Identification of Solutions to Strengthen and Equip Teachers of Ministry of Education to Media and Information Literacy

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Abstract

Nowadays many young and youngster people use the Internet and information and communication resources in wrong ways. They have had no effective education about information and communication resources not at home nor at school. Furthermore, no particular institution is responsible for conducting them. Previous researches on differences in internet literacy and media literacy among the three groups of students, teachers and parents showed that parents and teachers were not able to educate students on how to use the media and information resources. The scoping of the current study aimed to shed some light on different themes that are important in equip teachers of Ministry of Education to Media and information literacy. In this study, research method is qualitative content analysis. Statistical Society are media and information literacy experts and data has been compiled on the basis of semi-structured interviews as far as theoretical saturation is reached. Accordingly, results show that there are three key themes in our study around main solutions, including (a) academic institutions, (b) the media, (c) union-civil entities. Taken all, it can be concluded that the importance of academic institutions is greater than other themes in promotion of media and information literacy in Iran.

Keywords: media literacy, information literacy, teachers, Ministry of Education, Iran

Introduction and Statement of the problem:

Media literacy as information and visionary literacy (f.ex. Kotilainen&Suoninen, 2013) has been entered curricula of elementary education and till now has been used most in media education. “media literacy” and “digital literacy”, also ICT skills meaning “computer literacy” has been a different field of study at curriculum of information and media literacy (Kotilainen&Suoninen 2014). MIL is the abbreviation of Media and Information literacy which indicates critical competencies (knowledge, skill and attitude) of citizens for effective interaction with the media and other information providers. Object of Media and Information literacy is growth of critical thinking and lifetime learning skills for having socialized and active citizens. (Wilson et.al. 2013)

Today the Ministry of Education, as the most formal and important educational organization, has an important role in increasing literacy. The concept of literacy has been much broader than in the past and we may mention literacy in different kinds; media literacy, science literacy, digital literacy and Internet literacy in which the Ministry of Education must go along with the media move.

Lesterman (1986) believes that role and concept of teacher may be abolished in future and general system of Education be replaced by private and media companies, unless teachers be able to convince their audience and students that they do something beyond conveying concepts and information and that is to develop awareness and critical thinking, something that private media companies can’t do because it’s just an independent education system that can fulfill this job. This requires increasing media and information literacy of coaches and administrators.

Studies show similarities and differences of teaching media literacy among European countries. Some of them take media literacy as central curricul um of education system, while others consider it just in lifelong learning programs. (PEREZ TORNERO, 2013).

In Iran, there exist no researches regarding level of media literacy among teachers. Consistent with previous study, Lesterman 1986, we believe that teachers have core role in creating critical thinking among students in Iran. The scoping of the current study aimed to shed some light on different themes that are important in equip teachers of Ministry of Education to Media and information literacy.

Definition of concepts

Types of literacy: Today concept of literacy is not just ability of reading, writing and calculating. As Alvin Toffler says “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn”. Rapid changes of information and communication technology in recent decades has faced the world with an illiteracy, or in new usage, epidemic need for learn and relearn. Traditional ways of teaching aren’t responding this high volume of demand anymore. E-Literacy Movement instead of conventional literacy is presented as a solution to move toward information society, with the difference that this kind of solution is performed among the most literate people not among the illiterate. Naturally, education system of each country which its primitive and broad section consists of education system is the first place to perform it and students are the first who take advantage of it. (Kashi, 2011).

Media literacy: Media literacy means perception and use of mass media decisively or non-decisively, including aware and critical perception of the media, techniques they use and their effects. Also it includes ability of reading, analyzing, assessing and relationship making at different forms of the media (such as TV, print, radio etc.) other perception consists ability of decryption, analysis, assess and relationship making at different forms (Wilson et.al.2013). In other words, communicational and
media skills and various literacies are overall merged with a perception called media literacy (Frau-Meigs, 2013)

**Information literacy:** Refers to the ability to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various formats (Wilson et al. 2013). Different definitions of information literacy is also introduced. For example, National social group study of information literacy defines information literacy as this: ability of access, analysis and use of information from different resources; this group also measures a collection of its results. Information literacy group at University of Calgary defines information literacy as this: “ability of recognize the need for information and knowing the way of access, analysis, combine and relate the information” (MOELLER & AL., 2011:32). At UNESCO, information literacy is considered as a factor. Cotts and Live (2008) conclude that information literacy is the ability of a person to: 1- recognize the information needed 2- navigate and analyze quality of information 3- save and recover information 4- effective and moral use of information 5- use of information to create and establish knowledge and noetic communication.

**Science Literacy:** Science literacy is a collection of concepts, history and thought that help us understand scientific subjects of our time.

Science literacy stems in the most comprehensive scientific principles and general knowledge. A scientifically literate citizen is aware of vocabulary and facts that are necessary for understanding of daily news. (Hazan, 2002) If you understand scientific subjects of newspapers and magazines well, if you understand engineering related papers or Ozone holes as easily as sports, political or art papers, then you’ve got science literacy. In order to find out what is science literacy in fact, maybe it’s good to know what is not considered as science literacy. Science literacy is often confused with technology literacy. Technology literacy means the ability of using devices such as computer and video which are important for many today professions, but by our definition, it’s separated from science literacy.

This issue isn’t limited to universities. We have the same problem at schools and high schools. A common view at today’s American education is that all students be scientifically literate. To reach this object, trainers and teachers need awareness of challenges related to science literacy and a broad knowledge of:

Knowledge interpretation, using knowledge and inevitable call of critical facts in using science literacy in today’s world. Moreover, teachers and trainers should circulate the knowledge and to do this must educate by experts so that be ready to educate students of various talents. Science literacy is useful for students when is accompanied by resolving his essential and critical needs; and is organized in a way that when necessary, students be able to resolve their needs by guides and educations received from their teachers. (Kashi, 2011). Tachers, to be better trainers, need to pass continuous service courses in order to teach science literacy to students.

**Digital Literacy:** Digital literacy means ability of understand and using information in multiple forms from one group of computer resources like HDD, flash memory, CD, etc. This knowledge is necessary, for the Internet is shifted from a closed research tool to a vast, developed and open worldwide research-publication network. These skills makes the person digitally literate. Being digitally literate is as import of having driving license because the Internet is the most growing among the media, so that no other media has had such a growth during history. The Internet affects you and your neighbors at home, work, from merging your TV images with information network to formation of users’ society that their activities varies from business to education. (Gister, 1997). Thus, literacy in the age of digital, in other words (digital literacy) is somehow concerned with giving awareness to others and extending our skills with current flow. Also digital literacy is awareness of merging older forms of communication to form a different content. (Ojedokun, 2007, p17)

**Internet Literacy:** The Internet is a hidden mass media. Its layers are more unknown than other mass media. For example a magazine has some limited pages and TV and satellite programs are limited to some channels. Even if the number of channels be thousands, they’re still accessible and separable, but in the Internet we are facing numerous layers (Levingston, 2008).

Levingston and Tomim (Hashemi and Soltanifar, 2011) believe that first condition of using the Internet is having kind of maturity and self-confidence. Use of every new technology, whether or not, creates intellectual, emotional and moral prerequisites and by institutionalizing these prerequisites we may be hopeful of increase of awareness and wisdom. Information resources such as the Internet increase awareness and information of the youngsters and they can improve their knowledge easily by using the information that exists at various channels.

Awareness of true use of the Internet and familiarity with its facilities and align these facilities for resolving information and personal needs is called Internet literacy. Internet literacy has three layers: first, personal programming in way of using the Internet; second, message recognition, and third, message criticism. Difference of the Internet literacy level among three groups of students, teachers and parents shows that parents and teachers can’t give students proper education on how to use the Internet and aren’t considered a reference for youngsters. Parents and especially teachers should improve their competence and media and the Internet literacy level (Kashi, 2011). According to Tesco Telecom in the year of 2006 two-third of parents had no awareness of their children’s way of using the Internet. In fact, they can’t control their children’s Internet communications at all. Most of parents think their children refer to the Internet to take information about the latest computer games, cartoons or books (Soltanifar 2008 quoted from Kashi 2011) Iranian youngster users don’t really know that what are the uses of the Internet. That’s why they spend their time in fun sections, immoral issues and futile talks at chatrooms. Chat is one of the most common internet uses in Iran (Kashi, 2011).

According to UNESCO, media and information literacy includes media literacy, information literacy, computer literacy, digital literacy, computer games literacy, TV literacy, news literacy, Internet literacy, cinema literacy, advertisement literacy, free speech literacy and information and library literacy. UNESCO classifies media and information literacy in twelve parts which are shown in the below diagram.
Education

Education has a variety of definitions. Variety of these definitions as often a result of complex and multi-faceted diversity of the education. Sometimes “process of acquiring knowledge and wisdom” and in cases, the result of such a process is called “education”. Sometimes both of these definitions are considered in defining the education (Alaghehband, 2001: 47) Jean-Jacques Rousseau has likened the education to a ship which saves mankind from the storm. He sees education as the basis build a healthy society which provides the background for everyone to reach independent freedom (Darvish, 2007: 162).

Role and import of teachers’ position in the education:

One of the important institutions of education system of each society is the organization in which teachers are trained for various needed courses. Product of this kind of organizations are teachers who are the starting point of any education evolution and can change the face of educational institution by acquired knowledge and skill and transform school space to space of love and exhilarating and enjoyable growth, and by conveying cultural factors to emerging generation and applying proper training methods, provide background for growth of kids and youngsters’ personality. Seeing the importance of teachers’ role and its credit and value, investment in training and providing this critical pillar of education is the best and most useful invest. Broadening of these kinds of organizations is the most important duty of senior managers of education and top managers of country, for as Jean Piaget puts it:

The most beautiful reform and restructuring of education is to be a failure if there is not a sufficient number of qualified teachers (Carevan, 1367).

Role of human resources is important at education and teachers are one of the most important and effective factors on qualitative and content growth and development of education, because training a human is a result of bilateral interaction and product of teacher’s action and student’s reaction. By regarding this import and position of education in different entities of society we could say that the education system is the most important and effective entity in education and providing human resource and that teacher has a key role as an instructor and trainer to train creative and qualified persons for the sake of society and thus the proper background for growth of society is guaranteed.

Media and Information Literacy in the Education system

Although it’s a long time since the use of education technology in the formal curriculum of country is widespread with the purpose of facilitate instruct and learn process, but by increase of importance of informal educations which sometimes challenge form and content of formal education, attention to informal resources of sociability of students has become necessary. The fact is that communication and information technologies are so imbued with new life that prompted the education systems to create and promote basic skills in students in order to gain effective and useful application of these skills. What is called mostly media literacy or media education has been long involved in curriculum of many countries. What doubles the necessity of media literacy instruction at today and future’s world are developments and trends that have come to birth in relation to society and media.

IFLA recommendations in media and information literacy

Communication group of national commission of UNESCO-Iran states that for the sake of survival and development, for decision making and problem solving in every aspect of life, whether personal, social, educational and professional, people, societies and nations are in need of information about
themselves and physical and social environments around them. This information is accessible through three processes: observation and experience/ test, interview (with other people) and consult (with memory institutions). Doing this work in an effective and resultful manner is called media and information literacy.

Media and information literacy is the knowledge, manners and collection of skills needed to recognize time and type of needed information, method and location of access to that information, method of analyzing the information from a critical view and organizing the information after acquiring it and method of moral use of the information. Concept of media and information literacy is beyond communication and information technologies, critical thinking and interpretive skills are beyond educational and professional borders.

In a highly globalized, interdependent and digital world, media and information literacy is of human basic rights and promotes and strengthens social cohesion more and removes the gap between countries and rich people with regard to information in comparison to countries and people who are under information poverty. Media and information literacy equips people to the knowledge of media and information systems’ functions and conditions of activating these functions and so empowers people.

Media and information literacy is in close relation with lifetime learning. Lifetime learning gives societies, people and nations the opportunity of achieving their goals and take advantage of new emerging opportunities in the evolving global space, not for a limited people but for all. Lifetime learning gives people and their institutions the opportunity of resolving problems and facing the challenges in technologic, economic and social domains, so that they’re able to fix failures and do their best for the welfare of all.

In the shadow of emerging knowledge-based communities, we promote governments, intergovernmental organizations and private institutions to advance policies and programs in support of media and information literacy and lifetime learning for all in local, regional, international levels. In this way, these entities establish effectively to achieve the goals of the UN Millennium Declaration and the World Summit on the Information Society.

Hereof, IFLA urges governments and organizations to do following actions:

* research on status of media and information literacy and providing reports about communication and information literacy and its factors on which basis experts, teachers and learners can compile effective programs.

* Promotion of professional development of educational personnel, libraries, informatics, archives and personnel providing health and human services in the field of principles and applications of media and information literacy and lifelong learning.

* merging teaching media and information literacy in all textbooks related to lifetime learning.

* recognizing lifetime learning and media and information literacy as key factors in creation and development of general features needed for verification and validation of all educational programs.

* merging media and information literacy in continuing education programs and main training of professional people in the field of informatics, teachers, governmental and economic policy makers and active administrators and also merging media and information literacy in activities of advisors at business, industry and agriculture sections.

* performing programs in the field of media and information literacy to boost employment and entrepreneurship capacities of women and disadvantaged groups such as immigrants, unemployed and those who are employed in a position other than its rightful place.

* promoting performance of thematic meetings which facilitate adopting strategies in the field of lifetime learning and media and information literacy in special regions, sections and population groups.

This document has been verified at IFLA Governing Council meeting on December 7, 2011 in The Hague (Netherlands). (UNESCO national commission, 2013).

UNESCO actions, educational techniques in teaching and learning media and information literacy using the curriculum

By holding multiple regional and international meetings, UNESCO as an entity for discussion about social and cultural issues worldwide, has examined the ethical and social implications of the information society. UNESCO is trying to facilitate principles and rules governing cyberspace and access to common points and international understanding. New information and communication technologies fundamentally change the condition of accessing the information and using it, especially in the public domain of information. By formulation of specific policies and programs, UNESCO has promoted development of world access to the information and is promoting national plans about protection, maintenance, increasing access to the information and knowledge and broader publication of the information and knowledge. Meanwhile, access of local societies to the information especially local content is under UNESCO special consideration. In the course of teaching media and information literacy, various methods and techniques have been gathered by UNESCO from the experience of different countries which follows (Wilson et.al. 2013).

Issue-enquiry Approach: Issue-enquiry Approach is a student-oriented approach that in today’s societies, its enquiry basis is media issues and media literacy. This approach involves many learning features of enquiry and problem statement and decision making in which learner acquires new knowledge and skills through following enquiries: problem recognition, diagnosis of views and opinions involved, Explaining the principles and facts relating to matters: highlighting, organizing and analyzing evidences: interpreting matters, acting and considering results and outcomes in every stage. This approach is a proper one in teaching media and information literacy to the students and provides a good opportunity for them to deep discovery of matters.

Problem-based Learning PBL: Problem-based Learning PBL is development of curriculum and educational system that simultaneously develops students’ interdisciplinary knowledge and skills. Also it’s used as a critical thinking and problem solving strategies. This approach originates from McMaster University’s Faculty of medicine, Ontario, Canada. It’s a highly
structured method at cooperative learning for promoting individual and collective knowledge along with students’ interaction in critical matters and deep enquiry of real life problems. Goals of learning, research and its results are all administered by students. An example of problem-solving learning in media and information literacy involves effective social designs for marketing campaign for specific audience.

Scientific Enquiry: Scientific enquiry refers to different types of techniques that are presented by scientists for natural discovery of the world and explanations according to the evidences. Enquiry process is often composed of a simple set of steps called enquiry cycle which involves activities such as: making observations, asking questions, planned research; checking Knowledge of the past in the light of empirical evidence by use of gathering tool, analysis and interpretation of data and offering explanations and making relation between results. This approach also can be used for teaching media and information literacy. Examples of scientific enquiry in teaching media and information literacy are: checking the effect of violence at the media and checking the role of online societies.

Case Study: Case study involves deep examination of a sample or a single event which has been applied at Harvard Business School in which students observe real life events and know how theoretical knowledge may be applied for real cases. This is a proper approach at teaching media and information literacy, when students come across various types of media and other information providers’ messages. Case study is a systematic method that involves: observing events, data analysis and result report, in which student’s learning and research is promoted. Students can reach a deeper and more accurate understanding of events’ cause or time event. Case study itself divides into creation and testing of hypotheses. For example, students can do a case study of marketing strategy and publication of a very successful film or bestselling book or other media products.

Cooperative Learning: Cooperative learning refers to educational approach in which students work together to achieve common goals. Cooperative learning can vary from simple tasks to complicated ones such as project learning, jigsaw learning, guide and cooperation in inquiry and reciprocal teaching. This approach is mostly used in purpose of generating achievements like development of conceptual understanding and thinking in order to teaching better skills, more positive attitude towards schools and oneself and understanding way of homogeneous management at classes. It’s a proper method in learning and teaching media literacy for sharing of ideas and learning from each other. Cooperative work at Wikipedia is An example of cooperative learning in the media.

Textual Analysis: Students should learn textual analysis through recognition of codes and different types of media genres. The goal of this semiotic analysis should be gaining more understanding from key concepts. Thus, students learn how to recognize customs and language codes for type of shows that are attractive for specific audience. Students learn “symbolic”, “narration” and “technical” codes from each media text. If possible, this kind of content analysis happens in meaningful contexts, and not just for an academic exercise for their goals. For example: students can choose a piece of their favorite media text. This piece may be a news article, a video or video clip from an online news agency. Then students are categorized in different groups and teachers guide them in analysis of the audience, goal, writer, method, text features and its framework.

Contextual Analysis: In contextual analysis students observe primitive background analysis especially regarding to key points of technology institutions in relation to vast range of theoretical approaches. Examples of such analysis are: help students in learning subjects such as: systematic categorization of film, TV and video games which have been applied at Australia; media ownership state and their concentration and questions about democracy and free speech.

Translation: This educational approach can be used in many forms of media settings. Students can transform a newspaper article about an event at the university to a radio podcast report or they may watch a short episode of a kids movies and then write a story about the movie scene, image recognition, angles and its movement. As another example, students can take a fiction story, transform it to a movie and film it. Or they can collect vast range of visual materials about life of a person and use it as a start point for planning and making a documentary short film about the person’s life.

Production: This approach needs learning and applying an important aspect of knowledge that is prevalent at the 21st century. Students should be encouraged to discover the instruction on a more targeted and deeper level. Media products and information contexts provide the opportunity for the students to immerse themselves in the learning by searching and producing media texts (for example audio-visual and print). Students can demonstrate themselves through stating sounds, ideas and views to discover their creativity. Examples are: students produce a digital story or one minute animation about environment or any other favorite subjects, using softwares like iMovie or Moviemaker or any other similar software or source.

Research Methodology
This research involves two major parts. In the first part data and information is gathered by documentary and library method. Second part is based on data gathered in documentary studies and the goal is to identify strategies to increase media and information literacy through interviews with experts of the domain. Data gathered in interviews has been analyzed using qualitative content analysis. Interviews done with experts and teachers of media and information literacy introduces some strategies for equip and promote teachers with media and information literacy. In this part, interviewees were asked about mentioning their preferred strategies to equip and promote teachers with media and information literacy. Also during the interview questions related to the main subject were asked.

With regard to goal, this research is an applied research and with regard to the way of gathering data is a non-experimental research. Research method is qualitative content analysis which is among powerful qualitative methods. This study was conducted through the following steps.

First step, documentary studies: first phase, documentary studies, using the Internet resources and knowing research literature, involving theoretical domain and literature review.

Second step, observation and theoretical analysis in the field of media and information literacy: in this phase, what is...
done at the real world was analyzed theoretically to gain a proper understanding of common frameworks in developing media and information literacy. In this regard, experience of leading countries and UNESCO was observed and studied and the way in which special services and features are presented to the users was analyzed theoretically.

Third step, deep interviews: in this phase, deep interviews were made with experts of media and information literacy who were able to help gain an understanding of various aspects of issue. As coding was done at the end of each interview, interviews were continued till theoretical saturation was gained; i.e. axial coding didn’t lead to a new conceptual category.

Fourth step, coding and interview analysis: regarding to the research method, qualitative content analysis, interview coding was done parallel with interviews; till theoretical saturation was gained and interviews ended. After extracting codes or open markers, by merging and collecting some open codes in a single concept, main variables and elements of research model were determined.

Statistical society of this study consists of experts and teachers of media and information literacy, and senior managers of high education council. Due to the limited population of statistical society (about 50 persons country wide), statistical society is equal to the sample and in other words, sampling method is not important. Data gathering was continued till saturation was gained. In this research, 20 interviews were done, 4 of which didn’t lead to new codes and that means gaining saturation and sampling efficiency. The research first started by goal based sampling and accessible sampling. This method was applied for the start and during the work, snowball or chain goal based sampling and accessible sampling. This method was applied for the start and during the work, snowball or chain sampling sufficiency. The res

Different criteria were used to validate this qualitative research. To ensure validity and reliability of data, following four criteria (Lincoln and Guba, 1985) are used:

Credibility: this criteria refers to the reality of explanations and findings of research. In this research, for gathering data, researchers had a continuous presence in research environment and reviewed interviews frequently. They also registered all research steps and decisions accurately and discussed findings.

Transmissibility: refers to this fact that research findings to what extent is free of bias effect or researcher’s views. In this research, to guarantee transmissibility of information, all documents related to research data and inferences, interpretations and findings were recorded systematically from the beginning of the research. All stages of conceptualization and categorization were acquired from documents of interviews and done works and attempt was exerted to be away from any bias. All files were saved and are ascertainable and traceable.

Findings
In qualitative content analysis method, data is acquired at three steps:

First step, open coding
In this phase, first primary coding and then secondary coding is done. In fact, key points and main opinions of interviewees were extracted from interviews. Then secondary codes were created from primary codes. At next phase, secondary codes were conceptualized and at last, issues were formed. At last phase of open coding, the main categories resulting from issue forming were extracted. Results of analyses of given answers draws on the basis of first three steps of qualitative content analysis (open coding, code listing, and code grouping): in this research, after coding, 157 concepts were extracted.

The validity and reliability of data (reliability of study)
Table 1 extracting open coding, listing and grouping identification of strategies to equip and promote teachers with media literacy

<table>
<thead>
<tr>
<th>Row</th>
<th>Concepts</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Doing research works for explaining media literacy</td>
<td>Research on media and information literacy</td>
</tr>
<tr>
<td>2</td>
<td>Notification via media</td>
<td>Familiarity with media and information literacy</td>
</tr>
<tr>
<td>3</td>
<td>Using the Education capacities</td>
<td>Policy makers and officials</td>
</tr>
<tr>
<td>4</td>
<td>Activating non-governmental sections</td>
<td>Cultural organizations and entities</td>
</tr>
<tr>
<td>5</td>
<td>Experts of the field, in various forms of paper, comparative studies and addressing officials and the audience</td>
<td>Research on media and information literacy</td>
</tr>
<tr>
<td>6</td>
<td>Policy making from the bottom up</td>
<td>Policy makers and officials</td>
</tr>
<tr>
<td>7</td>
<td>community of parents and teachers</td>
<td>The Education</td>
</tr>
<tr>
<td>8</td>
<td>reliance on external capacities of Education</td>
<td>Cultural organizations</td>
</tr>
<tr>
<td>9</td>
<td>The issue is new, no trial and error</td>
<td>Research on media and information literacy</td>
</tr>
<tr>
<td>10</td>
<td>Using experience of Iranian professors and professors of other countries who are compatible with ours</td>
<td>Research on media and information literacy</td>
</tr>
<tr>
<td>11</td>
<td>Extract the proper model from experience of different countries such as Canada or Finland</td>
<td>Research on media and information literacy</td>
</tr>
<tr>
<td>12</td>
<td>Using art tools such as multimedia clips to teach media literacy</td>
<td>Teaching aids</td>
</tr>
</tbody>
</table>

Second and third steps relates to axial coding, research narration and theorizing about identification of strategies of teaching media and information literacy to Iranian teachers, which are explained in detail in the following.

After identification of various groups among concepts, at fourth step we categorize each group into two main and sub category. Results of this step is presented in the table 1.
Table 2 Categorizing groups in two main and sub category

<table>
<thead>
<tr>
<th>Row</th>
<th>Group</th>
<th>Subcategory</th>
<th>Main Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Media and information literacy learning</td>
<td>The Education</td>
<td>High education-families</td>
</tr>
<tr>
<td>2</td>
<td>Rating and categorizing Media and information literacy learning</td>
<td>The Education</td>
<td>High education</td>
</tr>
<tr>
<td>3</td>
<td>Media and information literacy learning techniques</td>
<td>The Education</td>
<td>High education</td>
</tr>
<tr>
<td>4</td>
<td>Teaching aids proper to media domain</td>
<td>The Education</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Training experts of Media and information literacy</td>
<td>The Education</td>
<td>High education</td>
</tr>
<tr>
<td>6</td>
<td>Appropriateness of content of Media literacy learning with local conditions</td>
<td>Legislators</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Capacity of education through other lessons</td>
<td>Legislators</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Media literacy learning from preschool to high school</td>
<td>Legislators</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Maintain own culture against cultural invasion</td>
<td>The Education</td>
<td>High education</td>
</tr>
<tr>
<td>10</td>
<td>Informal formations</td>
<td>NGOs and non-governmental organizations</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Policymakers and officials</td>
<td>Legislators</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Training experts of Media and information literacy</td>
<td>NGOs and non-governmental organizations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Cultural places (mosques, …)</td>
<td>NGOs and non-governmental organizations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Familiarization with Media and information literacy</td>
<td>Radio-TV-Social Networks</td>
<td>The media entity</td>
</tr>
</tbody>
</table>

At the fifth and last step (abstraction) results are shown as the following model:

### Conclusion and Recommendations

In the course of teaching media literacy, three entities that can enter are: 1) academic entities, 2) media entities, 3) unions and civil entities. Academic entities have more effect at national level because of their scope and sequence. Schools, faculties, universities and different institutions are academic entities. They can provide media literacy conception in textbooks. The
Education system has an important role in the course of teaching new ideas and issues such as media literacy.

Second group is the media itself. The media don’t pay more attention to media literacy; for no one cries stinking fish! But the media can perform an important role in teaching media literacy by producing related educational programs.

Third groups are union and civil entities. This group consists of various unions such as taxi drivers and retailers. Also informal entities such as NGOs have an important role in teaching media literacy and issues of society.

If pre-mentioned entities be more active in this domain, what is presented to the audience by media literacy provides deeper understanding of what they see, hear and read. While we may consider those who have no media literacy the main prey in the media space, people who are media literate not only aren’t captured by media products, but also have more accurate judgments of their surroundings.

According to the results of this research, the first step we may take at equip and teaching media literacy is to promote the Education human resources about media literacy learning. Meanwhile, teachers and trainers have an important role in achieving this goal. We hope this text be a starting point for this serious work because researched done show that in different countries as Japan, Finland, Nederland and UNESCO serious attention is paid to this matter as far as these countries have established an institution for teaching media and information literacy; in Canada there is media teacher at schools so as teach the students true use of the media and selectivity power. Government of Finland, especially since beginning of 21st century, has paid many attention to young people media literacy and security of media space in legal policy making. In 2003, the Education ministry of Finland has started changing the media environment and programs in order to protect children. UNESCO has done effective activities for increasing the media and information literacy. These activities include educational and workshop methods. Teaching media literacy is raised as a life time learning. This, it’s instructed in different countries and in all educational levels.

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