Eötvös Loránd University

Faculty of Education and Psychology

Doctoral School in Education Theory

Director of Doctoral School: Prof. Dr. Éva Szabolics, University Professor

László Dóra

Teaching and adaptation of media’s communication theories in adult education

Doctoral (PhD) theses

Supervisor: Dr. János Szigeti Tóth PhD, Associate Professor

2015
1. Introduction

Andragogy research within education science is a relatively young field, which is in a close relationship with the everyday culture. (Curran, 2000) The media is an integral part of culture, and it is a tool for everyday literacy. The role of printed press and the teaching-learning relationship has also appeared at Comenius, who urged that the newspapers should be used in education, as up to date information resources. The history of modern media pedagogy gradually developed around the progression of the communications of the Second World War. (Gripsrud, 2007)

The presented media material in many effects the media adversely affects the mental and emotional development of children as well. The media pedagogy has therefore long been engaged in several mass media phenomenon and tries to offer an interpretation or explanation seen on screen. (Hargrave and Livingstone, 2006). The knowledge of these systems, however is based on artificially established pedagogical thinking and does not take into account the specific logic and operation, as well as the consumption of communication and cultural context of newsflow. (Hilmes, 2011)

This is why our interest is has turned to one of the areas that has the characteristics of science education, and is close to the concept of media literacy, in a way that takes into account the similar results during the communication science.

Current methods of media education are very diverse, as well as the course content. There is no common understanding of the pedagogy in regards to what is the best method of education, or what should be the content to be taught. However, experts in science of education agree that it is essential for the young generation to be prepared to be able to interpretate the modern media. (Kaplowitz, 2012) One of it is new methods of media literacy among concepts can be found in the guidelines.

2. Research topic and objectives

Based on the paradigm of European media education class activity in the mass media has a key role in the development of the knowledge and competence. Children's knowledge and pedagogy in school curriculum (theoretical) determines the interaction, while the adult education does not pay much attention to media literacy, rather prioritize the overall communication concepts.
At all levels of education science it is important to use the communicative teaching method, in which the participants' prior experience in education (and skills) could be activated, and could learn from each other's way of thinking, practice-oriented issues. This adult training is a method, particularly for subjects that are not able to obtain up to date or location in textbooks for the cultural diversity of the environment. International documents do not give a real clue as to the content and method of teaching how to shape the media, but they agree on a competency-centered thinking based media interpretation that lies on the broader concept of media literacy. (Koltai, 1992)

The aim of our research was to determine the media pedagogy efforts utilizing the theoretical role of a potential media and andragogy possibility of gathering the relevant literature concepts in the field of adult education. In addition, as defined in the research - and received foreign literature - based on the results and recommendations of a working media andragogy model definition, which is close to the concept of life-long media literacy as well. We propose a possible concept of mediaandragogy which can be an important part of lifelong learning and media literacy.

3. The structure of the thesis

The first section of the paper outlines the major historical milestones of education and mass communication and introduce special relationship with the media and education science, supporting current research in the light of the nowadays done where age is characterized by the importance of the research. In this connection, we will describe some of the characteristics of the media, which plays an important role in our topic of research. This is followed by a brief summary of the structure and presentation of the research paper. In the second chapter starting from mediapedagogy we reach the role of mass media in adult education, and illustrating the relationships that are not necessarily distinguishing children and adult education. These theoretical education nodes are analyzed in the context of culture. In the next section the main concepts related to science education with media are discussed, such as the application of cognitive psychology, and media literacy skills and their latest results are also being discussed. In the fourth chapter we present international documents and through these we show the necessity and actuality of this theme, and the vernacular practises and possibilities. The fifth section describes the surrounding of the media and it has connections related to education science. These approaches can help and support the media for the purposes of
education, as well as display the learning theories of mass communication. These elements integrate theoretical learning effects on education and social factors as well.

The sixth chapter presents the youngest and the last learning theory which we can be called newslearning. Newslearning is a special field of media interpretation, describing a media analysis way with complementary results of communication and education. The results of this trend still affect the use of the media in the field of education, because of the same common interest, which starts from the media messages and codes, the understanding of primary importance and the priority of the information society.

In the 2. part of these chapter is included some of the newslearning theoretical conclusions of newslearning’s the possibility and potential for further development. These provide the following potential methodological development.

In the seventh chapter there is a summary specified by the conclusions drawn from the literature which shows the potential role of newslearning in adult education. Subsequently topics covered in previous chapters, we can define the position of theoretical conclusions in the area of science education. We present one pattern confirmed by media literacy and interpretation.

At the last chapter we present our questionnaire that deals with media usage, evaluating each question and answer. Here in the 7. chapter we demonstrate the efficiency of the method with an our media interpretation sample presented and educational experiment. And the final conclusions follow.

4. The need for the use of media in lifelong learning

We are using news learning theory in order to have right didactics in media education, and it should be noted that this theory is recognised as a well known communication topic. News learning theory – like other researches – investigated adults as examination subjects, and used this topic as an effective cognition theme.

In the field of adult education, where the persons involved have prior experience and interests, allow a wider use of media in education, which can be incorporated into the teaching-learning process.

News learning theory recommended a deductive interpreting of news and utilise to make a critical point of view against media logic. It is a cognitive scheme which defines and activates question of news making progress. Contest has no function, this is a big difference between media pedagogy and this concept.
According to these important points we have made a figure consisting of new results of a modern media education context.

5. The results of empirical research

The empirical research was designed to provide a comprehensive overview of adult learning to use the mass media and especially the communications function without previous learning on it.

Our assumption was that using mass media is frequent, but presumably without learning on it. Prior expectation was, that using mass media in adult education is only occasional. Analysing answers we were interested in how adults use mass media’s newscaster function. Regarding the themes of the nature of the questionnaire our goal was to collect quantitative data about media using from participants in adult education. Our analysing is descriptive. (Héra and Ligeti, 2006)

Trainees were questioned about using mass media during adult education and in private life, the questionnaire consisted of closed questions and ratio scale and in some places of open questions.

In our survey, the person from the research subject, had a training contract. The written questionnaire was used with snowball method.

The received 234 response elements have been reduced to 150 the number of questionnaires, filtering out any repetition (the same response from the same group), which could have confounded the results. The method of non-probability sampling, snowball-like high standard deviation has been provided as representative. (Csíkos, 2009)

Based on these fundamental variables shown by the distribution of the samples analyzed, reflect the composition of the population, showing a characteristic of the true population values. (Majoros, 2011)

Our results confirmed the first hypothesis, that the adult education curriculum elements are commonly used in mass communication, and in the newscaster functions. The use of education is to be related to approximately two-thirds of the cases, however, it is not preceded by a preliminary study of the media. The news services of mass communication are used regularly with regard to the consumption of more than 70% of the respondents.
6. The educational experiments and results

The dissertation consist of an educational experiment based on our theoretical conclusions, and a design of an interpreting way of news. The model has 26 steps built on each other, showing the cognitive and deductive device.

The first series of experiments were carried out in the list of respondents without a content-based group involved in education and education control group. The people formed a class community, and volunteers organized small groups to discuss a randomly selected newspaper article. Subsequently, individual reflections had been cleared up paper on the subject. The thought units were divided into two parts, the second part has been closely linked to the questions and comments of thinking operations, the first of each other (content) element.

Our results show a new individual way to interprete news because results reinforce former theoretical determinants: the way of thinking news by news learning’s method are significantly different. Control group’s individuals had no ideas about the cultural context of making news.

Repeated post-testing has demonstrated the long-term outcome of our method consisting only of cognitive steps of media interpreting.

7. Summary

Based on the theory of mediaandragogy and news learning theory’s proposals, our model of media criticism is analysing the operating process of media, not the system and not consumer. This way interconnect the individual topics of media pedagogy is interconnected to a scheme that can be acquired as a deductive and cognitive way of media. This train of thought has originated from the mass media, with education scicence tools, like attention and processing, or using print papers in schoolwork. Parts of this technique are presented in learning theories of the media, like cognitive psychology which reinforces once more our earlier researches.

In overall, the method is an alternative way that has not been used yet in (adult) education, and has the same results as the one of media education reseearchers. Updating this method in education we have gained a new modell similar to media literacy, which can be a part of the curriculum lightly consisting features of adult education. Our results are possible to be used in pedagogy too by transforming some concepts and terms of the model.
8. Studies by the author connected to the dissertation