



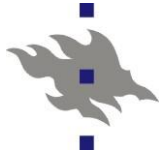
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# **The Characteristics of Volition in Media Literacy**

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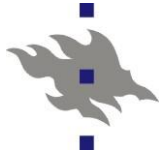




## Volition in Media Literacy 1/2

- >> Web 2.0

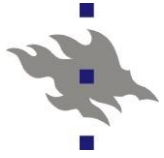
- Is Web 2.0 breaking down the barriers? Is it then inviting if not forcing us to include and embrace present emphases in media literacy?
- In our way of looking at media literacy, the conceptual broadening of the original idea is needed.



## Volition in Media Literacy 2/2

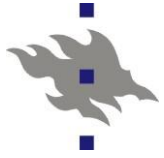
- >> Concept of Volition

- In short, volition refers to individuals' own will(ingness) to do something that they find relevant and meaningful to their own lives.



## Survey for media education students

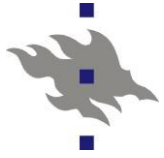
- A survey for media education students at the university of Helsinki (N=67)
- Only few are actually active content producers in terms of social media.
- The primary concern remains in reliability of the source of information.
- However, new type of media literacy is needed in the era of web 2.0.



## The Six Characteristics of Volition in Media Literacy

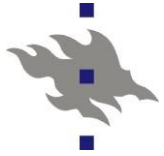
In sum, the six characteristics of volition are:

- |                 |                |
|-----------------|----------------|
| 1. Individual   | 2. Communal    |
| 3. Non-agency   | 4. Agency      |
| 5. Instrumental | 6. Pedagogical |



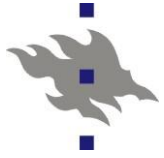
## And beyond...

- i. media literacy is in a continuing change
- ii. use of web is changing but in a non-linear fashion
- iii. actual content production by average web users is still very low
- iv. web content is less and less officially produced and more and more aggregated from original media presentations and web users social life as well as forwarded from a web service to another.



## **i. New features of media literacy**

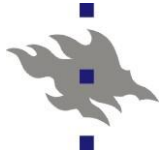
- a) The students were convinced of the necessity of a new kind of media literacy. It includes volition to produce, construct, share and categorize knowledge, opinions and experiences.
- b) Media literacy can be therefore referred to a competence, knowledge and skills needed to use and interpret different media and to produce content and take pleasure in various media including Web 2.0 applications (Kynäslahti et al. 2008).
- c) The changing authority of knowledge. The discussion is shifting from the reliability of the information in the web towards who decides what information is correct and incorrect.



## ii. New ways of using web

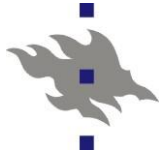
- a) The web content can be accessed from various devices and interfaces. Same applies with uploading content.
- b) Social filtering is coming more and more common (Bryant, 2007). Social filtering means that someone is filtering web content for others to follow.
- c) An example of a shift “from global back to local” is an emphasis on networking with the friends you already know.





### **iii. The amount of content production**

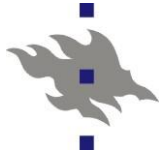
- a) The students' use of Web 2.0 applications turned out to be rather passive in the research. They did not really utilize the potential Web 2.0 provided them with. An interesting question is whether users contribute or simply view the material offered.
- b) Also the media education students believed that Web 2.0 would have potential in today's changing world, which encourages us to see the future media educators increasingly taking pupil's own content production to their pedagogy.



## iv. The nature of the content in web

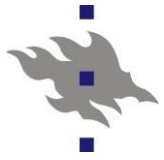
Used to consist of web sites produced by public or private organizations. Now there are also:

- a) User-created content (UCC) such as wikis, blogs and home-made videos,
- b) User-generated content (UGC) such as media presentations that are remixed and forwarded by end-users, and
- c) Generated content about users' social activities ("GCUSA") such as in microblogging and in social utilities (like Facebook).



## Conclusions

- Media education researchers should develop (and media education should adopt) concepts for the new features of media literacy.
- Volitional characteristics of media literacy can help us assume a fair command of the potential that Web 2.0 provides: social networking, collaboration, self-initiated media production and self-determination.



Reference:

**Kynäslahti, H., Vesterinen, O., Lipponen, L.,  
Vahtivuori-Hänninen, S. & Tella, S. (2008).  
Towards Volitional Media Literacy through Web 2.0.  
*Educational Technology*, vol. 48(5), pp. 3–9.**

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