

The Importance of Media Literacy from the Perspectives of Pre-University Education Teachers

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Abstract

In today's society, media and especially online media have become an inseparable part of the life of each of us. In this context, media literacy in schools takes a special role because it helps students reflect critically on the information received from the media, understanding the possibilities and risks they possess. This research takes over the analysis of the importance of treating media literacy in the pre-university education curricula seen from the perspectives of teachers. To achieve the objectives herein, the research used a quantitative method. The data gathered from the teacher surveys served to come up with the study results. The outcome of this study show that media literacy, whether as a separate subject or treated as part of the curricula of other subjects, should begin in primary education. Teachers should be trained to teach students media literacy as part of helping them develop key competencies. It helps navigate a media-saturated world when students have learned to always question the intent of the message and its creator. These two elements become the basis of media literacy. This research aims to reach some objectives that include the purpose of media literacy, the right school cycle to educate on media, preparing to teach media, addressing media in the classroom, and the obstacles it faces. Media literacy increases and strengthens critical thinking, therefore building strong citizens, and collaboration. All this creates a high impact on future generations.

Keywords: media literacy, pre-university curriculum, impact of media, critical thinking