

Promoting Media and Information Literacy in Hong Kong: A Network Model Strategy

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2012

Purpose of the Paper

- ◆ Put forward “Network Model Strategy” to promote MIL in schools and the community in Hong Kong



Why Is MIL Needed in Hong Kong?

HK as Regional Communication Hub

- ◆ A media-saturated, technologically well-developed city
 - 19 daily newspapers
 - 100 international media organizations are based here
 - 200 satellite TV stations are uplinked
 - Broadband penetration rate is 85% (household) and 100% (business premises)



- Mobile phone penetration rate is over 200%
- 9,100 public Wi-Fi hotspots (world leader in the provision of public Wi-Fi infrastructure)



Marching into Web 3.0 Era

- ◆ In four years time, Hong Kong → Web 3.0
- ◆ Read-write-execute Web
- ◆ Most of the people in Hong Kong: get connected

→ need MIL



Moving into Knowledge Society

- ◆ Hong Kong: A dynamic business city
- ◆ Timely, untainted and varied information is needed to make rational and educated business decisions
- ◆ Financial services, trade and logistics, business services and tourism: major industries in HK – forming the backbone of the local knowledge economy



- ◆ Information is a currency – keep that currency flowing rapidly and freely
- ◆ Safeguarding freedom of speech and cultivating media-and information-literate citizens are regarded as vital to HK's development

Net Generation and Mobile Generation



Educational Reform

- ◆ New school curriculum → preparing students to be competent knowledge workers

- ◆ To learn how to learn

- MIL: 21st century skill



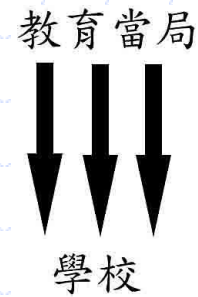
The Media Education Net

The Media Education Movement in HK

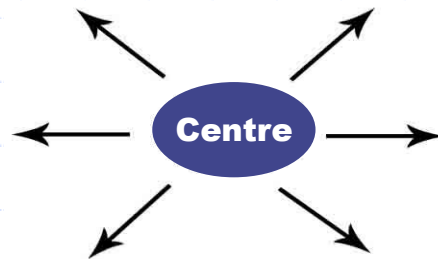
- ◆ A bottom-up social movement, media education, emerged in Hong Kong
- ◆ 1997 handover → 2012

The Unique Development Model

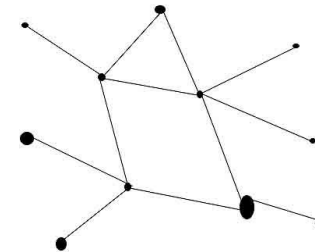
◆ Not “Top-down”



◆ Not “Spoke-wheel”

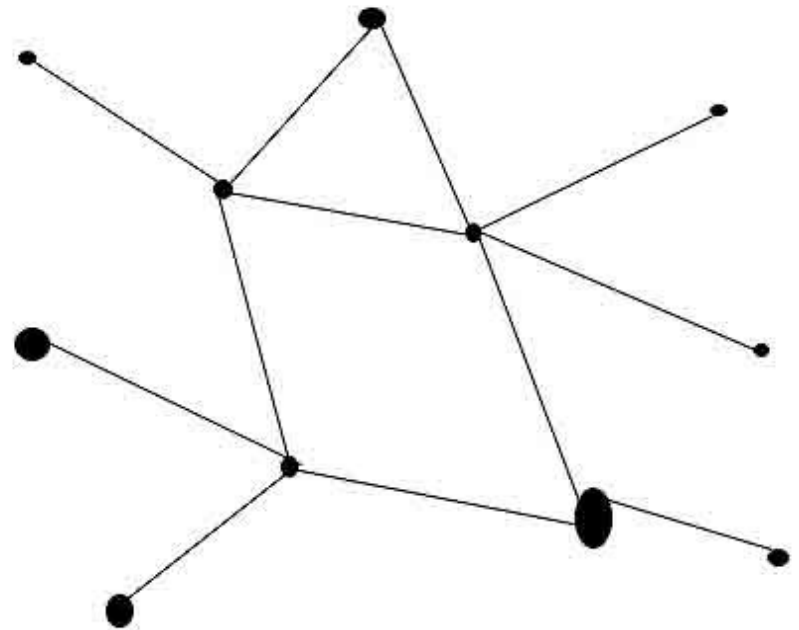


◆ A “Networking Model”



◆ Network Model :

- A multi-source voluntary grassroots movement and it expands more like a network
- Participants are like individual nodes on the net
- The big nodes serve as network hubs, giving support to the smaller nodes



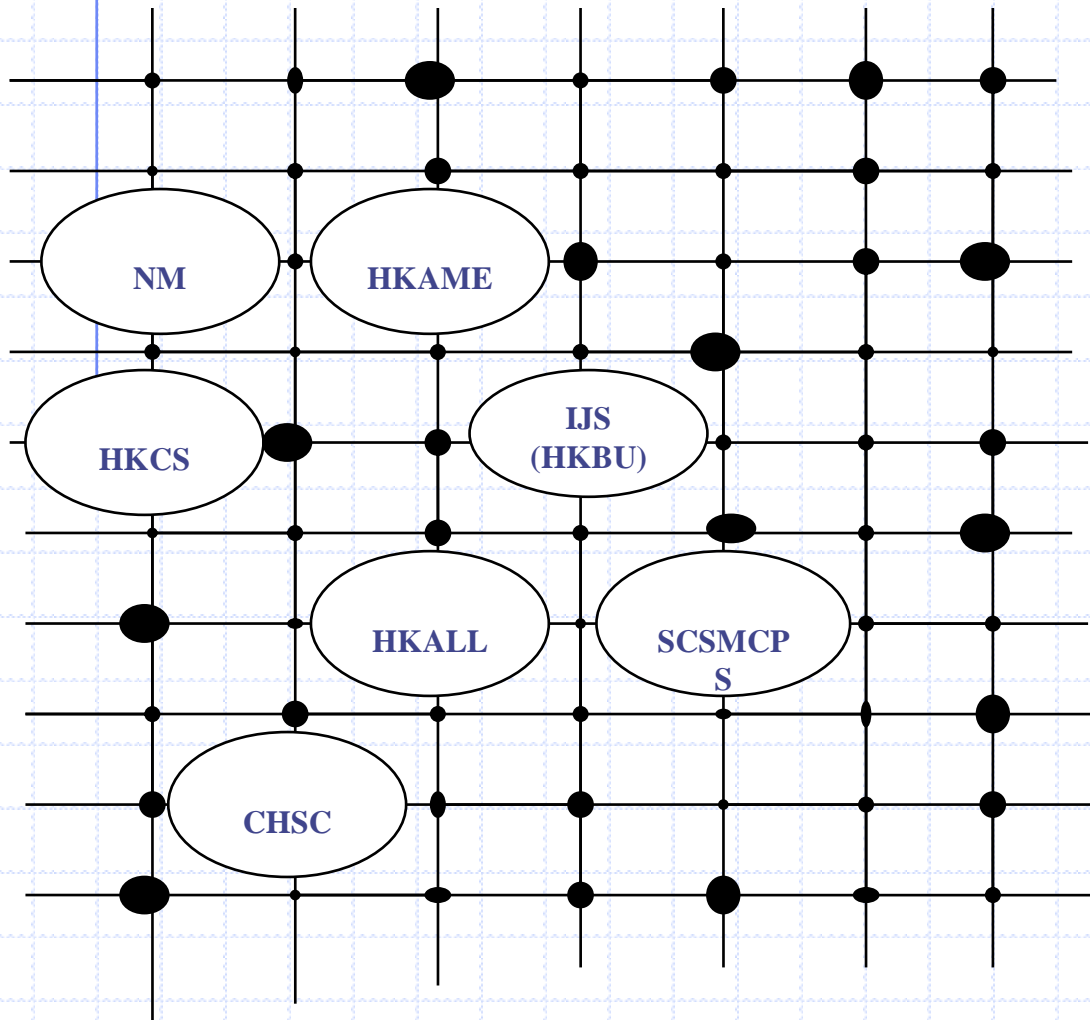


The Network Model Strategy for Promoting MIL in Hong Kong

Promote MIL in Hong Kong

- ◆ Use the existing media literacy network to launch the new initiative
- ◆ Expand the scope of the network to include people from the fields of libraries, museums, information sector.....
- ◆ Use the hubs in the net to spread the idea and practice of MIL

The Proposed MIL Net



Hubs of the Net:

HKAME (Hong Kong Association of Media Education)

IJS (Institute for Journalism and Society, HKBU)

HKALL (Hong Kong Academic Library Link)

NM (Future News Museum)

SCSMCP S (Shak Chung Shan Memorial Catholic Primary School)

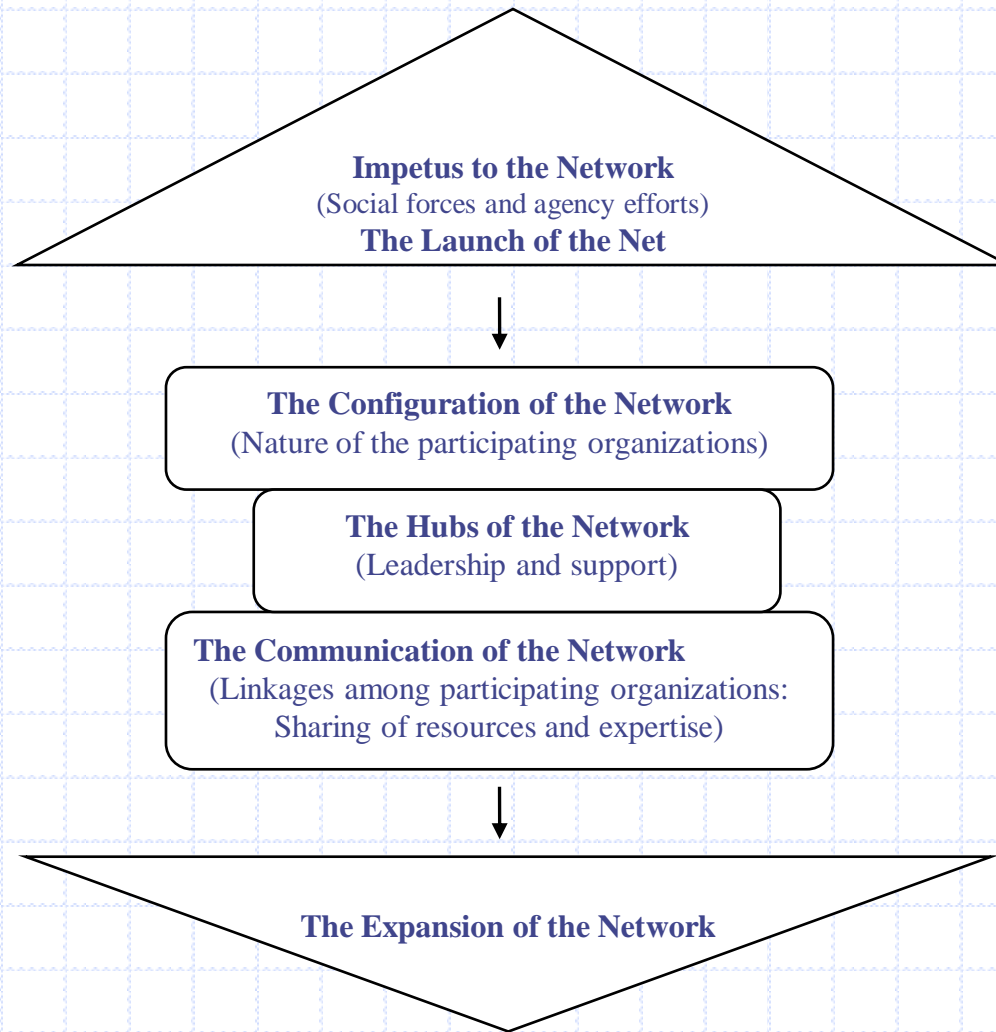
CHSC (Committee on Home-School Co-operation, Education Bureau)

HKCS (Hong Kong Christian Service)

The Network Model

- ◆ The impetus to the network (the social forces and agency efforts) and the launching of the MIL net;
- ◆ The configuration of the network (the nature of the participating organizations).
- ◆ The hubs of the network (leadership and support);
- ◆ The communication of the network (the links among participating organizations and the sharing of resources); and
- ◆ The expansion of the network

The Network Model



The Impetus

◆ The driving forces:

1. Change of media and technological environment:

- Infomedia revolution – the convergence of media and computer technologies
- Infomedia literacy

Publications on “Infomedia Literacy” Written by Hong Kong Media Educators

Year	Paper Title	Type	Region of Publication	Language
2000	The impact of the “infomedia revolution” on the youth in Hong Kong: Information explosion and information confusion. <i>Journal of Youth Studies</i> 3(1): 17-25.	Journal Article	Hong Kong	Chinese
1999	Infomedia literacy: An educational basic for the young people in the new information age. <i>Information, Communication and Society</i> 2(2): 134-155.	Journal Article	International	English
1999	Promoting “infomedia literacy.” <i>Modern Communication</i> 101: 17-23.	Journal Article	China	Chinese
1998	The curriculum of infomedia literacy: Teaching new literacy in a digital world. Paper presented at the Annual Conference of the Hong Kong Education Research Association, Hong Kong, November 21-22.	Conference Paper	Hong Kong	Chinese
1998	Promoting “infomedia literacy”: A new task for Hong Kong in the world of technology convergence. Paper presented at the Conference on Theoretical Framework and Scope of Practical Application in Chinese Education Technology Towards the 21 st Century, Shenzhen, China, December 14-16.	Conference Paper	China	Chinese
1997	Infomedia literacy: Meeting the technological challenge of the 21 st century. Paper presented at the 3 rd Conference of the David C. Lam Institute for East-West Studies, Hong Kong, November 17-19.	Conference Paper	Hong Kong	Chinese

「媒體資訊革命」對香港年青人的衝擊：資訊爆炸與資訊混淆

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這篇文章探討香港年青人在新的傳播科技環境下受到甚麼衝擊及應如何面對資訊的大海中乘浪而行。本文倡議在香港推行「媒體資訊素養」的訓練，以協助年青人迎接廿一世紀在學習和生活上的挑戰。「媒體資訊素養」是指分析和使用新興媒體資訊科技的能力和。

The Impact of the "Infomedia Revolution" on the Youth in Hong Kong: Information Explosion and Information Confusion

Dr. Alice Y. L. LEE

Assistant Professor, Department of Journalism, Hong Kong Baptist University

This article examines the impact of the new infomedia technologies on young people in Hong Kong and discusses how young people can maintain critical autonomy in such an information over-loaded society. This article argues that when information technology is merged with communication technology, there is a need for "infomedia literacy." It is necessary to introduce "infomedia literacy training" in schools to supplement IT education in order to help young people cope with the new technological environment.

INFOMEDIA LITERACY

An educational basic for young people in the new information age

Alice Y. L. Lee
Hong Kong Baptist University

Abstract

The aim of this article is to introduce the concept of infomedia literacy, which refers to the ability to process critically all kinds of written information, sound, images, graphics and values transmitted by the new technology. This article argues that when information technology merges with communication technology, there is a need for a new form of literacy. The article is divided into two parts. The first part uses empirical data from Hong Kong to illustrate the necessity of providing infomedia literacy training to young people in schools. Adopting the perspective of socially constructed technology, the second part attempts to conceptualize infomedia literacy and define its rationales, aims,

到影響，在這個新世代，年青人需要一種新的素養（literacy）去和新科技打交道，這種素養「媒體資訊素養」（infomedia literacy）是分析和使用新興媒體資訊科技的能力和。

新視界

推广“媒体资讯素养”：

香港科技汇流时代的扫盲任务

■ 李月蓮

【内容摘要】 本文的意图是提出“媒体资讯素养”这个概念，指出在资讯电脑科技和传媒科技汇流的年代，人们需要一种新的素养。由于社会的主导沟通模式由电脑中介的媒体资讯科技取代，在21世纪，一个人如果只懂得阅读书写而缺乏媒体资讯素养，仍然可以被称为文盲。这篇文章分为两个部分，第一部分以香港为个案，指出新科技带来很多影响，有需要教育市民去和新科技打交道，但现行的资讯科技教育达不到这个目的，有必要增添“媒体资讯素养”的训练课程。第二部分阐释“媒体资讯素养”的内涵，推广“媒体资讯素养”的目的有四，协助大众认识媒体资讯科技的功能及影响，对新科技传递的讯息有批判及筛选能力，懂得运用新科技去创作和表达意见，及具备监察新科技的意愿和能力。

【关键词】 媒体资讯素养 香港

Promoting 'Infomedia Literacy':

A New Task for Hong Kong in the World of Technology Convergence

By Dr. Alice Y. L. Lee, Assistant Professor, Department of Journalism, Hong Kong Baptist University

BU

INFOMEDIA LITERACY

communication technology. The definition of a literate person may need to change in such a new technological environment, and literacy training for the young people should be re-examined accordingly.

In the twenty-first century, young people will be surrounded by new information and communication technologies which deeply affect their lifestyles and ways of thinking. It is important to equip them with appropriate training so that they can make better sense of their new technological environment and maintain critical autonomy in a world of information explosion. The aim of this article is to put forward the concept of 'infomedia literacy' as a vital addition to traditional literacy and media literacy, and discuss its importance to young people's everyday lives. Infomedia literacy is defined as the ability to critically process (analyse and select) written information, sound, images, graphics and values transmitted by all kinds of new computer-assisted multi-media technologies. The article is divided into two parts. The first part argues for the necessity of providing infomedia literacy training to young people. Empirical data collected in Hong Kong through document analysis and in-depth interviews are used to illustrate the need for infomedia literacy. The second part conceptualizes infomedia literacy and defines its aims, scope, key components and its training approach.

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2. Marching into the knowledge society

- 2000-2002 a Media and Information Literacy Education Program (MILE) was conducted by Breakthrough (a youth organization)
- HK\$6,000,000 (US\$ 769,230) “Quality Education Fund” from the HK government
- Website, textbooks, camps, workshops, magazine publication, VCD, resources center, train the trainer programs for teachers
- 4000 participants (3005 students, 795 teachers and 143 parents)

MILE Textbook (primary school edition) 2001



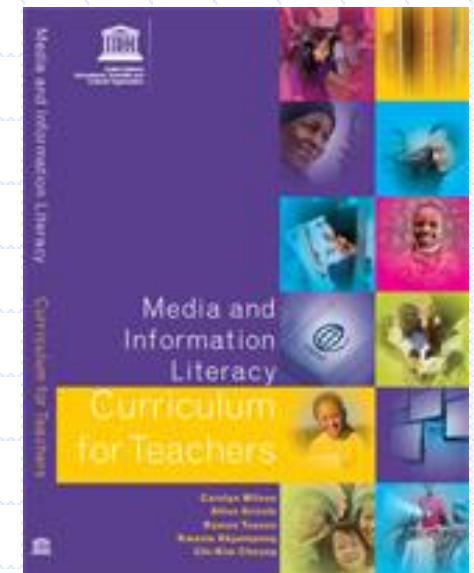
MILE Project Prepares HK students for Knowledge Society (ICA Conference, NY, 2005)

Entering the Knowledge Society of the 21st Century

A knowledge society is “a society in which knowledge has assumed the leading role in social and economic change” (Headquarters Staff 2003, 38). Its members attain a higher than average standard of education, and a growing number of them are employed as knowledge workers. Its industry produces products with integrated artificial intelligence. Moreover, a majority of its members use information and communication technology and have access to stored knowledge through the Internet. Most industrial countries already display many of these characteristics and have moved toward becoming knowledge societies.

In major developed countries such as the U.S. and the U.K., job creation has remained relatively vigorous in the knowledge worker categories – managers, executives, professionals, information technicians, designers, etc. By 1998, knowledge workers already comprised 71% of American white-collar workers (Roach 1998) and the U.S. now has the smallest proportion of factory workers in its labor force (Drucker 2001). In Asia, although Japan, Singapore, and Malaysia are ahead in the development of knowledge

- ◆ 3. Hong Kong media literacy educators joined the UNESCO working teams → more updated MIL information to local media literacy practitioners as well as the public



◆ Objective factor (social & technological change) + subjective factor (individual human agency efforts + higher level leadership) → launch of the net

◆ MIL net is opening and stretching



傳媒透視

MEDIA DIGEST



6
2012

傳媒透視

MEDIA DIGEST



2012年06月號



- 
[邁向Web 3.0的「傳媒資訊素養」](#)
- 
[科技變天：美國報業新趨勢](#)
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[《Political Public Relations: Principles and Applications》政治公關：原理及應用](#)
- 
[E For Education: Why E-textbooks are the right answer to the wrong question!](#)
- 
[移動應用程式帶出無限創意](#)
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[INPUT=輸入?澳洲悉尼INPUT「世界公視大展」後記](#)
- 
[2012電視節目欣賞指數第一階段調查結果概述](#)
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[從電視欣賞指數歷年數據概述香港電視劇集特徵與收視情況](#)
- 
[五月傳媒記事簿](#)
- 
[傳媒參考資料](#)

香港是一個傳播科技發達的城市。專家說，再過四至五年，它就會踏入Web3.0時代。屆時的傳媒環境究竟是怎樣的一個面貌？我們的新一代要接受甚麼培訓，才能在未來社會揮灑自如地工作和生活？

認識Web3.0

香港人剛剛迎接了Web2.0，正在享受社交網站帶來的樂趣及方便，原來Web3.0已經悄悄的來到大家身邊。



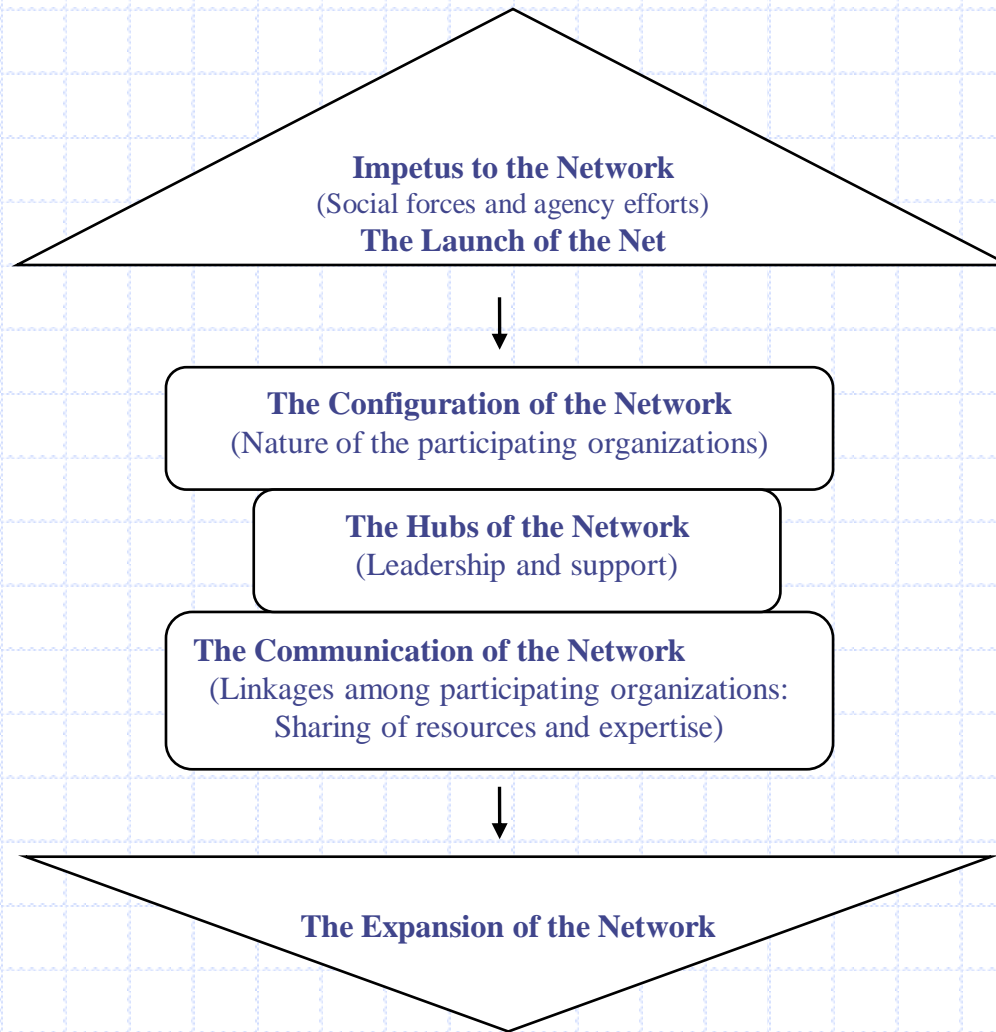
Web3.0是互聯網科技更先進的應用。在Web1.0時代，我們上網大多數只是瀏覽網頁。Web2.0推出後，大家不再是被動的網頁瀏覽者，而是可以把自己的訊息上載到YouTube, Twitter, Facebook, Wikipedia 和公民新聞網站的「傳媒創作/消費人」(prosumer)，在網上發放資訊與別人分享，已是一般市民日常生活的一部分。Web 3.0將更進一步，超級電腦的人工智能可以為我們分析網上資訊，提供進階個人服務。故此，Web 1.0是「閱覽網」(read-only Web)；Web2.0是「可讀可寫網」(read-write Web)；而Web3.0則是「可讀可寫可執行網」(read-write-execute Web)。

Web3.0有幾個特色。首先是網絡運算和數據國際化。未來全世界的電腦將連繫起來，互通消息，構成龐大的全球數據庫。

第二，Web3.0的互聯網將是一個智能網。那個時候，電腦明白你提出的要求，因為搜尋器不僅能辨認關鍵詞，還結合「語義」分析，解讀你輸入指令的具體含義，繼而懂得精明地回答問題，提供更準確及多元化的搜尋結果。

第三，未來的互聯網透過人工智能，可以全面分析我們多年來在網絡上進行的活動，了解我們的性情、喜好、購買能力和知識水平。當我們到網上尋找資訊時，互聯網立刻就能提供度身訂造的精準資料和有用的建議。舉個例子，如果一個人經常上網查閱旅行消息，又上網買機票訂酒店，在Facebook還大談旅遊經驗，互聯網就知道他是一個

The Network Model



The Configuration of the MIL Network

Existing ML organizations:

- Universities, schools
- Youth organizations
- NGOs
- Religious groups
- Media organizations
- Hong Kong Association of Media Education



- ◆ The existing media literacy organizations,
- ◆ University libraries, public libraries, the Hong Kong Film Archive
- ◆ Museums, the coming News Museum
- ◆ Information organizations, Internet associations
- ◆ Information providers (e.g. HK Yahoo)

The Hubs of the MIL Network

(share experience, resources, vision and expertise)

1. Hong Kong Association of Media Education

- Chairman : One of the authors of UNESCO's document "Media and Information Literacy Curriculum for Teachers"
- Vice-chairperson: One of the members of the MIL Indicators writing team

[leadership, expertise & knowledge]

2. The Institute for Journalism and Society at the Hong Kong Baptist University

- General Education course (university wide) for media literacy and MIL
- Promote MIL on its media education website

(teaching, resource centre)



HONG KONG MEDIA EDUCATION PROJECT 香港傳媒教育計劃





香港傳媒教育計劃 HK Media Education Project

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Towards MIL Indicators

Towards Media and Information Literacy Indicators

Media and information literacy-curriculum for teachers

National Information Society Policy A Template. IFAP 2010

MIL Indicators- Background Doc for Expert Group 2010

Media development indicators 2008

Towards information literacy indicators 2008

Understanding Info Literacy- A Primer 2007

Towards Knowledge Societies 2005

Alexandria Proclamation on Information Literacy and Lifelong Learning 2005

World Summit on the Information Society WSIS Action Plan 2003

UNESCO ICT Competencies Standards for Teachers

Copyright: The documents summarizing on UNESCO website at:

<http://www.unesco.org/new/en/communication-and-information/capacity-building-tools/media-and-information-literacy/mil-indicators/>

Photo Exhibition



Media Education Events

[China Visitor](#)

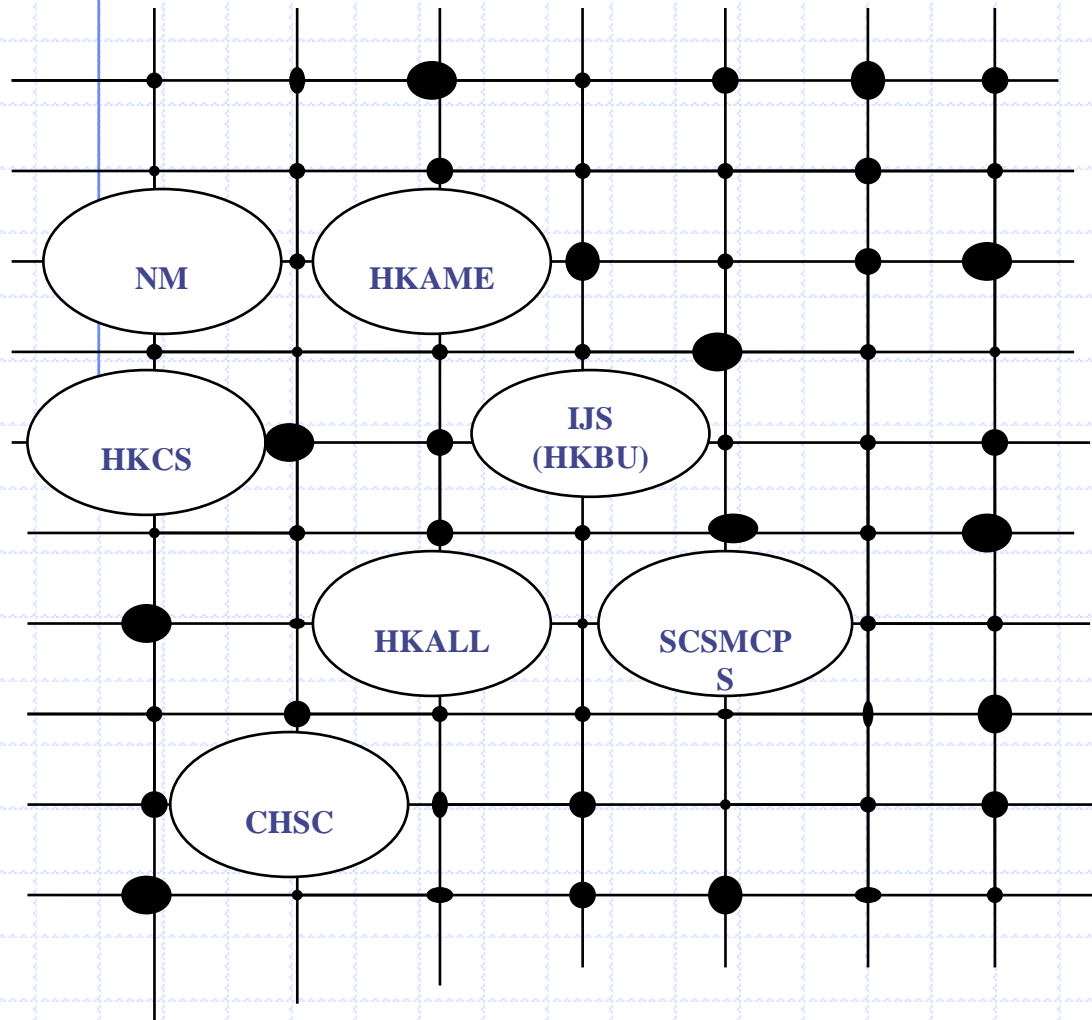
Video Exhibition



3. Shak Chung Shan Memorial Catholic Primary School

- “21st Century Skills Learning: Creative Information Education (2010 – 2011)”
- An innovative curriculum, integrating media literacy training with information technology education





Hubs of the Net:

HKAME (Hong Kong Association of Media Education)

IJS (Institute for Journalism and Society, HKBU)

HKALL (Hong Kong Academic Library Link)

NM (Future News Museum)

SCSMCP S (Shak Chung Shan Memorial Catholic Primary School)

CHSC (Committee on Home-School Co-operation, Education Bureau)

HKCS (Hong Kong Christian Service)

The Communication of the Net

- ◆ The strength of the network model is its link among the nodes
- ◆ The nodes connect, support, exchange and cooperate with one another
- ◆ The hubs of the net play a significant leadership role
- ◆ Personal networking
- ◆ MIL advocates have several identities

The Expansion of the Network

- ◆ ML → library institution & IT arena
- ◆ College level → all levels
- ◆ Schools & organizations → family
- ◆ Hong Kong → Mainland China
 - MIL article (“Cultivating the 21st Century Skills) published in *China Radio & TV Academic Journal*
 - MIL research fund: Institute of Media Literacy Studies at Zhejiang University of Media and Communication
 - Next conference theme: MIL
- ◆ Critical thinking → knowledge building

MIL network > ML network



MIL in Hong Kong/Chinese Context

Defining MIL

- ◆ An integrate concept
- ◆ MIL as a series of competencies (skills, knowledge, attitudes)

Access/Awareness: (How to find it.)

1. Access media and information effectively and efficiently.
2. Critical awareness of the impacts of media and information on individuals and society.

Analysis/Understanding/Organization: (How to make sense of it and organize it.)

3. Understand the nature, functions and operations of the media and information institutions; understand particularly the role of media and information in democracy and the broader context in which media and information are produced.
4. Understand how different media and information providers codify reality in different ways.
5. Critically analyze and evaluate various kinds of media messages and information.
6. Organize and synthesize media and information.

Use/Creation: (How to communicate, use it and create it.)

7. Communicate effectively and safely with others.
8. Ethical use of media and information.
9. Aesthetic appreciation of media and information.
10. Learn through media and information to understand the world.
11. Wisely apply what has been learned from the media and information to everyday life.
12. Creative expression and production of media and information.
13. Monitor media and information content and influence the development of media and information institutions.

Expected Outcomes of Promoting Media and Information Literacy (MIL) in Hong Kong

Media- and Information-Literate Hong Kong Citizens	
Personal Level	Living: <ul style="list-style-type: none">▪ Critical and reflective autonomy▪ Responsible media and information use▪ Positive life<ul style="list-style-type: none">- personal growth (lifelong learning)- health awareness (obesity, body shape, tobacco, alcohol, drugs, violence)- relationship building (self, friends, family)▪ Aesthetic appreciation and creative expression<ul style="list-style-type: none">- media fun- good taste
	Work: <ul style="list-style-type: none">▪ Competent and creative knowledge worker- Knowledge building- Knowledge management
Societal Level	<ul style="list-style-type: none">▪ Active and participatory citizenship (develop democracy)▪ Public sphere enhancement (monitor and improve media and information systems)▪ Social harmony (build inclusive, pluralistic and equitable community)▪ Vivid knowledge economy (transform economic structure)
Global Level	<ul style="list-style-type: none">▪ Cultural democracy▪ Global participation

The Challenge Ahead

◆ ML → MIL

- Need more input from the information literacy discipline
- ◆ Motivate more information literacy experts and ICT experts to join the network and participate in the MIL promotion campaign



Thank You!

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