Pedagogical Innovations In Media Education In India: Scope And Challenges

[1]Dr.C.M.Vinaya Kumar, [2]Shruti Mehrotra

[1]Assistant Professor, [2]Assistant Professor
[1]Department of Journalism and Mass Communication, Krishna University, Machilipatnam
[2]Amity University, Noida, India

Abstract - *With several innovations in the arena of Information and Communication Technology and the increasing interaction of the users with the all-pervasive digital world, the need for innovative media education pedagogy has increased tremendously. This paper outlines the larger sense of these developments and considers their effect on media education, both in terms of pedagogical strategies and in terms of the value for the industry. It is essential that Media education and educators/ trainers and media learners also adapt to the change brought by the technology on learning. The study attempts to examine the possibilities and limitations of current practices to reach media industry expectations and how the technological development will further enhance the horizons of changing the pedagogical practices.*

Keywords — *Media Education, Technological competencies, Innovative Pedagogy, Media industry, ethics.*

I. INTRODUCTION

Technological developments have ushered in significant opportunities and challenges for media educators in India. This article outlines the wider context of these trends and attempts to review their consequences for media education, both in terms of pedagogical practices and industry relevance. Media Educators must work together to ensure that every media personnel aspirant has access to the skills and experiences needed to become a full participant, can articulate their understanding of how media shapes perceptions and has been socialized into the emerging ethical standards that should shape their practices as media makers and participants in media communities. Media education in India can be reformed through the proper interface between academics and industry. Media education should adopt a multi-disciplinary pedagogy that will open new vistas in teaching and learning of media functioning through diversified and blended approaches.

As it is evident, India's media education brings two industries together: media academics and the media industry. If we look back in history, it was discovered that media education in India was flourishing in the eighties and nineties. (Desai, 2008). In terms of pedagogy and technical education, media education should stimulate critical thinking, which is today's requirement. (Singh, 2017).

The whole idea of media education can be approached as a pedagogical and educational framework aimed at improving media skills and awareness. This definition is linked to specific social, political, economic, and cultural problems and goals. (Landry and Letellier 2016, p. 9).

The definition of media education remains polysemic and is extensively discussed in the scientific literature. (Weabey 2009; Buckingham 2013; Landry and Basque 2015a). Media education lies at the intersection of numerous social, cultural, political, and economic interests and various academic disciplines, including Information and Communication Science, Sociology and Political Science, as well as cognitive science and psychology, often in a state of conflict, even antagonism. (Potter 2013). Thus, the notion of media education can be approached as the entirety of pedagogical and educational processes aimed at improving media skills and awareness.

The study attempts to examine the possibilities and limitations of current pedagogical practices to match media industry expectations, teach about the media industry and how technological development will further change the media industry practices. The study will be significant in highlighting the scope and challenges of pedagogical innovations in media education in India.

II. Pedagogical innovation

Media education puts together educational strategies that lead to media-related socio-political concerns. The development of tailored skills and expertise, specifically linked to issues relevant to the media representation of our communities, will help to address the challenges of ongoing media change. (Buckingham 2008; De Smedt and Fastrez 2012). The media education pedagogy should focus on preparing students for potential employability. Since the gap between industry and academia continues to widen (Barve 2007), pedagogical innovations should include newer media practices and specialized training programs. For developing the meaningful pedagogical intervention, media students should develop the skills and experiences needed to become a full participant in the social, cultural, economic, and political future of our society. The pedagogy should ensure that students should develop the ability to articulate the understanding of the role of media in shaping perception.

The media education should develop ethical standards that should shape their practices as media makers. To address these challenges, innovations in the teaching practices are required so that media students learn the required core skills and competencies. The innovations in pedagogy should lay emphasis on greater attention to the social skills and cultural competencies that are emerging in the new media landscape.

It is pertinent to analyze the nature of pedagogical processes and skills required to perform in the media industry. Media educators need to design a uniform curriculum that will bridge the gap in media academics and industry requirements.

III. Training Media Educators

Media educators in India face poor infrastructure, poor course of contents, lack of rigorous content of theory, practices, and research (Murthy, 2011). There is a need to foster greater pedagogical knowledge among educators and teachers of the goals and ways of implementing media education by developing effective instructional models to improve media and digital skills for students. Various scholars have recently highlighted this dimension. (Calvani 2010; Jacquinot 2009), who underline the need to define more clear teaching and evaluation models within the field of media literacy education. It appears that this concept remains versatile when describing the scope of media education as a practice on three fundamental elements: the essence of the pedagogical practices and lessons learned, the precise range of the skills and information pursued, and the general objectives of media education. In time and space, the scope of media education activities and effects is modulated according to cultures, desires, and political contexts. This diversity determines and enriches the spectrum of media education, although it divides and fractures it at the same time. (Ciurel 2016). The development of tailored skills and expertise, specifically linked to issues relevant to the media representation of our communities, is assumed to help address the challenges of ongoing changes in the media landscape. (Buckingham 2008; De Smedt and Fastrez 2012).

IV. Developing technological competencies

It is important to address the conversation about the digital divide from questions of technological access to those of opportunities to participate and to develop the cultural competencies and social skills needed in the media industry. Media education needs to react to the emergence of new participatory culture; and devote more attention to fostering the new media literacies: a set of cultural competencies and social skills that media students need in the new media landscape. Participatory culture moves the emphasis of literacy from one of personal speech to participation in society. Media literacies have social abilities built through collaboration and networking. Development of these media industry required expertise's are based on the classroom's conventional literacy, study skills, technical skills, and critical thinking skills.

Media pedagogy should focus on teaching students, the interrelationship among different communication technologies, the cultural communities that grow up around them, and the activities they support. Media structures comprise communication technologies and the social, cultural, legal, political, and economic structures, procedures, and protocols that shape and surround them. (Gitelman, 1999).

It is important to inculcate understanding among students that the same task can be performed with a range of different technologies, and the same technology can be used toward a variety of different ends. Interactivity (H. Jenkins, 2006a) is a property of the technology, while participation is a property of culture. As culture absorbs and reacts to the influx of digital media platforms that make it possible for ordinary consumers to archive, annotate, appropriate and recirculate media content in powerful new ways, participatory culture is evolving. Our goals should be to encourage youth to develop the technical skills required in the evolving media industry.

V. Understanding changing media environment and ethics

In the current times, when fake news is widespread, and it is important that media students develop an understanding of the media environment and ethics. Different online groups have their own rules for what data can stay within the community and what can be shared more widely, and many sites rely on police self-disclosure, where children or adults are participants. One essential purpose of media education should be to enable students to become more conscious about the ethical decisions they make and the effect they have on others as participants and communicators. In the short term, we will have to acknowledge that the ethical standards of the media are in flux: we are engaging in a prolonged experiment in what happens when the barriers to entry into a communication landscape are lowered. For the present moment, it could be more useful to ask and work through questions of ethical practices than the responses provided because the process can allow everyone to understand and express the numerous assumptions that drive their actions.

Changes in the media climate shift our view of media literacy and demand new mindsets, new forms of cultural consumption, and engagement with the world around us. These new sets of social skills and cultural competencies are only beginning to be defined and tested. We have only a limited understanding of which competencies are most likely to matter as students shift from the realms of play and education and into the world of work and community for adults.

Media educators need to develop core skills in students needed to participate within the new media landscape. As suggested above, mastering these skills remains a key step in preparing young people "to participate fully in public, community, [Creative] and economic life"

(New London Group, 2000, p. 9). In short, these are skills some youth are learning through participatory culture, but they are also skills that all youth need to learn if they are going to be equal participants in the world of tomorrow.

VI. Conclusion

The study analyzed the innovations in media pedagogical practices required for the progress of media education. Media educators and industry both equally play a positive role in promoting the standard of education to the desired level. The development of pedagogical practices should aim at answering issues such as training educators, developing technological skills in students, developing critical thinking in students, and ethical standards. Studies that provide clear and precise scientific methods for the analysis of media education policies are lacking (Landry 2017). In a critical analysis of media pedagogical practices, the creation of research capability is a prerequisite for the deployment of activities that better incorporate scientific expertise and serve their mandate more effectively.

It can be concluded that pedagogical innovations in media education have their own limitations and challenges. It is important to train media educators so that they can develop an understanding of the ever-changing media landscape amongst media students. It is important to impart technological competencies to students so that they understand the inter-relationship between technologies and their applications. It is pertinent to inculcate ethical standards in budding media professionals so that they can adjust and perform in dynamic media industry work culture. The critical challenge in pedagogical innovations in media education is to institutionalize and sustain such innovations, which demand infrastructural, learning, and cultural reforms.

REFERENCES

[1] Barve, U., Cross-cultural journalism teaching: Case of an Indian university. Paper presented at the 16th AMIC conference and First WorldJournalism Education Congress, Singapore., (2007).

[2] Buckingham, D., Defining digital literacy – what do young people need to know about digital media? In: Digital Literacies: Concepts, Policies and Practices (eds. C. Lankshear and M. Knobel), (2008) 73–90. Oxford: Peter Lang.

[3] Buckingham, D., Media Education: Literacy, Learning and Contemporary Culture. Cambridge: Polity Press., (2013).

[4] Calvani, Antonio., Dove va la Media Education? Riflessionisull'identitàdella M. E. nellasocietàcontemporanea., Media Education. Studi, ricerche, buonepratiche 1(1)(2010) 13-25.

[5] Desai, – Desai, K.M., Reviewing Communication/Media Education in India: Many Players, Diverse Directions but lost focus…?. Journal of Global Communication, 2(2008) 118-131. [Electronic Source] URL: https://www.researchgate.net/profile/Mira_Desai2/publication/280094936_Ind .

[6] De Smedt, T. and Fastrez, P., Développer et mesurer les compétencesmédiatiques. Introduction au dossier. Recherchesen communication 34(34) (2012) 7–19.

[7] Gitelman, L., Scripts, Grooves, and Writing Machines: Representing Technology in the Edison Era. Stanford, CA: Stanford University Press., (1999).

[8] Jacquinot, Geneviève., De quelquesrepérages pour la recherche en education aux médias., In EuroMeduc. L'éducation aux medias en Europe., Controverses, défis et perspectives, edited by Paul Verniers, Bruxelles: EuroMeduc (2009) 143-51.

[9] Jenkins, H., Convergence Culture: Where Old and New Media Collide. New York: New York University Press., (2006a)

[10] Landry, N. and Basque, J., L'éducation aux médias: contributions, pratiques et perspectives de recherche en sciences de la communication. Communiquer. Revue de communication sociale et publique 15 (1) (2015a) 47–63.

[11] Landry, N., Pilote, A.-M., and Brunelle, A.-M., L'éducation aux médiasen tant que pratique militante :luttes et résistances au sein des espacesmédiatiques et de gouvernance. In: Les cahiers du Gerse (eds. M. Bonenfant, F. Dumais and G. Trépanier-Jobin),. Québec: Presses de l'Université du Québec., (2017) 119–139.

[12] Murthy, 2011 – Murthy, C.S.H.N. (2011). The dilemma of course content and curriculum in Indian journalism education: Theory, Practice, and Research, Asia Pacific Media Educator, University of Wollongong, Australia. [Electronic resource]. URL: https://pdfs.semantic scholar.org/b266/db42d0f87a8d52b591b93c0382f41e8fdb39.pdf.

[13] New London Group.A Pedagogy of Multiliteracies: Designing Social Futures," in Multiliteracies: Literacy Learning and the Design of Social Futures, ed. B. Cope & M. Kalantzis for the New London Group. London: Routledge, (2000) 9-38.

[14] Potter, J.W., Review of literature on media literacy. Sociology Compass 7(6)(2013) 417–435.

[15] Weabey, F.B., L'éducation aux médias : de l'ambiguïté du concept aux défisd'une pratique éducative. Saint-Denis: Editions Publibook., (2009).