Media Literacy also faces new challenges. In order to keep government policies in line with industry demand and digital convergence, policy makers should pay more attention to the impact of social media and digital technology, especially in the areas of digital literacy and media literacy. In a time of rapid change, this future is largely unknown to us. Therefore, Providing the public with the competences they need to live together as equals in culturally diverse democratic societies is still an important goal that our government should achieved, so it's important to educate citizens the basic literacy for the society of the future, and enable them to think critically , and even use the

media to create a multi-participating society.