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Discourses on teaching informing and media literacy in Iran

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Abstract

This study has been accomplished in order to review and survey the media literacy teaching and informing in Iran. Today a huge amount of endeavors has been done to extend informing and media literacy beside policy making, planning and implementation in developed and developing countries. Informing and media literacy are turned into national issue and they attempt to take the most appropriate steps according to their indigenous conditions. This issue has been considered during past decades in Iran too due to necessity, but it was just theoretically and practical proceedings were ignored in era of policy making and law making. Therefore, this study tries to recognize proceedings and activities for teaching informing and media literacy in Iran according to qualitative method (Grounded theory) and based on journalists and experts' view (30 ones) via purposeful, nonprobability sampling. The method for measuring was semi-deep interviews and related texts to mentioned subject. It is noteworthy that the software NVIVO had been used to recognize selective, pivotal open coding. The discourses on informing and media literacy is evaluated and recognized according to experts and journalists' point of view and it is concluded that discourse on informing and media literacy in Iran included state discourses, formal teaching discourse, (supreme education system), informal teaching discourse (the association of Iran media literacy and institutions of public based).

Keywords: media literacy, informing and media literacy the discourse for teaching media literacy in Iran.

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