

## **Media and Information Literacy Policies in Greece (2013)**



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<b>1. Dimension</b>	<b>(Short) Historical background</b>
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By and large, media education is a cross-thematic subject that draws interest from various research grounds (cultural studies, pedagogy, communications and mass media, civic studies, ICTs, etc.), therefore requires an inter-dimensional approach. The primary research interest is drawn from the pedagogical studies, with media and communications to follow, both from the academic field and public policy engagement. More specifically, the two axes that media education activity is mainly derived from are **a) the academia from a research and teacher’s capacity training perspective from the early 80s on<sup>1</sup>, and b) the public sector, from a media policy agenda perspective from the early 00s**, with the main actors being the European Center of Children’s Television (ECTC)<sup>2</sup> and the Hellenic Audiovisual Institute (IOM)<sup>3</sup>. However, the latter was abolished in 2011, in a political decision taken in haste due to public spending cuts pressure, causing a huge setback in the policy agenda, with no official media literacy stakeholder representative set, thus far.

The **main target group addressed is children and young people and their correlating social environment, such as teachers and parents**. The reason why, is that children are considered the most susceptible to media influence, and those who lack the correct frames of reference and hence, are in greater need for support from the abundant media presence. This protectionist approach was the main paradigm in media education in the early years of traditional media teaching, later though was intertwined with a strong creative and cultural user’s identity in the information society.

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<sup>1</sup> Indicative examples include:

- a) the *Faculty of Communication and Mass Media* (BA courses), and especially “*The Laboratory of New Technologies in Communication, Education and the Mass Media*” of the National & Kapodistrian University of Athens.
- b) the Inter-university and Interdepartmental Postgraduate Program “*Information and Communication Technologies in Education*” (National University of Athens, University of Thessaly in partnership with the Higher Technological Institute of Piraeus)
- c) the *Film Studies Faculty*, of Aristotle University of Thessaloniki.

In addition, it should be also mentioned that in all national Pedagogical Faculties, there exist many BA courses on media education in the student’s curriculum.

<sup>2</sup> ECTC was supervised by the Hellenic Audiovisual Institute (IOM) until 2006, when it was fully merged with IOM.

<sup>3</sup> IOM was merged with the Public Service Broadcaster, ERT SA.

<http://www.iom.gr/default.aspx?lang=en-US&page=135>

Despite this target-sensitive group, recent academic research and capacity training activity, namely from **The Laboratory of New Technologies in Communication, Education and the Mass Media** (Communication and Mass Media Faculty, University of Athens), focuses on senior citizens and the disabled, as well as on serious games in a professional and business setting<sup>4</sup>.

The reason why media education was never fully integrated in the school curriculum but rather marginalized in its first years of presence, varies according to the pertinent circumstances, each time. To begin with, the role and impact of the media in the public sphere as a study object has always been correlated with that of communication studies, due to subject proximity.

In addition, from a historical point of view, the Greek educational system ever since its establishment has always been rather conservative, with its roots to be found on the old pedagogy system where elitism and social education were among the main characteristics. On that note, according to the Frankfurt School theory, the old pedagogy system involved forms of education that lacked direct feedback from the students; hence they were not able to fully engage to an open dialogue with their tutors. When mass media came into the educational context, their expressive norms were relatively new to the school system, they were norms that required interaction and imminent response, and therefore they were marginalized and gradually rejected. As a cynical reaction to the “intruder”, mass media studies were excluded from formal educational environment, with pretexts such as “overloaded curriculum”, “media studies bring consumerism culture into schools”, “lack of resources”, etc.

The situation started to transform from the mid-80s and on, when secondary school teachers were first introduced to technical and vocational education by the educational institute **ASPETE** (1988), a capacity training that became mandatory in 1992, and resulted to the integration of ICT courses in 1995 in secondary education. However, this form of introduction in the classroom was more as a supplementary training tool and *not as a learning object*, in its own right. The first report on media literacy education in school curriculum from a critical and analytical perspective is found in 1989, cross-

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<sup>4</sup> For more information, click here:

[http://www.media.uoa.gr/fileadmin/media.uoa.gr/uploads/documents/ntlab/UoA\\_NTLab\\_EN.pdf](http://www.media.uoa.gr/fileadmin/media.uoa.gr/uploads/documents/ntlab/UoA_NTLab_EN.pdf)

curricular, in the form of a Greek language textbook, and as a long chapter on media and information lessons. This slightly changed the school attitude towards media education and helped develop at least, the idea of teaching a language through the use of media, while studying them for themselves<sup>5</sup>. Later on in the 00s, the situation advanced with the school system gradually being more open to media education in the curriculum, either from a technical point of view (ICTs studies), as an optional course (“Audiovisual Expression<sup>6</sup>) or in the form of school educational programs (e.g. MELINA, “Let’s Go to the Cinema - PAME CINEMA”). Yet, that presence is, until today, not holistic nor systematic, hence needs further development in order to fully tune itself with the global media education scene and the new trends that are emerging (eg. critical media literacy, digital literacy)<sup>7</sup>.

Moreover, during the "3rd World Summit on Media for Children" that was held in Thessaloniki (2001) by IOM and the European Center of Children’s Television (ECTC), and with reference to the perplexing relationship among media and children, IOM put forward the *International Declaration on Media and Children, Commitment for the Future*. The draft declaration was finalized at AGORA (Athens, 2002), and among other, stated “*the promotion of media education programs for the empowerment of all concerned parties, especially children,*”<sup>8</sup>.

### *Policy Agenda*

The **Hellenic Audiovisual Institute (IOM)**, the national applied research organization on media and broadcasting continued this policy agenda in a more systematic and long-term approach from 2006 and on, serving as a “centre de excellence” and “think tank” on media literacy paradigm. IOM was a Legal entity of Private law, established in 1993

<sup>5</sup> ASPETE is the School of Pedagogical and Technological Education. For more see: Aslanidou, S., (2008, “A propos de l’éducation aux medias en Grèce :le cas d ASPETE” in Jacquinet-Delaunay, G., & Kourti, E. (Eds.), *Des jeunes et des medias en Europe*. Paris: L’Harmattan.

<sup>6</sup> Within The Digital School initiative, there exists the media education programme *Audiovisual Expression* under Visual Arts Education Zone, as an optional course that accompanies core lessons in primary and secondary education.

<sup>7</sup> Andriopoulou, I., (2010), “Introducing Media Literacy in Greek Schools: A hurdle race”, Session: Implementing Media Education, at the *Media Literacy Conference*, Ofcom, Media Education Association and Center for the Study of Children, Youth and Media, University of London, 19-20 November 2010, London, UK. <http://milunesco.unaoc.org/introducing-media-literacy-in-greek-schools-a-hurdle-race/>

<sup>8</sup> International Media Literacy Clearinghouse in Children, Youth and Media. 18 June 2002. <http://www.nordicom.gu.se/clear.php?portal=linkdb&main=thessaloniki.php&me=3>

under the Public Service Broadcaster ERT SA, and later supervised by the Secretariat General of Communication/Information/Mass Media (former Ministry of Press). IOM was abolished in 2011 amidst the national crisis, and the remit and functions were transferred to the Public Service Broadcaster, ERT SA, that was too, abolished in June 2013. The new public service broadcaster, **NERIT**, fully functional from June 2014, has shown strong intentions on continuing a strong media literacy agenda, with an emphasis on audiovisual and digital content provision for a mixed target group.

**IOM was appointed as national representative for systematic media literacy policy**, encompassing all fields of media education, focusing on children, educators, caretakers, parents, media professionals, broadcasters, media students and citizens at large. To this end, IOM coordinated a series of media education projects in Greece and abroad, promoted public discourse through events and campaigns, while serving in parallel, as the country expert and national advisor to the setting of a strong EU media literacy policy agenda. In this context, IOM was actively involved to the drafting of EU policy papers, such as the first EC Public Consultation on Media Literacy in 2006, the Communication (COM 2007:833), the consultation for media literacy definition (“paedeia sta mesa”) and finally, the EC Recommendation on Media Literacy in the Digital Environment (EC 2009:6969) and the revised Audiovisual Media Services Directive (2010/13/EU).

Media education was mainly associated with the new digital era reforms in the late 00s, and the abundant possibilities and resources that they offered within a school context. The main force of this movement was the **Digital School initiative of the Ministry of Education** that was launched as a pilot project in 2010 and is now fully functional through its official website (<http://dschool.edu.gr/>).

Within the Digital School, the **Educational Radio-Television of Greece (EduTV)**, under the auspices of the Ministry of Education, has taken on initiatives on audiovisual and digital education, through high-quality audiovisual productions aimed at complementing educational resources in the classroom. On top of being available *via* the public television channels, EduTV is committed to become a multimedia platform available on-demand and connected to the most popular social media. In this context, it aims to provide educators and students with an opportunity to learn *through* the media,

such as how to use and re-use the available video content in the classroom, upload their own content, share and evaluate it, thereby following current European thinking in terms of media use in learning.

The digital transition of Educational Radio-Television is a significant pillar of the educational reform by the Digital School. Since September 2010, EduTV has dynamically entered the digital era and connected with communities of young people. EduTV2.0 has developed an open collaborative learning environment for youth creation at <http://www.i-create.gr/> supporting experimentation, creativity, exchange, production of ideas and promoting school communities’ projects. Videos, games, blogs, Web2.0 applications are developed and submitted through video contests and social responsibility and awareness-raising campaigns in partnership with schools, universities and other organizations<sup>9</sup>.

Media education thus, was mostly presented as a tool of enhancing the educational agenda with a more active, experiential learning approach through the use of new technologies, based on student’s own experiences and base of knowledge. However, as it has been aforementioned, the Ministry of Education has been rather sceptical towards a holistic and long-term media education approach in the curriculum, despite repeated proposals towards that direction<sup>10</sup>.

***comments:***

The main premise behind IOM’s media education policy was to overcome the protectionist agenda on media presence and embrace media literacy with a more creative and proactive, citizenship approach. The projects offered by the Educational Radio-television on digital literacy consist an advanced step towards that same direction, encompassing new media and web apps.

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<sup>9</sup> For more on EduTV activities, see <http://www.edutv.gr/>.

<sup>10</sup> For instance, the Hellenic Audiovisual Institute (IOM) put forward an official proposal on the implementation model for media education, during its international conference “*Teaching the Alphabet of Media*”<sup>10</sup> (Athens, 2007).

<b>2. Dimension</b>	<b>Legal policy framework</b>
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There is a multitude of definitions in the Greek language regarding the exact term of “media education (or literacy)”, formally accepted as “*paedeia sta mesa*”, due to the linguistic variety and media semiotics. Looking through the Greek bibliography, one will run into various references on media education, such as “audiovisual education”, “media capacity”, “media alphabetism”, “digital education”, “critical alphabetism”, to mention a few. However, there seems to exist a principal conceptual agreement regarding its content as a whole that focuses on the critical analysis and evaluation skills of media messages and mechanisms as well as of new media skills for creation and communication purposes in the information society.

Having said that, the Greek formal reference of media education adopts the EU definition as it was first agreed in the EU Communication COM (2007)833, that is ... “*the ability to access, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts*”, recognizing thus, the importance of the individual’s access, the critical skills development and the creative expression possibilities. In addition, the Hellenic Audiovisual Institute approached media education in a broader context, as an “agent” able to control and exert social, political and economic influence in the media industry. At this point, it should be also mentioned that a conceptual tension has been spotted among the notions of “media education” and “media literacy”: the former tends to reflect the teaching procedure of media in the classroom, that is, the *status quo* of media studies the pedagogical system, the situation present in the formal educational environment, whereas the latter leans towards a more holistic, cognitive situation in a media literate environment, the educational benefit from media teaching in the classroom<sup>11</sup>.

Presently, and after the abolition of IOM in 2011, no Greek legal document with a binding character exists whatsoever in Greece on media education policy agenda. In principle, Greece adopts the EC media literacy policy, through the EC

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<sup>11</sup>. For more on the discrimination between “media education” and “media literacy” see: Buckingham, D. (2003). *Media Education: Literacy, Learning and Contemporary Culture*, London: Polity Press.

Recommendation, the Audiovisual Media Services Directive and the relevant Council Conclusions.

In terms of a media literacy stakeholder presence, the Hellenic Audiovisual Institute (IOM) was the public service authority on media education, according to its Presidential Decree (art. 15, par.1, Act 3444/2006), supervised by the Secretariat General of Communication/Information/Mass Media (former Ministry of Press) until 2011. After its abolition and merge with the Public Service Broadcaster ERT SA, (and its concurrent abolition in June 2013) no other media stakeholder, in the form of a public service body has been set up by the Greek government, casting a tremendous setback on media education policy for Greece and the EU.

Educational Radio-television of Ministry of Education is a public entity dealing with media education in terms of staff training and production of audiovisual and digital material to support curricula in compulsory, higher education, and also lifelong learning.

In terms of joint ministerial relations, there have been several cases of inter-ministerial relations on media education projects and initiatives.

- For instance, the joint “**National Research on Media Literacy Education in Primary School Teachers**” in 2011 among the **Hellenic Audiovisual Institute (IOM) and the Ministry of Education**. To be more specific, IOM conducted the first nationwide research on media literacy in formal educational environment targeting teachers, educators and school consultants within pre-school and primary-level education. The aim of the research was to decode their attitude, their personal point of view and media experience and further illustrate how these are reflected in their media teaching practices in the classroom. The research was promoted and conducted online, through the official teacher’s network, **PanHellenic School Network**, of the Ministry of Education. The study, the first nationwide media education-oriented research in formal education, was in consistency with the EC Recommendation 6464 (2009) for the empowerment of media literacy research in the Member States (“...*promoting*



*systematic research through studies and projects on the different aspects and dimensions of media literacy in the digital environment”, art. 2)<sup>12</sup>.*

- More recent partnerships include the collaboration of the Ministry of Education and the Ministry of Culture on the **International Olympia Film Festival for Children and Young People**. We should also mention the capacity training **MELINA** film education school project (1994-2004), another example of successful cooperation among the two Ministries (Education, Culture).
- Other past joint initiatives are:
  - The **Greek Media Smart** project, educational program for primary schools on television literacy, among the **Ministry of Education**, the **Hellenic Audiovisual Institute (IOM)** and **Panteion University of Athens**.
  - The conference on “**Children and the Media**” (Athens, 2008), **General Secretariat of Communication/Information/Mass Media** and **Hellenic Audiovisual Institute (IOM)**.
  - The educational program on “**Audiovisual Education in Summer Camps**”, by the **General Secretariat of Communication/Information/Mass Media**, the), the **Public Service Broadcaster, ERT SA**, and the **Hellenic Audiovisual Institute (IOM)**.

However, these aforementioned mutual agreements and initiatives on media education were not “sealed” with any form of *long-term* regulatory policies.

### **Reporting to the State and the EU**

Presently, only the **Hellenic Ministry of Education** is entitled to report on media education policy to the State. In this context, the Educational Radio-television and other

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<sup>12</sup> Andriopoulou I., (2012), First Nationwide Study on Media Literacy in Greek Schools, *Newsletter on Children, Youth and Media*, International Clearinghouse on Children, Youth and Media, No, 2, 2012, NORDICOM. [http://www.nordicom.gu.se/cl/publ/letter.php#First Nationwide Study on Media Literacy in Greek Schools](http://www.nordicom.gu.se/cl/publ/letter.php#First+Nationwide+Study+on+Media+Literacy+in+Greek+Schools).

academic institutions on behalf of the Ministry of Education offer official media education reporting.

In terms of reporting to the European Union, Greece takes part to the **EU Media Literacy & Education Expert Group** with two national representatives, Ms Betty Tsakarestou, Assistant Professor at the Department of Communication, Media and Culture of Panteion University on behalf of the Ministry of Education and Ms Irene Andriopoulou, Media Literacy Researcher and Designer / Content Analyst on behalf of the Hellenic Public Television.

Moreover, in June 2013 the **Secretariat General of Information/Communication/Mass Media** joined through its Secretary General, Mr Ioannis Panagiotopoulos, **UNESCO’s Global Alliance for Partnerships on Media and Information Literacy**, showing willingness to take up active role on media education policies.

*comments:*

The abolition of the Hellenic Audiovisual Institute (IOM) in 2011 as the official public policy media literacy stakeholder constitutes a serious problem that the EC is challenged to look upon, and thus create a “crisis umbrella” mechanism to protect public entities that are abolished or subsumed in times of crisis.

<b>3.1 Dimension</b>	<b>Capacity-building: teacher training</b>
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There’s no formal accredited school training framework for in-service teachers on media education as a core subject. However, within the Digital School<sup>13</sup> framework, the Ministry of Education has implemented a number of legislative initiatives redefining teacher training, assuming its leading role in the upgrading of education. **“ICT in education” B level concerns the training of educators of primary and secondary education in ICT** preparing them for “The knowledge society’s” challenges. In particular, B level concerns the implementation of ICT in specific cognitive domains

<sup>13</sup> Papadimitriou Sofia (2013). *Charting Media and Learning in Europe 2012*, Medeanet European project report deliverable 4.1 (518938 – LLP – 1 – 2011 – 1 – BE – KA3 – KA3NW).

using appropriate software and the relevant pedagogical principles. In terms of teacher training, the Digital School has planned and begun the training of 103,000 educators (57.2% of the total number) in the educational use of ICT tools in courses related to their specialty and in the use of interactive smart boards and the digital educational platform.

Since research projects have been integrated in the curriculum of Upper Secondary Education, educators have been trained to support the methodology and relevant tools by the **Institute of Educational Policy**. A great variety of projects have been implemented and published on the official websites of all schools using audiovisual media and Web 2.0 tools on a large scale to present and disseminate their work.

Moreover, European or national projects like **eTwinning**, **teachers4Europe**, **MEDEAnet**, **School-Lab** organise workshops aiming to train participants from primary and secondary level on specific web environments, software tools and methodology tools. The eTwinning project focuses on communication and collaboration tools. MEDEAnet workshops put emphasis on best practices using media in the classroom or with distant learning. School-Lab organised workshops for educators to create videos on the topic of Science.

Furthermore, within the academic context, there is a semester long, optional course (designed as a media education workshop) that aims to the awareness of undergraduate students in media education in the **Department of Early Childhood Education of University of Athens**, based on fundamental elements in media education such as: representation, language, production, audience. Overall, there is a satisfactory presence of media education courses in the academic context, offering basic cognitive and analytic skills to the pedagogical students.

### **Curriculum**

Media Education is integrated in the Greek national curriculum in two ways: a) cross-curricular and b) as an optional module, under Visual Arts Education.

- a) **As cross-curricular:** can be found under Environmental Studies, Civic Studies/Citizenship, Health Education, Social & Civic Studies, Politics & Law in Primary and Secondary Education (Middle and High Education)<sup>14</sup>.
- b) **As an optional (non-compulsory) module:** placed under Visual Arts Zone, under the title *Audiovisual Expression*. Visual Arts Zone consists of 5 strands: Music, Visual Arts, Drama, Dancing - Movement and Audiovisual Expression. The optional module *Audiovisual Expression* can be chosen among the aforementioned topics (in both Primary & Middle Education). Visual Arts Zone is taught 2 hours per week in both levels, however it is not binding for the teachers to teach *Audiovisual Expression*. Once chosen, the topic has to be taught, for at least 2 months duration in the classroom<sup>15</sup>.

### Competences

Since a core course does not exist autonomously in formal education at the moment, the only detailed and in-depth aspect of media education present in the school curriculum is that of film/audiovisual literacy, encompassing all competences of media education from an aesthetics and cultural approach.

In addition, within the Digital School framework, (<sup>16</sup>key component of the *New School vision* with 7 million visitors, so far) there are a number of actions being implemented, that **combine media and digital literacy**. These are organised along five basic axes:

- Enhancement of network infrastructure and electronic equipment at schools, aiming at creating a digital classroom equipped with fast Internet connection and interactive smart boards.
- Rich, interactive e-books that correspond to the curricula for all grades and courses.
- Teacher training in the educational use of new technologies.
- Integrated system for online administration and management of education.
- Horizontal support actions.

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<sup>14</sup> For a more detailed picture on media education in the school curriculum, see “EMEDUS, Media Education in Europe/Reports”, <http://eumedus.com/>.

<sup>15</sup> The Digital School, Ministry of Education, <http://ebooks.edu.gr/2013/newps.php>.

<sup>16</sup> Papadimitriou Sofia (2013). *Charting Media and Learning in Europe 2012*, Medeanet European project report deliverable 4.1 (518938 – LLP – 1 – 2011 – 1 – BE – KA3 – KA3NW).

A large number of digital interactive learning objects as interactive simulations, experiments, exercises, educational games has been developed which are connected and enrich digital editions of school books. Up to today, 7000 new interactive learning objects have been developed enriching fully or partially 80 books at Primary and Secondary educational levels. 70 enriched books are already available in the DS environment.

**Comments:**

“Audiovisual Expression” course has a broad spectrum of objectives promoting wider film access, critical understanding and creative skills on multiple levels. However, due to its non-binding, optional character, we cannot report how many teachers are actually using the program, for how long, nor we can suggest any assessment indicators, after its completion.

<b>3.2 Dimension</b>	<b>Capacity-building:      <i>Teaching/training</i></b> <b><i>Materials and other relevant content</i></b>
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Overall, there is scarcity of intellectual property material for media use and teaching in the classroom at the moment. A **Safer Internet** guide for educators and students with brief references to intellectual property issues is available online by the Ministry of Education<sup>17</sup>. *Audiovisual Expression* course is also followed by complete Guidelines for educators<sup>18</sup>. In addition, the first, all-inclusive UNESCO publication *Media and Information Literacy Curriculum for Teachers* (2011) is available online in Greek through UNESCO Paris website and through various Greek educational platforms, as an open educational resource<sup>19</sup>.

**Research**

Faculties from pedagogical and media and communication studies as well as university research institutions are doing a great deal of work on media and digital education. Relevant courses can be found early on from the mid 80s in ASPETE, followed by the

<sup>17</sup> PanHellenic School Network, <http://www.sch.gr/>

<sup>18</sup> Ibid 8.

<sup>19</sup> Greek version is co-authored by Irene Andriopoulou, EU Media Literacy Expert and former Head of the Media Literacy Dpt of the Hellenic Audiovisual Institute. URL: <http://unesdoc.unesco.org/images/0019/001929/192971GRE.pdf>

Faculties of Early Childhood Education in Athens and the periphery (Crete, Volos, Ioannina, Alexandroupoli, Rhodes in various timelines). Then, in the 1990s, with the appearance of the mass media faculties, media education courses appear in the Syllabus of *Communication and Mass Media Faculties* of Athens as well as within the *Film Studies* Faculty of Thessaloniki. Their work is enriched with conferences, workshops, media institutes, as well as a rich media library of undergraduate, postgraduate and post-doctorate studies and thesis.

Moreover, as aforementioned, there exists **one Inter-university and Interdepartmental Postgraduate Program “Information and Communication Technologies in Education”** (National University of Athens, University of Thessaly in partnership with the Higher Technological Institute of Piraeus) with some courses on media education.

### Resources

Currently, most resources on media education content and training, **such as handbooks and guidelines** that can be used *per se* in the classroom are being driven mainly by the private initiative, NGOs (e.g. KARPOS, Let’s Go to the Cinema - PAME CINEMA, Olympia Film Festival) and independent media professionals. During its years of presence, the Hellenic Audiovisual Institute, through its Media Literacy Department, produced training material on media education for teachers, parents and students, in paper and online format<sup>20</sup> that was freely distributed in school units all over Greece. This material was either part of a greater educational project (e.g. Media Smarts, Audiovisual Education in Summer Camps with ERT SA) or autonomously, like the digital advergame “Traganoulis”<sup>21</sup>.

Bountiful resources exist in the academic field as well (both in pedagogical and media and communication faculties), which can be found online through their official websites. Finally, there are also, school teachers who wish to work *with* and teach *about* the media in the classroom and have therefore developed educational material by

<sup>20</sup> Hellenic Audiovisual Institute, Media Literacy Activities and Initiatives, <http://www.iom.gr/default.aspx?lang=el-GR&page=204>

<sup>21</sup> In addition to producing educational material, IOM reinforced public discourse on media education in typical and non-typical environment through events, conferences and regular articles in its official publications and in other national and international journals.

themselves, such as the **Television Literacy Network in Serres, Northern Greece** that offers, among other things, a detailed booklet for teaching television literacy in the classroom<sup>22</sup>.

By and large, all formal resources destined for school use are approved by the **Institute of Educational Policy** (former Pedagogical Institute) the official school body for the national curriculum. The majority of resources, once approved, are offered online through its official educational platforms (PanHellenic School Network, Digital School, e-yliko).

Moreover, in terms of circulation of the material within the Ministry of Education, **Photodentro**, a new project launched in 2013, within the Digital School, **serves as the Greek Digital Learning Object Repository for primary and secondary education**<sup>23</sup>. It aims to become the central access point for digital educational content and is open to all, students, teachers, parents, as well as anybody else interested. *Photodentro* stores reusable learning objects, developed by teachers, in the context of the enrichment of primary and secondary education textbooks or have been created in the framework of other projects funded by the MoE or selected from other sources. *Photodentro* is more than a Repository: it constitutes the **Greek National Aggregator of Educational Content** accumulating metadata from collections of digital resources that are stored in digital libraries and repositories of other organisations (museums, libraries, audiovisual archives, etc.) and which can be exploited in the learning process.

More specifically, **Photodentro/Educational Video** is the **Greek Educational Video Repository** for primary and secondary education. It has been designed and developed in order to host collections of curriculum related short-length videos categorised and easily accessible for use in the learning process. The Video Repository is open to all and one of the Educational Content Repositories of the *Photodentro* group. The first collection of the Repository consists of the 700 short length videos of Educational Radio-television (EduTV), selected and segmented from their original EduTV videos and

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<sup>22</sup> <http://serreschools.blogspot.gr/>.

<sup>23</sup> Papadimitriou Sofia (2013). Charting Media and Learning in Europe 2012, Medeanet European project report deliverable 4.1 (518938 – LLP – 1 – 2011 – 1 – BE – KA3 – KA3NW).

annotated in the context of the EU-funded project *EduTubePlus*<sup>24</sup>. Videos are short, curriculum-related, and appropriate for in-class use in primary and secondary education. All videos have been classified according to their pedagogical use within learning activities, following the EduTubePlus<sup>25</sup> taxonomy for the pedagogical use of video in education.

<b>3.3 Dimension</b>	<b>Capacity-building: funding</b>
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Within the typical school education framework, media education policies, training programmes and developing resources for the Ministry of Education are being funded so far by the following institutes:

- The Institute of Educational Policy (IEP),
- The Computer Technology Institute and Press "Diophantus" (CTI),
- The Greek School Network (GSN),
- The Operational Program “Education and Life Long Learning”.

In the past, activities launched by the Hellenic Audiovisual Institute were primarily public funded, being a public service body itself. The Secretariat General of Communication/Information/Mass Media (former Ministry of Press) also provided occasional funding for private school initiatives (e.g. The Television Literacy Network), as well as for industry actors (eg. Olympia Film Festival). Other bodies involve EU funding and local and regional actors (School Peripheries) as well as the media industry (ISPs).

There is no public report on funding available.

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<sup>24</sup> EduTubePlus - A European curriculum related video library and hybrid e-services for the pedagogical exploitation of video in class from <http://www.edutubeplus.info/>

<sup>25</sup> <http://www.edutubeplus.info>



<b>4 Dimension</b>	<b>Role of actors (outside school system)</b>
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There are cases such as **KARPOS - Centre of Education and Intercultural Communication** that had an influential role in assisting the integration of the optional course *Audiovisual Expression* into schools through workshops about cinematic expression and through designing relevant educational material.

#### **Role of regulatory media authorities**

The **Greek National Council for Radio & Television (ESR)**, the official regulatory body for broadcast media in Greece, does not have any authority or legal force on media education policy, whatsoever. However, it has been repeatedly suggested by the Hellenic Audiovisual Institute that ESR should engage with media education among its main axes of action, following the examples of other regulatory bodies (CSA, OFCOM), and function *mutatis mutandis* as a potential media education advocate<sup>26</sup>.

#### **Role of private sector**

In times of crisis, the Greek private sector is the most active one for drawing media education initiatives, addressed to educators, students, parents and media professionals. Indicative examples include NGOs such as **KARPOS** and **PAME CINEMA** that organise film education workshops for teachers and students, as well as the **International Olympia Film Festival for Children and Young People, Camera Zizanio** and the **Lessons in the Dark** initiative with film and animation workshops. These initiatives combine critical skills analysis and practical knowledge on media and filmmaking in an educational setting<sup>27</sup>.

#### **Youth participation mechanisms**

There is a great interest from children and young people to media education activities, whenever and wherever they take place. A recent (October 2013) successful example includes a small school group from the Ionian island of Paxoi who were among the winners of the **Austrian Media Literacy Awards**, by the Austrian Ministry of

<sup>26</sup> Andriopoulou I., (2010), “Media Literacy and Policy Agenda”, in *Sychnotites, IOM*, issue 11, September-October 2010, Athens: IOM, p. 50-55.

<sup>27</sup> More on private initiatives in: Appendix to the Final Report, Case Studies, GREECE, EAC/ 14/ 2011 Study, *Screening Literacy in Europe*,. BFI | University of London Institute of Education | Film Education.

Education for their filmmaking product, as a result of a “Lessons in the Dark” workshop that took place there, earlier this year. Another case is with the EU **Youth Video Museums** project, a joint initiative among Greece and Germany that aims via educational procedures to the production and exchange of audiovisual messages and the creation of “Video Museums” in a school setting. Video Museums was selected as a case-study in the publication **Media Literacy in Europe: 12 projects that will inspire you**<sup>28</sup>.

#### **Professional organizations**

- The **Journalists Professional Association of Thessaloniki, ESIEMTH**, has reportedly organised initiatives on Press and news education for young media professionals and journalists.
- **The Hellenic Scientific Union of ICT in Education** ([www.etpe.eu](http://www.etpe.eu)) is a professional association comprised by ICT scientists and education professionals aiming to promote ICT in education.

In addition, media professionals have collaborated with the audiovisual and media industry for reinforcing public discourse on the necessity and current trends on media education, through media events, school events and international conferences.

#### **Specific events**

Currently, the only large-scale youth film event organised yearly by NEANIKO PLANO is the **International Olympia Film Festival for Children and Young People and Camera Zizanio** in Pyrgos, Peloponnese, Southern Greece.

**Olympia Festival** is the most complete festival aiming specifically to children and young people in Greece. It delivers both a single festival in December each year and follow-on activities across Greece and across the year, afterwards. Alongside screenings from all over the world, a series of parallel events, such as film education workshops also take place, all aimed at children and young people.

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<sup>28</sup> EVENS foundation, <http://issuu.com/joadriaens/docs/medialiteracymagazine>.

**Camera Zizanio**, has a closer focus on young people creating films and being more involved in production and films assessment. At *Camera Zizanio* young people attend workshops on film-making, actually make their own films and then screen them for wider discussion. Screenings of young people’s work at the festival are marked through an Awards Ceremony and films are judged by panels of youth juries. There is also a parallel programme of workshops for professionals.

*Olympia Film Festival* is funded by the Ministry of Culture and is considered among the top 10 film festivals for children and young people in Europe<sup>29</sup>.

### Overlapping structures and events

(Note: Indicative examples, only).

- PAST EVENT. The Hellenic Scientific Union of ICT in Education ([www.etpe.eu](http://www.etpe.eu)) organized the **7th Pan-Hellenic Conference with International Participation "ICT in Education" in Athens (May, 2013)**. The main focus of the conference was computer and ICT in education, e-learning and new teaching practices. Selected papers from the conference are included in Springer e-book “Research on e-learning and ICT in education”<sup>30</sup>.
- EVENT/MECHANISM. The Greek Awareness Center “Safer Internet” organizes within its internet safety campaign every February the “**Safer Internet Day**” with a series of actions and events by schools, teachers and students, in order to promote safer and more responsible use of online technology and mobile phones, especially amongst children and young people across the world. The Greek Safer Internet Awareness Centre is the national representative for Greece of the *Insafe Network of Safer Internet Awareness Centres*, with 30 members across Europe.  
URL: <http://www.saferinternet.gr/index.php>
- NEW TEACHING RESOURCES. **UNESCO Publication *Media and Information Literacy Curriculum for Teachers***, Greek edition, (Andriopoulou, 2013) is an open educational resource with multiple cross-thematic reference to media and information literacy as well as film and computer literacy.  
URL: <http://unesdoc.unesco.org/images/0019/001929/192971GRE.pdf>
- ONGOING RESEARCH. The *Digital International Media Literacy eBook Project* is a brand new, unique initiative, started in 2013 that extends media

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<sup>29</sup> <http://olympiafestival.wordpress.com/> , <http://www.neanikoplano.gr/>.

<sup>30</sup> [http://www.springer.com/education+%26+language/learning+%26+instruction/book/978-1-4614-1082-9?cm\\_mmc=EVENT-\\_-EbooksDownloadFiguresEmail-\\_-](http://www.springer.com/education+%26+language/learning+%26+instruction/book/978-1-4614-1082-9?cm_mmc=EVENT-_-EbooksDownloadFiguresEmail-_-).

literacy education to a global audience through digital technology. Applying the analytical approach based on the original book of **Prof. Art Silverblatt, *Media Literacy: Keys to Interpreting Media Messages (4<sup>th</sup> edition)***, aims to facilitate scholars to understand how media issues have been portrayed in the media systems of different countries. The e-book project is co-authored by media and education experts worldwide, over 25 countries<sup>31</sup>. The e-book has cross-thematic references to computer and information literacy notions.

URL: <http://keystomedialiteracy.com/>

- **NEW EVENT:** The **Digital Storytelling in Times of Crisis** conference, is organized by the *Laboratory of New Technologies in Communication, Education and the Mass Media* and the *University Research Institute of Applied Communication of the University of Athens* and the collaboration of the Hellenic American Union, in 8-10 May 2014, Athens. Its focus is on the premise that storytelling, like learning, can only happen in social and affective settings, giving people the ability to change through verbalization, communication, creation and is a prerequisite to developing empathy and compassionate community action, in times of crisis. URL: <http://dst.ntlab.gr/>
- **ONLINE PLATFORM:** The platform **i-create** of Educational Radiotelevision ([www.i-create.gr](http://www.i-create.gr)) encourages student-generated content across a series of thematic categories and events with contests, social responsibility and awareness-raising campaigns, the production of interactive educational games, audiovisual content, development of pedagogical scenarios for use in the classroom and pilot implementation in schools under the EduTubePlus Program and the development of a portfolio of online media which ensure EduTV’s digital presence through the upgrading of the site and the daily content management of a number of social media platforms.

**Comments:**

The above mentioned are *only indicative examples* and constitute an open platform for in-depth discussion on media literacy, information literacy and ICTs in education.

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<sup>31</sup> Irene Andriopoulou, EU Media Literacy Expert, is the co-author for the Greek version of the Digital International Media Literacy eBook Project.

<b>5 Dimension</b>	<b>Evaluation mechanisms (inside and outside school)</b>
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There are no legal mechanisms for the measurement of media education policies in Greece. This was clearly indicated at the *EU Study on Assessment Criteria for Media Literacy Levels* (2009), to which Greece took part, too<sup>32</sup>.

According to the **Final Report of the EU Study on Assessment Criteria**, there are no clear, homogenous indicators for media education levels across Europe. As it is cited, *Nordic countries have high social and educational levels and relatively small populations, and so manifest heightened levels of media competence. Central European Countries including the bulk of the EU population fall within a median level of competence, while counties in Southern and Eastern Europe manifest a limited and quite basic degree of media literacy.*<sup>33</sup> As a result, the Study identified two dimensions for media education levels: one stemming from the individual’s capacity to utilize the media (Individual’s Competences) and one involving contextual environmental factors (Environmental Factors).

No yearly reports or any other correlating data/statistics from a public policy perspective regarding target-groups or content and context are available.

<b>6 Dimension</b>	<b>Main concepts and legitimizing values</b>
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The overall educational paradigm from a public policy perspective is the disengagement from the “protectionist umbrella” that media education policies were initially clustered with, and the encirclement with a more proactive and creative, communicative approach. The work conducted by bodies in the past (ECTC, Hellenic Audiovisual

<sup>32</sup> European Commission, (2009). Study on Assessment Criteria for Media Literacy Levels: Final Report, *EAVI Consortium*, Greek National Expert, Irene Andriopoulou, Hellenic Audiovisual Institute. [http://ec.europa.eu/culture/media/mediacontent/medialiteracy/studies/eavi\\_study\\_assess\\_crit\\_media\\_lit\\_levels\\_europe\\_finrep.pdf](http://ec.europa.eu/culture/media/mediacontent/medialiteracy/studies/eavi_study_assess_crit_media_lit_levels_europe_finrep.pdf)

<sup>33</sup> Ibid 18, p. 12.

Institute) and by the relevant academic units in the present, advocate towards this exact direction.

Moreover, the Educational Radio-television (EduTV) is focusing mostly on digital, literacy and ICTs, fostering user empowerment and active participation through media production.

Private actors such as KARPOS and PAME CINEMA work towards a rather aesthetics, cross-cultural dimension of film education, whereas some new ones are emerging with a direct interest for citizenship and civic media education (e.g. ELIAMEP, Hellenic Foundation for European and Foreign Policy).

Main competences favoured are the ones cited primarily by the EU policy agenda (Communication, Recommendation, AMSD), adjusted to national and local needs. In addition, these competences are enriched and reinforced by the ones served by UNESCO framework on media and information literacy.

<b>7 Dimension</b>	<b>General appreciation and recommendations</b>
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Although there is no overarching media education strategy in the national school system, film and moving image have been established as a means of supporting core subjects in primary and middle school education. Film is recognized as promoting wider viewing habits, enjoyment and personal cultural development along with critical and filmmaking skills. The media education program *Audiovisual Expression* is an optional sub-section of Visual Arts Education. Overall, the program engages basic critical and creative skills of media education with a strong, aesthetic and cultural dimension. The program curriculum and teaching guidelines are accessible through the Ministry of Education website (Digital School), *however no statistical records are being kept from the actual teaching procedure*. The program is quite significant on its own however, since it covers an impressively broad spectrum of objectives promoting wider film access and critical understanding on multiple levels, using new technologies and digital

educational tools. Hence, it constitutes the only, autonomous detailed approach on media/film education in the curriculum, at the moment<sup>34</sup>.

Moreover, it has been noticed that in the various course subject matters, the integration of social media as flexible platforms for collaborative learning with multiple uses has become common practice. Similarly, the use and creation of blogs by teachers and students is being increasingly encouraged. On that note, what makes the creation of blogs interesting, in the context of media education, is that by definition they contribute to interaction, cooperation, active participation, a sharing of resources and information that enables the development of critical thinking. After all, social media – as well as media education – require from individuals the ability to read and write media texts *simultaneously* (Kourti, 2012)<sup>35</sup>.

In times of crisis of any kind, regional and national inequalities are magnified, information is often misleading and representations through media platforms go way out of proportion. In this context, media education policy is needed more than ever to function as a *media watchdog* and help citizens to demystify news policy agenda as well as to discover the main agreements and subcontracts that lie beneath media mechanisms. That being said, there is a clear *impetus* towards the social notion of *critical media literacy*, linked with active citizenship and strong democratic societies. Recent policy developments in Greece, with the abolition of the Hellenic Audiovisual Institute (IOM) in 2011 and the Public Service Broadcaster ERT SA in June 2013, have had a tremendous impact in media policy agenda overall, on a national and international level. On that premise, there is a clear need for a media education *think tank* center that will be assigned with all the latest paradigms set by media education worldwide and

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<sup>34</sup> The program focuses on narrative communication, using the norms of written and spoken language in a more open, ‘out-of-the-box’, cultural way. Using the ‘spiral curriculum’ teaching model, the main themes covered are Audiovisual and Cinematic narration; Film semiotics; Creator’s/Director’s (subjective) point of view; Film genres – animation, feature film, documentary, reportage; point of view Critical analysis of film tools (sounds, film language); Analysis of the technical parameters of film – Interview and reportage on screen; Advertisements; Skills and professions in the film industry; Production, Promotion and Distribution of audiovisual products in the film industry. (*Screening Literacy in Europe, 2011*).

<sup>35</sup> Kourti E. “Social media and media education during initial teacher training” in Govas, N. (2012) *Videomuseums – recording traces of our subjective culture. Audiovisual Education for young people*, Directorate of Secondary Education of Eastern Attica, Greece, Athens. <http://videomuseums.eu/audiovisual-education/>

enforce them with success, taking into account the new social, political and economic conditions. **The main challenge is to engage media education with a realistic public dimension and hence, include it as a core element of social and civic emancipation skills.** There’s no question that there are bountiful reserves, in terms of human and information resources. A starting point would be to create a *consortium of experts* from media and pedagogy field to form a “**media education alliance**”<sup>36</sup> that would deal with the most optimum way of putting media education back in the policy agenda. In sum, there are no magic filters for media education *per se*. We need to constantly watch and adapt to the latest developments in media & pedagogy worldwide, keeping a holistic approach towards the conquest of knowledge. (IRENE ANDRIOPOULOU.)

Teachers and students in Lower High and Primary School participate in various projects on a large scale using the opportunities offered by Web 2.0, in order to cooperate and exchange ideas, knowledge and information. On the other hand, the White Paper Report from the University of Athens notes that, teachers wouldn’t like to move away from traditional teaching practices and feel insecure, due to their lack of participation in certain initiatives. The report proposes the development of a group of Digital core qualified teachers, who will work and will act as trainers and thus as multipliers of the action locally by organizing workshops, seminars and conferences. Participants would be informed and familiarized with innovative ideas, and the integration of media in learning with practical applications linked to the curricula. All such proposals require a strategic planning and coordination of actions through the cooperation of relevant public bodies and stakeholders. Media are used in national and European educational projects, administration, quality assurance and communication on a large scale. Integrating media education as a part of the compulsory education curriculum and in teacher training is a strategic goal in education policies towards a complex, changing and mediatized world. In addition, more and more adults need a second chance in education attending distance courses besides working full time. A greater flexibility is needed which leads to the

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<sup>36</sup> Main actors may come from a). formal school environment, educational bodies & institutes b). media research and academia c). media regulators d). audiovisual industry & broadcasters, such as the new public service broadcaster e). NGOs, private bodies and independent media education experts.



increasing importance of e-learning and blended learning environments. Media literacy is crucial in order to accomplish goals of participation, communication and collaboration, in all educational levels. Therefore authorities need to keep elaborating constantly in all changing directions in 21st century education and incorporate them in the curricula, following evaluative process efforts that leverage new technologies according to clearly defined pedagogical criteria. (SOFIA PAPADIMITRIOU<sup>37</sup>)

### **SET OF RECOMMENDATIONS**

The recent developments in Greece illustrate a clear need for a new “media education information hub”, an assigned public body that will raise media education from the microscope to the mega-scope in accordance with the international mobility. Its main fields of action should be to:

- Initiate, monitor and coordinate reform actions & capacity training initiatives on media education, in typical and non-typical environment, and throughout lifelong learning experiences, for a great variety of target-groups
- Draw a specific and influential media education policy agenda, on a national and international level, with binding regulatory and co-regulatory measures
- Raise public awareness through a nationwide media education campaign, with special focus on crisis representation through media platforms. In this assignment, it is imperative to build a “consortium of experts” from both the educational and media environment, the regulatory bodies, the new public service broadcaster NERIT, the media industry and ISP companies, as well.

<b>8 Dimension</b>	<b>Good practices</b>
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Indicative examples include:

*Media Education Training Schemes in Academia*

**Faculty of Communication and Mass Media** (BA courses), **The Laboratory of New Technologies in Communication, Education and the Mass Media**, National and Kapodistrian University of Athens

URL: [http://www.media.uoa.gr/fileadmin/media.uoa.gr/uploads/documents/ntlab/UoA\\_NTLab\\_EN.pdf](http://www.media.uoa.gr/fileadmin/media.uoa.gr/uploads/documents/ntlab/UoA_NTLab_EN.pdf)

<sup>37</sup> Papadimitriou Sofia (2013). *Charting Media and Learning in Europe 2012*, Medeanet European project report deliverable 4.1 (518938 – LLP – 1 – 2011 – 1 – BE – KA3 – KA3NW)

**Inter-university and Interdepartmental Postgraduate Program “Information and Communication Technologies in Education”** (National University of Athens, University of Thessaly in partnership with the Higher Technological Institute of Piraeus), URL: <http://www.ict.eecd.uoa.gr/>

**Film Studies Faculty**, Aristotle University of Thessaloniki, URL: <http://www.film.auth.gr/el>

*Audiovisual Industry & NGOs*

**International Olympia Film Festival for Children and Young People and Camera Zizanio**. The only large-scale film festival for children and young people in Greece and among the most successful in Europe, is being organized for 16 years by Neaniko Plano. Neaniko Plano also organises **Lessons in the Dark** workshops with film and animation workshops. URL: <http://www.neanikoplano.gr/index.php/el/>, <http://cinedraseis.wordpress.com/>

**National and International Student’s Short Film Contest**, takes place annually and is organized by Primary School Prefecture of Serres, Drama Short Film Festival, Ministry of Education and Public Television. Students are invited to produce their own short films on a given topic and the most completed ones are being awarded and selected for public screening in the International Drama Short Film Festival. URL: <http://www.dramafilmfestival.gr/>

**KARPOS - Centre of Education and Intercultural Communication** develops local and European projects encouraging expression and the exchange of views and creative ideas through the use of media. It has had an influential role in assisting the integration of the optional course *Audiovisual Expression* into schools through workshops about cinematic expression and through designing relevant educational material. Among its projects is the EU Youth VideoMuseums project, a joint initiative among Greece and Germany, that aims via educational procedures, to the production and exchange of audiovisual messages and the creation of “VideoMuseums” in a school setting. VideoMuseums was selected as a case-study in the publication *Media Literacy in Europe: 12 projects that will inspire you*<sup>38</sup>. URL: <http://www.karposontheweb.org/Default.aspx?tabid=825&language=el-GR>

**Let’s Go to the Cinema - PAME CINEMA** organises film education workshops for teachers and students of primary and secondary education, focusing on film analysis and production techniques. Every year, the project organises a film festival with short films produced by the students, a selection of which is being shown on public service television. URL: <http://www.pamecinema.net/>

*Open Teaching Resources*

**UNESCO Publication *Media and Information Literacy Curriculum for Teachers***, Greek edition, (Andriopoulou, 2013) is an open educational resource with multiple

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<sup>38</sup> <http://issuu.com/joadriaens/docs/medialiteracymagazine>.

cross-thematic reference to media and information literacy as well as film and computer literacy. URL: <http://unesdoc.unesco.org/images/0019/001929/192971GRE.pdf>

### *Events / Conferences*

**2-day Conference on “Protection of Minors in the Digital Era”**, Secretariat General for Mass Media within the framework of the Hellenic Presidency of the Council of the EU. 14-15 April, 2014, Athens, Greece. Key-topics of the conference were: innovative entrepreneurship at the service of minors, adequacy of regulation as regards the protection of minors (AVMS Directive etc.) in the converged environment, audiovisual commercial communications: the impact of new advertising techniques and forms on minors, promotion of suitable content for minors, education on how to make the best use of digital media, social and business entities at the service of digital Media Literacy, URL: <http://gr2014.eu>

**The Digital Storytelling in Times of Crisis** conference, organized by the Laboratory of New Technologies in Communication, Education and the Mass Media and the University Research Institute of Applied Communication of the University of Athens and the collaboration of the Hellenic American Union, 8-10 May 2014, Athens URL: <http://dst.ntlab.gr/>

### *School Online Platforms*

**[www.i-create.gr](http://www.i-create.gr) platform of Educational Radio-television, Ministry of Education.** It encourages student-generated content across a series of thematic categories and events with contests, social responsibility and awareness-raising campaigns. Also, the production of interactive educational games, audiovisual content, development of pedagogical scenarios for use in the classroom and pilot implementation in schools under the EduTubePlus Program and the development of a portfolio of online media.

**Photodentro is the Greek National Learning Object Repository for primary and secondary education.** It hosts learning objects, which are small, self-contained (semantically and functionally autonomous), reusable units of learning resources, tagged with educational metadata. It is open to everyone, students, teachers, parents, as well as anybody else interested. URL: <http://photodentro.edu.gr/lor/>

**Photodentro/Educational Video is the Greek Educational Video Repository for primary and secondary education.** It has been designed and developed by CTI Diophantus in the framework of "Digital School" in order to host collections of curriculum related short-length videos that can be used in the learning process. URL: <http://photodentro.edu.gr/video/?locale=en>

**“Audiovisual Expression” Teaching Guide and Student’s Units.** Optional Course under Visual Arts, in primary and secondary education, within the Digital School initiative. URL: <http://dschool.edu.gr/>

### *EU Projects*

**MEDEA Awards,** <http://www.medea-awards.com/about-the-medea-awards>

e-Twinning, <http://www.etwinning.gr/>  
 School Lab, <http://school-lab.org/index.php/el/>  
 Youth Videomuseums Partnership, <http://videomuseums.eu/>

9 Dimension	References and resources
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[http://www.springer.com/education+%26+language/learning+%26+instruction/book/978-1-4614-1082-9?cm\\_mmc=EVENT-\\_-EbooksDownloadFiguresEmail-](http://www.springer.com/education+%26+language/learning+%26+instruction/book/978-1-4614-1082-9?cm_mmc=EVENT-_-EbooksDownloadFiguresEmail-_-)  
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