



Build trust.

Create a safe atmosphere among the group, so that everyone has the courage to bring up phenomena they have encountered in media. Act as a safe adult that the pupils can turn to when they have questions.



Media education is an endeavour all people responsible for education and upbringing share.

Any puzzling phenomena should be discussed with the children's families as well.



Foster a culture of discussion

and inquisitiveness that gives room for all kinds of observations and promotes constructive discussion. Value the observations and experiences of your group.



Do not forget networking.

Join expert networks that provide support, skills, tips and expertise on media education – not forgetting the most recent phenomena.



Identify competences in your work community.

What competences does your work community possess that could help you discuss the topic? Talk about the topic and how you could process it with your colleagues. Have you given thought to possible collaborators?

How to discuss new media literacy phenomena through pedagogical means?

You do not need to be an expert at everything in order to promote media literacy. Your pedagogical competence combined with a sprinkle of curiosity and enthusiasm about learning new things provide a great starting point for tackling new media phenomena. The approach encourages you to use your own expertise and competence when working with different phenomena.



Learning together.

Everyone can be an expert when it comes to a phenomenon, and learning can be a shared experience. Ask the group to familiarise themselves with the topic and present it to others.



Provide room for new initiatives.

You can highlight media literacy phenomena that the participants are interested in.

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Search for information.

Explore services and media environments where the group members are active.



Provide support in a goal-oriented manner.

Connect the phenomenon under discussion to the plans that guide your work. The descriptions of media literacy competences encapsulate the objectives of early childhood education and care curriculum and the curricula of preschool and basic education.



You are an expert.

Even though you may not be familiar with a topic, you possess pedagogical competence and expertise based on the command of your core skills.