

Australian media literacy: research + Advocacy

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WESTERN SYDNEY
UNIVERSITY



Institute for Culture
and Society



UNIVERSITY OF
CANBERRA

NEWS AND MEDIA
RESEARCH CENTRE



Digital Media
Research Centre

Media literacy — the ability to critically engage with media and media technologies in all aspects of life — is essential for full participation in society.



AMLA

AUSTRALIAN
MEDIA
LITERACY
ALLIANCE

A Cohesive Media Literacy Approach

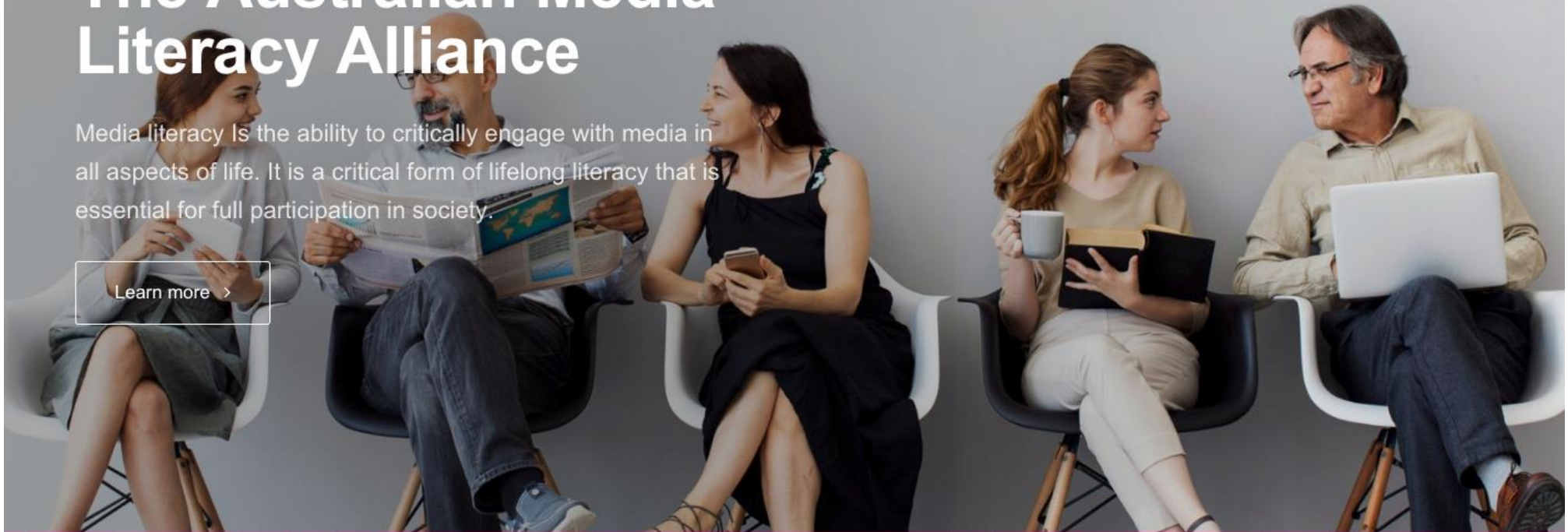
- A national peak body to build capacity and carry out research
- Guided by longitudinal research and evidence
- Media Literacy is in the national curriculum and high-quality teacher training is readily available
- Training for mediators: teachers, librarians, health workers, community leaders, social media influencers
- Organisations who can advance the media literacy of adults and children
- Media literacy is embedded in national government policy



The Australian Media Literacy Alliance

Media literacy is the ability to critically engage with media in all aspects of life. It is a critical form of lifelong literacy that is essential for full participation in society.

[Learn more >](#)



Who is the Australian Media Literacy Alliance?

The AMLA founding members represent a unique consortium of key public institutions and networked organisations who support and promote media literacy.

- ABC Education (ABC)
- Australian Centre for the Moving Image (ACMI)
- Australian Library and Information Association (ALIA)
- Museum of Australian Democracy (MoAD)
- National Film and Sound Archive of Australia (NFSA)
- National and State Libraries Australasia (NSLA)
- Queensland University of Technology (QUT)
- Special Broadcasting Service (SBS)
- Western Sydney University (WSU)



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Towards a National Strategy for Media Literacy

National Consultation Report

A Media Literacy Framework for Australia

Media literacy is the ability to critically engage with media in all aspects of life. It is a form of lifelong literacy that is essential for full participation in society.

Media literacy is required to:

- Receive, verify and share information
- Get help and advice when it is needed
- Conduct business and find work
- Learn and study
- Participate in communities
- Engage with our democracy
- Meet people, relax and be entertained
- Share ideas, knowledge, experiences and opinions
- Create engaging and effective media

10 Media Literacy Learning Outcomes

A media literate citizen:

REFLECTS

- 1 Reflects on their own media use.
- 2 Is curious about how media are made.

UNDERSTANDS

- 3 Knows that media influence and impact people and society.
- 4 Knows that a range of institutions impact media participation
- 5 Understands that media construct versions of reality.

USES

- 6 Uses technologies to consume and produce media
- 7 Can use and critique a variety of media formats
- 8 Communicates using the language conventions of a variety of media forms.

ACHIEVES

- 9 Successfully manages personal, social and public relationships using media
- 10 Confidently achieves personal objectives and goals through media

The Key Concepts

Frame the scope of learning



Media technologies are used to access, create and circulate media.

A media literate citizen: Uses a variety of technologies for media consumption and production, with awareness of the personal, social and ethical impacts of their choices.



Media representations portray people, places and ideas.

A media literate citizen: Engages with media representations with an understanding of how processes of selection and construction have been used to create stories according to particular points of view.



Media audiences are the people who use and respond to media.

A media literate citizen: Recognises their own role as an audience member across multiple media forms, and the processes used by media producers to invite particular consumption practices.



Media institutions are different types of organisations that produce, distribute, regulate and educate about media.

A media literate citizen: Understands that economic, social and ethical processes inform the production, distribution and regulation of media content.



Media languages create meaning, communicated through images, sound and text.

A media literate citizen: Uses and critiques media languages in images, sounds and text to communicate and analyse how meaning is constructed across multiple media forms.



Media relationships provide a key motivation for the production, use and circulation of media.

A media literate citizen: Is aware and critiques the various kinds of relationships that can be formed within and with various media forms.

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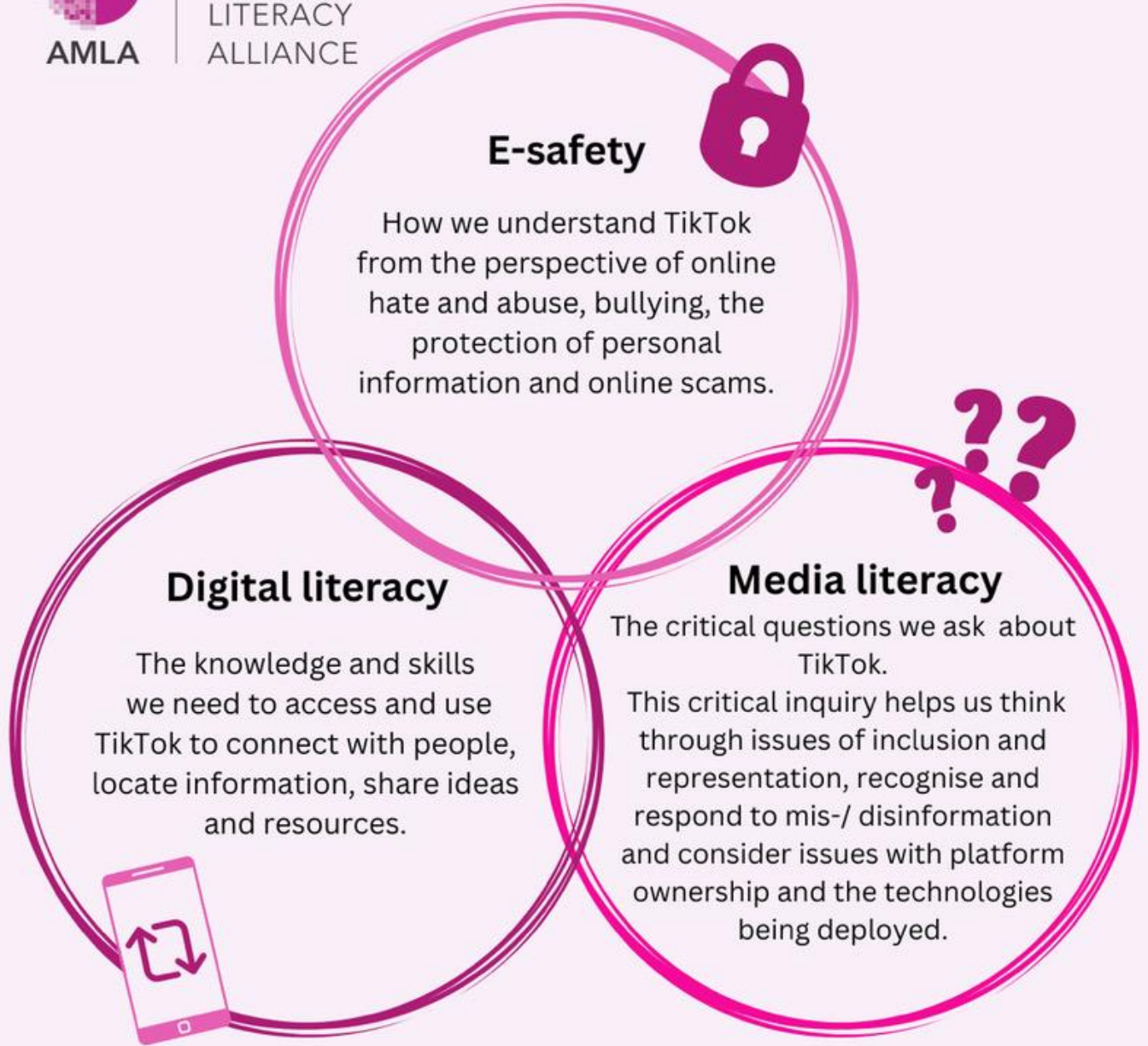
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How Media Literacy is Different: TikTok example

Media Literacy starts with the premise that media play an integral part in our lives and they can enable life **opportunities**. That's why all citizens need to be supported to develop their media literacy across their lifetime.



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Adult Media Literacy in Australia:

Attitudes,
Experiences
and Needs

Tanya Notley
Simon Chambers
Sora Park
Michael Dezuanni

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MEDIA LITERACY IN AUSTRALIA: A QUALITATIVE STUDY

Sora Park
Jee Young Lee
Susan Atkinson
Jing Su

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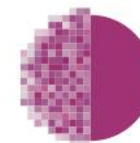
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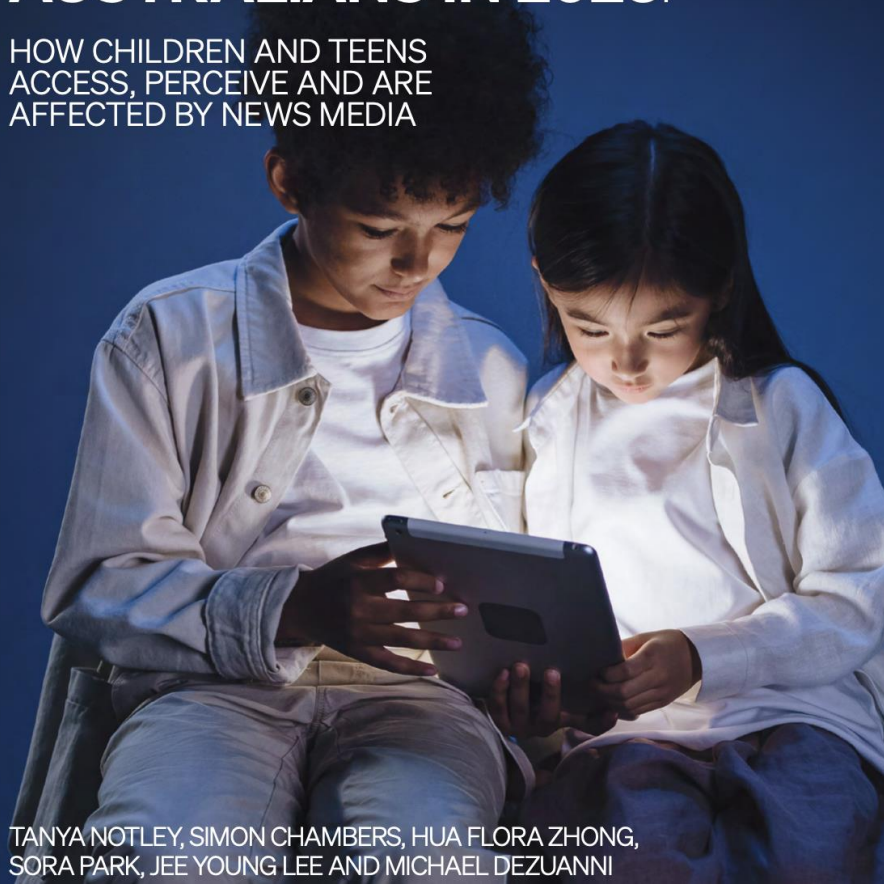
NEWS LITERACY AND AUSTRALIAN TEACHERS:

HOW NEWS MEDIA IS TAUGHT
IN THE CLASSROOM

MICHAEL DEZUANNI, TANYA NOTLEY, KRISTY CORSER

NEWS AND YOUNG AUSTRALIANS IN 2023:

HOW CHILDREN AND TEENS
ACCESS, PERCEIVE AND ARE
AFFECTED BY NEWS MEDIA



TANYA NOTLEY, SIMON CHAMBERS, HUA FLORA ZHONG,
SORA PARK, JEE YOUNG LEE AND MICHAEL DEZUANNI



THE INCLUSION AND REPRESENTATION OF YOUNG PEOPLE IN THE AUSTRALIAN NEWS MEDIA

TANYA NOTLEY, MICHAEL DEZUANNI, HUA FLORA ZHONG

ARC Linkage project

Media Literacy (2023-2025) :

A National Approach for
Cultural Institutions to Address Misinformation



Chief Investigators (CIs)



Associate Professor Tanya Notley – Project lead (FTE 0.3)

westernsydney.edu.au/ics/people/school_based_researchers/tanya_notley

- internationally recognised in the field of engaged practice-based media research
- leads the Platform for Civic Media Literacy, Institute for Culture and Society
- previously CI on two relevant ARC Projects, on data infrastructures (DP160103307) and on digital inclusion in low-income households (LP190100677)
- led eight media literacy research projects involving three national surveys and collaboration with more than 20 industry partners and worked with all the CIs and Partner Organisations (POs) in the past five years.

Professor Michael Dezuanni (FTE 0.2)

qut.edu.au/about/our-people/academic-profiles/m.dezuanni

- internationally recognised for his expertise in media literacy pedagogy
- investigates children's digital media literacies as CI at the ARC Centre of Excellence for the Digital Child
- previously CI on six ARC Linkage projects, leading two of these with a focus on adult digital literacies
- brings extensive experience working with industry partners including public cultural institutions and has worked with all the POs.



Professor Sora Park (FTE 0.2)

researchprofiles.canberra.edu.au/en/persons/sora-park

- leading international communications scholar, renowned for her research on media audiences and media policy
- brings extensive experience with large-scale surveys
- leads the annual survey *Digital News Report: Australia*
- works as Lead CI on directly related ARC Project, on the rise of mistrust in news (DP210100157).



Chief Investigators (CIs)



Dr T.J. Thomson (FTE 0.2)

qut.edu.au/about/our-people/academic-profiles/tj.thomson

- brings a depth of media industry experience as a former visual journalist and editor, and expertise from an international scholarship on visual media
- CI at the ARC Centre of Excellence for the Digital Child where he leads the News, Media, & Journalism Research Group
- CI on ARC Project (DP210100589) which seeks to amplify the voices of Australians living in aged care and includes a visual media analysis phase that he designed and leads

Associate Professor Heather Ford (FTE 0.2)

profiles.uts.edu.au/Heather.Ford

- with extensive global technology industry experience, CI Ford's research focuses on the social implications of media technologies and the ways in which they might be better designed to prevent misinformation, social exclusion, and algorithmic bias
- led five research projects that use digital methods to examine digital participation
- lead CI on an ARC Project (DP220100662) that investigates how knowledge of historic events is produced on Wikipedia.



Research Support

Postdoctoral Research Fellow (Postdoc)

- located within the Institute for Culture and Society (ICS), they will work closely with the CIs and POs. The Postdoc will have a PhD in a relevant area such as media literacy or adult education and extensive experience with survey analysis.

PhD Scholar(s)

- WSU will offer a scholarship located at ICS, supervised by CI Notley and supported with training and mentorship to undertake an independent (but aligned) research project. All CIs will promote and support project-aligned applications to the annual post-graduate scholarship opportunities offered by their respective universities.

2021

Adult media literacy survey 2021

N=3,500+
nat rep plus
boosters

2024

Adult media literacy survey 2024

Recontact
50-70% response
N-2000 to 2500

Send selected
invitations
N=60

Send selected
invitations
N=20

Activity-based survey

Mobile diary

Interviews

2027

Adult media literacy survey 2027

Co-Designed interventions

PROJECT INITIATION MEETING

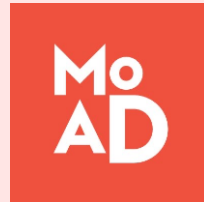
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Partner Organisations (POs)



Principal Investigator (PI)
Patrick McIntyre,
Chief Executive
Officer, National Film
& Sound Archive



Stephanie Smith,
Learning Manager,
Museum of Australian
Democracy



Annabel Astbury,
Head, Education,
Australian
Broadcasting
Cooperation



Cathie Warburton,
Chief Executive Officer,
Australian Libraries and
Information Association

Expert Advisory Group

- **Joel Breakstone**, Director of the Stanford History Education Group in the USA. Joel will attend Workshop 1 to support survey design and share his course design and evaluation approaches.
- **Paul Mihailidis**, Director of the Engagement Lab at Emerson College, Boston, USA. Paul will attend Workshop 2 to introduce his 'Impactful Media Literacy Practices Toolkit' and support this Project's toolkit development.
- **Stephanie Hankey**, Executive Director of Tactical Tech in Germany. Stephanie will attend Workshop 3 to share her experience of leading large-scale public engagement projects.
- **Solomon Elliot**, Executive Director of The Student View in the UK. Solomon will attend Workshop 4 to share his experience engaging journalists and educators.