



MODERN FRENCH AND RUSSIAN MEDIA EDUCATION IN XXI CENTURY (2000-2009)

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Abstract. The author of this article thinks, that the basic difficulties of wider introduction of media education in the Russian and French universities & schools first of all are connected with patent defect purposefully prepared of media educators; with the certain inertness of many educational establishments; with traditional approaches of the education ministry structures concentrating the attention on support of training computers' courses and information technologies and much smaller attention to actual media education problems. The target to give media education movement a new pulse is connects with the consolidation of all educational and media educational organizations and media communities. As a whole the comparative analysis modern media education in France and Russia in XXI centuries has shown that, despite of the certain distinctions, it has common extremely actual in epoch refined media manipulations vector - aspiration to development of critical and democratic thinking, creative abilities on media material - at all levels of training.

Keywords: Media education, media literacy, media competence, comparative analysis.

The Audience's Involvement in Media Education

France. In the first decade of the 21st century media education in France has been developing quite intensively. The National Media Education Center (with many branches in different cities of France) – Centre de liaison de l'enseignement et des medias d'information (CLEMI) – undoubtedly, has assumed the country's leadership. In 2007–2008, for example, 30000 people were involved in media education (in the light of all CLEMI's national departments). Among them – 24.5% were school students, 8% – university students, 13.7% – teachers, 9.5% – members of various associations and 4.5% – researchers. Plus journalists, librarians, archivists, etc. [CLEMI, 2009, p.10]. The 19th National Press and Media Week (2008) in schools involved 4.7 million students and 415 thousand teachers from 40000 schools throughout France [CLEMI, 2009, p.12]. As usual professional journalists from 1750 media agencies (press, radio, television, and the Internet) attended the Week of Press and Media. Unfortunately, France has not created a national media education association yet, like the associations existing, for example, in Canada, the United States and Russia.

Russia. At the beginning of the 21st century a team of media educators from Taganrog State Pedagogical Institute developed a package of documents for opening a new university media education specialization. In 2002, the Ministry of Education and Science of the Russian Federation approved and registered a new specialization for universities № 03.13.30. – *Media Education*. Since September 2002 Taganrog State Pedagogical Institute (<http://www.tgpi.ttn.ru>) has been training teachers in this specialization.

The problems of media education development and information literacy promotion have recently interested the Public Chamber of the Russian Federation. In 2006–2008, the issues concerning media education were discussed at the Public Chamber's working sessions. In May 2009, the Moscow City Parliament adopted recommendations to introduce optional and integrated media education in Moscow schools. In 2006–2008, there appeared new organizations to maintain and promote the media education movement in Russia: the Siberian Association for Media Education, the Ural Scientific

Methodological Center for Media and Media Education (<http://www.urfomediacycenter.ru>) and the Regional Center for Media Education in Yekaterinburg (<http://www.omo-ps.ru>), that initiated the issue of a new Russian media education journal – "Education. Media. Society: Space for Collaboration" (issued since 2007). The Dean of the Journalism School of Belgorod State University, Prof. Alexander Korochensky developed a synthetic approach to media education and media criticism [Korochensky, 2003].

All these new organizations and associations arranged successful international and local conferences on media education – in Tomsk (2006, 2007, and 2008), Belgorod (2006, 2007, and 2008) and Yekaterinburg (2007).

There are many Russian institutions that actively promote the ideas of media education – in theory and practice. Apart from the traditionally well-known media universities and faculties (VGIK, Faculty of Journalism of Moscow State University, etc.), there are training courses on media education and the media in Taganrog State Pedagogical Institute, Tver State University, Voronezh State University, State University of Management, Moscow Institute of Open Education, Yekaterinburg State University, Tomsk Institute of Information Technology, Chelyabinsk State University, Southern Ural State University, Tambov State University, Biysk State Pedagogical University, Irkutsk State Pedagogical Institute of Foreign Languages, Kurgan State University, Omsk State University, Southern Federal University, Rostov State Economic University, Altai State Academy of Culture and Arts, Pomorsk State University, Krasnodar University of Culture and Arts, etc.

According to Alexander Sharikov [Sharikov et al., 2006, p. 40], media education nowadays covers 14% of Russian schools in cities with a population of 500 thousand people or more. Only in Moscow dozens of schools – from elementary schools to gymnasiums are involved in media education.

Media Education Based on the Press

France. Media education based on the press has traditionally been the strongest part of the French media education model. In this direction the lion's share of CLEMI's activities is carried out, and most of annual conferences and seminars are held. The centers for media education on the material of the press function in nearly all French schools. At the beginning of the 21st century the second national contest of schools & lyceums' magazines was successfully conducted (about 982 magazines created by students were submitted) [CLEMI, 2009, p.19].

Unfortunately, the practice shows that this kind of mass media education does not always guarantee the achievement of its primary objective, which, according to the CLEMI media education model, is to develop the audience's critical thinking and democratic identity. For instance, while reading some articles on international topics published in French schools' and lyceums' newspapers, you can come across examples of uncritical students' perception of stereotypes characteristic of professional western media. Thus, evaluating contemporary events in Russia, French students simply repeated traditional clichés from "big" French press ('the dictatorship of Putin', 'Russian gas weapons', etc.), considering only the negative aspects of Russian life without endeavoring to somehow analyze any different viewpoints on the events [Cit.: De l'actualite', 2008, p. 9].

Russia. The press-based segment of media education has traditionally developed in Russia. For example, the Agency 'YNPRESS' (<http://www.ynpress.com>) founded "Media School" for school students (<http://www.mediashkola.ru>). Conferences, meetings of young journalists, master classes, competitions – these are just some activities of this organization.

Audiovisual Media Education

France. In the first decade of the 21st century audiovisual media education has been developing both at the level of future media professionals training in HE institutions, and at the mass level, first of all involving the school audience. CLEMI's progress in this area is not so impressive in comparison with the media education based on the press, but from 2000 to 2009, CLEMI organized a series of seminars and trainings devoted to the issues of television, radio and web radio.

Russia. Mass audiovisual media education is a traditional domain of Russian Association for Film and

Media Education (<http://edu.of.ru/mediaeducation>). In addition to teaching audiovisual education courses in Russian universities and schools, educational film festivals, seminars and conferences have also been conducted.

Media Education through Internet Sites

France. Given the rapid growth under the influence of Internet sites for the new generation, CLEMI has intensified its activities in this direction. This refers not only to the enhancement and support of the main functions of the web site www.clemi.org, containing text and audio media files, but also to seminars and round tables on Internet education. As a result, this led to eightfold increase in the number of visits to pages on CLEMI's web site (2008), as compared with similar data at the beginning of the 21st century [CLEMI, 2009, pp. 20-21]. In France there are also other media educational sites or teacher training media sections of educational portals (www.educareources.education.fr, www.curiospere.tv, etc.).

Russia. Since 2005 we have been creating (in addition to print version) a complete electronic version of the Russian journal "Media Education" (<http://edu.of.ru/medialibrary>). In 2000s, a number of Russian media education sites were created: Russian Association for Film and Media Education (<http://edu.of.ru/mediaeducation>, <http://www.medialiteracy.boom.ru>, <http://www.mediaeducation.boom.ru>), the Russian Federation of Internet Education (<http://www.fio.ru>), Agency YNPRESS (<http://www.ynpress.com>), Laboratory of Screen Arts of Institute Arts' Education (Russian Academy of Education) (<http://www.art-education.ru/otd-dop-ekran.htm>), Media Education Laboratory of Institute for General Secondary Education of Russian Academy of Education (<http://www.mediaeducation.ru>), Scientific and Research Laboratory "School Mediatheque" of Russian Academy of Education (<http://www.ioso.ru/scmedia>), Department of Social and Cultural Personality Development of Taganrog State Pedagogical Institute (<http://tgepi.ru>), Regional Center for Media Education in Ekaterinburg (<http://www.omo-ps.ru>), Ural Scientific Methodological Center for Media and Media Education (<http://www.urfomediacycenter.ru>), Siberian Association for Media Education and Tomsk Institute of Information Technology (<http://tiit.tomsk.ru/home>).

In 2008, some Russian interregional organizations with the support from Inter-regional organization "Information for All" (<http://www.ifap.ru>) and Russian Film and Media Education Association (requested and sponsored by the Information Resources Administration Committee of the Governor of Khanty-Mansi Autonomous Okrug – Ugra), headed by Alexey Demidov, created the portal "Information Literacy and Media Education" (<http://www.mediagram.ru>). In the same year under the supervision of Alexander Fedorov another media education web-site was created – "Open Public Media Education Library" (<http://edu.of.ru/medialibrary>). Both webs contain free full-text books, manuals and programs, dissertation abstracts, and articles on media education and information literacy. All of them are freely available and can be used in the learning process and in the process of a person's self media education.

Elena Yastrebtsseva and her colleagues from Russian Academy of Education have recently created several challenging network media educational projects carried out by pupils on teaching aids. Similar Internet projects have been created in Togliatti Media Education Center.

Publications on Media Issues

France. Over forty books (monographs, textbooks, collections of articles) on media education were published in France from 2000 to 2009. One third of those publications was created with the participation of CLEMI.

Among them is a monograph by Serge Tisseron – "Who is Afraid of Video Games?", in which he not only systematizes styles and themes on video and computer games, and not only warns of the dangers of "games' mania" and games' violence, but also provides methodological advice for parents [Tisseron, 2008, pp.145-153].

A wider circle of media education issues is covered in Fabrice Barthelemy's book "The School and the

Media”, in which the author gives a brief description of media types and genres, the key concepts of media education. In particular, he, like many other experts in the field of media education (see, for example, the results of the survey of international experts: Fedorov, 2007], drew attention to the terminological variations in this area [Barthelemy, 2004, p. 82] and highlighted semiotic and critical thinking as the leading approaches in modern media education in France [Barthelemy, 2004, pp. 95-98].

In 2005, CLEMI published a book entitled “Media Education from Schools to Lyceums” with a detailed account of educational approaches used in school teaching (based on the press, radio, photography, advertising, and the Internet). The authors emphasize the idea that media education is always linked to the project-based collaborative learning (including the establishment of the school press) [Savino & Marmiesse, 2005, p.13]. This publication has something in common with the book “Visual Education School” by Michel Thiebaut [Thiebaut, 2002], published three years earlier, but it presents a more broad-based approach to different types of media.

The book “The Pedagogical and Scientific Film” [Pastre-Robrt, Dubost et Massit-Follea, 2004] provides a thorough analysis of a collection of French teaching films of 1910-1955 (2700 films), and the use of films in school teaching. The book “Movies - School - There and Back” [Nourrison et Jeunet, 2001] explores the history of film education in French schools from 1909 to 1935 and in the pre-war period of 1936-1940 till 1970.

Some of the books published in France in the 21st century are very original in conception. So, Dominique Chansel in his book “Europe on Screen: Cinema and History of Education” provides a detailed analysis (in the context of media education) of key European films reflecting such important topics for social policy as nationalism, militarism, feminism, immigration, human rights, etc. [Chansel, 2001, pp. 9-10]. Interestingly, two of the 50 films selected by the author were created in Russia (“Cranes Are Flying” by M. Kalatozov and ‘Little Vera’ by V. Pichul). The author reasonably believes that the proposed analysis can be used in teaching in modern educational institutions, in particular, at lessons on history, social studies, literature and other arts. The analysis of each film is supplemented with essential questions to promote understanding of its socio-cultural, political and artistic context and values [e.g. the analysis and questions relating to films by M. Kalatozov and V. Pichul on p. 54-55 and p. 118-119].

A. Bergala’s “Cinema Hypotheses” examines the status of the film and film analysis in the school classroom. “I am convinced, - the author writes - that we must have the priority approach to the film and as an art and as an ideological vector, which does not negate the importance of study and critical analysis of the film language” [Bergala, 2006, pp. 33-34]. Basing on her own teaching practice, A. Bergala insists on prioritizing the use of DVD’s classroom opportunities for media education [Bergala, 2006, pp. 118-124].

The book of Dominique Chansel is written on the cinema content. And the work “School and Television: Cultural Shock” [Harle, 2004] gives a description of complex relationships between audiences and television texts. The work “Youth & Media. Reasons for Success” [Corroy, 2008] reveals a more consistent approach. For example, it examines the audience’s perception of the book and the serial film about Harry Potter, and presents the results of a study on the topic: “Youth and blogs, Internet forums, SMS”.

Russia. In 2000s the number of publications on media education has rapidly increased in Russia. Over 60 monographs and textbooks, dozens of scientific journals and hundreds of articles on media education were issued from 2001 to 2009.

Since 2005 the Russian journal “Media Education” has been published (4 issues per year) with the support of ICOS UNESCO “Information for All” and UNESCO Moscow Office in Russia.

Development of Training Programs, Manuals and Guidance Documents on Media Education

France. CLEMI created programs and guidances on media education for elementary and secondary schools – both for school audiences and for teachers [Savino-Blind, Bevort, Fremont, Menu, 2008, pp. 8-34]. In particular, it is anticipated that students should compare the viewpoints of authors working

with different types and genres of media texts', they should find contradictions, identify information sources, analyze the plot design, audiovisual series, and economic mechanisms of advertising, reasonably justify their points of view, be able to create their own media texts, etc. As a result, the audience is supposed to develop their critical thinking in relation to the media and media texts relying on democratic values.

A more detailed methodology of media education on the press content is developed in the book by Chenevez Famery, which includes the following stages of working with the press: justification of the title and style of the school newspaper, creation of a team, taking into account the 'diversity of talents', selection of headings, genres and topics for articles, training in such basic elements of journalism as the composition of a newspaper page, a specific article, the selection of illustrations, the technique of composing questions for interviews, etc. Moreover, the problems of freedom of speech and morality, legal issues of journalism must also be taken into consideration [Chenevez & Famery, 2005, pp. 5-6].

The book written by J.-M. Girarardot is based on the radio, besides the author analyzes the specificity of Internet radio [Girarardot, 2004].

Audiovisual media education is provided in the scope of methodological recommendations 'Television: the Way to Use' from P. Berthelot, E. Bevert and others. It fosters understanding of television genres and specific aspects of television language; it explains how to create television programs and how they are perceived by various social, age and other audience groups [Berthelot, Bevert et les autres, 2003, pp. 8-47].

More details on the methodology of media/TV education with a clear focus on the development of critical and democratic thinking are given in the training manual developed by CLEMI's staff offices in Bordeaux [CLEMI de l'academie de Bordeaux, 2003, pp. 78-83]. Employees of the regional office in Bordeaux-CLEMI also developed some methodological recommendations for the use of integrated media education at French lessons and lessons in foreign languages, literature, history, geography, art education, ecology, mathematics, technology, etc. [CLEMI de l'academie de Bordeaux, 2003]

In 2005, the second edition of the dictionary of key media education terms was released [Breda, 2005]. It should be noted, that similar dictionaries with a more substantial subject matter were created in other countries (i.e. U.S., Canada and Russia).

In 2006 and 2009 two more training manuals were issued with the support of UNESCO (both in English and French) under the editorship of Prof. Divina Frau-Meiges (University of the New Sorbonne) and Jordi Torrent, the manager of the program "Media Education Literacy" (Alliance of Civilizations, UN) [Frau-Meiges, 2006; Frau-Meiges & Torrent, 2009]. They are available for school teachers, and explain in simple language modern media education approaches, provide a methodology, learning and teaching techniques for integrated and autonomous media education. For instance, the following training modules are usually included in the course: media in the social context, media production, media languages, media representations, audiences and their perception of media texts; media pedagogy [Frau-Meiges, 2006, pp. 8-19].

Russia. From 2000 to 2009 Russian media educators developed over 40 educational course programs for schools and universities and published more than 20 training manuals for educational institutions of different levels. The full texts of these training manuals and programs can be read and downloaded from <http://edu.of.ru/medialibrary>

Research on Media Education

France. The development of the democratic and critical thinking of students remains a priority objective of the majority of French media educators. This tendency is also reflected in CLEMI's official documents [CLEMI, 2008, p. 95; 2009, p. 39]. A comparative research, for example, was undertaken on the topic of media education development in the United States and similar processes in France [Corroy, 2008]. In 2008, the book "Young People and Media in Europe" [Jacquinot-Delaunay, 2008] was published, which analyzes the contemporary areas of research in various European countries (unfortunately, excluding Russia).

During the 21st century several media education dissertations were defended in France [Boutin, 2001; Loicq, 2004; Orban de Xivry, 2004; Poidevin, 2004, etc.].

Jacques Gonnet (back in time when he headed CLEMI) wrote a research book “Media Education: Fruitful Controversy” [Gonnet 2001], in which he attempted to explore in a polemical form the difficulties and contradictions (both in theory and in practice) that restrained the development of media education. Five years later, his colleague Louis Porcher published the book “Media Between Education and Communication” (2006), - a further theoretical study of the problems - both at the level of critical thinking development, and at the level of scene phenomenology and dialogue, and the audiences’ perceptions of media languages [Porcher, 2006, p. 118-129].

In 2004, a group of French authors published the book “Film and Audiovisual Education: Current Situation and Prospects”, which included an article by Eric Schmulevitch “The Structure of Film and Audiovisual Education in Post-Soviet Russia” [Schmulevitch, 2004, pp. 229-234]. Having studied a wide scope of media education literature in Paris libraries, I can say: this is practically the only work on Russian film/media education published by a French author in the 21st century.

I regret to say, but Eric Schmulevitch's article did not come up to my expectations. As it turned out, the subject claimed in the headline of the article was not sufficiently developed. The author made only a brief (within a single page) excursion into the history of film education in the USSR. He gave a general overview of the faculties and specialties of modern Russian Institute of Cinematography (VGIK), taken, perhaps, from the official website of this leading audiovisual education university of Russia. And this is not surprising, for he failed to mention a single Russian book in the list of references published in the 90s of the 20th century or at the beginning of the 21st century. Thus, French readers have not got a chance to find out that the film/media education of Post-Soviet Russia is different from one of the Soviet period, and whether there were any other media education institutions in Russia except for VGIK. This article does not contain any information about the development of film/media education in relation to contemporary Russian mass audiences either. Regrettably, the author of the article does not seem to have read at least one of the hundreds of Russian books and articles on film/media education published since 1991.

Russia. From 2000 to 2009 research projects by Russian scientists on media education received a significant grant support from the Ministry of Education and Science of the Russian Federation, the Russian Humanitarian Scientific Foundation, the Russian Foundation for Basic Research Program of the Russian President “The Support of Leading Scientific Schools of Russia”, UNESCO, a number of foreign funds (Open Society Institute, MION-Ino-Center, Fulbright, IREX, DAAD, Foundation Maison des Sciences de l'Homme, etc.). There are over 40 research grants received by Russian scholars in total.

The number of Russian dissertations on media education from 2000 to 2009 included over 40 Ph.D. theses. In my previous works [Fedorov, 2001, Fedorov 2007, Fedorov, et al 2008] I gave a detailed research analysis in the field of Russian media education. The full text of Russian monographs and abstracts of theses can be read and downloaded from <http://edu.of.ru/medialibrary>

Media Activity at the International Level

France. CLEMI continues to actively participate in all media educational campaigns launched by UN, UNESCO, the European Union and Council of Europe, in international conferences on the media and media education in different countries around the world. CLEMI’s staff regularly travels abroad to conduct specialized seminars and lectures. Since 2008, French media educators have participated in the UN “Alliance of Civilizations” and “Media Literacy Education” project (www.aocmedialiteracy.org) [Frau-Meiges, Torrent, 2009, pp. 15-21].

The European Parliament Resolution [European Parliament Resolution, 2008] establishing the mandatory introduction of media education in all schools of Member States (from 1 to 12 classes), undoubtedly, is of great importance for French teachers.

Russia. Having received research grants in 2000-2009, Russian scientists got an opportunity to work in leading research centers in Washington, New York, London, Paris, Brussels, Berlin, Budapest,

Toronto and other cities in the world, to participate in major international scientific conferences on media education (in the United States, Canada, France, Britain, Germany, Austria, Switzerland, Spain, Brazil, Poland, the Czech Republic and others). Some Russian media educators [Alexander Fedorov, Alexander Sharikov, and Anastasia Novikova] published their articles in Western scientific journals.

In 2008, Taganrog State Pedagogical Institute and the Russian Association for Film and Media Education became official partners of the UN in a new project: the relevant contract was signed under the leadership of the UN "Alliance of Civilizations" (UN "Alliance of Civilizations" - AoC) for the establishment of the Russian-speaking segment of the world portal of Media Literacy Education Clearinghouse (Media Education and Media Literacy Chamber - <http://www.aocmedialiteracy.org>).

Conclusions

Russia. In February 2008, a round table on media education held in Moscow State University resulted in adopting a resolution, which recognized the achievements of Taganrog State Pedagogical Institute School of "Media Education and Media Competence". The resolution states that the school "has accumulated the valuable experience in the field of media education gained in Moscow, Voronezh, Tver, St. Petersburg, Ekaterinburg, Perm, Kurgan, Rostov, Taganrog, Tambov, Krasnodar, Chelyabinsk. The Russian Association for Film and Media (under the leadership of Alexander Fedorov) and the Siberian Media Education Association (under the leadership of Irina Jilavskaya) are actively working to promote the ideas of media education" (http://www.edu.of.ru/mediaeducation/news.asp?ob_no = 32087).

However, the above-mentioned resolution rightly observed on some negative trends in the development of media education in Russia: "the experience and research results are insufficiently known, and are not used to the full extent, for media education has not progressed from the experiment stage to the stage of a wide practical application yet. It should also be noted that the development of media education still has not achieved prominence at schools of journalism and media faculties in general. It is partially used in further training at schools of journalism. There is lack of interaction with the already existing centers and multiple experimental sites in the area of media education, the potential of teachers and researchers of leading departments is not fully used".

The conclusions of the resolution run that the promotion of media education is an extremely important and urgent task which consists in creating the media audience prepared to live and work in the information society, which must become "the conceptual object of teacher training media courses and departments of journalism, training courses for practicing journalists and further teacher training in media education; it is also necessary to come up with a proposal for the Russian Ministry of Education and Science to consider the relevancy and appropriateness of media components in the secondary education curriculum".

In my opinion, major challenges to the introduction of media education into the broad educational process of Russian universities and schools are primarily caused by:

- the apparent media educators' lack of consistency;
- a certain inertia of the administrations of a number of pedagogical universities (as is known, the regional component of university disciplines and optional training courses provide opportunities to introduce new subjects, but at present universities' academic councils very timidly provide hours for media education disciplines which are vital for intending teachers);
- the traditional approach of the Russian Ministry of Education and Science focused on supporting computer and information technology training courses, leaving the urgent problems of media education unattended.

Meanwhile, I certainly do not mean that Russian universities and faculties training professional media practitioners (journalists, directors, producers, managers, etc.), where it is, read the whole spectrum of academic disciplines related to media. Here, the situation is quite in line with European standards. I am much more concerned about the media education of will-be teachers, going to work in schools after their graduation. And, of course, about the media education of pupils, who spend a great amount

of their time with the media, in the digital world.

France. Media education in France is not mandatory yet (except for specialized universities and faculties training media professionals). However, the European Parliament Resolution (2008) strongly recommends the introduction of compulsory school media education (as it is already done in Canada and Australia).

Media education in French schools is developing quite intensively: it is integrated in the basic subjects or taught autonomously as an optional subject. Media education in teacher training has always been provided mainly within special courses.

In order to give new impetus to the promotion of media education it is necessary to consolidate all educational and media educational organizations, the media community, and implement the recommendations of the European Parliament.

In general, the comparative analysis of contemporary media education policies in France and Russia in the 21st century has shown that irrespective of some differences they have a common general vector (extremely necessary in this age of sophisticated media manipulations) – the development of young people's critical and democratic thinking, and their creative media skills at all levels of education.

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Appendix

Media Education in Russia and in France: a Comparative Analysis of the Current Stage of Development (2000-2009).

N	Media Education Situation	France	Russia
1	The Main Media Education Organizations	<p>National State Center for Media Education (with many offices in French regions) - CLEMI - Centre de liaison de l'enseignement et des medias d'information. http://www.cleml.org</p> <p>Media Research Group GRREM: Group de recherche sur la relation Enfants/Medias). http://www.grrem.org</p> <p>Regional Association of Youth Educational Press/Association regional press enseignement jeunesse – ARPEJ: http://www.pressealecole.fr</p> <p>Le tout</p> <p>CEMEA: Screen & Children http://www.cemea.asso.fr/multimedia/enfants-medias/</p> <p>APTE: Screen, Media and We. http://www.apte.asso.fr/APTE0809/index.html</p>	<p>Russian Association for Film and Media Education http://edu.of.ru/mediaeducation http://www.medialiteracy.boom.ru http://www.mediaeducation.boom.ru</p> <p>Russian Federation for Internet Education http://www.fio.ru</p> <p>YNPRESS Agency http://www.ynpress.com</p> <p>YNPRESS Media School: http://www.mediashkola.ru</p> <p>Portal School Press: http://portal.lgo.ru/</p> <p>Screen Arts Laboratory of Russian Academy of Education http://www.art-education.ru/otd-dop-ekran.htm</p> <p>Media Education Laboratory of Russian Academy of Education: http://www.mediaeducation.ru</p> <p>Laboratory “School Mediateque” of Russian Academy of Education: http://www.ioso.ru/scmedia</p> <p>Social and Cultural Development Department of Taganrog State Pedagogical Institute http://www.tgpi.ru</p> <p>Regional Center for Media Education (Ekaterinburg): http://www.omo-ps.ru/</p> <p>Ural Center for Media Culture and Media Education: http://www.urfomediacycenter.ru</p> <p>Siberian Association for Media Education http://tiit.tomsk.ru/home</p>
2	Media education journals and full-text Internet media education libraries, publications	<p>Media education journals are produced mainly through CLEMI (for example, reviews of Lyceum Press), although many French teachers and media magazines publish articles on media education from time to time. From 1992 to 2009 French media educators published dozens of monographs, textbooks, guidelines and manuals for media teachers. Some of these materials can be found on the free site of CLEMI: www.cleml.org</p> <p>The list of journal articles on media education is more impressive.</p>	<p>Russian Journal “Media Education” (print and web versions): http://www.mediagram.ru/mediaed/journal/ http://www.ifap.ru/projects/mediamag.htm http://www.edu.of.ru/mediaeducation/default.asp?ob_no=6096 http://www.edu.of.ru/medialibrary/default.asp?ob_no=34437</p> <p>Journal “Education. Media. Society: the Space of Collaboration”: http://www.omo-ps.ru/</p> <p>Journal “Mediatheque and the World”: http://www.rsl.ru/index.php?f=494</p> <p>Open web library “Media Education”: http://edu.of.ru/medialibrary</p> <p>Web library “Information Literacy and Media Education”: http://www.mediagram.ru/library/</p> <p>From 2000 to 2009 over 30 monographs and 20 training manuals for mass media education were issued in Russia. The list of university-oriented publications specializing in journalism, advertising, film and television is much more</p>

			extensive.
3	The main targets of media education	<ul style="list-style-type: none"> - development of critical, democratic thinking on media materials, analytical skills for reading media texts of different types and genres; - development of practical skills to deal with media techniques and create own media texts (e.g., school and liceum press, Internet sites). 	<ul style="list-style-type: none"> - development of critical, democratic thinking on media materials, skills for media texts' analysis (media text of different types and genres). - development of practical skills to deal with media techniques and create own media texts (e.g., school and liceum press, Internet sites); - development of students' aesthetic perception of the media; - protection of children's audience from media violence.
4	The main media education theories	<ul style="list-style-type: none"> - theory of critical thinking development; - practical media use theory; - semiotic theory; - culture studies theory; 	<ul style="list-style-type: none"> - aesthetical theory; - practical media use theory; - theory of critical thinking development; - culture studies theory; - social and cultural theory.
5	The main media education models	<ul style="list-style-type: none"> - Development of critical and democratic thinking, creative media skills at all levels of education. - Practical (to study the use of media in practice) - at all levels of education. - Socio-cultural development of the personality (the development of aesthetic perception and taste, interpretation, analysis, etc.) - at all levels of education; - Educational information (the study of theory and history of media and language media), mainly at the university level. 	<ul style="list-style-type: none"> - Development of critical and democratic thinking, creative media skills - at all levels of education. - Practical (to study the use of media in practice) - at all levels of education. -Ethical models (moral problems in media content). - Socio-cultural personality development (the development of perception and taste, critical thinking, interpretation, analysis of media texts, etc.) - at all levels of education. It can be a synthesis of theory (topics about the audience, media theories and media education), development (media motivation and technology), and practice (creative activity, media perception and analysis) (A. Fedorov). Plus, the diagnostic components to define the levels of personality development as a result of media education (motivational, contact, informational, perceptual, interpretative / evaluative, practical and creative levels); -Information about the media (the study of theory and history of the media and media language), mainly at the university level.
6	The main topics of media education lessons	media languages, media audiences, media categories, media technologies, media agencies, media representations, theory and history of media, media violence issues, etc.	media languages, media audiences, media categories, media technologies, media agencies, media representations, theory and history of the media, media violence problems, etc.
7	Grant support for media education projects	<p>Government grants and grants of various structures of European Union, UNESCO .</p> <p>The number of French theses on the subject of media in the 21st century is not more than a dozen.</p>	<p>Grant support from the Ministry of Education and Science of the Russian Federation, the Russian Humanitarian Scientific Foundation, the Russian Foundation for Basic Research Program of the Russian President "The Support of Leading Scientific Schools of Russia", UNESCO, several foreign funds (Open Society Institute, MION - Ino-Center, Fulbright, IREX, DAAD, Foundation Maison des Sciences de l'Homme, etc.). There are over 40 research grants received in total.</p> <p>Since the beginning of the 21st century more than 40 theses on media education were published in Russia.</p>

8	Positive and negative tendencies in media education	<p>Media education is not compulsory (except for specialized media universities and faculties). However, the European Parliament Resolution (2008) strongly recommends the introduction of compulsory school media education (as it is already done in Canada and Australia).</p> <p>Media education in schools is developing quite intensively, and is integrated in the basic subjects or taught autonomously (as an optional subject).</p> <p>Media education in teacher training is provided mainly within special courses.</p> <p>In order to give new impetus to the media education movement it is necessary to consolidate all educational and media educational organizations, the media community, and implement the recommendations of the European Parliament.</p>	<p>There is intensive research on media education with grant support from the many Russian and foreign foundations.</p> <p>Media education is not compulsory (except for the universities and faculties training media professionals).</p> <p>Media education in schools is still poorly developed, and is integrated in the basic subjects, or taught autonomously (as an optional subject).</p> <p>Media education in initial and further teacher training covers a limited range of institutions. However, with the official opening (since 2002) of the new university specialization - "Media Education", there are prospects for increasing the range of higher education institutions in Russia, introducing media education in the educational process.</p> <p>Teacher training institutions, schools of journalism and the media community as a whole do not contribute sufficiently to the promotion of media education.</p> <p>Major challenges to the broad introduction of media education into teaching in Russian universities and schools appear to be primarily caused by:</p> <ul style="list-style-type: none"> - the apparent media educators' lack of consistency; - a certain inertia of the administrations of a number of pedagogical universities (as is known, the regional component of university disciplines and optional training courses provide opportunities to introduce new subjects, but at present universities' academic councils very timidly provide hours for media education disciplines which are vital for intending teachers); - the traditional approach of the Russian Ministry of Education and Science focused on supporting computer and information technology training courses, leaving the urgent problems of media education unattended. <p>Though it does not mean that Russian universities and faculties training professional media practitioners (journalists, directors, producers, managers, etc.) read the whole spectrum of academic disciplines related to the media, the situation here is quite in line with European standards. But media education of will-be teachers and school students is a matter of special concern for Russian media educators.</p>
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Acknowledgement

This article is written with the support of Foundation Maison des Sciences de l'Homme Grant (FMSH, Paris, France, 2009)

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