Baltic Engagement Centre for Combating Information Disorders

BECID

Teaching Media Literacy At School As An Interdisciplinary Objective

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The report is one of five literature reviews by BECID aimed at highlighting different aspects of research relevant to the EDMO network. Find all on our website.

Introduction

In **the Estonian context, the debate on misinformation's destructive impact on society started in 2006 and 2007** in connection with the public debate on removing the World War II monument (also known as the "**Bronze Soldier Campaign**") from Tallinn. The cyber-attacks on Estonia's critical infrastructure that followed the monument's removal were unprecedented locally and globally (Tamm, 2012). The following 15 years will be momentous regarding the spread of global disinformation. Significant events included **Russia's invasion of Georgia (in 2008) and Ukraine (2014), Brexit (2016), as well as Donald Trump's election campaign (2016)**. In 2019/2020, we witnessed the spread of misinformation related to the COVID-19 pandemic, followed by the war in Ukraine in February 2022. On the one hand, these events created a need to increase societal resilience to misinformation, inevitably accompanied by a debate on the effectiveness of different measures to help maintain social order.

From a societal point of view, educational policy measures to counter misinformation are long-term and do not have an immediate impact. The debate on these measures occurs both inside and outside the educational field. In the definition of the Estonian Ministry of Education and Research, the teaching of media literacy at school is, above all, a broad-based task:

> *...to support and develop students' development as people who adequately perceive the surrounding information environment, can critically analyse and evaluate textual, pictorial, figurative and orally presented content, are aware of societal, ethical norms and can create content in compliance with them (Ministry of Education and Research 2023a).*

The need to teach media literacy at school in an interdisciplinary way has been discussed in Estonia since at least the 2011 revision of the national curriculum for primary schools (Official Journal, 2011). Various reports on this topic have been published since then, and there is an ongoing corresponding committee at the Ministry of Education and Research (see Ministry of Education and Research 2023b, 2023c). In this part of the report, we focus on how the 'interdisciplinary' approach to media literacy in science literature has been reflected in the last decade (2013-2023), focusing on its teaching in general education schools. Above all, we are interested in what concepts are used to define interdisciplinary media literacy and to what extent there is overlap. This works as a complimentary supplement to the work done by national authorities but should also be of interest to current and future educators.

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Research Questions And Method

Our starting point is the understanding that **there are different interpretations and conceptualisations of interdisciplinarity in media literacy teaching and learning**. In order to obtain a representative view of the different approaches to interdisciplinary media literacy teaching, we searched three major international research databases: Web of Science, Ebsco and Scopus. The following combinations of search terms and keywords were used: "interdisciplinarity + media literacy in education", "media literacy studies", "media literacy + pseudoscience", "media literacy + science denial", "media literacy + science literacy/science denial", "media literacy + social studies", "media literacy + media manipulation", "media literacy + teacher training", "media literacy + confidence in recognising disinformation", "media literacy + intervention". The keywords were defined to map the field as broadly as possible.

Two researchers, who saved the results as .ris files, independently searched the databases, yielding a total of 5574 articles. To typologise and code the articles, we used an online tool provided by Rayyan.ai. A three-step review of the articles was also performed in the Rayyan environment: 1) a primary review by the researcher, which distinguished between thematically appropriate and inappropriate articles, 2) a blind review by the co-investigator, which provided a comparative rating of the collected articles, and 3) a review of the articles with mutually different ratings, which resulted in a final consensus sample. In the final sample, 180 articles were screened.

In analysing the selected articles, we proceeded from our initial assumption that an interdisciplinary approach to media literacy teaching involves different conceptual approaches of different authors and that there is some overlap in the concepts used to define interdisciplinary media literacy. There are different justifications for an interdisciplinary approach to media literacy and many differences in how students' participation in interdisciplinary learning is perceived.

Using the close reading method, we identified two main axes. These are:

1. the functional axis, which describes the objectives of media education, i.e. the conceptualisation of media literacy education on the scale of protection ← → empowerment, and
2. the instructionist axis, that describes the learning approach on the scale critical ← → traditional.

The scale of protection vs empowerment describes the view of the objectives of media education - whether the emphasis is on protecting learners from various threats (from cyberbullying and identity misuse to health disinformation) or rather on empowering students to act in the media environment and making their voices heard. Protection-focused

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approaches to media literacy education assume that the central task of media education is to protect students - but also society - from the threats posed by the information environment by imposing different rules on the environment and by developing the skills needed to cope with situations of information corruption, such as criticality of sources, ability to identify misinformation, etc. Media literacy education is not only about protecting students but also about protecting society from the threats posed by the information environment. By contrast, approaches that focus on empowering media literacy treat the media as an opportunity rather than a threat, including as a way of making one's voice heard in the media environment. Thus, it can be said that approaches that focus on protection focus on the role of the student as a recipient of media content. At the same time, approaches that focus on empowerment also emphasise the role of the student as an active content creator.

The critical vs traditional scale describes different approaches to learning. The “traditional” is the instructional approach to learning, where the student is treated as a recipient of knowledge. The critical approach treats students as co-constructors of knowledge in dialogue with the teacher.

With these two axes describing media literacy's objectives and learning approaches, we have created a conceptual space where the different concepts that describe media literacy are situated. It should also be noted that the concepts placed on these axes and the distances between the concepts are not absolute but indicative.

Protection And Empowerment, Critical Approach Vs Traditional Approach - Empowerment Or Protection?

One important axis to distinguish between the articles reviewed is whether the central aim of developing media literacy should be to 'protect' students (a protectionist approach) or to 'empower' them.

In themselves, the two objectives are not necessarily mutually exclusive. For example, the acquisition of strategies for recognising disinformation, which implies an emphasis on the protective function of media literacy, can also empower individuals to make better choices (e.g. health, politics, etc.). However, there is a long-standing debate in the literature about these two perspectives - empowerment and protective functions (Hobbs, 2017). This distinction goes back to the critique of the 'culture industry' by critical theorists of the first half and middle of the 20th century to push the 'masses' into 'passivity'.

As Potter (2022) points out, this distinction was critically developed by the Brazilian educational innovator Paolo Freire in his Pedagogy for the Oppressed (1970), in whose view much of media education at the time was controlled by elites who wanted to protect 'high culture', and who, in his next book, Education for Critical Consciousness (1973), stressed that media education must empower people by helping them to make media choices and by enabling them to interpret media content in ways that help people to improve their lives.

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The same debate on protection and empowerment continues in today's debates on children's and young people's media consumption and media education and policy. Children's susceptibility to advertisements and messages has been a long-standing concern for media literacy promoters (Hobbs, 2017), and several national and international regulations and recommendations have been adopted to protect children and young people from their effects (for example, the WHO recommendations on the marketing of unhealthy food to children is a recent example).

"The 'protective' approach sees the development of media literacy as aiming to protect learners from, for example, disinformation, health misinformation (Southwell et al., 2019), identity theft, cyberbullying, as well as physical and psychological problems associated with the overuse of devices, such as obesity, internet and gaming addiction or social isolation, and the negative mental health effects of cyberbullying and bullying (Falloon, 2020; Khan et al. 2020). In addition to the need to protect individuals from the dangers of information corruption, the 'protective' approach sees media education as an opportunity to protect society from the negative consequences of the spread of disinformation and misinformation on the culture of public debate.

For example, Damico, Baildon and Panos (2018) highlight the need for teachers' media literacy skills in the context of climate change and related misinformation. "The 'harmful' influences from which people need protection, according to the protectionist paradigm, can also be, for example, stereotypes in the media that reproduce prejudices. Thus, protectionist paradigms of media education also offer important perspectives on how “media and technology shape and reflect cultural values, including people's views on violence, sexuality, gender and consumer culture” (Hobbs, 2017). As Kellner (2005) notes, "Individuals are often not aware that they are being educated and constructed by media culture, as its pedagogy is frequently invisible and unconscious."

Policy-makers from a defensive paradigm may be tempted to treat media education as a 'protective graft' (Potter, 2017) that helps to create 'antibodies' to cope with information hoarding. However, this is too narrow an approach. Media literacy is closely linked to critical thinking more broadly and should not be seen merely as a 'cure that solves the problem of "fake news"' (De Abreau, 2019).

"Alongside the 'defence' paradigm, media literacy is conceptualised within an 'empowerment' paradigm. Hobbs (2017) describes the empowering perspective as “focusing on the competencies that enable people to access, analyse and create media”.

UNESCO's Five Laws of Media and Information Literacy (MIL) emphasises the empowering role of media literacy. Law Two of this document states: "Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is equally for all - women and men - and a nexus of human rights." (It should be noted here that UNESCO has advocated for introducing media education in the education system since 1982, when the Grünwald

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Declaration was adopted. This declaration recommends that media education begin as early as primary education, aiming to develop responsible citizens and promote 'a critical understanding of the phenomenon of communication'.)

The empowering paradigm does not consider learners/media consumers as mere recipients of the communication process, whose role in media consumption is at best limited to the critical decoding and evaluation of material but also values the role of learners as communicators. This implies, among other things, the development of media content creation skills. As Kellner and Share (2005) point out, this can empower and give voice to underrepresented or misrepresented groups in the media, primarily through the learning process.

In some official documents and reports, 'advocacy' is treated as part of 'empowerment'. For example, the Council of the EU review 'Mapping of media literacy practices and actions in EU-28' states that one of the objectives of developing media literacy can be to 'empower children to move around the internet in a more informed and therefore safer way' (2016).

'Empowerment' is also referred to by UNESCO (2021) in its media and information literacy curriculum as a factor that enables people to 'understand the positive things they can do through media and digital tools, thereby promoting the online environment and contributing information for the public good'.

The 'empowering' paradigm of media education can be understood in a narrow and broad sense. In the narrowest sense, it involves the development of competencies to access, work with and evaluate the information they need (Falloon, 2020). In the broadest sense, it involves the development of learners as good 'global citizens' (Casey, 2013).

In short, this axis reflects different understandings of the aims of media education - one side (protection) sees the learner as someone who, through media education, primarily needs protection from a range of threats (disinformation, online fraud, manipulation, implicit media stereotyping, etc.). The second pillar (empowerment approach) emphasises the importance of developing skills in media education to help people navigate media content and make their voices heard as citizens, including those of marginalised groups.

Critical (Constructivist) And Traditional (Instructional) Approaches To Learning

The second axis, used to systematise interdisciplinary approaches to media literacy, describes the learning approach.

In education, two well-known views on the learning approach derive from general rules and basic principles of learning and teaching (Vinter, 2017). These are instructionalism as an educational application of objectivism and constructivism as an educational application of

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subjectivism (Jonassen, 1991; Vinter, 2017). Traditional epistemology views knowledge as objective, while constructivist epistemology views knowledge as a person's subjective understanding and comprehension (Vinter, 2017).

Instructionalism, as a term, is derived from the assumption that the main activity in the classroom is instruction by the teacher (Vinter, 2017). Brazilian educational innovator Paolo Freire has called the same approach the 'banking concept of education' - teachers 'deposit' knowledge in students, with the teacher as the subject of education and students as the objects (Lamkins, 2023). In traditional classrooms, teachers are more likely to use the lecture form, which, in addition to being cost-effective, is an effective form of teaching, especially in large classrooms (Gonzales & Wilkinson, 2014; cited in Vinter, 2017.

The instructionalist view of learning is also described by many other terms such as teacher-oriented classrooms (Vinter, 2017), prescriptive approach to teaching (Gonzales and Wilkinson, 2014, cited in Vinter, 2017), etc. In our axis, we use the term traditional learning approach to refer to this approach.

While objectivism's central emphasis is on the object of knowledge, constructivism focuses on how we construct knowledge - the latter does not imply that constructivism denies the existence of external reality but refers to the notion that everyone constructs his or her reality by interpreting perceived experiences from the external world (Jonassen, 1991). In the case of education, this distinction implies that. In contrast, the instructionalist or traditional approach seeks "to map the structure of the external reality onto learners, constructivists recommend that we help them to reconstruct their own meaningful and conceptually functional representations of the external world" (Jonassen, 1991).

This approach to learning, which contrasts with the traditional (or instructional) approach, has been called both constructivist and critical pedagogy. Without going into detail here on the history of constructivist learning and critical pedagogy development, we will note that they have a solid common ground. In our axis, we use the term 'critical' as the opposite of the traditional approach to learning.

One of the central features of critical/constructivist pedagogy is a dialogical relationship between teacher and learner (Park, 2023), with students as co-constructors of knowledge so that the classroom is a model of democracy rather than a place where information flows from one direction to another (Bogdan, 2023).

In doing so, the critical approach does not simply involve changing the hierarchical relationship between teacher and student but also prioritising social justice, promoting awareness of power relations, and valuing learners' voices and experiences (Bogdan, 2023).

According to Kellner and Share (2019), critical media literacy 'not only teaches students to learn about the media, resist media manipulation, and use media in constructive ways but also engages in the development of capacities that help shape responsible citizens who are

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motivated and competent participants in socio-political life'. According to the same authors (2019), 'critical pedagogy' representatives can 'empower students to become citizens in a complex, changing, challenging world'.

Fundamental Concepts Of Interdisciplinary Media Literacy

Key concepts are conceptual terms that summarise a particular perspective from which interdisciplinarity is defined. Four main approaches can be distinguished in conceptualising media literacy.

One of the most common approaches considers media literacy from a general paradigm without going into too much detail in its definition. For example, the text entitled "McLuhan's Challenge to Critical Media Literacy: The City as a Classroom Textbook" (Mason, 2016) allows us to situate the text in question within our framework on the axis describing both its social functions (empowerment/protection) and its learning approach (critical/traditional).

Often, our object (media literacy) is reconceptualised by replacing it with another concept, e.g. media literacy as a social process: "Media education and media literacy: Conceptualising the significance of critical and twenty-first-century literacies in media education" (Chanda, 2017). Such approaches generally offer a broader view of media literacy development. They can be described in terms of their social functionality as well as in terms of a specific learning approach.

Depending on the field, this may involve a conceptual specification, e.g. media literacy and sustainability: 'Greening the Mediapolis with media literacy' (López, 2014), the inclusion of which generally also implies an interdisciplinary starting point. This is a relatively narrow approach to interdisciplinarity in our context, primarily described along the so-called axis of functionality (empowerment/protection).

A fourth (and slightly less common) approach is to situate the object in question (media literacy) within some other field, where it is defined as a quality that makes sense of the field in question, e.g. media literacy in the family: "Importance of values education in the dimension of social studies course and effects of media on values" (Alimcan and Altunay, 2017). In this case, too, it is inevitably an interdisciplinary view, as both concepts, e.g. “family” and “media literacy”, are opened up in a new way, relating them to other concepts outside their traditional boundaries. At the same time, such a definition of media literacy generally offers a narrower perspective, which also needs to show a general context to be defined. Such perspectives are generally definable primarily along the descriptive axis of learning approaches

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(critical/traditional or instructional). However, there is one crucial exception: opening up the notion of media literacy in multicultural contexts is primarily concerned with empowering students to cope with the potential dangers they face in the information environment. For a more detailed overview, see Table 1.

CRITICAL MEDIA LITERACY (CML) AT SCHOOL

(1) High-quality media education means, first and foremost, the development of critical thinking from a student-centered approach to learning, because critical thinking and media literacy are interlinked.
(2) Reduction of unscientific beliefs (conspiracy theories, irrational health beliefs, etc.) among teachers, as much research indicates that critical thinking is negatively correlated with the tendency to adopt unscientific beliefs.

ML AND SCIENTIFIC REASONING

(1) science denial
(2) critical energy- and climate literacy
(3) importance of storytelling in format of scientific reasoning
(4) the role of teachers as "brokers" of science-related narratives(5) storytelling in teaching and learning ML
(6) media literacy in different classrooms

CML AND CIVIC PARTICIPATION

(1) arguments in favor of civic literacy and their use in debates
(2) the functioning of civil society in the era of digital platforms
(3) supporting students' coping when exposed to different forms of misinformation
(4) some specific attention to different forms of discrimination (racial, gender, sexual, age, etc.) that require knowledge of the functioning of civil society.

ML AND SUSTAINABILITY

(1) media literacy in family
(2) media literacy as a social process
(3) media literacy and media ecologies
(4) media literacy and innovation models
(5) media literacy and social transformation / transformative ML as an enabler of different

DIGITAL LITERACIES

(1) critical media literacy and digital ethics
(2) 'new media literacy', media competence and development of the technologies of education
(3) media literacy and cyber violence
(4) social media literacy
(5) media education in the age of digital capitalism
(6) data literacy / big data analytics and media literacy

ML IN A MULTICULTURAL CONTEXT

(1) a more general approach, that relies Richard Hoggart's classic work The Uses of Literacy (1957), i.e. Pete Bennett's (et al) book on "The uses of media literacy" (Bennett et al 2020), where they apply Hoggart's framework to media literacy today, examining media literacy's various uses.
(2) Multicultural approaches to teaching media literacy as a task that involves the development of critical thinking skills.
(3) Thirdly, there is a separate area of the discussion of multicultural issues in cosmopolitan contexts. This area includes global themes such as poverty, global water and sanitation, climate change, etc.

MULTIDIMENSIONAL ML

(1) A semiotic discussion over the language's power as a dominant means to express meanings.
(2) Also it is worth mentioning an approach to 'media literacy' as a metaphor that explains media as environment and ecosystem having a linguistic origin.
(3) Thirdly, there is the concept of multiliteracies that stresses the importance of different modalities that media literacy embraces: different ways of articulating the linguistic, visual, audio, spatial, and gestural dimensions in digital culture.
(4) Fourth: beyond linguistics there is the discussion on educational policies and the prospects of education in the conditions of the rapidly evolving mediascape.

Table 1

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1. Critical Media Literacy At School

In the general context of school education, we highlight two key aspects:

(1) High-quality media education means, first and foremost, the development of critical thinking from a student-centred approach to learning because critical thinking and media literacy are interlinked; only an individual who is used to thinking critically will be able to orientate himself in a media space characterised by information overload. "Critical thinking should not be a means to an end in education, but a goal for all education and teaching" (Huljevi and Cikovaci, 2018). This debate concerns the various teacher training programs, the development and justification of best practices, the development of learning games, and educational regulation.

(2) Reduction of unscientific beliefs (conspiracy theories, irrational health beliefs, etc.) among teachers, as much research indicates that critical thinking is negatively correlated with the tendency to adopt unscientific beliefs (Pennycook, Cheyne, Seli, Koehler, & Fugelsang, 2012; Swami, Voracek, Stieger, Tran, & Furnham, 2014).

Media education, therefore, plays a crucial role in the development of critical thinking among students as well as teachers, which is essential for navigating the information overload of the media space. Specifically, reducing unscientific beliefs among teachers is necessary to promote critical thinking in the classroom. The importance of critical thinking and how it can be fostered cannot be understated in the general population, either.

2. Critical Media Literacy And Civic Participation

The issue of civic education and civic responsibility certainly outweighs the 17 articles cited in our sample. First, this area deserves to be highlighted because a separate term, civic literacy, has been coined to describe the relationship between civic development and media literacy (Flornes 2017). We highlight five of the focuses in this area:

- Arguments in favour of civic literacy and its use in debates (Manfra and Holmes, 2020).
- The functioning of civil society in the era of digital platforms (Martens and Hobbs, 2015),
- supporting students' coping when exposed to different forms of misinformation (Hodgin and Kahne 2018).
- Some specific attention to different forms of discrimination (racial, gender, sexual, age, etc.) that require knowledge of the functioning of civil society (social values, civic engagement, sustainability and resilience) to unpack (Lauricella et al. 2020; Rasi et al. 2019).

Several research gaps could be explored further in this category, and most of the literature is relatively new, indicating a possibility of a growing trend.

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3. Media Literacy And Scientific Reasoning

Thirteen articles in our sample focus on the *scientific* aspects of teaching media literacy from an interdisciplinary perspective. As in the previous case, the scope of this area is much broader. In addition to the articles that predominantly focus on the science-related aspects of ML, some areas do not necessarily mention science but are still tightly related to this context.

Among other focuses, we point colleagues to the discourses of:

- science denial (Björnberg et al., 2017),
- critical energy- and climate literacy (Damico et al., 2018),
- the importance of storytelling in the format of scientific reasoning (Ranieri and Bruni, 2018),
- the role of teachers as “brokers" of science-related narratives (especially concerning teaching social history needs to be stressed that there has been little attention paid to how the dissemination of select news information regarding the recent past influences how history is taught in schools (Higdon, Huff and Lyons, 2021),
- storytelling in teaching and learning ML, e.g. documentaries, film-making in general (Vivitsou et al., 2017),
- media literacy in different classrooms, e.g. biology, chemistry, physics, etc. (Janks, 2014).

There are materials in the MIL section of the BECID website on several of the above.

4. Media Literacy And Sustainability

Sustainability here is meant as a broader context of interdisciplinary media literacy. Sustainability as an aspect of ML was brought up in 6 articles in relation to topics such as “Program sustainability through interdisciplinary networking: on connecting foreign language programs with sustainability studies and other fields” (Melin, 2014) or “Greening the Mediapolis with media literacy” (Lopez, 2014). On the other hand, *sustainability* as a conceptual framework is much broader. In our framework, it involves topics such as:

- media literacy in the family (Alimcan and Altunay, 2017; Pérez-Escoda et al., 2017),
- media literacy as a social process (Manca et al., 2021),
- media literacy and media ecologies (Higdon et al., 2021),
- media literacy and innovation models (Forgó, 2013) and also:
- media literacy and social transformation / transformative ML as an enabler of different functionalities/roles of citizenship (Forsman, 2020).

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Initial results suggest a gap in the potential limitations of interdisciplinary networking and its impact on sustainability in media literacy or the possibilities of conflicting goals and priorities among different fields involved in sustainability work.

5. Media Literacy In A Multicultural Context

As we look at our binary 'protection' vs 'empowerment', the concept of media literacy in multicultural contexts characterises the empowerment end of it. I.e., the empowerment strategies of the related stakeholders (45 articles related to 'cultural' issues in our context of interdisciplinary media literacy, i.e. 25% of the sample). The issues teachers face in multicultural contexts are similar to those we pointed out about sustainability. However, multiculturalism has to be stressed separately, as it seems to be a focal point for many approaches. Three main directions need to be pointed in this context: first, a more general approach that relies on Richard Hoggart's classic work The Uses of Literacy (1957), i.e. Pete Bennett's (et al., 2020) book "The Uses of Media Literacy", where they apply Hoggart's framework to media literacy today, examining media literacy's various uses, the tensions between them and what this means for people, communities and the contemporary configurations of social class.

Second, multicultural approaches to teaching media literacy as a task that involves the development of critical thinking skills (Godhe, 2019; Yıldırım, 2015). Also, there is a niche to talk about 'habitus' and 'cultural habits' in the context of interdisciplinary media literacy, which falls into the category of multicultural approaches, as it explores how selecting critical thinking, self-regulation and communication as crucial competencies can contribute for coping with an immersive media experience (Bonacho and Santos, 2022).

Thirdly, there is a separate area of the discussion of multicultural issues in cosmopolitan contexts. This area includes global themes such as poverty, global water and sanitation, climate change, and cross-cultural exchange. This theory-into-practice approach attempts to enable teachers to facilitate collaborative inquiry projects with their students (Spires et al., 2019; Bean, 2015).

6. Digital Literacies

As we move on to different subcategories of interdisciplinary media literacy, they are all closely related to various aspects of "critical thinking". The development of digital literacies includes all aspects of critical media literacy as we defined it above; there is a presence of various digital contexts. The prefix 'digital' occurs in 71 articles, 39,4% of our sample.

As follows, we point out some areas of interest that seem to be more relevant than others:

- critical media literacy and digital ethics (Luke and Sefton-Green, 2018),
- 'new media literacy', media competence and development of the technologies of education (Caldeiro-Pedreira, 2019),

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- media literacy and cyber violence (Nagle, 2018),
- social media literacy (Wusylko et al., 2022),
- media education in the age of digital capitalism (Buckingham, 2020),
- data literacy / big data analytics and media literacy, i.e. how to read big data visualisations? (Lacković, 2020).

7. Multidimensional Media Literacy

The angle of 'multidimensionality' stresses technological and linguistic dimensions that need to be improved to develop (digital) media literacy (Caldeiro-Pedreira, 2019). Three essential linguistic aspects need to be pointed out in relation to multidimensional literacy:

(1) A semiotic discussion over the language's power as a dominant means to express meanings. In this context, special attention is paid to multimodal communication as a norm in the modern era of communication and the internet. Diverse forms of media are combined in different ways to create new meanings (media language and/or visual grammar). Also, there is a remarkable increase and diversity in different forms of representation other than written or spoken language that also brings along changes in the field of literacy (Saçak, 2019).

(2) Also, it is worth mentioning an approach to 'media literacy' as a metaphor that explains media as an environment and ecosystem with a linguistic origin. This approach suggests that media literacy is a much broader field than just about "literacy" (Mason et al., 2021).

(3) Thirdly, the concept of multiliteracies stresses the importance of different modalities that media literacy embraces: different ways of articulating the linguistic, visual, audio, spatial, and gestural dimensions in digital culture. This framework highlights convergence in learning experiences undertaken in formal and informal contexts (Fantin, 2013).

(4) Fourth: beyond linguistics, there is the discussion on educational policies and the prospects of education in the conditions of the rapidly evolving mediascape. This is the level of meta-analysis and self-reflection, where authors discuss the challenges and opportunities of media literacy via literature reviews and policy analysis (Gavrila, 2018; Martínez-Bravo et al., 2020; Wuyckens et al., 2022).

Discussion And Conclusions

To conclude this overview, we highlight the main findings. We started this review by describing the imaginary space of interdisciplinary media literacy through the oppositions of traditional/instructive vs critical and empowering vs protective.

Four main approaches can be distinguished in conceptualising media literacy:

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1. One of the most common approaches considers media literacy from a general paradigm without going into too much detail in its definition. A general approach allows us to situate the text within our framework on the axis describing its social functions (empowerment/protection) and its learning approach (critical/traditional).
2. Often, our object (media literacy) is reconceptualised by replacing it with another concept, e.g. media literacy as a social process. Such approaches generally offer a broader view of media literacy development. They can be described in terms of their social functionality as well as in terms of a specific learning approach.
3. Depending on the field, this may involve a conceptual specification, e.g. media literacy and sustainability. This is a relatively narrow approach to interdisciplinarity in our context, primarily described along the so-called axis of functionality (empowerment/protection).
4. A fourth and slightly less common approach is to situate the object in question (media literacy) within some other field, where it is defined as a quality that makes sense of the field in question, e.g. media literacy *in* family, media literacy *in* a multicultural context.

Our analysis highlighted critical media literacy in schools as the most general and widespread focus of interdisciplinary development. As necessary, but at the same time receiving much less attention, there follow the different foci of 'civic participation', 'scientific reasoning', 'sustainability', 'multicultural contexts', 'digital literacies' and 'multidimensional literacies'. Placing these areas of close reading on this axis, the picture might look something like the one shown in Figure 1.

Looking at the texts published in the last ten years focusing on interdisciplinary media literacy, it can be seen that critical and digital approaches predominate. The so-called traditional (previously also defined as instructive) approach is relatively under-represented. This is probably the most important observation about what is happening in this field.

The debate on critical media literacy in our conceptual space is divided into two fields. Most of the discussion takes place on the empowering/critical axis, with all seven domains we have described sharing common ground with this space. Discussions on different digital media literacies and those valuing scholarship and sustainability are more represented here.

On the diagonal, this conceptual space is contrasted with the protective's traditional/instructive and descriptive space. This is where we situate, notionally, some of the texts that represent debates on civic participation and multi-dimensional media literacy. Theoretically, it is also possible to place in this space some texts that explore the role of scientific argumentation in the development of interdisciplinary media literacy. This is, above all, a possibility that is difficult to imagine, for example, in a debate focusing on cultural aspects of media literacy. The discussion on the cultural aspects of media literacy was partly

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placed in an instructive space, given that there are also best-practice research papers that describe solutions that work in practice.

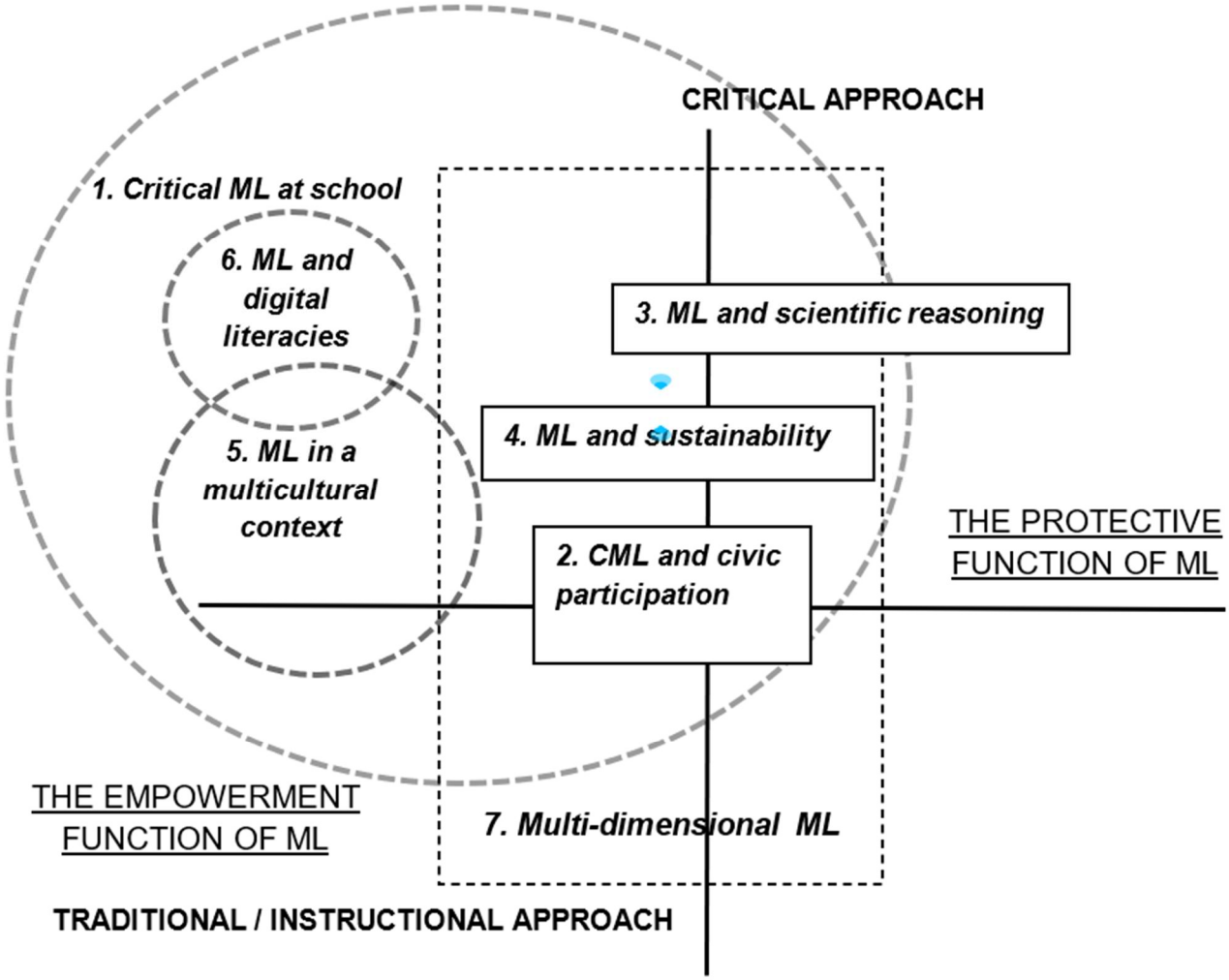

Figure 1

Looking at the other two spaces in our framework (diagonal from bottom left to top right), it is difficult to imagine that any text presenting an interdisciplinary media literacy topic could be placed solely in the critical/protective or instructive/critical framework. Both types of texts would not theoretically fit into the scientific genre. By broadening the focus of our study, it would be possible to include a variety of ideological texts and approaches, research reports with a specific focus and applied value, and bills and their justifications. In this sense, the theoretical framework presented in this report can also be seen as a universal space in which various other genres also fit in addition to scientific texts.

In the long term, it would be worth paying attention to adjacent areas that are out of focus today. These are the various philosophical aspects of media literacy which, although outside

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the interdisciplinary debate, are equally important. In our framework, they potentially sit under the heading of 'multimodal media literacy' but could also potentially form a completely separate set of texts, depending on the development of technology and learning methodologies.

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