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Exploration of stakeholders' perceptions and understandings of media literacy: a case study of one school

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Abstract. This study examines the perceptions and understandings of media literacy among key stakeholders in a Kazakhstani school, focusing on EFL (English as a Foreign Language) teachers and the school principal. The case study school, Talap, a selective, publicly-funded boarding institution in southern Kazakhstan, educates 305 gifted students with a curriculum aligned to both international standards and the State Standard of the Republic of Kazakhstan. Through semi-structured interviews with the principal and focus group discussions with teachers, the research explores how digital tools are used to foster critical media evaluation and enhance learning. While teachers primarily perceive media literacy as a means to promote critical thinking and student engagement in the classroom, the principal approaches it from an institutional and ethical perspective, pointing out professional conduct and the school's reputation. This distinction reflects the differing priorities between teaching practice and institutional management. Challenges identified include distinguishing between reliable and unreliable information. The findings contribute to the growing discourse on media literacy integration in educational settings, offering strategies for improving both pedagogy and ethical standards in the context of digital learning.



Keywords: media literacy, digital tools, critical thinking, ethical responsibility, EFL teachers, institutional ethics, digital literacy.



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Introduction

New literacy pedagogy emphasises an expanded view of literacy, focusing not only on traditional skills such as reading and writing but also on the integration of media literacy and digital technologies within the classroom environment [1]. As classrooms become increasingly digital, there is growing recognition of the need to equip students with the skills to navigate media-rich environments. However, research on the ethical guidelines governing the use of media and social networking platforms in Kazakhstan

schools remains limited. This lack of regulation raises concerns about the safety of online spaces and the risks associated with online education [2].

In particular, social media platforms are widely used by teachers for professional development and the dissemination of educational practices. While these platforms offer opportunities for collaboration and learning, they also expose educators and students to cyber threats and abuse [3]. The aim of this research is to explore how media literacy is perceived as both a pedagogical tool for de-

veloping students' critical thinking and as a means of promoting ethical responsibility among teachers, focusing on the perspectives of EFL teachers and the school principal.

The ever-present nature of media in people's lives has led to a shift in media consumption patterns, where media is interwoven with everyday experiences [4]. Media literacy, in this context, is understood through three primary dimensions: (1) the ability to access and retrieve media content; (2) the capacity to critically analyse and evaluate media content, institutions, and messages; and (3) the ability to create, use, and monitor media content for communication purposes [5].

Teachers' Role in Media Literacy

Teachers play a crucial role in promoting these competencies among students. By incorporating media literacy and digital tools into their own practices, educators are better positioned to develop students' critical thinking skills and enhance their ability to navigate the digital world [6]. As media becomes an integral part of students' lives, schools must reflect the participatory modes of communication that students are already familiar with, such as those found on social media platforms [7]. To achieve this, educators must move beyond traditional classroom practices and extend learning into non-traditional settings, encouraging continuous engagement through digital tools.

The concept of ubiquitous learning emphasises that learning can happen anytime and anywhere, facilitated by social media platforms, which allow students to learn at their own pace [8]. Research has highlighted the benefits of using platforms like Twitter in teacher education, demonstrating how social media fosters collaboration and professional development through online communities of practice [9]. These platforms offer teachers the opportunity to share knowledge and resources, promoting more dynamic and interactive learning experiences.

Media literacy education should empower

students to move from passive consumers to active creators, encouraging participation in media production as part of their learning process [10]. Research suggests that teachers often perceive media literacy as a tool for enhancing students' critical thinking skills. In practice, teachers utilise a variety of digital tools, from multimedia platforms to interactive technologies, to engage students in these critical thinking activities. Buckingham asserts that the use of digital platforms in media literacy enables students to apply theoretical knowledge in real-world contexts, thereby improving their ability to analyse and interpret media content [11]. However, teachers' implementation of media literacy is often influenced by their own experiences with digital media.

Teachers' personal engagement with media can shape their instructional approaches, with those more comfortable in digital environments being better able to integrate media literacy into their pedagogy [13]. Professional development programs are thus essential in preparing teachers to effectively incorporate media literacy into their classrooms, ensuring that they possess both the technical and critical skills required to foster media-literate students.

Principals' Role in Media Literacy

While teachers focus on the pedagogical aspects of media literacy, school principals play a pivotal role in shaping the institutional framework in which media literacy is practised. Their responsibilities often encompass establishing policies that regulate media use, ensuring ethical practices, and safeguarding the reputation of the school in digital spaces. Principals are tasked with fostering a media-literate environment that upholds the ethical standards of the institution while ensuring that both teachers and students are informed about the responsible use of media [13].

Principals are also responsible for the professional conduct of teachers in digital environments, as teachers' online behaviour can impact the school's reputation. They must balance the benefits of media literacy education with the need to protect students'

privacy and ensure that all media content shared within and outside the school adheres to institutional policies [14].

The ethical implications of media literacy are particularly pronounced when it comes to student privacy and the public image of the school. The principal's leadership in media literacy is essential in guiding how media is used, not only as a learning tool but also in how students and staff interact with digital platforms [15]. Principals must ensure that media literacy initiatives reflect both the educational mission of the school and the ethical standards required to manage the dissemination of media content [16].

The perspectives of teachers and principals on media literacy often diverge due to their distinct roles within the school system. Teachers tend to prioritise the instructional value of media literacy, focusing on developing students' critical thinking and digital engagement [17]. In contrast, principals approach media literacy through the lens of institutional responsibility, pointing out professional ethics, privacy, and the school's public image.

Despite the potential benefits of social media in education, significant ethical concerns persist, particularly regarding issues such as cyberbullying and privacy violations [18]. From the perspective of school administrators and policymakers, addressing these risks is essential to ensuring the safety of students and educators in digital spaces. While some schools have implemented codes of conduct to regulate student behaviour on social media platforms, these policies often lack comprehensive strategies to protect students from harmful online content and interactions [19].

Materials and methods

In the findings from the literature, this study explores the perceptions and understandings of media literacy among key stakeholders—teachers and school administration members (principal)—within a school in Kazakhstan. It addresses the following research questions:

1. How do EFL teachers and the school principal perceive the role of media literacy in fostering critical thinking and ethical responsibility within the school context?
2. What are the key differences between the instructional approaches of EFL teachers and the ethical concerns of the school principal regarding media literacy in the classroom and beyond?

This study employs a qualitative research design using a case study approach to explore the perceptions and understandings of media literacy among key stakeholders within a school context [20]. Case studies are particularly effective for in-depth investigations, providing a comprehensive understanding of complex social phenomena by capturing multiple perspectives [21]. The purposeful sampling to select the school, ensuring alignment with the research objectives [22]. The chosen school is an elite institution where the medium of instruction is English, making it a particularly relevant setting for exploring media literacy in an English language teaching environment. The school's status as an English-medium institution provided a rich context for investigating how media literacy is understood and applied in a multilingual setting, emphasising digital literacy and critical thinking skills in English [23].

For the selection of EFL teachers, stratified random sampling was utilised to ensure a balanced and representative sample. Teachers were selected based on two criteria: the grade level they taught (middle and high school) and their participation in media literacy-related events or courses [24].

The case study school, referred to as Talap, is a selective, publicly-funded boarding school located in a town with approximately 400,000 residents in southern Kazakhstan. Talap is one of five specialised schools designed for gifted students, requiring an entrance exam for admission. The school accommodates 305 students and employs 58 staff members. It offers a curriculum adapted to international educational standards, aligned with the State Standard of the Re-

public of Kazakhstan. The primary language of instruction at Talap is English, with most subjects taught in English. As a boarding school, Talap organises students' leisure time and implements a strict smartphone policy, limiting access to devices during the school day except under special circumstances approved by the administration.

Data collection was carried out through semi-structured interviews with the school principal and focus group discussions with 10 EFL teachers. The semi-structured interview with the school principal was designed to elicit insights into media literacy from an institutional and ethical perspective [25]. Focus group discussions with teachers enabled them to collectively reflect on their experiences and approaches to integrating media literacy into classroom instruction. The questions were adapted from both theoretical and empirical foundations ensuring a robust framework for understanding media literacy pedagogy and practice [26; 27].

Both the interviews and focus group discussions were transcribed and analysed using thematic analysis [28]. This method allowed for the identification of patterns and themes across the data, ensuring a thorough exploration of participants' experiences and perceptions. All participants were informed of the aim and nature of the research and their written consents were obtained. Prospective participants were also reminded that their participation was on a voluntary basis and that refusal to participate would not affect their further work. Participants' and schools' confidentiality was protected by using fictitious names and codes.

Results

The case study explored how teachers and a principal perceive and understand media literacy within their school context. This section presents data collected from interviews with both teachers and the principal. First, the teachers' interview data were analysed and organised into themes, with a focus on their instructional approach to media literacy. Second, the principal's interviews were examined, revealing a more institutional

and ethical perspective. Finally, a thematic comparison of teachers' and the principal's perceptions is presented, highlighting both similarities and differences.

The data suggest that teachers primarily view media literacy as an essential classroom skill aimed at helping students critically evaluate online content and discern reliable from unreliable information. Their approach is largely instructional, with a strong emphasis on the practical application of digital tools to enhance student learning. For example, Teacher_5 explains how they guide students in assessing the credibility of information sources:

"I give the students a research paper, and they often cite Wikipedia. By the end of the year, through experience, the girls realised that not all information on Google can be trusted."

This example reflects the teachers' focus on fostering critical thinking and teaching students how to evaluate the credibility of information. Furthermore, teachers emphasise the integration of technology into the learning process. Teacher_2 highlights the shift towards innovative approaches, stating:

"Teaching is no longer confined to four walls with a blackboard. It is essential to use technology appropriately to engage students."

This underscores the teachers' recognition of the need to incorporate Information and Communication Technology (ICT) tools to create an engaging and relevant learning environment.

Teachers also reflect on personal experiences that have shaped their understanding of media literacy. Teacher_3 shares an experience of being deceived by an online seller:

"I was misled by an online seller and initially believed the advertisement was from Kazpost. Upon closer inspection, I noticed minor errors like misspelt letters. After verifying the information with reliable sources, I realised it was a scam. Now, I always investigate thoroughly before sharing personal information or documents."

Similarly, Teacher_9 recalls a time when they were misled by product advertisements:

“As a teenager, I purchased products based on advertisements, but they were of poor quality. I later discovered that the reviews were paid and designed to deceive consumers.”

These reflections demonstrate that teachers recognize the importance of media literacy not only in the classroom but also in their personal and professional interactions with digital information.

Principal's perceptions and understandings of media literacy

In contrast to the teachers, the principal adopts a more institutional perspective, focusing on the ethical dimensions of media literacy within the school setting. The principal's concern extends beyond information assessment, accentuating how both teachers and students navigate media in alignment with school policies and societal expectations.

For instance, Teacher_1 refers to an incident in which two educators were publicly criticised after visiting a controversial nightclub during their travels. The event, captured on video and widely circulated through social media, eventually led to their resignation. Teacher_1 reflects:

“I disagreed with the reaction to this situation. We are school teachers, but we also have personal lives. A teacher is a person too.”

This highlights the principal's focus on maintaining professional conduct and safeguarding the school's public image, especially under public scrutiny.

The principal also underscores the importance of adhering to ethical standards in media use, particularly concerning student privacy. Teacher_8 remarks:

“We often upload students' photos to our school's Instagram page, but I do not believe we are consistently obtaining parental

consent.”

This points to the principal's concern with ensuring that media use aligns with the school's regulations and protects student privacy. The principal advises teachers to be mindful of how they present themselves online, providing the following guidance:

“I tell our teachers to be cautious about the content they share. If they post a picture from a questionable setting, parents or students might interpret it negatively. Although I give freedom to share poems or opinions, I remind them to maintain standards that reflect their role as educators.”

Moreover, the principal advocates for continued institutional training in media literacy, recognizing its importance for both students and staff:

“It is important to introduce media literacy to both students and teachers, perhaps through seminars. Continuous training would benefit teachers, allowing them to navigate media responsibly.”

The principal highlights the importance of training as a key factor in shaping teachers' media literacy skills. The principal described his participation in a 6-month course, with a month dedicated to ICT and media literacy training, which he found highly valuable:

“I think that's it, we passed a 6-month course, one month of that course was about ICT skills and media information literacy. We received special training for a month on how to work in the digital world, what opportunities to give to the teacher, and how to work with information. I really liked the section on media health”.

Additionally, the principal mentioned that teachers are expected to attend quarterly seminars to develop their skills further, including in ICT and media literacy. This indicates the school's institutional commitment to continuous professional development for media literacy.

On the other hand, the principal acknowledged the challenges of media literacy in

practice, specifically the difficulty teachers face in consistently distinguishing between true and false information. When asked about the teachers' ability to discern the accuracy of information, the principal responded:

“This is a very difficult thing, I have a hard time giving a straight answer to what the abilities to distinguish between lies and truth are. To be honest, I don't know.”

This extract underscores a key challenge in media literacy: despite the training efforts, there is still uncertainty and difficulty in effectively navigating and teaching the veracity of media content. This demonstrates the principal's view that media literacy extends beyond classroom instruction and into the realm of professional responsibility and institutional ethics.

Additionally, the principal reflects on how modern ICT tools are integrated into the classroom, making lessons more interactive and engaging for students. This incorporation of digital pedagogy, including the use of YouTube and interactive whiteboards, highlights the country's push towards a more modern, globally connected educational system.

“In general, the information society is the whole world, and if you know it and use it, it's great” (Principal).

These elements demonstrate Kazakhstan's commitment to aligning with global educational standards, which is part of the nation's broader efforts to strengthen both national identity and global competitiveness through reforms like the promotion of English. One key piece of evidence comes from the principal's description of the school's involvement in intensive English teaching.

“There are several types of standards, for middle school, for gifted children, standardised, shortened or extended. Since our main focus is on in-depth teaching of English and mathematics, we naturally devote most of the elective variable course hours to teaching English” (Principal).

This initiative directly aligns with Kazakhstan's efforts to prepare students for both national and global opportunities, fostering a competitive, English-speaking workforce.

Similarities in perceptions of media literacy among teachers and the principal

Two major themes emerged from the data: the importance of media literacy and the challenge of differentiating between reliable and unreliable information. Both teachers and the principal acknowledge the importance of media literacy for students and staff. Teachers highlighted its role in fostering critical thinking, while the principal focuses on the ethical implications of media use within the school environment.

Importance of media literacy

Teachers view media literacy as essential for equipping students with the ability to critically evaluate information. For instance, Teacher_10 demonstrates how media literacy is embedded into classroom activities:

“I assign research papers to help students identify reliable sources. Through these assignments, they learn to distinguish between credible and unreliable information.”

This reflects teachers' commitment to fostering critical thinking and guiding students in discerning the credibility of online content. Similarly, Teacher_2 stresses the importance of integrating digital tools into teaching:

“We must move beyond traditional methods and adopt innovative technologies to engage students effectively.”

This underscores the necessity for teachers to adapt their strategies to the evolving digital landscape, ensuring students engage with media critically.

From the principal's perspective, media literacy is equally important, but the focus shifts toward ethical considerations. The principal stresses the significance of responsible media use, particularly in how teachers' and students' actions may be perceived:

“I remind teachers that even outside the classroom, they are viewed as educators, and their online behaviour can affect how the school is perceived.”

This demonstrates the principal's concern with how media literacy relates to the school's public image and ethical standards.

Differentiating between reliable and unreliable information

Both teachers and the principal recognize the challenge of distinguishing between accurate and false information. Teachers address this issue directly in their classroom practices. For example, Teacher_5 notes:

“I guide students to use reliable websites and teach them to rely on verified information.”

This reflects teachers' active efforts to help students navigate misinformation by fostering a critical approach to evaluating digital sources.

The principal also highlights the difficulty of differentiating between true and false information, stating the need for both students and teachers to be vigilant. Principal's remarks:

“Teachers should show students how to identify credible resources and explain the differences between reliable and unreliable sources. This develops students' critical thinking and research skills.”

Here, the principal underscores the importance of guiding both students and staff in making informed decisions about the media they consume, reinforcing the view that critical thinking is a crucial component of media literacy.

Differences in perceptions of media literacy among teachers and the principal

The primary difference between teachers' and the principal's perceptions of media literacy lies in their focus. Teachers perceived media literacy as an instructional tool to enhance students' critical thinking, while the

principal views it as a matter of professional responsibility and institutional integrity, with a focus on ethical conduct and the school's public image.

Focus on pedagogy and institutional ethics

Teachers, such as Teacher_6, focus on the pedagogical application of media literacy, using digital platforms to engage students in critical learning:

“We use a platform called ‘Read kids,’ where each student has an account to track their progress in reading and grammar. It enhances their learning experience and helps them critically evaluate what they read.”

In contrast, the principal is more concerned with how teachers represent the school through their media use. Principal advises:

“Teachers must be careful about what they post on social media. Even in personal moments, their behaviour reflects on the school. That is why I encourage continuous training in responsible media use.”

This reflects the principal's priority on maintaining the school's professional standards and safeguarding its public reputation.

Use of technology and ethical concerns

While teachers focus on how digital tools can enhance engagement, the principal pointed out the ethical aspects of media use. Teacher_3 explains their use of digital platforms to stimulate active learning:

“I subscribe to TikTok groups and ESL channels. These resources provide innovative ways to teach through gamification and interactive learning tools.”

However, the principal's primary concern is ensuring that media use complies with ethical standards, particularly when sharing student content. Principal_1 states:

“We often upload student photos to the school's Instagram, but I remind teachers to seek parental consent to protect student

privacy and comply with regulations.”

This illustrates the principal's focus on the institutional responsibility of ensuring ethical media use within the school, in contrast to teachers' emphasis on pedagogical innovation.

In summary, the key difference between teachers' and the principal's perceptions of media literacy lies in their respective focus areas. Teachers approach media literacy as a pedagogical tool for enhancing student engagement and critical thinking, while the principal views it through an institutional and ethical lens, underling professional conduct and the school's reputation. These distinctions highlight the different roles media literacy plays in teaching practice versus institutional management, though both groups recognize its essential role in the modern educational landscape.

Discussion

This study reveals several key insights into how media literacy is perceived and implemented within the Kazakhstan school context. The data highlights a divergence in focus between teachers and the school principal regarding the role of media literacy. Teachers primarily view media literacy as an instructional tool aimed at equipping students with the skills to critically evaluate online content, assess the credibility of sources, and use digital tools to enhance learning. This aligns with existing literature emphasising the pedagogical benefits of media literacy, particularly in fostering critical thinking and digital engagement in the classroom [29].

The literature further supports the view that media literacy empowers students to move from passive consumers to active creators of media content [10]. While this study focused more on the critical analysis side of media literacy, the potential for students to engage in media production as part of their learning process was also apparent. For example, one teacher highlighted the importance of using digital platforms to engage students, reflecting Buckingham's argument that such

platforms allow students to apply theoretical knowledge in real-world contexts [30]. This demonstrates how teachers are actively incorporating digital tools to enhance both critical thinking and practical media literacy skills in students.

The study also found that teachers' own personal experiences with digital media shape their instructional approaches, which is consistent with the literature. Huang argues that teachers' comfort and engagement with media impact how they implement media literacy in the classroom [31]. This is evident in the case study, where teachers reflected on personal experiences of being misled by online sellers or deceptive advertisements [32]. These experiences informed their approach to teaching media literacy, as they used their own stories to help students understand the importance of verifying information [33]. Such reflections indicate that teachers' personal engagement with media significantly influences how they approach media literacy education in their classrooms.

The literature highlights the need for professional development programs to support teachers in effectively incorporating media literacy into their pedagogy [34]. While the study did not directly explore professional development opportunities for the teachers in the case study, the emphasis on integrating ICT tools into teaching suggests that ongoing training and development in digital skills would be beneficial [35]. As teachers increasingly rely on digital platforms and technologies to teach media literacy, it is essential for them to have access to professional development opportunities that equip them with both the technical and critical skills required to effectively guide students through the complexities of media use and analysis [36]. In contrast, the principal adopts a more institutional perspective, focusing on the ethical implications of media use. The principal's concerns extend beyond classroom instruction to include the broader ethical responsibilities of both students and teachers, particularly regarding online behaviour and public perception [37]. This view resonates with research highlighting the need for educators to navigate the ethical challenges of the digital age, includ-

ing cyberbullying, privacy violations, and the public scrutiny of educators' actions on social media [38]. The principal's perspective in this case study, particularly their focus on ethical conduct, mirrors Harris's assertion that principals must balance the benefits of media literacy education with the need to protect students and ensure that digital content complies with institutional policies [39]. The principal's emphasis on maintaining a positive public image reinforces Levinson's observation that school leadership plays a critical role in ensuring that media literacy is not only a learning tool but also a safeguard against reputational risks [40]. While teachers actively guide students to critically evaluate sources, the principal acknowledges the complexity of this task and accentuates the need for ongoing professional development in media literacy for both teachers and students [41].

The findings also reflect Kazakhstan's broader educational reforms with the focus of deeply learning English providing students with the linguistic tools necessary to access and engage with media in multiple languages. However, while these reforms promote media literacy, they also introduce ethical challenges that schools must address to ensure responsible and safe media use [42].

Study limitations and future directions

The study is based on a single case study of a school in Kazakhstan, limiting the generalizability of the findings to other educational contexts. The small sample size, particularly for the focus group interviews with EFL teachers, further restricts the scope of the results. Additionally, the study focused on the perceptions of teachers and the school principal, without assessing students' actual media literacy skills or learning outcomes. Future research could address these limitations by expanding the scope to include multiple schools across different regions, incorporating a larger and more diverse sample, including students, parents, and policymakers. A mixed-methods approach combining qualitative and quantitative data would provide a more comprehensive understanding of media literacy practices.

Conclusion

This study highlights the essential role of media literacy in both fostering critical thinking in students and promoting ethical responsibility among educators. The findings suggest that while teachers are focused on integrating digital tools and media literacy into their instructional practices, school administrators, like the principal, are more concerned with the broader ethical implications of media use. Both perspectives are crucial for creating a comprehensive media literacy program that not only equips students with the skills to critically engage with media but also ensures the ethical use of digital tools in and out of the classroom.

To enhance media literacy in schools, there must be a balance between pedagogical innovation and ethical guidance. Schools should implement continuous professional development programs for teachers to ensure they are equipped to navigate the complexities of media literacy. Additionally, clear ethical guidelines and policies should be established to safeguard students and teachers from potential risks associated with social media and digital tools.

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Білім берудегі мүдделі тараптардың медиа сауаттылық туралы түсініктері: бір мектептің кейс стади әдісі негізіндегі зерттеуі

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Аңдатпа. Зерттеу Қазақстанның оңтүстігінде орналасқан мектептердің біріндегі негізгі мүдделі тараптардың, атап айтқанда, ағылшын тілін шет тілі ретінде оқытатын мұғалімдер мен мектеп директорларының медиа сауаттылықты қабылдаулары мен түсініктерін зерттейді. Бұл мектеп таңдау арқылы іріктелген, мемлекеттік қаржыландырылатын интернаттық мекеме болып табылады және 305 дарынды оқушыны халықаралық стандарттарға және Қазақстан Республикасының мемлекеттік білім беру стандартына сәйкес келетін оқу бағдарламасымен оқытады. Директормен жүргізілген жартылай құрылымдалған сұхбаттар мен мұғалімдермен өткізілген фокус-топтық сұхбаттар арқылы зерттеу цифрлық құралдардың оқушылардың медианы сыни тұрғыда бағалауын дамыту және оқу процесін жақсарту үшін қалай қолданылатынын қарастырады. Мұғалімдер медиа сауаттылықты сыни ойлауды дамыту және оқушылардың белсенділігін арттыру құралы ретінде қабылдаса, мектеп директоры оны кәсіби этика және мектептің беделі тұрғысынан қарастырады. Бұл айырмашылық оқыту тәжірибесі мен мекеме басқаруындағы басымдықтардың ерекшелігін көрсетеді. Зерттеу барысында сенімді және сенімсіз ақпаратты ажыратудағы қиындықтар анықталды. Алынған нәтижелер білім беру жүйесіне медиа сауаттылықты енгізу туралы пікірталастарға өз үлесін қосып, цифрлық оқыту контекстінде педагогика мен этикалық стандарттарды жетілдіруге бағытталған стратегияларды ұсынады.



Түйінді сөздер: медиа сауаттылық, цифрлық құралдар, сыни ойлау, этикалық жауапкершілік, ағылшын тілі мұғалімдері, институционалдық этика, цифрлық сауаттылық

Понимание медиаграмотности заинтересованными сторонами в образовании: исследование на основе кейс-стади одной школы

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Аннотация. Исследование изучает восприятие и понимание медиаграмотности основными заинтересованными сторонами в одной из школ, расположенных на юге Казахстана, в частности, учителями английского языка как иностранного и директором школы. Данная школа была отобрана путем целенаправленного отбора, является государственным интернатом и обучает 305 одаренных учеников по учебной программе, соответствующей международным стандартам и Государственному образовательному стандарту Республики Казахстан. Полуструктурированные интервью с директором и фокус-групповые обсуждения с учителями были проведены для анализа использования цифровых инструментов с целью развития критической оценки медиа и улучшения образовательного процесса. Учителя воспринимают медиаграмотность в основном как инструмент для развития критического мышления и повышения вовлеченности учащихся в учебный процесс, тогда как директор школы рассматривает её с институциональной и этической точки зрения, подчеркивая профессиональную этику и репутацию школы. Это различие отражает приоритеты педагогической практики и управленческой деятельности. В исследовании также выявлены трудности, связанные с различием достоверной и недостоверной информации. Полученные результаты вносят вклад в дискуссии о внедрении медиаграмотности в образовательную практику и предлагают стратегии для улучшения педагогики и этических стандартов в условиях цифрового обучения.



Ключевые слова: медиаграмотность, цифровые инструменты, критическое мышление, этическая ответственность, учителя английского языка, институциональная этика, цифровая грамотность.

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