

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile SWEDEN		Resources; other usable datas
Context – educational system	Overview	<p>Sweden has a population of 9.5 million people and by the end of 2011 3 422 644 were between 0-29 years old. Almost half the Swedish population is involved in some form of organised education and around 886,500 are pupils in compulsory school. Sweden has among the highest public spending on education relative to GDP in the EU with 7.3% in 2012. All education in the school system and in higher education institutions - except for students from non-EU/EEA countries - is free of charge.</p> <p>Education in Sweden is steered by goals/learning outcomes defined at central level. The government has the overall responsibility for education and sets the framework for education at all levels, but the municipalities are responsible for providing and operating schools at primary and secondary level, and adult education at basic and secondary level and Swedish tuition for immigrants. For schools there are curricula, goals and syllabi</p> <p>Skolverket - The Swedish National Agency for Education The National Agency for Education is the central administrative authority for the public school system, publicly organised preschooling, school-age childcare and for adult education. The National Agency for Education is led by the Director-General, and in order to strengthen quality and acceptance by society, the Government has appointed an Advisory Council.</p> <p><i>Mission and role</i> The Swedish Riksdag and the Government set out the goals and guidelines for the preschool and school through i.a. the Education Act and the Curricula. The mission of the Agency is to actively work for the attainment of the goals. The municipalities and the independent schools are the principal organisers in the school system, allocate resources and organise activities so that pupils attain the national goals. The Agency supervises, supports, follows up and evaluates the school in order to improve quality and outcomes. All pupils have the right to an equivalent education. We focus on the principal organisers of the school, school heads, school leaders and teachers in the preschool, the preschool class, different school forms in compulsory and upper secondary schooling, and also adult education. Sometimes pupils and parents are the target groups of the Agency.</p> <p>The Agency's mission can be summarised as follows:</p> <ul style="list-style-type: none"> drawing up clear goals and knowledge requirements providing support for the development of preschools and schools developing and disseminating new knowledge of benefit to our target groups communicate to improve <p><i>How does the agency work for a better school?</i> National goals and steering documents We set up the frameworks and guidelines on how education is to be provided and assessed with the aid of syllabuses and subject plans, knowledge requirements and tests, as well as general guidelines.</p> <p>National knowledge assessment The Agency is responsible for the national system for assessing knowledge. Together with universities and university colleges, we develop national tests and assessment guides for teachers to ensure pupils receive equivalent assessment.</p> <p>Evaluation By means of in-depth studies and analyses, the Agency evaluates schooling to identify and highlight those areas where national development is needed.</p> <p>Follow-up The Agency is responsible for statistics in the school system and childcare. The aim is to provide an overall view of schooling and material to follow up and evaluate at the national and local levels. Each year the Agency collects data on children, pupils, school staff, costs and education outcomes. The data is presented in statistical form by type of activity and school. This contributes to comparisons between different principal organisers and types of activities.</p> <p>National school development The Agency provides support to preschools, schools and principal organisers for their development. The support to be given should be nationally prioritised. This may involve general development initiatives, which are justified on the grounds of shortcomings and problems that have been identified by means of different national and international studies, such as in mathematics, languages, and reading and writing skills. It can also</p>	http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english

		deal with other issues such as mobbing and bullying, gender equality, minority languages and the position of newly arrived pupils in Sweden. Competence development is also an important part of our work. The Agency is responsible for the National School Leadership Training Programme and the initiative for professional supplementary training of preschool teachers and teachers.																							
	Primary and lower secondary education	<p>Swedish compulsory education has a single structure that corresponds to primary and lower secondary education for children (ISCED levels 1 and 2). Eaching methods and the number of teachers involved in each class and their degree of specialisation vary somewhat between the years, but the curriculum is common for year one to nine, including pre-school class (<i>förskoleklass</i>) and leisure-time centres fritidshem who cater for pupils outside of school hours.</p> <p>A school usually comprises either school year one to five or six (including pre-school class), or years five or six to nine. An increasing number of municipalities organise the whole of compulsory school (years one to nine) on the same premises to increase integration between the stages and to promote an overall approach to compulsory education.</p> <p>The curriculum for the compulsory school is valid nation-wide. All schools should base their work on the same fundamental values and ensure that all pupils embrace these values. Local planning must seek to give practical expression to the goals and guidelines for the education as set out in the Education Act, the curriculum and syllabi. The over-all goals for the education are expressed as knowledge, skills and attitudes that the pupils are to get during their compulsory school. The choice of tools and methods are not regulated, but are a part of the decentralised steering of the school system and left to the individual school organiser to decide upon.</p> <p>The new curriculum came into force in the autumn 2011.</p> <p>The curriculum sets out the goals and general principles. The goals are of two kinds: a) goals to aim for and b) goals to attain. The goals to aim for state the direction of the school's work and thus the desired quality development. The goals to be attained are an expression of the minimum pupil attainment required when leaving school. It is the responsibility of the school to ensure that pupils are given the necessary support to attain these goals.</p> <p>The syllabi are written by the Swedish National Agency for Education, and decided upon by the Government. The syllabus gives each subject its general orientation and nature, and sets out the goals to aim for in the subject and the goals to be attained by years three, five and nine. There is no regulation on teaching methods or on which kind of pedagogical tools (books, computers etc) to be used.</p> <p>The timetable, which forms part of the Education Act, states the guaranteed total number of hours of tuition (6 665 hours) for the nine years of compulsory schooling (<i>garanterad undervisningstid</i>). The schools themselves decide how the teaching time is allocated over the nine years of schooling and also when a subject is introduced.</p> <p>The timetable also provides scope for the pupil's own options and those of the school. Around 13 per cent of the total time available is set aside for such options. Decisions on the distribution of the number of hours between subjects, groups of subjects, choice of languages and the pupil's own options are made by the school board on suggestions from the school head. The school head makes decisions on the school's choices, which may cover a maximum of 20 per cent of a subject or group of subjects, and establishes the local timetable.</p> <p>Timetable for the Compulsory School (<i>grundskolan</i>) – Guaranteed minimum number of teaching hours (= 60 minutes) for subjects and subject groups:</p> <table><tr><td>Art</td><td>230</td></tr><tr><td>Crafts</td><td>330</td></tr><tr><td>English</td><td>480</td></tr><tr><td>Home and Consumer studies</td><td>118</td></tr><tr><td>Language options</td><td>320</td></tr><tr><td>Mathematics</td><td>900</td></tr><tr><td>Music</td><td>230</td></tr><tr><td>Physical Education and Health</td><td>500</td></tr><tr><td>Swedish/Swedish as a second language</td><td>1 490</td></tr><tr><td>Geography, History, Religion, Social studies; Together:</td><td>885</td></tr><tr><td>Biology, Chemistry, Technology, Physics; Together:</td><td>800</td></tr></table>	Art	230	Crafts	330	English	480	Home and Consumer studies	118	Language options	320	Mathematics	900	Music	230	Physical Education and Health	500	Swedish/Swedish as a second language	1 490	Geography, History, Religion, Social studies; Together:	885	Biology, Chemistry, Technology, Physics; Together:	800	
Art	230																								
Crafts	330																								
English	480																								
Home and Consumer studies	118																								
Language options	320																								
Mathematics	900																								
Music	230																								
Physical Education and Health	500																								
Swedish/Swedish as a second language	1 490																								
Geography, History, Religion, Social studies; Together:	885																								
Biology, Chemistry, Technology, Physics; Together:	800																								
	Upper secondary education	A new structure for the upper secondary school (<i>gymnasieskolan</i>) was introduced 1 July 2011. The former 17 national programmes were replaced by 18 national programmes: 6 higher education preparatory programmes and 12 vocational programmes. The individual programme was replaced by five introductory programmes, individually adapted to the pupils. History has been introduced as a new common core subject																							

		<p>for all programmes.</p> <p>All upper secondary programmes are based on courses for each subject. All upper secondary school programmes include the same nine compulsory courses in Swedish /Swedish as a second language, English, history, civics, religion, mathematics, science studies, physical education and health and artistic subjects. In addition to the compulsory courses pupils study what is nationally referred to as 'core subjects' (<i>kärnämnen</i>), which are specific to their chosen programme and compulsory as part of that programme, and chosen from a number of subjects. General and vocational branches are provided within the same institutions. Education is given on a full-time basis.</p> <p>The national school system is governed by the Education Act, decided by the Riksdag. The Education Act contains general regulations for all types of schools and pupils' right to education. The national curriculum, adopted by the government, sets out the tasks and overall objectives of upper secondary education, as well as the values that are to form the basis of teaching. The Riksdag decides on the number and contents of programmes and compulsory subjects and on which subjects are to be course specific 'core subjects'. The government sets out the programme goals of each national programme at upper secondary school, <i>gymnasieskolan</i>. The programme goals describe the purpose and objective of the course. The National Agency for Education adopts syllabi. The syllabi set out the goals of the teaching of each individual subject and course.</p> <p>The general goals and guidelines are set out in the curriculum for non-compulsory schools (<i>Läroplan för de frivilliga skolformerna, Lpf 94 - currently being revised</i>), which applies to the upper secondary school (<i>gymnasieskolan</i>), upper secondary education for pupils with intellectual impairments (<i>gymnasiesärskola</i>), the national upper secondary school for pupils with impaired hearing (<i>riksgymnasiet för döva och hörselskadade</i>), national upper secondary schools for pupils with severe physical disabilities (<i>riksgymnasium för svårt rörelsehindrade</i>), municipal adult education (<i>kommunernas vuxenutbildning</i>) and adult education for individuals with learning disabilities (<i>särvux</i>). The curriculum for non-compulsory schools sets out the tasks and goals for youth and adult education separately.</p> <p>The opening text of the curriculum states the school's fundamental values. At the core lies the democratic principles of the individual's right of being able to influence, take responsibility and be involved, and these values shall embrace all pupils. The pupils' responsibility for planning and managing their studies as well as their influence on the contents and structures shall be important principles in education. According to the Education Act (<i>Skollagen 2010:800</i>), it is incumbent on all in school to work for democratic working structures. The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men and solidarity with the weak and vulnerable are values that the school shall represent and impart. In accordance with the ethics borne by Christian tradition and Western humanism, this is achieved by fostering a sense of justice, generosity of spirit, tolerance and responsibility in the individual person. School education shall be non-denominational. The task of the school is to encourage all pupils to discover their own uniqueness as individuals and thereby actively participate in social life by giving of their best in responsible freedom.</p>	
	<p>Structure of the national education system 2012/13</p>		<p>https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries</p>
Media literacy in the curriculum	<p>ML education in top level curriculum</p>	<p>The curriculum in Sweden consists of two levels of documents, covering years 1-9 for children and youth ~6-15 years of age: a curriculum, which is a relatively short and concise reference to the overall goal and tasks of the compulsory school; and a course syllabus for each subject. The curriculum provides an overall view on education, starting with the fundamental values and tasks of the Swedish school. It continues with overall goals and guidelines with respect to norms and values, knowledge (e.g. "have knowledge about the media and their role"), responsibility and influence of pupils, the school and home, the school and the surrounding world, assessment and grades, and finishes with an overall outline of the responsibilities of the school head. All in all, this document is approximately 20 pages.</p> <p>The curriculum is complemented by course syllabi, which outline each respective subject in terms of: Aim of the subject and its role in education; Goals to aim for; Structure and nature of the subject; and Specific goals that pupils should have attained by the end of the fifth and ninth year in school. These documents are also relatively short, between 3-5 pages each, outlining goals but giving little or no details on specific expectations, or examples</p>	<p>Rosemarie Manalili, Johann Rehnberg: Media Education in the Swedish Compulsory School - a comparison of the Swedish school curriculum documents with the leading countries</p> <p>http://uppsatser.jmg.gu.se/uppsats/mkv/Examensarb/666.pdf</p>

		<p>of how to plan programs. The Swedish curriculum documents are not very specific on education contents but more on an overall level. This is partly due to the fact that Swedish curriculum documents are not intended to give detailed descriptions of contents in teaching, but instead, they provide an overall “goal-oriented” view on the subjects. Municipalities in Sweden may produce, in addition to the above curriculum, local school plans that outline more specific details on how the subject should be taught in the local schools.</p> <p>Media literacy is not explicitly included in the Swedish curriculum. You can find references to the concept of media literacy, on the basis of the component parts (things like “evaluation of sources on various platforms”). Schools are also required to ensure that pupils “can use modern technology as a tool to acquire knowledge, to communicate, to develop creativity, and for learning in general”. But media literacy as <i>such</i> is not mentioned.</p> <p>Somebody who <i>does</i> realise it understands that references to media can be discovered mainly among the creative learning objectives. But those references are just “separate little islands” that are not clearly linked to the rest of the curriculum. Little attention is devoted to skills or education concerning the themes of “public” and “production”.</p> <p>In Sweden, media education is not a subject of its own right, but is integrated explicitly in the curriculum in several ways, mainly in the following subjects: The subjects of Arts and Music, Swedish, and Social Studies. In Sweden, the Arts subject is where we find most explicit references to media literacy. Another important aspect is the coverage of the key concepts (representation, language, audience, and production) in the curriculum. The Swedish curriculum overall coverage of the four key concepts lacks inclusion of audience and production aspects. The expected skills and competencies that pupils should develop conform to the three essential skills: ability to access; ability to understand, analyse and evaluate media texts; and creative production. These skills are covered but with varying degrees in the curriculum. The Swedish curriculum, to some degree, are fairly weak in outlining the ability to analyse aspects of media like audience and production, as well as the ability of creating media texts. The way the Swedish Arts syllabus, considering its overall goal orientation, provides a good description of the ‘representation’ and ‘language’ key concepts.</p>	<p>Media Education in Four EU Countries How do Finland, Sweden and the UK tackle media education? And how does that compare to the Netherlands?</p> <p>http://www.kennisnet.nl/fileadmin/contentelementen/kennisnet/Dossier_mediatwijsheden/Publicaties/rapport_media_onderwijs_EU.pdf</p>
resources		Curriculum for the compulsory school, preschool class and the leisure-time centre 2011. Skolverket; Curriculum for the upper secondary school 2013 http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english/publications	
Media literacy in education from a historical view			
Media literacy in the curriculum – recent view		<p>In the Swedish curriculum documents, we find small islands of media education references. In the overall curriculum document, media education is explicitly mentioned under goals to attain, for example using the phrase “have knowledge about media and their role” and also when stating that pupils “are able to develop and use their knowledge and experience in as many different forms of expression as possible covering language, pictures, music, drama and dance”.</p> <p>In the respective course syllabi, we find many occurrences of explicit inclusions of media education in the following subjects: Swedish, Arts, Music, and Social Studies. Since the term “text” is used to include also media texts, the Swedish subject naturally includes many aspects of media education/media literacy. However, it seems that Arts is the subject where we find many and explicit references to media literacy.</p> <p>In general, we see that the reader of the Swedish curriculum documents needs to know what media literacy is to be able to interpret the many inclusions across the curriculum. For example, in the subject Physical Education and Health there is a paragraph reading “Together with knowledge of the great variety and trends, which are linked to the modern culture of physical training, the subject provides opportunities to question the models disseminated by</p>	<p>Rosemarie Manalili, Johann Rehnberg: Media Education in the Swedish Compulsory School - a comparison of the Swedish school curriculum documents with the leading countries</p> <p>http://uppsatser.jmg.gu.se/uppsats/mkv/Examensarb/666.pdf</p>

		<p>different media". This refers to the pupils' ability to question representation of youth in media using stereotypes, based on knowledge acquired in the subject.</p> <p>Media Education in Language Arts The Swedish document covers media literacy with explicit references to media literacy. The document includes a general statement specifying that the term "text" is used to denote not only literary texts but also media texts "A broader concept of text covers pictures, in addition to written and spoken texts..." And together with the goal that pupils should have knowledge about media and their role, this implies that media education can be included at the discretion of the teacher. (...) In many cases, the media aspect of literacy is added to highlight to the reader to include media text in the teaching. For example, when outlining goals to aim for, the paragraph reads "...develop the ability to use different opportunities to obtain information, acquire knowledge of the language and functions of the media, as well as develop their ability to interpret, critically examine, and evaluate different sources and their contents."</p> <p>Media Education in Arts The subject of Arts constitutes teaching of Arts ("Bild" in Swedish) and Music in the Swedish curriculum documents. The Swedish curriculum documents explicitly mentions media in goals to aim for as well as in the structure and nature of the subject. In the definition of the Arts strand, it is stated "Arts has its own distinctive forms of expressions and covers...pictures used in the media..." indicating the importance of the picture as an information carrier in the media. Furthermore, the ability to observe and visualise has explicit references to media, and how pictures in media is used to create conventions "...examine a picture's representation of reality and how this is expressed in pictures, films and on TV. ... it may also involve moving away from the picture as such, and understanding the social and cultural patterns that create conventions." In the music strand, we find statements such as "...to reflect on the functions of music and the way this has been expressed in society in the past and today..." With the pre-requisite that media today is very visual, we even conclude that Arts is the most important media literacy-subject in the Swedish curriculum, for example reflecting on the statement in the arts strand saying that "Art bears the main responsibility for developing the pupils' visual language..." and the statement in the Music strand saying that "...music and text are integrated, often in combination with pictures, into new means of expression which reflect and influence..." This type of statement, including other similar statements, clearly connects to the overall objective of the school to impart a cultural heritage, influence construction of identity, and knowledge. Nevertheless, media literacy has explicit connections to reach overall goals for the school. This is further indicated by stating the importance of pictures and visual communication as an important pre-requisite for active participation in society, and "the way in which the media world represents class, ethnicity and gender."</p> <p>Media Education in Social Studies The subject has several explicit references to media literacy. In fact, the curriculum documents give the impression that it is Social Studies that bears the main responsibility for media education. General statements such as "...The media and their message play a major role when people form their views. ...develop insights into how different media can be used and how they influence Man and society. ...examining, selecting, structuring, critically evaluating, integrating and presenting information in different ways – in speech, writing, pictures, art, drama, music and movement..." implies the value of media literacy in the subject. We see however not so explicit references throughout the Social Studies curriculum documents, instead they fall into the context of small "islands" of media literacy references, for example, in Social Studies/History strand: "...ability to assess different texts, media, and other sources...", "...information and propaganda...as a means of exerting influence..." (...) Since the Swedish curriculum documents generally are on a more general level than the others, many of the references can, with the eye of a "media literacy expert", implicitly refer to media education, for example: "learn to plan their finances on the basis of... examine and assess information and advertisements..." "... understand differences between information and advertising..." and "...they meet English in a variety of contexts: on TV, in films, in the world of music..." "...ability to ...critically examine sources of information..."</p> <p>Key concepts or aspects of media education that are manifested in the Swedish curriculum documents:</p> <ul style="list-style-type: none"> • Representation: that is, how reality is represented by the media • Language: conventions and techniques used to convey meaning • Audience: how the media attract and sustain interest • Production: forces behind the function of the media (e.g. economic, ownership) <p>• The key concept 'representation' in the subjects Swedish, Arts and Social Studies is well formulated under the structure and nature of the subject; and conforms to the definition given by the media literacy experts. This is manifested in phrases like "understand themselves and the world, reviewing values and attitudes, exhibits degrees of realism; forming public opinion, construction of identity.</p>	
--	--	---	--

		<p>"...Literature, films and the theatre help people to understand themselves and the world, and contribute to the development of an identity. Literature, films and the theatre provide opportunities for developing empathy and understanding of others, and for what is different, as well as for reviewing values and attitudes." "The picture we perceive is not an objective reproduction of what the naked eye sees... The subject covers examining the way in which the media world represents class, ethnicity and gender...It is a language which exhibits different degrees of realism and symbolic representational forms, as well as spatial and relations...Pictures occupy a prominent position in commercial contexts and play an important role in forming public opinion. Popular culture provides the most dominant category of pictures in the life of children and young people, and has an influential role in their construction of identity, knowledge and culture." "The subject of art develops the ability to observe and also creative visualisation. This may involve examining a picture's representation of reality and how is this expressed in pictures, films, and on TV."</p> <p>In Social Studies, 'representation' is described both in general terms (e.g. in aim and role of the subject matter) and specific terms (e.g. goals to aim for). The example below about propaganda is a good example of how 'representation' is reflected. "Knowledge is an area of social studies provides pupils with the opportunity of seeing their surroundings in relation to themselves, and understanding themselves in relation to their surroundings, i.e., how individuals form and are formed by their world." "-be able to reflect over how information and propaganda have been used before and are used today as a means of exerting influence".</p> <ul style="list-style-type: none"> • Language <p>In the Swedish subject, the key concept 'language', is found under goals to aim for and goals that pupils should have attained by the end of fifth year. In the two succeeding statements, understanding the function of media and the meaning of non-fiction texts are underlined but more specific aspects like the forms and techniques used in constructing messages are not included. "...develop the ability to use different opportunities to obtain information, acquire knowledge of the language and functions of the media..." "...be able to read with fluency, both aloud and to themselves, and understand events and meaning in books and non-fiction written for children and young persons, and be able to discuss their experiences from reading, as well as reflect over texts..."</p> <p>In the subject Arts, the real essence of media language is captured and well-formulated under the following nature and structure of the subject. Phrases like "weaves of tapestry of meaning, has its own distinctive forms of expression, a wealth of techniques, pictorial codes, and decoding clearly support this statement. "...The media's integration of pictures, words and sounds weaves a tapestry of meaning which influences our perceptions.", "...Art has its own distinctive forms of expression and covers everything from children's pictures, works of art, pictures used in the media, in architecture and in design. The language of art is typified by a wealth of techniques and visual narrative forms which cover a wide area of pictorial codes....", "...The subject of Art focuses on providing knowledge of creating pictures and forms, visual communication, as well as decoding, interpreting and analysing pictures and forms..." Though the above the concept of media language is well-elucidated, it could be noted that the goals to aim for is expressed in general terms. "...develop the ability to analyse and discuss pictures and also an understanding that pictures carry and create meaning...", "Have basic skills in examining and interpreting pictures and forms"</p> <p>With this goal, it is expected that by the end of fifth year the pupils should have attained the "basic skills" to give meaning to the said pictures and other combined forms. While the concept of media language is also covered in the Music syllabus, this is quite similar to the formulation of the Arts and Swedish syllabi, which is broad in nature. In the goal to aim for: "the pupils should have the ability to understand/to learn the functions and language of music, its different forms combined with other forms of media and structure". This is consequently expressed in the goals that pupils should have attained by fifth year: "be aware and be able to reflect on the functions of music..."</p> <p>These goals are merely referring to the aim of knowing the functions of music—a more concrete guideline on what aspect of the 'language' concept should be studied is not outlined in the syllabi. The same thing applies to the Social Studies subject wherein media language is also broadly stated: "...Searching, examining, selecting, structuring, critically evaluating, integrating and presenting information in different ways.</p> <ul style="list-style-type: none"> • Audience <p>The Swedish curriculum documents however, do not reflect explicit inclusions of this concept.</p> <ul style="list-style-type: none"> • Production <p>The concept 'production' in this context is not the same with the usual definition which is the act of creating something. Production, refers to the knowledge of learning as to who produces the media products, how are these produced, how are these distributed, and is the aim of media industries in gaining profit affects the media texts they produce. The "production" concept is not explicitly covered in the Swedish curriculum documents.</p> <p>Skills and Competencies</p> <p>With the four key concepts in mind, three "skill areas" stand out as key to acquire media literacy:</p> <ul style="list-style-type: none"> • Ability to access media texts • Ability to understand, analyse, and evaluate media • Ability to produce media creatively 	
--	--	---	--

		<p>The Swedish curriculum documents outline expectations on skills and competencies on a high level, which corresponds to the overall vision of educating active participants in a democratic society. Hence, many expectations on skills are not specific to media education and literacy but are expressed in general terms and are covered in all subjects. Examples of this include “methods of acquiring and using new knowledge and skills are important... ability to critically examine facts and relationships...” which are relevant, but not specific to media education and literacy.</p> <p>Ability to access media texts</p> <p>“...methods of acquiring and using...”, “...can use information technology as a tool in their search for knowledge...”, “...ability to use IT as a tool...”, “...to assess different text, media and other sources...”</p> <p>The above examples, taken from various subjects, illustrate the explicit but overall expectations on skills and competencies in relation to pupils’ ability to access media texts. Although we have included just few examples, there are many statements in the curriculum documents that indicate an overall expectation, and possibility, that the pupils can access media texts.</p> <p>Ability to understand, analyse, and evaluate media</p> <p>“...be stimulated into reflecting and evaluating these..”, “...ability to read, understand, interpret, and experience texts...”, “...adapt their reading and work on texts to its purpose and character...”, “...understand, experience and interpret texts...”, “...critically decode, evaluate, and interpret pictures and how reality is represented, “...decoding, interpreting and analysing pictures and forms...”, “...basic skills in examining and interpreting pictures and forms...”, “...films and the theatre help people to understand themselves and the world, and contribute to the development of an identity...”, “...and how reality is represented...”, “...the media world represents class, ethnicity and gender...”,</p> <p>The above examples, taken from various subjects, illustrate that the Swedish curriculum documents cover many aspects of the ability to understand, analyse and evaluate media, on the overall level that the documents are intended. With respect to specific expectations, some of these refer explicitly to media literacy and are stated as goals that pupils should attain after the fifth year:</p> <ul style="list-style-type: none"> • In Swedish: “...as well as reflect over texts.” However, as this expectation is added to an expectation that specifies reading and understanding meaning in books it may pass “unseen” by many teachers. • In Music: “...be aware of and be able to reflect on the functions of music and the way this has been expressed in society in the past and today...” • In Arts: “basic skills in examining and interpreting pictures and forms...” <p>With our “media literacy” glasses on, we can refer the expression “functions of...” in the above statement, to include a specific expectation on understanding of how media works, we are however not sure that this is the intention of the authors, nor the interpretation that a teacher does. Some of the key concepts that have not dealt on in the given examples above are the ability to understand, analyse and evaluate the audience of media and the production aspect.</p> <p>Creative production ability</p> <p>“...develop their ability to develop texts...”, “...adapt their reading and work on texts to its purpose and character...”, “...create pictures with the use of computers and video technology...”, “...knowledge of creating,... and communicating visually...”, “...develop their ability to use IT as a tool both for learning, singing and playing music, as well as a tool for being creative in different ways...”, “...its functions and importance in different environments, cultures..”, “...means of exerting influence...”</p> <p>These examples, again, show that the Swedish curriculum documents cover, on an overall level, many aspects of the ability to produce and communicate creatively, and would provide an opportunity for learning by doing. The most specific expectation state goals that pupils should have attained by the end of the fifth year in school: “...be able to produce texts for different purposes as a tool for learning and communication”. And without specific reference to media, we suspect that media texts will be given less priority in favour of traditional literature texts.</p>	
	Comments, annexes	<p>The <i>Swedish Media Council</i> collects and distributes research findings, and makes teaching materials available to educationalists and teachers. But the fact that media education is not mandatory means that teachers are not actually obliged to use those materials. Martina Wagner, a representative of the <i>Swedish Media Council</i> – the government institute that also commissioned the fairytalewould like to communicate with teachers in a more systematic and consistent manner – at the moment they need to discover for themselves that media education is hidden away in the curriculum. “We now need to do it,” she says, “by relating the material to the national educational guidelines. We then tell teachers that they are obliged to comply. ‘Look,’ we say, ‘there it is in the guidelines.’ But you do need to be prepared to read those documents from that perspective, and that’s a problem for us.”</p> <p>From media literacy to the Swedish concept of mediekunnighet Teachers' perceptions and understanding of the Swedish concepts of media literacy and ICT at school and their approach to Media education Licentiate thesis by Barbro Oxstrand University of Gothenburg https://gupea.ub.gu.se/bitstream/2077/32107/3/gupea_2077_32107_3.pdf</p>	
Ad Teacher profession	<p>PIM (Practical ICT and Media Skills, a service from the Swedish National Agency for Education)</p> <p>The Swedish National Agency for Education provides an Internet-based tool for Swedish schools in order to give them increased</p>		

development	<p>access to new tools in schools such as digital cameras, projectors, and other teaching resources on the Internet. The PIM brochure (www.skolverket.se) states that PIM offers the opportunity to enhance and broaden skills in the field of ICT use, both on one's own and together with others. PIM consists of ten guides in which teachers with experience of working in schools describe how IT and media can be used. The guides cover different topics from mailings for a meeting with parents, search techniques, and source criticism on the Internet to compiling images and music to create slideshows. The guides provide step-by-step support showing how to work with computers. All sections have exercises which can be done alone or together with colleagues. As an Internet resource, the content in PIM can be studied whenever suitable. PIM also contains a study map, which shows different routes that can be taken through the courses, depending on what level of competence is strived for. If a municipality wishes to implement more wide ranging skills for its staff, PIM can be used to give teachers the opportunity for examination in practical IT and media skills.</p> <p>(J Ola Lindberg: Teachers' Professional Development and ICT: A Comparison of Four Swedish Cases http://journals.ufv.ca/rr/RR41/article-PDFs/6-lindberg.pdf)</p>	
Specialized network for media educators	-	