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Students, teachers and media use

A quantitative study of media use in and outside school environment

Media and communication science
Master’s thesis

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Abstract

The purpose of the thesis is to describe students’ and teachers’ media use in their spare time compared to their media use in school. I ask if media use in education versus spare time is in proportion to each other, or if we are able to notice any significant differences.

I would like to study if there is a “gap” between personal media use and media education in school. I have chosen to illustrate the problem from theories surrounding media use and media in school, including media pedagogy. I will also study if my results are different from previous research, for example Wall’s about media use in and outside school in the late 80s and 90s.

The questions I will try to answer are how students in a Swedish elementary school from 5th to 9th grade and their teachers use media in their spare time, if and in what ways media are used and discussed, and if the students and teachers have the same opinion of what kind of media is used and discussed in school. I will also try to find out how often and in what ways teachers use media in their school education compared to how often and in what ways students and teachers use media in their spare time. Finally I wish to examine what experience and opinions the teachers have of media pedagogy.

A quantitative method was used and a survey was done. The questionnaire was answered by 324 people; 305 students and 19 teachers. The students were 11 to 16 years old.

The results show that both students and teachers spend a lot of time using different media. The students in the survey spent more time using media in their spare time than the teachers did. The students also used more media in their spare time than in school, while the teachers used more media (computers) at school than the students did. A majority of the students were using the computer in school for less than one hour per week, while at home it was for at least one or two hours a day. Students preferred entertainment on the computer at home, while teachers mostly used it for emailing and writing texts. The TV is the favourite type of media at any age; the students and teachers love to watch it, they prefer news from it and they trust it most out of all media types. Teachers preferred news while students preferred entertainment programs. Newspapers were read daily by all, especially the local paper. The older the students get, the more they listen to the radio. The students and teachers seemed to agree that discussions in class about TV almost never happen. On the whole, it is more common to discuss newspapers than talk about TV or watch DVD’s in class. Most teachers would like to use more media types in class but lack of time were mentioned as an obstacle. It seems that just because a majority of the
teachers have had some kind of media knowledge during their education at university, doesn’t necessarily mean they know the meaning of media pedagogy.

My hypotheses turned out to be correct: The school/the teachers do not use a lot of media in their teaching, while students and teachers much more frequently use media in their spare time. According to Wall this lack of media in school (both in use and in discussions) leads to a wider gap between the students’ conceptions of the world in their spare time versus their time in school.

**Key words:** Media, mass media, media use, media pedagogy, education
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1. Introduction

The society today is filled with text, still pictures, moving pictures and sound from different types of media. We have older media like newspapers and the radio. Then we have newer media like the television, and even newer media like computers and mobile phones connected to the Internet. Practically everybody, no matter age or origin, can hear, see live pictures and participate in conversations with people from around the world. Distance is no longer an obstacle. Today we don’t just let the world into our living rooms when we decide to; we are constantly surrounded by impressions and messages. So are the children and youth, now more than ever before.

My study is about children, teachers and media. When I started writing this essay, I worked in an elementary school and therefore thought it would be interesting to study a topic that at the time was connected to my working place. Working as a librarian, I’m curious of what place media have in today’s education system and in children’s lives. I grew up in the 80s and 90s with books, television and other types of media. The only types of media I don’t consider myself growing up with are mobile phones and computers. It is interesting to see how students and teachers in an elementary school use media today.

In my experience school children use media for several of hours every day, especially in their spare time, and it should therefore be important to use and discuss in school education. I’ve noticed that previous research have used quite extensive surveys mostly among students to see how they use media in their spare time or in school. Bachelor’s and master’s thesis usually use interviews among teachers to see if or how they use media in their curriculum. That’s why I choose to use questionnaires to see how both students and teachers use media in their spare time and in school.

The purpose of the thesis is to describe students’ and teachers’ media use in their spare time compared to their media use in school. I will study if the media use in education versus spare time is in proportion to each other, or if we are able to notice any significant differences. I will examine for example what kinds of media they use, how often they use it, what type of media they prefer and trust, and their opinion on media use in school. I would like to study if there is a “gap” between personal media use and media education in school and also the relationship between teachers and media pedagogy.
The students I will examine in this study will be from the 5th to the 9th grade (11-16 years old). After consideration, I found it to be the most appropriate age to examine. I believe that children under 10 years old might have more parent regulated media use, and they might also have problems with understanding and interpreting the questionnaire.

In the case of the teachers, I will examine some of their media use. Also for instance how they use certain types of media in class, if they discuss media with students in class and if they had any media education when they studied to become teachers.

In school it’s important to discuss reliability and what options there are. Especially as a librarian, I also believe that it’s necessary to teach the students how to find and search for information, which is a question of being able to participate in a society. All this has to do with media knowledge and access. The wide spread use of media and its democratic function in a society, are examples why media pedagogy ought to be brought into the classrooms, which also has much to do with the teacher’s professional role.

My hope is that this study will be interesting to people in general, but especially useful to teachers, as a guide about the importance of media and teaching media. Children need to understand and process media’s language. I hope this thesis will work as a reminder or a confirmation of this.

1.1 Disposition of the thesis
After an introduction to the topic in chapter 1, I explain some relevant expressions in chapter 2, such as for instance globalisation, mediazation and media pedagogy.

In chapter 3 I present the purpose of my study and what research questions I intend to find answers to.

In chapter 4 previous research and theories in the field are examined. The main directions in previous research are the use of media among adolescents, teachers and in school. Theories about media pedagogy, media in the Curriculum for the Compulsory School System and the teachers’ role will also be examined in this chapter.
In chapter 5 I present the procedure I have used doing my survey. I start with a description of the quantitative method and more specifically how I reasoned when I did my questionnaires. Population and generalization as well as the response rate are topics in the chapter, which ends with a discussion about the validity and reliability in my survey results. I end the chapter with a critical reflection on my methods.

In chapter 6 I first give a presentation of the school where the survey is done. After that, the results are presented with several diagrams and comments.

In chapter 7 I analyze the results with the help of previous research earlier mentioned in the thesis, such as Walls research in schools in the 80s and 90s and NORDICOM’s media barometer from the same year as my survey was done. I will also connect theories such as Rönnberg’s media pedagogy and how media is presented in the Curriculum for the Compulsory School System to my results.

In chapter 8 I answer the thesis’ purpose and research questions making conclusions about the results. I also mention some personal reflections and end the chapter with suggestions to further research.

After a list of references there are several attachments containing the two original questionnaires, a calculation of students using media and several diagrams which are referred to in the thesis.
2. Background

Within almost every area in society, the daily press, the radio and television play an important part. The mass media we call traditional (the press, radio and television), are now changing its character entirely, with the digitalization and the Internet. (Hadenius & Weibull 1999, p.9ff)

We live in exciting times, where we can take part of endless experiences without seemingly boundaries. In the western world, we have all the technological possibilities in keeping in touch with friends and family across the world and with the help of mass communications it has become a part of our everyday life. People of all ages have their own media routine and preference. The fast development of new technology not only makes our lives easier, but also demands us to keep up with the latest and learn to use it right.

In this chapter I will bring up how media is connected to globalisation and the meaning of mediazation. I will also define several of other expressions of media and media education. What are the forms and characteristics of media?

2.1 Globalisation in the modern world

What distinguishes communication in the modern world (we might also call it late modernity) is that it more and more takes part on a global scale. Messages being sent over great distances make people get information and communication from sources far away. The electronic media has made a disconnection between place and time and this means that individuals are able to interact with each other or act within the frames of the mediated quasi-interaction even if they’re located in separate parts of the world. The new configuration that has occurred (and is still occurring) as a result of the development of media is part of a row of processes that has transformed the modern world. These processes usually are described as globalisation. Globalisation is not a new phenomenon but is mainly a product of the 2000th century. Three technical aspects have in a very basic way contributed to the globalisation of communications: The extensive and sophisticated cable systems that give greater capacity of transferring electronic coded information, satellites for communication through great distances, and finally an increased use of digital methods for adaption, storage and recycling of information. (Thompson 2001, p.187ff)

According to Reimer this period of late modernity is characterized by two processes, where one is this increased globalisation (the other process described in segment 2.2). He explains the term as
the intensification of worldwide social relations. These link distinct localities in such a way that local happenings are shaped by events occurring far away, and vice versa. Thompson also claims that spatial distances are becoming less and less important. (Reimer 1994, p.18) If globalisation is defined as general as “a growing bond of different parts of the world, a process which results in complex forms of interaction and mutual dependence” it may be impossible to separate its meaning from “internationalization” or “transnationalization”. These expressions are often being used synonymously. Globalisation is only occurring though, when an operation takes place in an arena that is or almost is global (as opposed to local). Globalisation also takes place when operations are organized, planned or coordinated on a global scale, and operations involve a certain degree of mutuality and dependence so that operations that are occurring in different parts of the world are formed by each other. (Thompson 2001, p.187) The negative effect of globalisation can be that we now live in a “risk society” where distances no longer can protect us from accidents or disasters. The positive effect could be that one’s contacts and affiliations less and less are constrained by boundaries. (Reimer 1994, p.18)

The ‘social’ now seems a more unstable construction, because of the uncoupling of the ‘experience’ of place from physical location, and the shrinking of the world through global travel and global media. The experience of watching television in recent years can be described as a form a time and spacial travel, fostering in the western world an everyday form of cosmopolitanism. (Stevenson 1999, p.92)

2.2 Mediazation and mediated experiences

The second aspect late modernity is characterized by is an increased mediazation, which is related to the process of globalisation. The development of mass communications is a pre-condition for an increasing globalisation. We are able to uphold intimate relationships with people far removed in space with the help of mass communications. Mediazation also means that we increasingly live in a world based on representations. According to Reimer, what we experience is less and less an unmediated reality, and more and more a representation of this reality. (Reimer 1994, p.18)

The development in new media is creating a mediated quasi-interaction of non-mutual intimacy, as for instance the relationship between a fan and a star. Media has also made it possible for the users to experience phenomenon they probably otherwise wouldn´t do in real everyday life. Few people in the western world will meet someone who for example has been through extreme dehydration or famine, but most people have witnessed that kind of suffering on the TV screen.
Today we live in a world where the ability to experience is separated from the act of the meeting itself. So how do people deal with the inflow of mediated experiences in their everyday life? According to Thompson, we treat them selectively and are concentrating on the aspects that are of special interest for us. People ignore or filter the rest of the information, though they also try to understand phenomenon that defy the understanding and relate them to contexts and circumstances in their own lives. There has been a symbolic dislocation which causes a problem among many people: How can we relate mediated experiences to a practical context in our own everyday life, when this ability to experience no longer is connected to the act of the actual meeting. How do we relate to occurrences that take place far away from the contexts where we live our lives? Thompson says that the overflow of mediated material can give the people the possibility to research alternative forms of life in a symbolic or imaginary way. We can critically reflect over ourselves and the actual circumstances in our lives. (Thompson 2001, p.258ff)

One can make a difference between lived experience and mediated experience. Most people take both lived and mediated experiences and incorporate them in a constantly ongoing life project. (Thompson p.281ff) Living in a mediated world means constantly weaving together different experiences. It creates new possibilities, new alternatives and new arenas for experiments with ones ego. An individual who reads a novel or watches a soap opera not only is consuming a fantasy, she/he is also exploring possibilities and imagining alternatives. Through mediated experiences we also discover that we get pulled into questions and social relationships that are beyond our everyday life. We are not just spectators of distant people and events, but we are also somehow engaging ourselves in them. According to Thompson, we are liberated from the locations in our daily life just to be thrown into a world of a great and confusing complexity. We are asked to visualize, make a stand and sometimes even take responsibility for questions and events occurring in distant parts of a more and more cohesive world. In other words, to live in a mediated world doesn’t only come with benefits, it brings along a new kind of burden and responsibility that make some people feel they’re carrying an oppressive burden. (Thompson 2001, p.287f) If the situation with globalisation and mediazation has changed so much in recent years as suggested, one might wonder how schools tend to bring this up with their students.

Another term which ought to be important in school education is information literacy. It can be explained as the skill to use information and communication technologies and their applications to access and create information. It is based on for instance knowing how to use computers and access information to critical reflection on the nature of information itself, its technical
infrastructure and its context (social, cultural and philosophical) and impact. It empowers people to seek, evaluate, use and create information effectively to achieve their personal, educational and social goals. We need the technical skills as well as the skill to interpret the information when navigating in cyberspace. Media education comes within reach of information literacy when we now are facing a “convergence culture” where old and new media collide, the grassroots and corporate media intersect, and the power of the media producer and the media consumer interact in unpredictable ways. (Khan 2008, p.17)

Also according to Ulla Carlsson, we live in a mediated symbolic environment that very much forms our choices, values and the knowledge that determines our everyday lives. Our goal to make our lives meaningful and a well oriented democratic society very much demands knowledge of the media. Knowledgeable and critical people when it comes to media are a decisive factor for a democratic development. It is therefore a necessity for increased knowledge in media, where children and youth are as important as parents, teachers and other adults. (Carlsson 2010, p.15)

This media literacy consists of multifaceted skills and knowledge, such as having the ability to communicate competently in all media forms as well as to access, understand, analyze, evaluate and participate with powerful images, words and sounds that make up our contemporary mass media culture. (www.medialit.org)

Young people today are faced with a large number of media options. Many of them may be unavailable or at least incomprehensible to many adults. It is not possible any longer to assume that students will share similar experiences with each other or with adults. (Khan 2008, p.17)

There are a lot of terms and expressions in the area of communication. In the next segment I will further explain different expressions surrounding media and media education.

2.3 Definition of terms

There are some terms in this thesis that are relevant to explain further, before presenting and analyzing the results. Since the entire thesis is based on media, it is important to establish its exact meaning. The purpose is also to describe and compare media use in school and spare time among students and teachers. That is why I will also describe media in the public versus private sphere. Since the thesis is about media in school it is also necessary to explain the different terms of media in education.
2.3.1 Media and mass media

What we mean by media (or medium in the singular), according to Katz, can be divided into two types or categories: print and electronic. Print media include newspapers, magazines and outdoor billboards while electronic media cover radio, television and the Internet. A medium means different things to different people. A broad definition may be “a means by which something is accomplished, conveyed or transferred.” (Katz 2003, p.2ff)

To clarify the difference between media and mass media, the latter means technical media and media organizations that mediate information or entertainment to a large audience, who are reached more or less at the same time by the mass media content. Usually mass media are considered the daily press, magazines, radio, television and satellite and cable systems (http://www.ne.se/massmedier)

2.3.2 Media in the public and private sphere

Another main distinction between different types of media is their locations in the public or private spheres. It is considered that some media belong to domestic while others are not. The cinema and the theatre are public sphere media, and the newspaper, radio and television are private sphere media. According to Reimer, this is an important distinction when understanding a medium’s characteristic. These two dimensions are related to each other, as shown in figure 1.

<table>
<thead>
<tr>
<th>Location</th>
<th>Print</th>
<th>Electronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private sphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public sphere</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: Cultural form

The cultural form of a medium is shaped on the one hand by its technology, and on the other hand by its location. To a certain extent the distinctions are differences of technological functions. There are some things that can be done with electronic media, but never with print media. The differences are mainly cultural, but these cultural forms that mass media take and the functions they have, may – and do – change. It may not be the case, for instance, that the media that we see as private sphere media necessarily belongs to the private sphere. Reimer claims that
all of these media once belonged to the public sphere. Both radio and television had their main audiences in the public arena in the beginning. The newspapers’ growth is related to the growth and transformation of the public sphere. There has been a long and complicated process where these media have become naturalized in the private sphere. (Reimer 1994, p.76ff)

The relationship between the private and the public is not as clearcut as it used to be. Public life is entering into the private sphere through TV, radio and the press [and also definitely by the Internet]. It is possible to open up one’s living room for public communication. The distinction between the public and the private is becoming more and more blurred. (Reimer 1994, p.22)

2.3.3 Media – pedagogy, knowledge, teaching and education

In literature I have found the subject of teaching about media called mass media education, media pedagogy or media knowledge. There are also the terms information literacy and media literacy, mentioned earlier in 2.2. I will now explain the terms further and compare them. I have tried to make a direct translation from Swedish to English of the terms when it has been necessary.

The differences between the terms are that media pedagogy means using different media as an inspiration and a way to the student’s learning and development process. It can happen through experiences where the student takes part in for example still pictures, moving pictures, sound and multimedia. Media, aesthetics, and pedagogy are working in cooperation. The student can also use her/his own creativity using different media tools. (Hansson 2004, p.16)

Media knowledge consists of both theoretical knowledge of media and practical skills for own creative development. It also involves analysis of the form and content of the message of media, so that the student can train a conscious relationship to the role of media in society. (Hansson 2004, p.16) It’s very similar to media pedagogy, but media pedagogy has more emphasis on inspirational pedagogy than the more analysing media knowledge.

Media education and media teaching describes the activity in the classroom where media knowledge or media pedagogy is practised by teachers and students. (Hansson 2004, p.16) Information literacy is focused on the technical skills of how to receive and produce information, while media literacy focuses on analysing and evaluating how information is delivered through different forms of media. (www.medialit.com)
When I asked about the media use and discussions about media in school in my questionnaire, I primarily meant it like media pedagogy is described, but also as media knowledge. I will apply both their meanings in my analysis, since both terms concern what is practised by teachers and students. Both terms are therefore relevant for my purpose.

**Chapter summary**

In this chapter, I have tried to define several terms of media and media education. The development of media is part of a row of processes that has transformed the modern world. These processes usually are described as *globalisation*. The development of mass communications is a pre-condition for an increasing *globalisation*. *Mediaization* also means that we increasingly live in a world based on representations. Through *mediated experiences* we discover that we get pulled into questions and social relationships that are beyond our everyday life.

*Information literacy* can be explained as the skill to use information and communication technologies and their applications to access and create information. All media once belonged to the public sphere, but it has changed over the years and many have become private. There are different meanings of media when it comes to pedagogy, knowledge, literacy, teaching and education. In my analysis I will primarily apply the meaning of *media pedagogy* but also *media knowledge*. 
3. Problem formulation
Most people today use a lot of media and young people are no exception. Teachers and students spend hours in school every day, but they also have a number of hours as spare time. Schools have an obligation to teach children about the world, where media today has an important role. The problem I am going to concentrate my thesis on is the relationship between students´ and teachers´ media use in their spare time, and their use and discussions about media in school.

3.1 Purpose
The purpose of the thesis is to describe students´ and teachers´ media use in their spare time compared to their media use in school. Is the media use in education versus spare time in proportion to each other, or are we able to notice any significant differences? I would like to study if there is a “gap” between personal media use and media education in school. I have chosen to illustrate the problem from theories surrounding media in school, including media pedagogy. I will also examine if my results are different from previous research, for example Wall´s about media use in and outside school in the late 80s and 90s.

3.2 Research questions
The questions I will try to answer are:

1. How do students from 5th to 9th grade in a Swedish elementary school use media in their spare time? (For instance what kind of media and for how long.)
2. How do teachers in 5th to 9th grade in a Swedish elementary school use media in their spare time? (For instance what kind of media and for how long.)
3. Are media used and discussed in school, according to the teachers and students? If so, how often and in what subjects?
4. Do the students and teachers have the same opinion of what kind of media is used and discussed in school?
5. How often and in what ways do teachers use media in their school education compared to how often and in what ways students and teachers use media in their spare time?
6. What is the relationship between the subject of media pedagogy and the teachers?
3.3 Hypothesis
My hypothesis is that the school/the teachers do not use a lot of media in their teaching (neither practical use or in discussions), while students and teachers much more frequently use media in their spare time. If that is the case, it is questionable if the school fully fulfils its goals according to the *Curriculum for the Compulsory School System*. This assumption is partly based on experiences as having worked in a school environment (though not as a teacher), and Rönnberg’s theories about media pedagogy.

3.4 Delimitations
I chose to limit my research to students and teachers in the 5th to 9th grade in one school. I considered it to be the most reasonable to do for time purposes as well as for the main purpose of this thesis.

The term “media” in this thesis’ purpose and research questions means TV, DVD, radio, the Internet/computers and newspapers. Further definitions of “media” are presented in section 2.3.
4. Previous research and theoretical perspective

In this chapter I will bring up some examples of previous research in the field and their main directions concerning media, their use among adolescents, teachers and in school. I will also present theories surrounding media use and media in schools, which the thesis will be based on and my survey results later compared with.

4.1 Review of research

Mass communication theory is aimed at improving our understanding of how mass media works. In need of getting a whole picture of the field and previous research of media use and media in schools, I have used a number of books, theses and Internet web sites. In Sweden there are several studies showing media use among different groups in society. A lot of research has been made concerning children’s use of media the last decades, like the yearly research done by NORDICOM’s Mediebarometer (more in section 4.2.1). It can be found on the Internet and a more detailed printed edition, where I was able to get national statistics in media use for the same year as I did my survey. It was relevant and interesting to see if the students in my survey were similar to students nationwide.

I have noticed that the subject of media use in Swedish schools so far mainly has been studied in the 80s and 90s. For instance two reports done by Jonas Wall called Massmediekunskap – något för skolan? (1990:1) and Skolelevers TV-tittande och massmedievanor (1996:122) is interesting and very relevant for my research questions. These reports are presenting inquiries about children’s media habits, both in and outside school and how mass media is used and discussed in school both by students and teachers in the late 80s and mid 90s. Research in school environment about media pedagogy is not too common and as we will see, there are those researchers who think that there is a serious lack of research in this area. There seems to be more of an interest in the USA concerning (2.3.3) and bringing it into the school curriculum. There are a few bachelor and master theses done in Sweden concerning media pedagogy, written in the field of pedagogy/teaching or communication. Media use among young people is a more common subject to write about.

Margareta Rönnberg is a leading researcher in the field of children and media use and her opinions are often controversial. In her book Vad är Mediepedagogik? she reasons about media in school education and why and how it ought to be used in today’s schools. In this book she questions why there still hasn’t been any progress concerning media knowledge in school, and she gives possible explanations why there’s so.
4.2 Media use
Mass media use can be seen as a “meeting” between an individual in her/his social context and a specific mass medium. (Reimer 1994, p.199) How come we prefer certain types of media and make those choices? As social beings we have learned the difference between the different segments in everyday life. We know which kinds of people to expect when entering the different segments, and we know if they are for us or not. According to Reimer’s research, life environment, life course, social class position etc. are all important for the choices people make in everyday life. (Reimer 1994, p.198f)

One may distinguish between two possible perspectives on media choices: On the one hand one may concentrate on those properties of each mass media text that make it attractive for an individual, regardless of what other individuals may choose. On the other hand the practices are also social practices made by social human beings and are carried out within the context of everyday life. They’re structured by one’s relationship to other individuals which means that people are making choices in order to associate themselves with some people and distinguish themselves from others. (Reimer 1994, p.201f)

There seems to be a difference in media use between countryside/small towns and cities/metropolitan areas. In smaller towns, people on the whole read more local news and advertisements, and they watch more entertainment and nature programs than people in larger environments do. The differences are general ones, due to differences in life environment. But of course not all people in rural areas are for instance locally oriented. The uses of specialized media cannot be understood unless one takes into consideration the fact that they compete with non-media practices. For instance the choice of renting a video is made in relation to other possible alternatives. Those alternatives differ between life environments. Young people in larger cities for example tend to watch videos less regularly than young people in the countryside. (Reimer 1994, p.166ff)

There are studies that show patterns who reveals how socially grounded values are. Values can be described as individual characteristics in the sense that they belong to individuals, but individuals come to their values in social interactions. Young people are much more likely to be guided by the value of pleasure than older people. It means that certain values are held by a majority of people within certain groups almost “naturally”. (Reimer 1994, p.177)
When talking about children and adolescents today, Carlson mentions the term “digital generation”. This includes children who learned to use the VCR at the age of two and began playing computer games at the age of three. These students grew up with and depend on the web and have redefined the concept of multitasking. There is a flood of multimedia gadgets and accessories. Often these children do several of things at the same time, like chatting with friends online while listening to music on another gadget. Unlike past generations these learners are flooded with options in media – television, radio, CD players, cell phones, computer and video games, chat rooms, email, and Internet sites. New media tools offer great promise for a new model of learning based on discovery and participation. (Carlsson 2010, p.49f)

Wall claims that it’s quite usual for inquiries where children and adolescents have been asked to answer for instance how much they watch television everyday or how many who read a newspaper daily. Often only the number of hours is presented. The interpretations of the results of what they actually see on TV are made by adults not really knowing for sure. (Wall 1996, p.3) Children and adolescents have an extensive use of TV. They generally watched TV little over three hours every day. (Wall 1995, p.9) This was an increase compared to older studies. Those who had a satellite dish (75%) watched one more hour each day than those who hadn’t. The favourite channel was surprisingly Kanal 1 (Channel 1), especially for the younger crowd. The music channel MTV was mentioned as the favourite only by 13 % of the viewers in the 8th grade. Wall therefore claims that the MTV-generation really doesn’t seem to exist, instead the Kanal 1 generation does. (Wall 1996, p.9) This example shows that you never can assume anything about media habits. 2/3 of the participants claimed that they have at least two television sets at home. Here there is a change compared to former research, according to Wall. Earlier watching television was something that gathered the family, while children now can watch individually from the rest of the family members. (Wall 1996, p.10)

In 1994 the average school day for a 5th and a 8th grader was 4 hours and 40 minutes. In the same day they spent 5 hours and 32 minutes in front of the TV, listening to the radio, CD´s, video´s, reading comics etc. (More about today´s statistics in section 4.2.1) With these statistics Wall claims that what the schools report might clash with what the media says. There is also possible to see a rewarding mutual interaction between the two. That is if there is a will for it, and if schools have the knowledge of mass media habits among children and knowledge about the content of popular culture. (Wall 1996, p.16)
Media use is constantly changing. That means there is a constant need for research in order to understand people and the society. The large extent that media is used, also tells us what a big influence media has and possibly also what we have over the media. This should also be a hint towards how important it is for schools to bring media into the curriculum. Wall criticizes the fact that the students claim that the school and the world outside school seem to be in different spheres. 80-90% of the students said that the teachers hardly ever mentioned or used a TV-set or a TV-programme in class. (Wall 1996, p.11) In this research (from 1995) more than half the students told they’ve found out events and knowledge about the world through watching TV. Only a few mentioned the teacher as a source of information. The older the students got, the more they trusted TV than their parents concerning news. (Wall 1996, p.11)

4.2.1 NORDICOM’s media barometer
When investigating media behavior among the Nordic people, NORDICOM (Nordic Information Centre for Media and Communication Research) is leading. The purpose of the inquiry, which is done yearly, is to describe tendencies and changes in people’s use of mass media. The inquiry is based on telephone interviews to random parts of the population in ages 9 to 79 years old. The selection in 2007 was approximately 4,200 people. The institution at the University of Gothenburg has been doing the inquiries since 1994, but the Media barometer is originally from 1979. (http://www.nordicom.gu.se) Diagram 1 is showing the results from 2007. I decided to pick out the year of 2007, since my survey was done that year and I found it interesting to compare some of my results to NORDICOM’s in Analysis of the results (chapter 7).
Diagram 1: Proportion of 9-79 year olds using different types of mass media on an average day in 2007 (%)

Source: http://www.nordicom.gu.se/

Note that in diagram 1 daily press and periodical/magazine means both the printed and the Internet version of the paper. Books mean the printed version as well as audio books and e-books. Radio and television means broadcasts on regular radio and television sets as well as on the Internet or other media players.

All together the Swedish people devote 6 hours and 5 minutes to media on an average day. The busiest Internet users, the 15 to 24 year olds, use them for nearly 7 hours. Adolescents´ media use have expanded with half an hour at the same time as their use of traditional media like TV, radio and books have decreased. They use the Internet 28 % of their total media use, compared to an occasional percentage in 1997. (http://www.nordicom.gu.se)

According to 2007´s Media barometer by NORDICOM, passive media consumers have turned into active net producers. The increased accessibility to broadband hookups has made this development stronger and faster. In 2003, 30 % of the Swedish population had access to broadband, while it in 2007 was almost 70 %. The amount of Internet users have since 2003 almost redoubled in 2007; from 33 % to 64 % on an average day. The latest statistics show that in 2009, 85 % of adolescents daily use the Internet. (http://www.nordicom.gu.se)
In diagram 2 we see the results of media use among 9 to 14 year olds, and 15 to 24 year olds in Sweden 2007. According to NORDICOM 15 to 24 year olds have changed their habits of media use the last couple of years. They have transferred from watching SVT (public service TV) and TV4 to watching other channels. They have replaced listening to CD’s to mp3 players and the Internet is conquering watching regular TV on an early evening when the use of Internet is at most intense. (http://www.nordicom.gu.se)

15 to 24 year olds are also reading the evening paper online and watching television programs online more frequently than other groups. In 2007, these kinds of habits are beginning to be more frequent also among older people, mostly 25 to 44 year olds. There has been great uncertainty to what extent young people in our new world is laying ground for new media habits which follows into adulthood. The results in Mediebarometern 2007 show that so is the case. (http://www.nordicom.gu.se/)

One change in almost every age group is where we get the news from. In the beginning of the 21st century 55 % of the population followed the daily news on TV. It is decreasing every year
and in 2007 it was 39% including online broadcasting. This might mean a decrease in interest of what we traditionally call news. On the other hand more and more use the Internet for getting the latest news. The latest statistics from 2009 also show that fewer people, especially adolescents, get their news from traditional types of media. The decrease is most evident for watching news on TV. Different news websites are used that almost fully replace the TV news. What’s striking is that another type of news is now used; short blocks of texts in the net based version of traditional media, and more of opinions like comments or blogs. People now get a fragmentation of news, where the valuation of sources often is left up to the individual user. This may raise questions of the role of journalism in the public sphere from a perspective of democracy. (http://www.nordicom.gu.se)

4.2.2 The use and the differences of new media

Today practically everybody in the world is surrounded with different kinds of media. During the summer of 2006, 54% of the Swedish population were connected to broad band where you have a speed of 2 megabit per second when surfing the Internet, according to the newspaper Dagens Nyheter. In this fast paced world that we’re living in, it’s interesting to think about what people did before all these media types existed. Erlandsson compares how we used to use media and what we do now: For example we’re hardly any longer sending letters in the mail (only emails), we can “hang out” with our friends online just as well as physical meetings, and we play games online or on the mobile more than traditional board games. (Erlandsson 2006, s.5f, 15)

Most children and teenagers do spend a lot of time in front of the computer. All though, they don’t really spend more time satisfying their needs on the computer, than older generations did when they did other activities in their youth. They have always had the same basic needs, and the solutions have varied through time. Visiting a website with controversial content that the child gets horrified but fascinated by, can be the same thing as back in the days when the meanest boy in the block ate worms or did something as forbidden and disgusting. (Erlandsson 2006, p.6ff)

The difference today is that you can do almost everything on the computer. We can also do many things simultaneously. Through games, play, creating things and be with others, especially young people get the opportunity to find out who they are, find friends and equals to converse with, share interests and try values with. They also flirt, harass, lie and create new things with others online. Erlandsson claims that we must continue to guide the youth through all this with our presence and experiences. (2006, p.6ff)
Researchers are talking about the TV as a *family medium*, while computer games are a *friend medium* where you play games and discuss them within the user group. Internet is described as an *individual medium* and is commonly used just by one person and is not so much a subject in conversation among children and teenagers as other types of media. There seems to be a difference where the Internet is uncontradicted compared to for example TV programs that adults often comment and react to. (Erlandsson 2006, p.9)

When adults used to control what the children watched on TV, the children now control what they choose to do on the Internet. They’re no longer passive consumers, but very much active in an often creative way. Adults today don’t have anything like the Internet to relate to in their childhood. This often causes confusion and naturally a generation gap. When technology is a very natural thing to children and youth, it makes adults feel inadequate which leads to worry and insecurity by the parents. This knowledge gap in using computers between children and parents/teachers has turned gigantic. Despite the fact that adults are in front of the computer, they don’t know what activities are happening on the screen. There is a difference also in the language when it comes to computers. New words and the meaning of these create a barrier between generations. How can you understand what the children are doing if you don’t understand the meaning of the language? (Erlandsson 2006, p.9f)

### 4.3 Mass media and schools

According to Walls inquiry in 1995, a clear majority of the students claimed that they *almost never* talk about watching TV or the content of TV-programs with the teacher. A majority also claimed that they *almost never* use newspapers in school. You might think that it is more common for teachers to use videos/DVD’s to illustrate something in their classes, but also here the students gave the answer *almost never*. Wall suggests that if these answers show schools´ relationships with media, the children don’t experience any connection between school and the sphere of mass media. According to the statistics, it’s more usual to use newspapers in class than TV or video programs. (Wall 1996, p.42ff)

When Wall compares his research results from the mid 90s with his former three, from 1981, 1987 and 1989, the question about TV use in the classroom we clearly can see a trend downhill. In 1981, 79 % answered positive when asked compared to only 10 % in 1994. The explanation for this might be the increasingly number of TV channels, the less connection to TV programs in class. The result of this will probably lead to a wider gap between the students´ thinking in their spare time versus their time in school, is Wall’s conclusion. (Wall 1996, p.44f) It’s clear that new
media doesn’t mean that new knowledge is brought into our thinking. On the other hand, mass media isn’t neutral in valuation. It is more than technical systems sending out messages between sender and receiver. (Wall 1996, p.55f)

Karin Stigbrand’s *Mediekunskap i skolan* shows that in the late 1980s media teaching was based on a protectionistic attitude where “student culture” was repressed. Her conclusion is that it tends to fail. Media education in the late 1980s threatened to bring about results that were in opposition to the intentions of the curriculum. According to Stigbrand, one must integrate media education into the working plan of each individual school, where the students’ social conditions, needs and interests can be taken into account. (Stigbrand 1989, p.96ff)

The relation between mass media and school includes many things: either to use media as a technical helping tool in education or media as a part of the reality that schools ought to prepare the students for (the media’s form and content). According to Wall mass media can be seen as competition against schools, maybe even an opposite force. There has also been an unofficial grading of the quality in different media. Books and records, especially with classical music or jazz, are seen as something positive. Movies at the cinema, radio and morning papers are also types of mass media that are valued as higher culture. (Wall 1990, p.2f)

### 4.4 Media pedagogy

Media has become part of the upbringing and socialization processes of all girls and boys. Therefore it is needed to be considered by parents, educators and media professionals as seriously as formal education, according to Dr Abdul Waheed Khan who works for UNESCO’s Communication and Information department. Media education provides the critical knowledge and the analytical tools that will empower media consumers to function as autonomous and rational citizens. It will enable them to critically make use of the media. That is why media education will help making people well-informed and responsible citizens. It will also able them to hold a certain distance towards the immediate pleasures that media can provide. (Khan 2008, p.15)

Andersson describes the complicated relation we have in studying media. The media are often defined as the schools’ responsibility and that media during a long period of time have been considered a lower or dangerous form of culture. The Swedish school has traditionally had two
attitudes towards media: either they have been ignoring them, or they have been considered as something negative. (Andersson 2002, p.102)

Even though media culture played a huge part in the twentieth century, it wasn´t at all heard of at university for teachers or the school curriculum until the reform of the elementary school in 1962. It was then an awareness of the world of media slowly started and vague formulations about elementary knowledge about film and press appeared in the curriculum for compulsory school system. Often though the discussion has been about “revealing” them or show what a horrible impact they have on children and youth. This is a very strong tradition not only in the school subject Swedish, although it is most common there. The task seems to be to protect the children from the media culture. (Andersson 2002, p.102)

A concrete problem can be how much time and space the school subject Swedish should devote to new media. Another problem might be that the teaching of media pedagogy is dependent on technical devises. The latter means not just a practical or economical difficulty but it also has cultural implications. Of course new media cost money and it takes time and a lot of work to educate the teachers who should be able to handle the technology. Andersson brings up computers as an example of a technical devise constantly in change and need of upgrade. Every school need to make huge sacrifices and investments in new computers and sophisticated software, which means that new media often is not introduced in school. This is not a question of pedagogy, but of politics and economics. According to Andersson new media is often looked upon as a luxury, but should be seen as a necessity. Teachers might also ask themselves if media is an aid finding knowledge and maybe making students more enthusiastic in a school subject. (Andersson 2002, p.103f)

Margareta Rönnberg claims there is hardly anything as an academic discipline in Sweden called media pedagogy today. Media pedagogy leans mostly towards the practical, like media producer and project leader in education. There is media education with different aims in Sweden, like media knowledge. With every technical change in media the need for media knowledge have been of immediate interest. Despite of this nothing has happened other than that the teaching plans for the elementary and high school shows where this media education segment possibly could be inserted in the school subjects Swedish, social studies, arts etc. (Rönnberg 2003, p.1ff) Rönnberg describes four main reasons why media education so far hasn’t been a priority in the school system and why the progress is so slow:
1. First there is the view of the teacher’s role as a counterbalance (or an antidote) against media. This is the same point Andersson makes. Their status becomes greater if you refuse to acknowledge them. In Swedish schools the gap between generations is also a factor since the older teachers (both in elementary schools and at university for teachers) haven’t grown up with TV or have had any media education. Many teachers seem to think that it’s enough that the students use media in their spare time and that there simply isn’t a need for dragging them into school as well. According to Rönnberg there is a need for a generation switch in the teacher’s profession in order to get rid of the resistance. This switch could come very soon, although younger teachers aren’t automatically enough to make people in the profession more interested in media, so the need for media education doesn’t solve itself. On the contrary, studies show that the younger in fact are more insecure than the older since they’re insecure about their new professional role. (Rönnberg 2003, p.2)

2. Secondly the subject media knowledge has a bad reputation in universities as being normalized and moralized. Therefore Rönnberg claims that the schools teach against the media more than with. Many teachers still motivate their interest in media education by seeing the students as helplessly manipulated by the media. Generally the teachers have used expressions where the media does something to the students: construct an image of society, manipulate, seduce or have bad effect on young peoples’ identity and taste. The goal for school education has so far been to make students think and choose “critically” and “right” (according to adults) from the large variety of range. Rönnberg suggests some rethinking. Instead of culture pessimism she recommends student optimism. The school can build a foundation to a more reflecting and conscious use of media when it comes to understanding yourself, others and society. To able students to a more active, democratic and collective participatory in the form of media production should be a goal. (Rönnberg 2003, p.3ff)

3. Thirdly the reason why media isn’t a priority in education so far is because of the motivation of the school subject media. Rönnberg mentions many reasons why it should be brought into the school curriculum: Young people daily are confronted with media. The young have to learn to relate critically with the media, and children and adolescents have to learn to use the new media as a technical aid to get information. Media should be brought into schools simply because the newer and older audiovisual media dominate
According to Stigbrand, one must integrate media education into the working plan of each individual school, where the students’ social conditions, needs and interests can be taken into account. (Stigbrand 1989, p.96ff) Media are the main negotiators of what is said and thought in our society. Media stories are the symbolic forms of our times, and are about individual and societal self understanding. (Rönnberg 2003, p.5)

4. Fourthly the slow progress has a connection to the lack of research in the area. There is a gap in the research how adults view young peoples’ use of media, which media education segments are most appropriate for what age, and finally pedagogical research about educational methods and didactics. Rönnberg believes that not until the universities introduce concrete concepts or models to teachers of how you can work with media in different subjects, something will happen. (Rönnberg 2003, p.6)

**Media communication and media conversation are also important in the school curriculum.** In Rönnberg’s opinion, the subject media pedagogy has a bright future, if the pedagogical goals are straightened out. Media pedagogy as a school subject is very interdisciplinary and can belong to film science, communication science and pedagogy. Although it is just the fact that media pedagogy has a nature of being interdisciplinary that could mean that nobody chooses to take on the mission, since everybody should. (Rönnberg 2003, p.7)

Rönnberg’s suggestion is that media communication (not media knowledge) should be a compulsory segment in school, although not as an individual subject. An interaction between schools, the students’ homes and the general society should be formed. The goal with media communication is to consciously use, read, experience, learn, analyze, joy and be shocked, and finally valuate and participate in communication of different kinds (with oral, written and audiovisual aids). The tools for this are mostly through media conversation and media production. Media communication should make students understand, use and enjoy how media is organized, how they work, produce content and contribute to create reality (which in the end is interpreted and valued by the users themselves). (Rönnberg 2003, p.7)

**4.4.1 Media pedagogy in the school curriculum**

What does the current teaching plan say about media education in school? Today the Swedish school system has a *Curriculum for the Compulsory School System, the Pre-School Class and the Leisure-time Centre* (also called *Lpo 94*), which is a guideline that every school and teacher need to follow
accord according to law. So what does it say about media knowledge and working, using or talking about media in school?

The only time the word *media* is used, is to describe that the school should strive to ensure that all pupils “have knowledge about the media and their role”. It also says, without mentioning the word “media”, that they should be able to “use information technology as a tool in their search for knowledge and to develop their learning”. *(Curriculum for the Compulsory School System… p.10f)*

In a more general way it is described that since the school “works in an environment with many sources of knowledge, the school should endeavor to try to create the best conditions for the pupils’ development, thinking and learning.” *(Curriculum for the Compulsory School System…p.7)*

The aspect of democracy and the importance of preparing the students for being able to participate in a society are described. We live in a society where the information flows vastly and where the rate of change is rapid. “This is why methods of acquiring and using new knowledge and skills are important. It is also necessary for pupils to develop their ability to critically examine facts and relationships and appreciate the consequences of the various alternatives facing them.” *(Curriculum for the Compulsory School System…p.5)*

There is a wish for bringing media knowledge into the curriculum in elementary schools as an individual subject, but Rönnberg doesn’t believe in it, nor does the elementary students according to her. *(Rönnberg 2003, p.19f)*

In the mid 80s, when the discussions about the terrible violence on video were over, teachers wanted new inspiration how to use media in education. Some were aware, though, of that the school was in a competitive relationship with moving pictures when the latter always won the attention. These moving pictures were described creating a common room around the children, which the adults and teachers often wasn’t part of. That is why these moving pictures were seen as a problem. If they were to include it in the curriculum it was to warn the students about their negative influence, more than giving them a stimulating form of art and take part of a rich cultural inheritance. To mention examples of popular TV programs in class might force the teacher into an unfamiliar area, where the children, not herself/himself, are the real experts. *(Edlund 1986, p.6f)*
When 700 teachers were asked in the mid 80s why they thought it was necessary to bring up media and have moving pictures in class, 68% claimed that it was because media was "a current problem in society". (Edlund p.26) Also Stigbrand’s research shows many teachers opinions about the “critical awareness” in media education. Comments from teachers were that the goal with media education in school is killing the “garbage culture” which is in opposite to culture. A lot of teachers also commented on the unclear goals with media education. “The goals are floating around – in need of further education”, were one of the comments. As a teacher, to be able to respond to the students spontaneous questions and their will to explore media’s possibilities of expression, is hard within the frames of the school system. Only 1/5 of the teachers in 7th to 9th grade believed they succeed with teaching media. (Stigbrand 1989, p.118) More about the teachers’ role will now be presented.

4.4.2 The teachers’ role
The new generation are sometimes called “Generation Y” or “the digital generation” (as mentioned in section 4.2). Their intuitive relationship with technology will revolutionize learning in schools. The combination of a new generation and new digital tools will cause a rethinking of the nature of education, both in content and delivery, according to Carlson. She describes today’s students as media savvy and restless and that they crave connection and nurture social relationships with an incessant desire to communicate. Yet many of these students feel empty and no excitement in discovery and expanding their imagination. If teachers fail to address these issues, the students will be unable to connect education with a sense of empowerment, joy and self-fulfillment. Education to these young digital geniuses is boring when they do not enjoy learning. (Carlson 2004, p.50)

Also in Helena Danielsson’s thesis she describes how students are feeling powerlessness and boredom in school today. It is of great importance that students and teachers are given an adequate education so that students feel curiousness and fascination for the multicultural society’s language. Her studies show that being creative with video and other media can create lust filled pedagogy. Young students can be stimulated by using it searching for knowledge about different subjects. (Hansson p.124) The truth is these young people learn software and hardware quickly and easy, pushing limits to the extreme. For perhaps the first time in history there are things that parents want to be able to know about and do, where the kids are now the authority. (Carlson 2004, p. 49ff)
As Rönnberg claims that it is partly the teachers’ role that gets in the way for the media use in school environment, so does Wall bring up teachers’ often traditional role in their profession. The traditional way is that they learn something before they teach it. That is of course impossible today with the fast developments in mass media. (Wall 1996, p.55)

The media use among teachers has to do with the number of years they have been active in the profession. Only 11% of the teachers with over 20 years in the profession say they had media knowledge at university. The fewer years they’ve been working, the more media knowledge is claimed to appear in their education. The school subject media knowledge, which Rönnberg didn’t want as a separate subject, is according to Wall something whose content is undefined. This means that it’s up to the teachers to decide how to include it in their classes. The teachers claim they mostly use newspapers in their class, followed by comics, TV, magazines, video, film and radio. The lack of definition of the subject is an obstacle to let media into the class rooms, as too are the teaching plans, the technical knowledge of the teachers and lack of knowledge about the students’ media habits. (Wall 1990, p.6f)

Lavender & Tufte presents research from all over the world concerning media, children and education. They agree with the fact that media education still isn’t commonly integrated in the education in most countries. According to them, media education more or less still teaches children to appreciate the classics, to teach them good taste and to make them aware of the inferiority of the products of popular culture. The suggestion for mass media in education is no longer the result of moral panic. It’s more of a cross- or multi-curricular approach. (Lavender & Tufte 2003, p.1f)

The goals for the teacher’s competence when it comes to media pedagogy are to:

- Recognise and realize media’s meaning to children, young people and adults and use this insight in the teaching and education either with or without the use of media.
- Be able to understand and critically value the developments in media in perspective of society concerned (where the school obviously is included).
- Use the media in various ways in the teaching in a reflecting way (not simply as a material that illustrates the own subject or as a tool in searching for information).
- Be willing and be able to bring up current media themes in the subjects that is about to be studied. (Rönnberg 2003, p.36)
The school should also contribute to the students´ development in harmony and it should be an exploring, curious and lust driven education. The teachers should also strive to balance and integrate knowledge in its different forms. (Hansson 2004, p.123)

In another study the conclusion was that most teachers think that the integration of media in the traditional education can improve and deepen the quality of the students´ knowledge and create a good learning environment. The majority of teachers had a positive attitude to medial tools both directly in teaching and in their own work. The downside though is that the prerequisites needed to integrate medial tools in school in a satisfying way often are missing. (Carlsson & Andersson 2010, p.1)

Another thesis show that many of the teachers seemed to think that there had been too little resources for media teaching and that it hadn´t been given enough time. Good teamwork among teachers, media education for teachers, a positive attitude and a clarification in the teaching plan would be needed to accomplish a good media education in school. (Jonsson 2005, p.1)

The attitude of using media and IT in education by teachers and school leaders are different from school to school. According to Hansson, media and IT are prioritized in some schools, while it is tolerated in others. Something that is considered decisive and necessary for the attitude is the support of the school leaders. (Hansson 2004, p.92f)

Often the teachers and the students belong to different generations, where teachers belong to the “book generation” while the students belong to the picture/film generation. The teachers must change the methods of teaching if the students are not developing in the right direction. When teachers do not have the knowledge handling media, it is also a question of having the courage to admit weakness as an adult. (Hansson 2004, p.114f) This feeling of inadequacy among adults concerning Internet is something Erlandsson also points out. (Erlandsson 2006, s.9f)

Let´s face it; technology fuels change. The new generation is so at ease with software and fascinated by electronic devises, much more so than most adult teachers are. (Carlson 2004, p.50f) This of course is putting pressure on teachers today. Is there a difference in media use between students and teachers? In the next chapter we will see the results of the inquiry.
**Chapter summary**

In this chapter previous research and theories in the field have been examined. According to NORDICOM we devote 6 hours and 5 minutes to media on an average day. We use the TV most of all types.

There is hardly anything as an academic discipline in Sweden called media pedagogy, and if it exists it leans mostly towards the practical, according to Rönnberg’s research. “Media” is mentioned only one time in the school curriculum. Rönnberg describes four main reasons why media education so far hasn’t been a priority in the school system and why the progress is so slow: The teacher’s role work traditionally as a counterbalance and a generation switch is necessary, schools teach against the media more than with, there is a lack of or poor motivation to introduce the school subject media into the school curriculum, and at last there are a lack of research in the area. Often the teachers and the students belong to different generations. Today’s students, who are digital geniuses, are often bored and do not enjoy learning. Media and IT are prioritized in some schools, while it is tolerated in others.

The main directions in the previous research are the use of media among adolescents and teachers in school. I will analyze my results of students’ and teachers’ media use with comparing them with the previous research, for example Wall’s similar surveys and NORDICOM’s statistics, to answer my research questions 1 to 5. Research question 6 is about media pedagogy, and I will primarily use Rönnberg’s theories here. Media in the *Curriculum for the Compulsory School System* and the teachers’ role will also be examined in this chapter and later applied in my analysis.
5. Method and material

In this chapter I will present quantitative methods, how I created the questionnaire and performed the survey. I will also discuss the population, the response rate and non-response in my survey. Validity and reliability is also explained and discussed in relation to my survey. The chapter ends with a critical reflection.

5.1 Quantitative methods

There are different types of research methods in the media and communication field. How you conduct the study is essential for getting results as close to the truth as possible. In this thesis I wanted to see how media is used among children and teachers, both in their spare time and in school. I also wanted to compare these results with how much the use and discuss media in school. To find answers I decided to use a questionnaire which was handed out to the students in 5th to 9th grade and their teachers in a school. These types of surveys are a common method within social science. Ever since these so called quantitative methods had their breakthrough in the 1940ies, a large part of the studies who have researched media use and media effects have used this particular method. One explanation why researches through surveys have become so commonly used, is that numbers are a superior way to argue in a rational culture. Measurements in percent shine objectivity and rationality. (Johansson 2010, p.87)

5.2 The Questionnaire

Survey research is usually the best method in studying attitudes or behaviour within a group of people that is not possible to observe directly. (Johansson p.87) When doing research about media use among children and media knowledge in school education, surveys are the way to go. All the studies in the books and theses I reviewed have used this method. Of course there are no guarantees that the results thereby are trustworthy, it’s something you must assume for making them useful in your own research.

Since I at the time when I did the survey was working in the school library, I was familiar with the school leaders, the teachers and many students. This of course was a huge benefit in getting permission to do and handing out the survey. When you want children to participate, one needs permission from their parents. After discussions with the school leaders, we decided that I should send out a paper explaining the study to the parents so that they could sign it if they didn’t want their child to participate in the survey. If we did the opposite (asked the parents to sign if they did let them participate) it would be very likely a lot of the students would forget or chose not to
show the paper to their parents, and fewer students would be able to respond. The result were that there were no student who weren´t able to fill in the questionnaire.

The majority of questions in the questionnaire I designed for this thesis provided multiple-choice answers with fixed-alternatives, but there is also a chance to clarify answers or add comments at the end if needed. I handed out two versions of the questionnaire; one version to the students and one adjusted to fit the teachers. It was anonymous and the students would for instance only fill in what grade they were in, and the teachers were asked what subject(s) they teach and their approximate age.

After receiving the answered questionnaires, I started by dividing the answers into separate grades and I of course separated the students from the teachers. I counted each answer in every questionnaire and wrote it down manually. I calculated each answer for each grade and used Excel for making them into diagrams when possible. The answers in the open questions that couldn´t be put into a diagram, were also put together manually and later presented in the thesis in relevant context. Other times I needed to categorize the answers to the open-ended questions and comments made by respondents, so I could turn them into diagrams. That means that I have to some degree made a subjective interpretation in a few of the cases.

The original questionnaires are in attachments 1 and 2. Note that when I did the survey (May, 2007), social networks like Facebook and Twitter or music services like Spotify had not yet had its huge break thorough in Sweden, and that´s the reason why it is not mentioned at all in the questionnaire.

5.2.1 Population and generalization
The term population means the larger limited group we´re interested in, in the research. If we have the resources to do research of the entire group, we´re doing an inquiry of the total. The results we receive then apply to everybody in the population. (Patel & Davidson 1994, p.44)

I choose to do the survey among 5th to 9th graders and their teachers in one school, and for convenient reasons I chose the school I was working in at the time. My aim was to get a high response rate at that school, and I did the research on the entire population. This means I handed out the questionnaire to all students and teachers I wanted to survey; everybody in 5th to 9th grade and their teachers. The students and teachers mentioned are the population of my research so I did not only use a sample of the population.
My goal is not to generalize the results to all 5th to 9th graders and their teachers in Sweden, since I only did the research at one school. I can though generalize the results to the population that I have researched; the students and teachers in 5th to 9th grade at the school.

### 5.2.2 Response rate and non-response

Since the teachers were very cooperative and handed out the questionnaires during class, they could be answered under controlled forms and taken seriously. That was the reason why the response rate was so high.

Before looking at the response rates in each grade, there are some terms we need to explain:

- \( N \) = Number of people who have been handed the inquiry.
- \( af \) = Absolute frequency, e.g. number of people who have filled in the questionnaire.
- \( x \) = Number of people who have responded a certain question with a certain option.
- \( rf \) = Relative frequency, e.g. the proportion of people who have responded in a certain way, e.g. \( x/N \). This is presented in percent (\%).

The 5th grade only has two classes, where the other grades have three each. The difference in gender is not something I have chosen to focus on when analysing the result, but I will mention it in table 1.

#### Table 1: Response rates

<table>
<thead>
<tr>
<th>Class</th>
<th>Response rates (af) gender</th>
<th>af</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a</td>
<td>12 girls + 9 boys</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>5b</td>
<td>12 girls + 12 boys</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>6a</td>
<td>10 girls + 7 boys</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>6b</td>
<td>13 girls + 12 boys</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6c</td>
<td>8 girls + 10 boys</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>7a</td>
<td>16 girls + 5 boys</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>7b</td>
<td>13 girls + 9 boys</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>7c</td>
<td>9 girls + 10 boys</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>8a</td>
<td>15 girls + 7 boys</td>
<td>22</td>
<td>25</td>
</tr>
</tbody>
</table>
Altogether there are 324 questionnaires filled in: 305 from students and 19 from teachers. 349 were handed out to students and 28 to teachers: 377 altogether. That means that the response rate was 324 out of 377 questionnaires, which are very high (app. 86%). That means that very few people didn’t answer the questionnaire, in other words the external non-response rate was low. Almost every question was also answered in each questionnaire, which means that the internal non-response rate was low. (Wallén 1996, p.63)

Reasons why the teachers do not have as high response rate as the students, might be because some of them weren’t present at the time (e.g. substitute teachers filling in for illness or parental leave and didn’t feel it was relevant for them to respond to the questionnaire). Another explanation could be that they forgot it, they missed the information or that they simply didn’t want to participate.

5.2.3 Validity and reliability
When evaluating scientific results and the generalizations made from the finding, scientists ask questions regarding validity and reliability. Are the statistics trustworthy?

Validity has to do with if you measure what you intend to measure, and if it presents the data correctly and how well they reflect the truth. (Wallén 1996, p.65f) I consider my results valid because first of all, I have tried clearly to delimit and define what I´m supposed to measure through relevant and straight forward questions (see chapter 3 about the purpose, research questions and delimitations). The method of using questionnaires is the most common and appropriate way when asking a large number of individuals about their habits. The high response rate would prove that the questions in the questionnaire were working (and are valid as long as I asked the “right” questions for my purpose.) The respondents have also had the opportunity to clarify and comment any question at the end of the questionnaire.
Reliability estimates the degree to which an instrument measures the same way each time it is used in under the same conditions with the same subjects. (http://www.socialresearchmethods.net) When you’re using questionnaires the researchers have little chance of testing the trustworthiness in the gathered material before handing out the questionnaire. (Patel 1994, p.86ff) I had, so to speak, to work with the material I got through the questionnaire. I have tried to construct a questionnaire with well defined questions, and I have saved the original paper questionnaires and Excel documents so there is a possibility to control the results again. To record the material is one way to raise the reliability, according to Patel and Davidson (Patel & Davidson 1994, p.86ff).

I believe the results of my survey would have good possibilities to show the same results today if a retest was done at the same school, even though there would be new students and perhaps some new teachers. In my survey I have tried to reach as high reliability as possible, since I have tried to reach every single student and teacher within the population of my research.

As mentioned earlier, I wish only to generalise the results within my research population, and not nationally. When I compare my results though with NORDICOM´s national statistics from the same year, we will see if there are any differences or if they’ll show similarities. If they show similarities, this would also be a hint of proof that the results in my research are not far off from the truth. Overall I believe that the data given by the students and teachers may provide useful knowledge in relation to the field of media and pedagogy research among youth.

5. 3 Critical reflections
What’s difficult with questionnaires is that you can’t regret questions you didn’t ask. There are some questions I wish I would have asked and some I could have skipped. Perhaps I could have asked the respondents to further develop their answer here and there. On the other hand, a lot of the open ended questions which gave an opportunity to explain their answers further, weren’t filled in, including the last space for free comments.

Even though I handed out the questionnaires four years ago, I do not think there is an apparent difference in media use in 2011. At least not in the type of questions I asked. The only difference in media use generally is probably an increase in using social media which have had its huge breakthrough in Sweden since then.
It is impossible to know how the respondents understand and interpret the questions, unless they in some cases give a further explanation. In retrospect, some respondents may have interpreted the question concerning which subjects teachers talk about TV watching or TV programs in as subjects they watch/show TV in.

Also the questions if media is discussed in school can be a matter of interpretation. For instance, is a teacher briefly mentioning a radio program or is he/she really discussing the program’s content with the class? It is of course hard to know how somebody understands and interprets the situation.

Another difficulty interpreting the questions as well as the results is the matter of media’s convergence culture mentioned earlier by Khan (Khan 2008, p.17) Where do certain types of media begin and end? Maybe the respondents for example just consider the medium used and not the service it provides. (For example watching TV programs on the Internet.)

**Chapter summary**

In this chapter I have described the quantitative research where questionnaires have been used as a method to find out how students and teachers use media in their spare time and in school. I can generalize the results to the population that I have researched; the students and teachers in 5th to 9th grade at the school.

Altogether there are 324 questionnaires filled in. The response rate was 324 out of 377 questionnaires which are very high (app. 86%).

I have tried to clearly delimit and define what I’m supposed to measure through relevant and straight forward questions, which would improve the validity. To record the material is one way to raise the reliability. I have saved the original paper questionnaires and Excel documents so there is a possibility to control the results again. As a critical reflection, I mentioned that there is always a possibility of different interpretations in a questionnaire.
6. Presentation of the results

This chapter will begin with a presentation of the school where I did the inquiry. After that there will be a presentation of the results from the questionnaire. Some answers will be shown in diagrams to clarify interesting facts. In the next chapter (Analysing the results) there will be further comments and comparisons with previous research and theories. The original questionnaires can be seen in attachment 1 and 2.

6.1 The surveyed elementary school

The school where the survey is done, is an elementary school in a rural area about 10 kilometres from a medium sized town (with around 55,000 people) in Sweden. The school is placed close to scenic nature and some farm environment. It had at the time approximately 500 students in preschool to 9th grade, with about 350 students in 5th to 9th grade.

The media use in school was seemingly mostly the use of computers. The school didn’t have many computers for the students to use, so the ones in the computer classroom or in the newly started school library were often occupied, both during lessons and in breaks. There were a few TV-sets which were, in my belief, mostly used during language lessons. No school paper was published (only a school “leaflet” had been published a few years before). The new investment in a school library was not only supposed to work as a traditional library, but also as a place for searching digital information on computers. It would also work as a place for lending out media equipment such as digital cameras.

Most of the teachers who have responded are teaching Swedish, English and math. These are main subjects in Swedish elementary schools, and therefore the teachers of those subjects are not surprisingly in majority.

6.2 Results of the inquiry

Let’s see how the students and teachers in the surveyed school are using media. Now we will take a general look at media use among the students and teachers. Let’s start with how the students get their news update.
The TV is undeniably the most common source among all the students of getting an update about the world. Teachers are apparently not a top source for news as we see in the low statistics. The evening paper seems to be the least common source and it appears that a lot of the students are being informed by multiple sources, not just one. Quite many of all ages get the news from their parents.

In diagram 3 I just counted the top three answers if they mentioned several. The shortened categories stand for morning paper and evening paper.

We will now compare the results of students’ news sources with the teachers’ in diagram 4.
Everybody except one of the teachers has the TV as one of the sources of being news updated. It is followed on a shared second place by the morning paper and the radio. Since it wasn’t a question the respondents could rate, all mentioned sources were put into the diagram. Compared to the students’ results the teachers use similar sources for being updated in world news.

The TV is the most commonly used media for news. How often do the students and teachers watch TV?
When the question about the frequency in watching TV among students and teachers was asked, it showed clear patterns: A majority of students and teachers watch television every day or a few times a week. The result of how long they’re watching TV on each occasion for is also unanimous. The majority of all age groups including the teachers are watching for 1 to 2 hours on each occasion. (Attachment 4)

The popularity among TV channels shows that there seems to be an even spread among the age groups. The teachers seem to clearly prefer the public service channels and TV 4 and so do many of the students. (Attachment 5) Need mentioning is that some students and teachers may only have a basic selection of channels (TV 1, 2 and 4) while others for example have a satellite dish with many channels, which might affect the results.
A part from the popularity of SVT and TV 4, Channel 5 is a preference. More so than TV 3, especially in the 9th grade. In the 6th and 7th grade they also mentioned some specific programs. They preferred shows like nature programs and Nickelodeon (cartoon channel). The teachers also mentioned nature programs, German channels and programs about culture.

The respondents answered that TV series and movies are without competition the most popular types of programs to watch on TV. (The categories to choose from were: Movies, youth programs, series, entertainment, news/debates, documentaries, sports, reality shows (clash between documentaries and soap operas), and cartoons. (Attachment 6)

The 5th graders mostly mentioned extreme sports, and series like The Simpson’s, House and Friends. In the 6th grade they also mention the same series plus nature programs, talk shows and comedy shows like Joey and Ugly Betty. Also a lot of criminal series like CSI, Anna Pihl, Poirot, Wallander and Criminal minds seems to attract the 6th graders. Adventure like Lost, sports, animal programs and extreme sports/comedy like Jackass is popular.

The teachers mentioned History channel, Animal planet, Discovery, culture programs and detective stories. They also mentioned The Simpson’s, Grey’s anatomy, House and CSI, like many of the students did. Playa del Sol, home styling programs, nature programs, Vetenskapsmagasinet, Västnytt (news) and documentaries were also preferred by the teachers.

The results also show clearly that the older the students get, the more they watch alone. A few students claimed they watch TV alone, with family and with friends on different occasions A majority of the teachers claim they watch with the family (attachment 7).

After these questions, I wanted to know the reasons why people are watching TV, to see what the purpose is. The results are unanimous: Students watch TV when they’ve got nothing else to do. Even though it just might be because of boredom, it is in fact an active choice. None of the teachers answered that they watch TV because they have nothing else to do. Other reasons mentioned in the 5th grade why they watch TV is for example that they’re bored, it’s fun and they learn things. In the 6th grade they also give reasons like they’re addicted to the TV, they follow a certain series or that it’s fun and they want to relax. In the 7th and 8th grade they mention that it’s fun and that it’s nice to watch TV when you’re tired. Some students also explain that they’re following a series and one student likes to watch TV when he/she eats. In the 9th grade they also
say that they watch because it is fun, relaxing and that there are so many good programs to watch. A few students filled in two or more options, but most of them have only chosen one, which was my original intention. Most teachers mentioned reasons like relaxation (from work). The rest wanted to be entertained and “snuggle up in the sofa with the kids watching TV”. (Attachment 8) Next we’ll see how often discussions about TV or TV programs are broached during lessons.

Diagram 6: Frequency of teachers talking about watching TV and/or TV programs during lessons

A majority in all age groups say that teachers almost never talk about watching TV or TV programs during lessons.

According to both students and teachers Swedish followed by SO and NO are the most common school subjects to talk about TV in. In 5th grade many have answered math. The categories to choose from were: Swedish, English, Languages (German, French, Spanish), Nature oriented subjects
(NO), Socially oriented subjects (SO), music, math, home knowledge, craft, art, horse (special subject for the school) and physical education. Some students seem to be quite unsure about the question. They answer everything from every subject to no subject at all. Some students wrote that they don’t know. I counted all the rated answers. One teacher also mentioned the subject technology and one said “when it’s suitable”. (Attachment 23)

Next is presented how much students and teachers are watching DVD’s.

**Diagram 7: Frequency of watching DVD**

Most of the teachers watch DVD once a month, while the students’ results show a majority spread from once a month to a few times a week.
The students seem to agree to a higher extent concerning DVD´s showing in classrooms, than they did on newspapers discussed. Somewhere between twice a semester and once a month seems to be the general opinion. There is a big difference between the two classes in the 5th grade. A majority in one of these classes claims that they only watch video/DVD´s twice a semester, while there was a tide in the other class where they claim they do it once a week or once a month. Also in the 8th grade there was a tide between the classes in their opinions/behaviors. The students and teachers seemed overall to agree about the frequency.

A lot of school subjects show DVD´s during classes according to both students and teachers. (Attachment 25) They are also often shown in NO and SO. When students mentioned other subjects, it was the “class hour” in the 5th grade. One student in the 8th grade said that if the
students had been good they could get a reward by watching a film just for fun. In the 9th grade one mentioned Student’s choice, which is a weekly school activity where the students have a number of alternative subjects to choose from every term in 6th to 9th grade.

Let’s now see where the students and teachers are when they’re using the Internet.

Diagram 9: Place of using the Internet

The results in diagram 9 show that the most common place to use the Internet is at home. (I only count the top three alternatives that the students have chosen.)
All of the teachers use Internet at home, but almost as many use the Internet for work at school, while some also use it at breaks. A majority are just using the computer in school for less than one hour per week. Three students in the 7th grade and one in the 8th say they use the computer more if they work on a theme.

In the next diagram we will see how often the students and teachers are using the computer at home.
The students in the survey do spend quite a lot of time by the computer, at least 1-2 hours a day or more. Most teachers spend 4 to 6 hours a week, which is less than the students.

What the students mostly do on the computer at home is the next thing we will look into.
Diagram 11: Activities on the computer at home

In the diagram above we can see what the students and teachers are using the computer for at home. The categories to choose from were: Writing texts (e.g. in Words), pictures (drawing, processing using programs like Photoshop), creating/working on homepages, surfing the Internet, searching
for information, e-mailing/chatting, playing games online, playing games on CD-ROM’s, do not have a computer at home or do not use a computer at home.

There is a spread of activities on the Internet among all ages. Emailing, surfing the net and playing online games are apparently most popular among students, while writing texts and emailing are the most popular among the teachers.

Some students rated their answers in this question and I only counted their first three choices. Other things the 6th and 7th graders do are for example listening to music on the computer. In the 8th grade they also mention visit game forums, watch music videos and TV series. In the 9th grade they mention that they listen to music, watch films/DVD’s or do role playing. Things mentioned by the teachers are paying bills, photo processing programs and listening/downloading music/film and working in general.

Are there any differences between activities on the computer at home and in school?
A majority of almost every age group use the computer for writing texts. Secondly, they use it to search the Internet for school work, and then surfing the Internet to see what they’ll find (just browsing for fun). The categories to choose from were writing texts, pictures (drawing, processing etc.), creating/working on homepages, surfing the Internet to see what I find, e-mailing/chatting, searching Internet in purpose of school work, searching the Internet in purpose of own interest, or playing games. It might seem that the two categories surfing the Internet to see what I find and searching the Internet in purpose of own interest are similar. The difference is that the former only means browsing without any special goal, while the latter means searching for specific websites out of personal interest (sports, music, TV programs etc.).
Like I did in other questions where the respondents could rate their answers, I only counted the top three choices a student mentioned. Other things shared by 6th graders were watching movies or do school work. The latter could be placed either in the category texts or searching for certain websites for school work (Internet school work). In the 8th grade one student mentioned watching music videos in the category other. In the 9th grade they mentioned finish school work.

The next question concerned how much the teachers are using the computer at work (in school). I was trying to see if there were any specific differences compared to the students and how much they use it for school work. The statistics doesn’t show though, if the teachers are using the computer at home for work purposes. Five of the teachers say they use it less than an hour a week. The teachers use the computer more than the students do in school though, since the students claimed they use it less than one hour a week. (More about the frequency of using the computer in school/work in attachment 12 and 13)

The teachers on the other hand mostly use it as a tool for communication, since most claim they use it for e-mailing. In the category other, they mention reading messages, report not present students, information, make theme descriptions and plan school work. (Attachment 14)

In the next diagram we will only partly leave computers and see how often the students and teachers are reading newspapers. By “partly leave the computers” I mean that it is very common today to read news on the Internet version of a newspaper.
There is a spread in reading the newspaper among the surveyed students. The categories they could choose from were almost daily, 2 to 3 times a week, once a week, 1 to 2 times a month and never. A majority in almost every age group says though, that they read the news every day. We do not know the details if it’s a physical paper or on the Internet.

The local paper, Ttela, is undeniably the most read. Other papers mentioned are evening papers like Aftonbladet and GT. (Attachment 15) When I asked the question I originally just meant morning papers, but since I wrote daily newspapers, it was of course easy to think it included evening papers too. In the 8th grade they also mentioned Metro, and monthly/weekly magazines like Bilsport and DMZ. In the 9th grade they also mentioned Metro, Aftonbladet, GT, Expressen and gossip tabloids.
I didn’t ask specifically about evening papers in the questionnaire, but some mentioned them anyway.

The most popular sections to read in the paper are clearly comics among all the students except the 9th graders. Other things preferred are local and national news and TV programs. There seems to be a mix in interest between both news and entertainment. The teachers prefer news of all three kinds (local, national and abroad).

Other sections mentioned read were the weather, advertisements, celebrities, entertainment, horoscope, family section, the daily question and sports. Sports seemed to be quite important so that's why I made it into a separate category in the diagram afterwards. Among the teachers they also read the family pages, the weather, the culture pages and advertisements. (Attachment 16) At home seems to be the most common place to read news. (Attachment 17)

We’ve now seen how most students read the newspaper almost daily. How often do teachers talk about newspapers in the classroom?
The answers are very different in diagram 14. This could of course have to do with that they have different teachers in the subjects. It is still notable how the results can vary so much within the same age group. As we see, the answers vary between once a week to never among students while one teacher claims he/she even talk about it daily.

There are a lot of students who aren’t sure which school subjects they bring the theme up in, just like the question about discussing TV during class. Some wrote “I don’t know” in the space different subject. One teacher mentioned that he/she brings it up in technology. The school subjects to choose from were Swedish, English, nature oriented subjects (NO), socially oriented subjects (SO), music, mathematics, home knowledge, craft, art, horse and physical education. (Attachment 24)

When asked about how often they visit the public library, the statistics doesn’t show frequent visits to the public library. One teacher says that she visits the book bus every other week. I didn’t count this in a category since I don’t know if she does this outside school property or in her spare time, since the book bus both visit the school and the rest of the community every
week. My intention was only to see how often people visit a library in their spare time, knowing that the book bus of course also is a public library, only on wheels. Nobody else made a comment concerning this. The teachers seem to visit a public library once a month or at least a couple of times a year (attachment 9).

The students and teachers in my survey were also asked what they were doing in the public library when visiting. The answer categories to choose from were books, magazines, search for information, use the Internet, play games, CD’s, DVD’s or other. A huge majority of all age groups show that they are using the public library for books. What these statistics doesn’t say though, is if they borrow the books for the purpose of school work or for entertainment. Many students also use the library for reading/borrowing magazines, asking/searching for information and using the Internet. Some of the students, with a small majority of 8th graders, and teachers borrow DVD’s. A few borrow CD’s and play board games (attachment 10). Some students claim that they’re just walking around in the library checking things out and hang out with friends. One teacher also said the visit to the library is for company.

When asked if the teachers were borrowing books at the school library for work or private reasons, 8 out of 12 teachers who use fact literature did it for work, while 4 did it for private reasons. Out of the 6 who use fiction books, 4 did it for work and 2 did it for private reasons. Many students seem to occasionally visit the school library during lessons while a small majority of teachers are using the school library once a week also during lessons. (More about the frequency of visits to the school library in attachment 11)

Next we’ll continue on to a louder medium: The radio.
Most people in the survey listen to the radio daily or many times a week. Still there are quite a few who claim they almost never listen. The results are spread, but a pattern can be seen: The older the students are, the more they listen to the radio. A clear majority of the teachers also listen to it on a daily basis. Most respondents listen to the radio for one hour maximum at a time. (Attachment 18)

There is no question that Rix FM is the favourite radio channel among the students and many of the teachers’ too. More teachers seem to like slow ballads though, since a majority mentioned Lagna favoriter. The other radio channels mentioned are for example NRJ, Mix Megapol, The voice, Bandit Rock, and the local radio station in the city. The teachers also mentioned that they listened to other radio channels like NRJ and Mix Megapol. (Attachment 19)

The old fashioned way of listening, on a radio in the car or at home, are still the most common ways of listening among young people. (Attachment 20) Other ways mentioned in the survey
were listening to the radio on TV, on the computer or on the alarm clock in the morning. One student also mentioned “when other people are listening”.

Compared to the students’ results the teachers show similar behaviour. The radio seems to have a significant place in the car and at home. It is in these areas the teachers mostly listen to it too. (Attachment 21)

Results also showed that most students and teachers seem to concentrate on their homework/work without having any type of media on in the background. Some of the students have some type of media on. Not many children have the TV turned on, accept the teenagers in 9th grade who almost have the TV on just as much as the radio. In all grades the category other included the computer, iPod, Xbox and Mp3. The computer can be used for listening to music or as one student described that he/she was chatting with a friend on the MSN at the same time, so that they could ask questions concerning the homework. (Attachment 22)

After have seen how the students and teachers use different types of media in their spare time as well as in school, we will now see in what ways the teachers use media in class according to themselves. We will also find out if they are familiar with the term media pedagogy.
Diagram 16: Teachers use of media in class (according to themselves)

Most of the teachers use media as a technical aid or that students use them. All teachers seem to use media, only in different ways. Only 4 out of 19 say they show and/or discuss media types. In the category other is mentioned PowerPoint presentations. We do not know if that means that only the teacher do the PowerPoint himself/herself or if they let students do them for presentations in class as well.

When asked if the teachers knew about the term media pedagogy 11 out of 19 answered no. One didn’t answer at all and one filled in yes with an arrow towards no. That means only 6 said they knew what it was. When asked if they could explain what it meant, they answered the following:

“With the help of different media collect and present knowledge.”

“How you learn things with media as a tool, how you use media as an independent subject.”

“Film science, a film’s way of expression, genre, interpretation, home pages, compared to texts, + that some sort of connection is made to society, history, my life, being a human being.”

“Through Mediapoolen and through trade fairs.”

“When you’re using different types of media in teaching”
5 out of 6 who said that they knew about the term *media pedagogy* graduated university in 1996 or later (one in 1970-80, three in 1996-2000, two in 2001-06), according to the results of the questionnaire.

A majority of the teachers claim they would like to use different types of media more than they do now in their teaching. (Attachment 26) One who answered both yes and no made a comment that she would like to have a classroom equipped with multimedia. The ones who claimed they would like to use more different types of media made comments like:

*More subjects can be brought up and from more perspectives*, and *to stimulate more senses*. Obstacles mentioned both by the ones who would and wouldn’t like to use more media in teaching were lack of time, it requires preparation and the inadequate access to computers. Some thought that they already used media enough in their teaching. So did one teacher who worked with special education.

I also wanted to know if there had been any discussions about media pedagogy for teachers at university. (Attachment 29) One teacher who had graduated between 1970 and 1980 said that the subjects of media in teaching didn’t exist at the time and therefore never was discussed. The other teacher who graduated in the same year span made a comment that she didn’t remember since the world of media has changed tremendously since 1979.

The four teachers who answered *never* had graduated approximately 20 years apart. There are various opinions among the teachers. *Age is not* the main reason they did or did not have media as a subject of discussion at university when they studied to become teachers.

The follow up open-ended question was:

*Why do you think it was/wasn’t discussed in your education [at university]?”*

Let’s see what the teachers answered in the survey.

Teachers answering “never discussed”:

*“We do not work that way – X school [the name of the school] is snowed in on theme work!”*  
*“Too “old” teacher...”*

Teachers answering “occasionally discussed”:
“The lack of university teachers!”
“It was pretty new.”
“Media has got such a big space in our everyday life that we must include and take advantage of these advantages in our teaching.”
“Much to do about the very theoretical focus.”
“To use programs for discussions and pure teaching”.

Teachers answering “pretty often discussed”:
“Advantages and disadvantages with media – how they best can be used.”
“The possibility to use the computer in teaching art has clearly changed the possibilities in teaching.”

3 teachers answered that media pedagogy discussions at university were occurring pretty often, while 12 people said that they discussed it occasionally. 4 people claimed they never discussed it.

As a curious question I also asked both students and teachers what media sources they found most trustworthy. The TV is clearly the most trusted source, while parents are the second most trusted source at almost every age of the students.

Also according to the teachers, the TV seems to be the most superior medium followed by the morning paper and the radio. The students and teachers do not agree about the morning papers, though, with teachers putting much more trust in them than the students do. Compared to the students’ results, teachers do not seem to trust their friends, work colleagues or family members at all. (Attachment 27 and 28)

Chapter summary
Both students and teachers spend a lot of time using different media. The students in the survey spent more time using media in their spare time than the teachers did. The students also used more media in their spare time than in school, while the teachers used more media (computers) at school than the students did.

The TV is the favourite type of media at any age; the students and teachers love to watch it, they prefer news from it and they trust it most out of all media types. The older the students are, the more they listen to the radio.
The students and teachers seemed to agree that discussions in class about TV almost never happen. On the whole, it is more common to discuss newspapers than talk about TV or watch DVD’s in class. Most teachers would like to use more media types in class but lack of time were mentioned as an obstacle. It seems that just because a majority of the teachers have had some kind of media knowledge during their education at university, doesn’t necessarily mean they know the meaning of media pedagogy.
7. Analysis of the results
As mentioned earlier, the purpose with this thesis is to describe students’ and teachers’ media use in their spare time compared to their media use in school. I will study if there is a “gap” between personal media use and media education in school. The research questions concern how students and teachers in 5th to 9th grade in a Swedish elementary school use media in their spare time, how often and in what ways different types of media are used and discussed in school, compared to how often and in what ways students and teachers use media in their spare time. I will also see if the students and teachers have the same opinion of what kind of media is used and discussed in school. Finally I wish to examine what experience and opinions the teachers have of media pedagogy.

In this chapter I will analyze the results in connection with the theories chosen for my study such as Rönnberg’s discussions about media pedagogy. I will also make comparisons with previous research mentioned earlier, as for instance Wall’s media use research in schools and NORDICOM’s media use statistics.

The Swedish people use media in average for 6 hours and 5 minutes each day and in the 9th grade they generally spend 7 hours a day, which is more than students spend time in school each day. (NORDICOM’s Mediebarometer 2007 2008) The students in my survey do spend a lot of time using different kinds of media. In diagram 17 I have compared the data in diagram 2, showing only NORDICOM’s results, with my results. Since NORDICOM show results in percentage, so did I in this diagram compared to the others that I present in number of people. (More about diagram 17’s percentage calculation in attachment 3.) Because I have surveyed 11-16 year olds, it is difficult to compare the results to NORDICOM’s since we have different age spans. NORDICOM’s research with 9 to 14 year olds is most relevant for my survey (which includes 11 to 16 year olds).

It is well known in science that the way you ask a question is the way you’ll be given the answer. I do not know the exact formulations of the questions NORDICOM has made, but it is very possible that we haven’t asked exactly the same questions all though the meaning is the same. That is why it is a little difficult to make exact comparisons. For instance have NORDICOM presented the amount of people who is using different mass media on an average day. In the case of TV, I interpret the ones watching TV every day or a few times a week as an average day in my
survey. So I did with listening to the radio and watching DVD as well. In the case of the newspapers I only counted the category *almost daily* to be compared to NORDICOM’s on an *average day*. (I didn’t consider the category *2-3 times a week* to be enough for comparison.)
Diag 17: Media use among students in their spare time at the surveyed school compared to NORDICOM´s results (%)

Compared to NORDICOM´s Mediabarometer from 2007, my survey shows strikingly similar results. The TV is the most popular media to use, which means that the TV must have something the other types of media do not have. Children and adolescents, according to Walls study, have an extensive use of TV. They generally watched TV little over three hours every day. (Wall 1995, p.9) My survey shows very similar results. A majority of students and teachers watch television every day or a few times a week, just like von Feilitzen claimed is done in virtually all industrialized countries. Not as many read books or listen to the radio, all though many do this too. (von Feilitzen 2002, p.9) My results show they watch for one or two hours on each occasion, many watch longer. NORDICOM´s research also shows that 15 to 24 year olds are watching TV programs online more frequently than other groups. We do not know if this also might be the case with the students in this survey, since I didn´t specifically ask that.

According to Reimer, young people are much more likely to be guided by the value of pleasures than older people. The categories in TV programs in my questionnaire might have been misleading to some. The category *entertainment* was meant as family entertainment shows such as

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**Diagram 17:** Media use among students in their spare time at the surveyed school compared to NORDICOM’s results (%)
“Idol” or “Talang”. Not many responded that they watch it. The only two categories that would not really be considered entertainment are news and documentaries. The other categories can be seen as entertainment and, as the results show, are popular among students while news is the most popular among teachers. Students watch TV when they’ve got nothing else to do, while most teachers do it for an update. TV series and movies are without competition the most popular types of programs to watch on TV. In this case Reimer was right: Younger people are more likely to be guided by the value of pleasure. (Reimer 1994 p.177) This is also confirmed by NORDICOM that claims adults tend to watch more serious TV programs like news or documentaries, while youth prefer more entertainment. (NORDICOM-Sveriges Mediebarometer 2007-2008, p.28) According to NORDICOM’s research for 2007, 15 to 24 year olds have changed their habits of media use the last couple of years where they have transferred from watching SVT and TV4 to watching other channels. If we look at the 15-16 year olds in 9th grade, we can see that this is the exact situation in my survey. The 9th graders are the only age category that especially prefers Channel 5 more than SVT and TV 4. The teachers seem clearly to prefer the public service channels and TV 4 but still so do many of the students. The national patterns NORDICOM presents are showing many similarities with my results.

As mentioned earlier, the surveyed school is placed on the country side where people generally have a larger interest in entertainment and nature programs than people in larger environments do, according to Reimer. (Reimer 1994, p.166f)

The answers show various results, but a pattern can be seen: The older the students are, the more they listen to the radio. The same result is showing in NORDICOM’s Mediebarometer: The radio represent 10% of the daily media use among 9 to 14 year olds, and 14% among 15 to 24 year olds. (NORDICOM’s Mediebarometer 2007-2008, p.25) Historically there has been a change through the years. Traditionally the radio was in the beginning a family medium, but later the TV took the radio’s place. The radio instead became an individual medium. (Flichy 2006, p.198f) This is something we now can see happening also with the TV and the computer, since many students have them in their own rooms. In the mid 90s, 2/3 of the participants claimed that they had at least two television sets at home, which was a change from earlier research. Then watching television was something that gathered the family, while children now can watch individually from the rest of the family members. (Wall 1996, p.10) Though the TV often is considered a family medium, it shows that it doesn’t seem to be the case for most students in my survey. Mostly they seem to watch TV alone, but if they prefer to do so or because they do not have any
company are not clear. The older the students get, the more they watch TV alone. Most teachers on the other hand claim they watch with the family.

Since NORDICOM only measure Internet use as a separate activity on the computer and not the amount of time you spend by computer itself we can only compare the results with my results of how much they use the computer at home. The latest statistics show that in 2009, 85% of adolescents daily use the Internet. (http://www.nordicom.gu.se) A 9 to 14 year old spends about 50 minutes a day using the Internet, while 15 to 24 year olds spend about 1 hour and 50 minutes online. (NORDICOM-Sveriges Mediebarometer 2007 2008, p.25) My results show most students use the computer at home for one to two hours a day or more, online or not. A majority of the students are just using the computer in school for less than one hour per week, while most teachers are using them for 1 to 2 hours a day. Most teachers spend 4 to 6 hours a week by the computer, which is less than what the students do. All of the teachers use Internet at home, but almost as many use the Internet for work at school, while some also use it at breaks. Most students are writing texts on the computer in school. Also do the students make more entertainment based business in front of the computer at home (playing games etc.) while the teachers use it for emailing and writing texts. 39% of the students are playing games online, compared to 44% in national research by NORDICOM. Perhaps we can see a parallel with Erlandsson’s barrier between generations, where he claims that despite the fact that adults are in front of the computer, they don’t know what activities are happening on the screen. (Erlandsson 2006, s.9f)

As we see in my survey, people use the computer for a lot of things. Erlandsson claims that through games, play, creating things and be with others, especially young people get the opportunity to find out who they are. We must continue to guide the youth through all this with our presence and experiences. (Erlandsson 2006, p.6ff) According to the results of how much media is used and discussed in the surveyed school, this is not exactly done in class with the help of media.

Why my result showed so little Internet use compared to NORDICOM’s could be because I didn’t ask how often they used the Internet in the questionnaire, only what they used the computer for at home and in school. One of the options was surf the Internet, and I counted that as using the Internet, all though some of the other alternatives also included online activity. Another difficulty with comparing results is that it was a multiple choice question and in the original diagrams (diagram 11 and 12) I counted the top 3 answers from each student. If I would have
asked a direct question about Internet use, I believe the numbers would have increased quite a bit to the level of NORDICOM’s results. The differences in result may also be of a technical nature. Most students live in a rural area and might not have been connected to broadband at the time, which speed up the Internet connection. A slow connection could mean an obstacle for Internet use.

A majority in almost every age group according to my survey read the news every day. According to my results, there seems to be a huge difference in reading newspapers when they reach 15 and older. It is quite logical that one’s interest in the outer world becomes larger in the later teens. As brought up earlier, Reimer pointed out that local news are more read in small town. All though, since the school in question is placed outside a medium town, and has quite poor collective communications it could mean that the interest of reading newspapers is not as high before reaching a certain age when you can participate in the local activities you read about.

We do not know the details if they read a physical paper or on the Internet. Compared to the students’ results the teachers use similar sources for being updated in world news, with TV being the number 1 source. According to NORDICOM though, fewer people (especially adolescents) get their news from traditional media (the newspaper made of paper or TV live broadcasts). The ways we get our news are changing and news websites are replacing TV news. On the other hand more and more use the Internet for getting the latest news. 15 to 24 year olds read the evening paper online more frequently than other groups, according to NORDICOM. Since only the older students in my survey mentioned evening papers there could be a point to that.

Another type of news is now used with short blocks of texts and more of opinions like comments or blogs. There are often fragments of news, where the valuation of sources often is left up to the individual user (http://www.nordicom.gu.se) This could be a subject for today’s schools to discuss since the Curriculum for the Compulsory school system clearly states that it is “necessary for the pupils to develop their ability to critically examine facts and relationships and appreciate the consequences of the various alternatives facing them.” (Curriculum for the Compulsory school system p.5)

You might think that it is more common for teachers to use videos/DVD’s to illustrate something in their classes, but in Walls survey most of the students gave the answer almost never. (Wall 1996, p.42ff) Media has for a long time been seen as a problem in school. Many researchers have pointed this out (Rönnberg, Edlund, Andersson etc.) One reason why teachers do not mention TV programs in the class room might be that it forces the teacher into an unfamiliar
area, where the children and not the teacher, are the real experts. (Edlund 1986, p.6f) According to both students and teachers, Swedish followed by SO and NO are the most common subjects to talk about TV in, which was expected. I didn’t ask about TV watching in class, only DVD watching. According to both students and teachers, DVD’s are shown in class twice a semester and mostly in language subjects, nature and socially oriented subjects.

According to Walls research TV use in the classroom has decreased from a positive 79% in 1981, to 10% in 1994. His explanation is that the more number of TV channels, the less connection to TV programs in class. (Wall 1996, p.44f) A majority of all age groups in my survey say that teachers almost never talk about watching TV or TV programs during lessons. These are the same results as Wall had in his research where a clear majority of the students claimed that they almost never talk about watching TV or the content of TV programs with the teacher. (Wall 1996, p.42ff)

Reading is valued higher among adults than watching TV or video, and according to von Feilitzen it is as common to read a book as it is playing computer games. (von Feilitzen 2002, p.9) According to NORDICOM’s results, traditional media (including books) have decreased in the last 10 years at the same time as adolescent’s media use in general have expanded. Media are often seen as a threat against books and reading. TV and video are often described as competitive against printed media and are accused of being time consumers at the cost of children and adolescents’ book reading while offering more easy accessible alternatives as well as create a need of action and speed to keep up interest. TV and video have often been blamed for the alarming reports of students leaving school as functional illiterates and not achieving goals. (Johnsson-Smaragdi & Jönsson 2002, p.6) The statistics in my survey doesn’t show frequent visits to the public library when most people claimed they never visit or visit twice a year.

A majority in almost every age group use the computer in school for writing texts, which was expected. Secondly, they use it to search the Internet for school work, and then surf the Internet to see what they find. The computer in school is mostly used for school work. The older the students get, the less they play computer games in school. Most teachers use the computer at work in school for one or two hours a day, but many also use it a lot less than that. That means that the teachers generally use the computer more than the students do in school and they mostly use it as a tool for communication, like emailing.
When students are asked if newspapers are discussed in class, the answers are very different. A lot of them say it is never or twice a semester. Teachers are saying it is twice a semester or once a week, which is a huge difference. Does that mean the teachers overestimate their amount of media discussions or do not the students perceive them as media discussions? The reason why it varies so much must be that some teachers talk about newspapers quite frequently, while others hardly mention them at all. If they do bring them up, it is mostly in the subjects Swedish and SO. On the whole, it is more common to discuss newspapers than watch DVD’s in class. In Walls research (from the 90s) a majority claimed that they almost never used newspapers in school. (Wall 1996, p.42ff) This has apparently not changed much compared to my results. The Curriculum for the Compulsory school system says that the school should strive to ensure that all pupils “have knowledge about the media and their role”. Since the school “works in an environment with many sources of knowledge, the school should endeavor to try to create the best conditions for the pupils’ development, thinking and learning.” It also says, without mentioning the word “media”, that they should be able to “use information technology as a tool in their search for knowledge and to develop their learning”. (Curriculum for the Compulsory School System p.7, p.10f) Khan describes how media education provides the “critical knowledge and the analytical tools that will empower media consumers to function as autonomous and rational citizens.” (Khan 2008, p.15) These goals in the curriculum doesn´t seem to be fulfilled when you look at the overall results of my survey, when they hardly even for example discuss the news in school. Especially in school subjects that more or less are based on national and world news, like social studies.

As mentioned earlier, mediazation means that we increasingly live in a world based on representations. The advantages of today’s globalisation with the content in media theoretically is making us cosmopolitans without even having to go outside our home country. Living in a mediated world means constantly waving together different experiences. (Thompson 2001, p.287f) Like Carlsson describes it, these young people are flooded with options in media, unlike past generations. (2010, p.49f) Also in the Curriculum for Compulsory School system it is mentioned that we live in a society where the information flows vastly and where the change is rapid and since the school “works in an environment with many sources of knowledge, the school should endeavour to create the best conditions for the pupils’ development, thinking and learning.” (Curriculum for Compulsory School system p.5ff)
Also according to Rönnberg the school can build a foundation to a more reflecting and conscious use of media when it comes to understanding yourself, others and society. To able students to a more active, democratic and collective participatory in the form of media production should be a goal. (Rönnberg 2003, p.3ff) After seeing the results in my survey, the school in question is far away from using media in that reflecting way. When the teachers are asked how they use media in class, it is clear that they work as technical aids or that students use them (probably also as technical aids). Most teachers would like to use more different types of media in teaching, but obstacles like lack of time is referred to.

Rönnberg suggested that younger teachers aren’t automatically enough to make people in the profession more interested in media, so the need for media education doesn’t solve itself. On the contrary, studies show that the younger in fact are more insecure than the older since they’re insecure about their new professional role. (Rönnberg 2003, p.2) In the surveyed school there are age differences among the teachers and remarkably many young teachers, which prove Rönnberg right.

According to Andersson, traditionally Swedish schools have two main approaches towards media: Either they have been ignoring the media or they have been regarded as something negative. The schools tend to protect the children against the media culture, through for instance methods of critical analysis. This has a very strong tradition not only in the Swedish subject, although it is most common there. (Andersson 2002, p.102) We do not know the attitude taught towards media in my survey, but Swedish was also the most common subject to bring it up in along with SO.

I asked questions about where the students got their news from and media’s trustworthiness, just to see how important media is compared to human sources of information. According to my survey the students trust for example the TV much more as a source of getting news, than they trust their teachers. In Walls survey, more than half the students told they’d found out events and knowledge about the world through watching TV. Only a few mentioned the teacher as a source of information. (Wall 1996, p.11) My survey results show the same tendencies. The fact that teachers seem to lose a bit of their reliability when the students get older as Walls study showed, and that the older the students got, the more they trusted TV more than their parents concerning news is not as clear in my survey, though.
My survey clearly shows that the students use a lot of media in their spare time, but the teachers barely discuss or use any media in class. As mentioned earlier, Rönnberg is criticizing the gap between what is used and discussed in school and the world outside (Rönnberg 2003, p1ff). Wall doesn’t only criticize that too, he also has proof of it since the students themselves in his survey claimed that the school and the world outside school seem to be in different spheres. (Wall 1996, p.11) If there is a will for it, and if schools have the knowledge of mass media habits among children and knowledge about the content of popular culture, there can be a rewarding mutual interaction between the two. (Wall 1996, p.16)

Wall suggests that the relation between mass media and school includes many things: either to use media as a technical helping tool in education or media as a part of the reality that schools ought to prepare the students for (the media’s form and content). (Wall 1990, p.2f) Results in my survey show that most teachers use media in school mainly as a technical aid both for themselves as well as for the students.

In another study the majority of teachers had a positive attitude to medial tools both directly in teaching and in their own work. The downside though is that the prerequisites needed to integrate medial tools in school in a satisfying way often are missing. (Carlsson & Andersson 2010, p.1) Another obstacle mentioned is the technical knowledge of the teachers. (Wall 1990, p.6f) Lack of time was mentioned in my survey as a reason not to use more media in their teaching. This could have a connection to Wall’s explanation of [presumably lack of] knowledge, since knowledge in technology makes it faster and easier to use. Most teachers according to my results were also positive towards media in education, but again they mentioned time as an obstacle for using them more often.

According to Rönnberg there is a need for a generation switch in the teacher’s profession in order to get rid of the resistance. The older teachers haven’t grown up with the TV or have had any media education. This is also claimed by Wall: The fewer years they’ve been working, the more media knowledge is claimed to have appeared in their education at university. (Wall 1990, p.6f)

It doesn’t seem to be as simple with the teachers in my survey. 4 people who claimed that they never had any type of media education at university had graduated 20 years apart. Most teachers claim they occasionally discussed media pedagogy at university when they studied to become teachers, but only 1/3 of all teachers could explain the meaning of media pedagogy. All together
11 teachers (out of 19) claimed they didn’t know the meaning of media pedagogy. These had very different years experience and probably therefore were of various ages. The teachers who did claim they knew the meaning of media pedagogy were teachers with less years experience in the profession and probably younger (6 out of 7). The conclusion must be that knowledge of media pedagogy in my survey is not simply related to the teachers’ age.

When I asked the teachers in my survey to explain what media pedagogy is, some interpreted it according to Hansson’s definition where media pedagogy means using different media as an inspiration and a way to the student’s learning and development process. (Hansson 2004, p.16) Other teachers see it as more practical skills, like media knowledge that combines theory with practice.

In Stigbrand’s study in the 1980s the result among teachers in 7 to 9th grade was that 60% of the art teachers, and 30% of the Swedish and social studies teachers had had media knowledge at teachers’ university. In all grades put together, approximately 68% of the teachers said that they’d studied media knowledge at university. (Stigbrand 1989, p.111, 125) Even though not many teachers participated in my survey, I calculated the percentage rate for comparison: 16 % (3 teachers) answered that media pedagogy discussions at university were occurring pretty often, while 63% (12 people) said that they discussed it occasionally. 21% (4 people) claimed they never discussed it. If we interpret occasionally as yes, it shows that the teachers in my surveyed school have discussed it to a higher extent than the teachers in Stigbrand’s survey from 1989.

Most teachers according to my survey would like to use more different types of media in teaching. In Stigbrand’s study in the late 80s show that only 1/5 of the teachers in the 7th to 9th grade believed they succeeded with teaching media. (Stigbrand 1989, p.118f) It seems that only a few are satisfied with the use of media in class both then and now.

It is hard to say if the teachers in the surveyed school actually fulfil any of the goals Rönberg mentions for teachers’ competence in media pedagogy. For instance they do not seem to fulfil the goals using various media in teaching in a reflecting way and not simply as a tool in searching for information, or be willing and be able to bring up current media themes in school subjects. (More in section 4.4.1) (Rönberg 2003, p.36) According to the results, some of the teachers do this a couple of time a semester, but doubtfully that is what Rönberg means.
8. Conclusion
In this chapter, I will present answers to the purpose of the thesis through the research questions. The answers to question 1 and 2 will be presented together. The others will be presented separately. At the end of the chapter I will comment the results of my hypothesis.

The purpose of the thesis was to describe students’ and teachers’ media use in their spare time compared to their media use in school. Were the media use in education versus spare time in proportion to each other, or were we able to notice any significant differences? I studied if there was a “gap” between personal media use and media education in school. I chose to illustrate the problem from theories surrounding media in school, including media pedagogy. I also examined if my results were different from previous research, for example Wall’s about media use in the late 80s and 90s.

Here are the research questions and their results:

1. How do students from 5th to 9th grade in a Swedish elementary school use media in their spare time? (For instance what kind of media and for how long.)
2. How do teachers in 5th to 9th grade in a Swedish elementary school use media in their spare time? (For instance what kind of media and for how long.)

The students in my survey do spend a lot of time using different kinds of media. The most frequently used medium is the TV. It is used both in the students’ and teachers’ spare time and it is their favourite type of media at any age; they love to watch it, they prefer news from it and they trust it most out of all media. NORDICOM’s statistics from 2007 concerning young people’s media use show similarities with my results: A majority of students and teachers watch television every day or a few times a week, just like von Feilitzen claimed is done in virtually all industrialized countries. In my survey most of them watch for one or two hours on each occasion. TV series and movies are without competition the most popular types of programs to watch. Students prefer entertainment programs, while teachers frequently watch more serious TV. Reimer was right: Young people are more likely to be guided by the value of pleasure. (Reimer 1994 p.177) This is also confirmed by NORDICOM that claims adults tend to watch more programs like news or documentaries compared to young people. (NORDICOM-Sveriges Mediebarometer 2007 2008, p.28) Students watch TV when they’ve got nothing else to do, while most teachers do it for an update. Though the TV often is considered a family medium (Wall
1996, p.10), it shows that it doesn’t seem to be the case for most students in my survey. Mostly they seem to watch TV alone, but if they prefer to do so or because they do not have any company are not clear. The older the students get, the more they watch TV alone. Most teachers on the other hand claim they watch with the family. Compared to the students´ results the teachers use similar sources for being updated in world news, with TV being the number 1 source.

Watching DVD’s are generally done more by the students than the teachers in their spare time, but neither of them do it particularly often.

The older the students are in my survey, the more they listen to the radio. The same result is showing in NORDICOM’s Mediebarometer 2007. A clear majority of the teachers also listen to it on a daily basis, and most respondents listen to it for an hour at the most.

One exception where my results were different from NORDICOM’s was the Internet. Why my results showed so little Internet use compared to NORDICOM’s could be because I didn’t ask how often they used the Internet in the questionnaire, only what they used the computer for at home and in school. A 9 to 14 year old spends about 50 minutes a day using the Internet, while 15 to 24 year olds spend about 1 hour and 50 minutes online. (NORDICOM-Sveriges Mediebarometer 2007 2008, p.25) My results show most students use the computer at home for 1 to 2 hours a day or more, online or not. A majority of the students are just using the computer in school for less than one hour per week, while most teachers are using them for 1 to 2 hours a day. Most teachers spend 4 to 6 hours a week in their spare time by the computer, which is less than what the students do. The most common place to use the Internet is at home, both by students and teachers. All of the teachers use Internet at home. The students do more entertainment based activities in front of the computer at home (playing games etc.) while the teachers use it for emailing and writing texts. 39% of the students are playing games online, compared to 44% in national research by NORDICOM.

A majority in almost every age group according to my survey read the news every day. We do not know the details if it’s a physical paper or on the Internet. According to my results, there seems to be a huge difference in reading newspapers when they reach 15 and older. 15 to 24 year olds read the evening paper online more frequently than other groups, according to NORDICOM. Since only the older students in my survey mentioned evening papers there could be a point to that. The local paper is the most read paper by all people in the survey. Comics are
most popular to read in the paper by the students, followed by local and national news and TV programs. The teachers prefer local, national and international news. Newspapers are mostly read at home according to all respondents. The teachers seem to think that the morning papers are much more reliable than what the students think.

3. Are media used and discussed in school, according to the teachers and students?
If so, how often and in what subjects?

According to the teachers themselves, they use media primarily as technical aids in school. All teachers seem to use media, only in different ways.

A majority of all age groups in my survey say that teachers almost never talk about watching TV or TV programs during lessons. These are the same results as Wall had in his research where a clear majority of the students claimed that they almost never talk about watching TV or the content of TV programs with the teacher. (Wall 1996, p.42ff) According to both students and teachers in my survey, Swedish followed by SO and NO are the most common subjects to talk about TV in, which was expected since Wall’s results showed the same tendencies. (Wall 1996, p.42ff)

I didn’t ask any questions about TV use in school, only how often they were watching DVD’s. According to both students and teachers, DVD’s are shown in class twice a semester and mostly in language subjects, nature and socially oriented subjects (NO and SO).

Almost all teachers are using the Internet for work in school. It is mostly used for school work also for the students. A majority of almost every age group among the students use the computer in school for writing texts. Secondly, they use it to search the Internet for purpose of school work, and then surfing the Internet to see what they’ll find. The older the students get, the less they play computer games in school. Most teachers use the computer at work in school for one or two hours a day, but many also use it a lot less than that. That means that the teachers generally use the computer more than the students do in school and they mostly use it as a tool for communication, like emailing.

When students were asked if newspapers are discussed in class, the answers are very different. A lot of them say it is never or twice a semester. Teachers are saying it is twice a semester or once a week, which is a huge difference. If teachers do bring up newspapers, it is mostly in the subjects
Swedish and SO. On the whole, it is more common to discuss newspapers than talk about TV or watch DVD’s in class. When the teachers are asked how they use media in class, it is clear that it works as a technical aid or that students use them (probably also as technical aids).

4. **Do the students and teachers have the same opinion of what kind of media is used and discussed in school?**

The students and teachers were quite unanimous about the school subjects where TV or TV programs are discussed (Swedish, SO, NO). They also agree of what school subjects they’re talking about newspapers in and how often and where they’re watching DVD’s.

They do not seem to agree though how frequently they are talking about newspapers and their content in school. The results vary both within and between the two groups of respondents. Does that mean the teachers overestimate their amount of media discussions or do not the students perceive them as media discussions? The reason why it varies so much must be that some teachers talk about newspapers quite frequently, while others hardly mention them at all.

5. **How often and in what ways do teachers use media in their school education compared to how often and in what ways students and teachers use media in their spare time?**

My survey clearly shows that both students and teachers use a lot of media in their spare time, but the teachers do not very often discuss or use media in class. Both Rönnberg and Wall is criticizing this gap (Rönnberg 2003, p1ff). Wall also says the students in his survey claimed that the school and the world outside seem to be in different spheres. (Wall 1996, p.11) Wall’s conclusion in his research, which showed similar results to mine, claims that this leads to a wider gap between the students’ thinking in their _spare time_ versus their time _in school_.

When comparing how the two groups are using media at home and in school, I notice that it is possible only to compare two types of media, since they are basically the only two used in school: The computer/Internet and DVD’s. Newspapers are frequently read by both groups at home, but only the teachers read them at school.
The students use the computer a lot more often at home than in school. The teachers show various answers, but many use it as much at home as at work. Both groups use the Internet mostly in their homes. The students seem to play more online games on their computer at home, otherwise they tend to do quite similar things (emailing, surfing, searching for information). Both groups write a lot of texts on the computer in school, but the teachers also do more emailing and less online surfing during work hours.

Both students and teachers are watching DVD’s much more frequently at home than in school. Most students watch at home once a week, while most teachers watch once a month. They seem to agree that they’re mostly watching DVD’s twice a semester in school.

6. What is the relationship between the subject of media pedagogy and the teachers?

First of all media pedagogy describes when media, aesthetics, and pedagogy are working in cooperation. The term means that you use different media as an inspiration and a way to the student’s learning and development process. Media knowledge on the other hand consists of both theoretical knowledge about media and practical skills for own creative development. There is often an uncertainty of their meanings.

Results in my survey show that most teachers use media in school mainly as a technical aid both for themselves as well as for the students. Wall suggests on the other hand that the relation between mass media and school includes many things: either to use media as a technical helping tool in education or media as a part of the reality that schools ought to prepare the students for (the media’s form and content). (Wall 1990, p.2f)

Rönnberg suggests that younger teachers aren’t automatically enough to make people in the profession more interested in media, so the need for media education doesn’t solve itself. On the contrary, studies show that the younger in fact are more insecure than the older since they’re insecure about their new professional role. (Rönnberg 2003, p.2) In the surveyed school there are age differences among the teachers and remarkably many young teachers, which prove Rönnberg right, since media pedagogy hardly can be said is used at the school. On the other hand, Rönnberg thinks that there is a need for a generation switch in the teacher’s profession in order to get rid of the resistance. The older teachers haven’t grown up with the TV or have had any
media education. This is also claimed by Wall: The fewer years they’ve been working, the more media knowledge is claimed to have appeared in their education at university. (Wall 1990, p.6f)

It doesn’t seem to be as simple with the teachers in my survey. 4 people who claimed that they never had any type of media education at university had graduated 20 years apart. Most teachers claim they occasionally discussed media pedagogy at university when they studied to become teachers, but only 1/3 of all teachers could explain the meaning of media pedagogy. All together 11 teachers (out of 19) claimed they didn’t know the meaning of media pedagogy. These had very different years experience and probably therefore were of various ages. The teachers who did claim they knew the meaning of media pedagogy were teachers with less years experience in the profession and probably younger (6 out of 7). The conclusion must be that knowledge of media pedagogy according to my survey is not simply related to the teachers’ age.

When I asked the teachers in my survey to explain what media pedagogy is, some interpreted it according to Hansson´s definition where media pedagogy means using different media as an inspiration and a way to the student´s learning and development process. (Hansson 2004, p.16) Other teachers see it as more practical skills, like media knowledge that combines theory with practice.

Most teachers in to survey would like to use more different types of media in teaching. Stigbrand’s study from the late 80s shows that only 1/5 of the teachers in the 7th to 9th grade believed they succeeded with teaching media. (Stigbrand 1989, p.118f) It seems that only a few are satisfied with the use of media in class both then and now.

An obstacle mentioned is the technical knowledge of the teachers. (Wall 1990, p.6f) Lack of time was mentioned in my survey as a reason not to use more media in their teaching. This could have a connection to Wall’s explanation of [presumed lack of] knowledge, since knowledge in technology makes it faster and easier to use. Most teachers according to my results were also positive towards media in education, but again they mentioned time as an obstacle for using them more often.

16 % (3 teachers) answered that media pedagogy discussions at university were occurring pretty often, while 63% (12 people) said that they discussed it occasionally. 21% (4 people) claimed they
never discussed it. If we interpret occasionally as yes, it shows that the teachers in my surveyed school have discussed it to a higher extent than the teachers in Stigbrand’s survey from 1989.

We can draw the conclusion that just because a majority of teachers have had some kind of media knowledge during their education at university, doesn’t necessarily mean they know the meaning of media pedagogy.

It is hard to say if the teachers in the surveyed school actually fulfil any of the goals Rönnberg mentions for teachers competence in media pedagogy. For instance they do not seem to fulfil the goals using various media in teaching in a reflecting way and not simply as a tool in searching for information, or be willing and able to bring up current media themes in school subjects. (More in section 4.4.1) (Rönnberg 2003, p.36) According to the results, some of the teachers do this a couple of time a semester, but doubtfully that is what Rönnberg means. She also thinks that the school can build a foundation to a more reflecting and conscious use of media when it comes to understanding yourself, others and society. To able students to a more active, democratic and collective participatory in the form of media production should be a goal. (Rönnberg 2003, p.3ff) According to the Curriculum for the Compulsory School System the schools should strive to ensure that all pupils “have knowledge about the media and their role” and that they should be able to “use information technology as a tool in their search for knowledge and to develop their learning”. (Curriculum for the Compulsory School System p.10f) After seeing the results in my survey, the school in question is far from using media in such a satisfactory way, either in practice or in a reflecting way.

In conclusion, the media use in both students´ and teachers´ spare time is not in proportion to each other. Neither of the respondent groups uses as much media in school as they do in their spare time. Wall´s conclusion in his research was that the lack of media in school (both in use and in discussions) leads to a wider gap between the students´ thinking in their spare time versus their time in school. (Wall 1996, p.44f) Since my results very clearly also show a gap between media use in and outside school among students, there is a risk that this could be true.

**My hypotheses** turned out to be correct: The school/the teachers do not use a lot of media in their teaching, while students and teachers much more frequently use media in their spare time.
8.1 Personal reflections

After having gone through the results in the thesis, I have a lot of thoughts especially around the interpretations of the questionnaire and reasons why the respondents gave the answers they did. Since I worked at the school at the time I did the survey I may know things that an objective outsider wouldn’t, that could explain some of the results. Therefore I would like to mention some personal reflections.

There is no surprise that TV turned out to be the most popular media in many aspects. I am surprised that any at all answered that they only use to watch TV once a week or less. What might affect the statistics though is if the students and teachers download TV programs and movies on the Internet or watch it streaming online (SVT Play etc.) instead of watching “traditional” TV. Also there is a matter of interpretation where watching movies, even as a file on the computer, could be considered synonymously with watching DVD’s. I believe there is more to the media patterns than can be shown in these results when you dig deeper. Almost all teachers are using the Internet for work in school. A majority of the students are using the computer in school for less than one hour per week. I believe accessibility is the keyword here, since the school doesn’t have many computers for the students to use. If the students would have a laptop each, the Internet use in school would be totally different. Now the students only have a few computers to share with over 300 others at school. The few who answered that they used the computer in school for 1-2 hours a day most likely were using the computer in the school library after school or perhaps at the special pedagogue doing such things as reading exercises.

It is well known that media has a huge part of most students lives, and perhaps a clever way for teachers to get through to the students and to connect at the same level. So why does it seem to be such a gap between the teachers´ and students´ use and discussions of media in school, compared to their spare time? I believe the teachers at the surveyed school do not in any ways discuss TV for instance, because it is not specified in any curriculum or work plan. The teachers have a lot of goals to keep up with and it is a matter of giving priority to specified goals that need to be achieved by both the teachers and students. Anything else is not of current interest. I didn’t ask how frequently the used TV in the classroom since I presumed they only use DVD’s. It is difficult to watch TV broadcasts in school with the need of digital boxes or satellite dishes (as well as the broadcasts must suit the curriculum). Of course they still use TV’s to watch DVD’s on, so in that aspect it is a matter of interpretation of media use.
If we would succeed bringing media pedagogy into schools, I believe we need to integrate media education into the working plan of each individual school, like Stigbrand suggests. (Stigbrand 1989, p.96ff) Maybe even change the national school law which would make media pedagogy compulsory and its content and goals described in a much more specific way than it is today in the Curriculum for the Compulsory School System.

8.2 Suggestions for further research

According to several writers I have come across, there is a gap in the research in this field. Rönnberg mentions the lack of research in the area of media pedagogy as one reason why there has been such a slow progress. She mentions for instance that there is a need for knowledge how adults view young peoples’ use of media. (Rönnberg 2003, p.6) This would be very interesting to continue investigating. I see how adults could mean teachers, parents or other adults in different ages and environments. There are never ending possibilities here which could show some surprising results.

Something else that would be interesting to research further, is how teachers now in 2011 see the situation with lack of media pedagogy in the school curriculum. I would like to know if they have acknowledged it personally or discussed it with colleagues, or if it never has crossed their minds. It would be interesting to investigate this deeper through both interviews and questionnaires, and perhaps also compare the results geographically in and/or outside Sweden.

Another suggestion would be to study the media pedagogy/media knowledge that actually exist in our schools, and see how they chose to use it and teach the students at different ages.
References

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**Internet references**


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Nationalencyklopedien: http://www.ne.se/massmedier [2011-04-22]

Undersökning om medievanor bland elever på 
XXXXXskolan, maj 2007

1. Är du  Flicka □  Pojke □

2. Vilket år går du i?
5:an □  6:an □  7:an □  8:an □  9:an □

FRÅGOR OM TV

3. Hur ofta tittar du på TV?

□ □ □
Nästan aldrig  Någon gång per månad  Någon gång i veckan

□ □
Några gånger i veckan  Varje dag

4. Hur länge tittar du varje tillfälle?

□ □ □ □ □
Max 1 timme  1-2 tim.  3-4 tim.  5-6 tim.  Mer

5. Vilka TV-kanaler tittar du mest på? (Om du tittar på flera, rangordna alternativen: Om du mest tittar på TV 3, skriv 1 i den rutan osv.)

□ □ □ □ □
Inga, jag tittar aldrig  TV 1, 2 och 4  TV 3  Kanal 5  Filmkanaler (TV 1000, Canal +)

□ □ □
Sportkanaler (t.ex. Eurosport)  Nyhetskanaler (CNN, SVT24)  Musikkanaler (MTV, VH1)
6. Vilka TV-program tittar du mest på? (Kryssa för bara ett alternativ)

□ □ □ □
Långfilmer Ungdomsprogram TV-serier Underhållning (T.ex. konsertser, Melodifestivalen & Bingolotto)

□ □ □ □
Nyheter/debatt Dokumentärer Sport Dokusåpor

□
Tecknat Annat: ________________________

7. Vilket är ditt favorit TV-program?

________________________________________________________________________

8. Hur brukar du mest titta på TV?

□ Ensam □ Med familjen □ Med kompisar

9. Varför tittar du på TV?

□ För att jag vill se vad som händer i världen
□ För att jag inte har något annat att göra
□ För att jag vill ha sällskap
□ För att jag hellre vill göra det än andra saker just då
□ Annat skäl, nämligen ____________________________

FRÅGOR OM DVD-FILM
10. Hur ofta tittar du på DVD?

□ □ □
Nästan aldrig Någon gång per månad Någon gång i veckan

□ □
Några gånger i veckan Varje dag
11. När du tittar på DVD, hur länge tittar du?

□ □ □ □ □ □
Max 1 timme 1-2 tim. 3-4 tim. 5-6 tim. Mer än 6 tim.

12. Hur tittar du på DVD-film?
(Rangordna alternativen: Skriv 1 i rutan hur du tittar mest osv.)

□ På vanlig TV via DVD-spelare
□ På datorn
□ Annat, nämligen ________________________________

FRÅGOR OM BIBLIOTEK

13. Hur ofta brukar du vara på bibliotek (inte skolbiblioteket)?

□ Aldrig
□ Ett par gånger om året
□ Någon gång i månaden
□ Någon gång i veckan
□ Flera gånger i veckan

14. Om du besöker bibliotek (utanför skolan), vad gör du där?
(Rangordna alternativen: Skriv 1 i rutan du gör mest, 2 för det du gör näst mest osv. Om du t.ex. aldrig lånar DVD-filmer sätter du ingen siffra i den rutan. Obs! Det räknas även om dina föräldrar lånar på sitt lånekort åt dig om du är med.)

□ Läser/lånar böcker
□ Läser/lånar tidningar
□ Använder datorer för att leta information, t.ex. vilka böcker som finns på biblioteket.
□ Använder datorer för att surfa på Internet
□ Använder datorer för att spela spel
□ Lånar CD-skivor
□ Lånar DVD-filmer
15. Hur ofta brukar du vara i skolans bibliotek för högstadiet?

☐ Aldrig

☐ Sällan, och då mest på lektionerna

☐ Sällan, och då mest på raster/håltimmar

☐ Någon gång i veckan, och då mest på lektionerna

☐ Någon gång i veckan, och då mest på raster/håltimmar

☐ Flera gånger i veckan, och då mest på lektionerna

☐ Flera gånger i veckan, och då mest på raster/håltimmar

☐ Varje dag, och då mest på raster/håltimmar

☐ Varje dag, och då mest på lektionerna

16. Vad läser/lånar du i skolans bibliotek? (Du får kryssa i flera svar)

☐ Inget

☐ Facklitteratur (Faktaböcker)

☐ Skönlitteratur (Påhittade berättelser)

☐ Serier (Hälge, Nemi, Tintin)

☐ Tidskrifter (Kamratposten, Illustrerad Vetenskap, Glöd)

☐ CD-böcker

17. Vad har du för favoritbok eller vad har du för favoritämne att läsa om?

FRÅGOR OM INTERNET

18. Var använder du Internet?

(Rangordna alternativen: Om du mest gör det hemma, skriv 1 i rutan ”hemma”, om du gör det näst mest i skolan på lektionerna så sätt 2 i den rutan osv.)

☐ Hemma
□ Hos kompisar
□ I skolan på lektioner
□ I skolan på raster
□ Via mobiltelefonen, alltså överallt
□ Jag använder inte Internet

19. Hur mycket använder du datorn hemma?
□ Mindre än en timme i veckan.
□ 2-4 timmar i veckan.
□ 4-6 timmar i veckan.
□ 1-2 timmar per dag.
□ 2-4 timmar per dag
□ Mer än 4 timmar per dag

20. Vad använder du mest datorn till hemma?
□ Skriva texter
□ Rita bilder
□ Gör hemsidor
□ Surfa runt på Internet för att se vad jag hittar
□ Söka efter speciella webbsidor
□ Använda E-post eller chatta
□ Spela online
□ Spela CD-ROM
□ Jag har ingen dator hemma
□ Jag använder inte datorn hemma
□ Annat, nämligen __________________________
21. Hur mycket använder du datorn i skolan?
☐ Mindre än en timme i veckan
☐ 1-2 timmar i veckan
☐ 2-4 timmar i veckan
☐ 1-2 timmar per dag
☐ Mer än 2 timmar per dag

22. Vad använder du mest datorn till i skolan? (Rangordna alternativen: Skriv 1 i rutan du gör mest, 2 för det du gör näst mest osv. Om du t.ex. aldrig gör hemsidor sätter du ingen siffra i den rutan.)
☐ Skriva texter
☐ Rita bilder
☐ Göra hemsidor
☐ Surfa runt på Internet
☐ Använda E-post eller chatta
☐ Söka efter speciella webbsidor för skolarbete
☐ Söka efter speciella webbsidor för eget intresse
☐ Spela spel
☐ Annat, nämligen ________________________________

FRÅGOR OM DAGSTIDNINGAR
23. Om du läser dagstidningar, vilken/vilka läser du då? (Du får sätta flera kryss)
☐ Ttela
☐ Göteborgsposten
☐ Dagens Nyheter
☐ Annan, nämligen ________________________________
Jag läser aldrig dagtidningar.

24. Hur ofta läser du dagtidningar?
☐ Nästan varje dag
☐ 2-3 gånger i veckan
☐ Någon gång i veckan
☐ 1-2 gånger i månaden
☐ Aldrig

25. Vad läser du i dagtidningen?
(Rangordna alternativen. Om du t.ex. mest läser lokala nyheter, skriv 1 i rutan osv.)
☐ Lokala nyheter (Nyheter runtomkring Trollhättan)
☐ Inrikesnyheter (Nyheter om Sverige)
☐ Utrikesnyheter (Nyheter om andra länder)
☐ Insändarsidor (Inskickade texter där alla får uttrycka sina åsikter)
☐ Serier
☐ TV-program
☐ Annat, nämligen
☐ Jag läser inte dagtidningar.

26. Var läser du dagtidningar?
☐ Hemma
☐ I skolan
☐ Hos kompisar
☐ Annat, nämligen

FRÅGOR OM RADIO
27. Hur ofta lyssnar du på radio?
28. När du lyssnar på radio, hur länge lyssnar du?

☐ Max 1 timme  ☐ 1-2 tim.  ☐ 3-4 tim.  ☐ 5-6 tim.  ☐ Mer än 6 tim.

29. Vilka radiokanaler lyssnar du mest på? (Om du lyssnar på flera, rangordna alternativen: Om du t.ex. mest lyssnar på Rix FM, skriv 1 i den rutan osv.)

☐ P1, P2, P4  ☐ P3  ☐ Rix FM  ☐ Lugna favoriter

☐ Internationella radiokanaler  ☐ Annan, nämligen__________________________

☐ Jag lyssnar aldrig på radio.

30. Hur lyssnar du på radio?
(Rangordna alternativen: Skriv 1 i rutan hur du lyssnar mest osv.)

☐ På radio/stereo hemma

☐ På mobilen/iPod/Mp3-spelaren

☐ Via Internet

☐ I bilen

☐ Annat, nämligen_____________________________________

FRÅGA OM ANVÄNDNING AV MEDIA SAMTIDIGT SOM ANNAN AKTIVITET

31. När du gör läxorna brukar du då ha TV, radio eller annan apparat på?
Ja, radio.
Ja, TV.
Ja, CD/stereo
Annat, nämligen ________________________________
Nej, inget.

### FRÅGOR OM MEDIA I UNDERVISNINGEN

| 32. Hur ofta pratar lärare om TV-tittande och/eller TV-program på lektionstid? |
|----------------------|------------------|
| □ Varje dag          | □ Någon gång i veckan |
| □ En gång i månaden  | □ Ett par gånger per termin |
| □ Nästan aldrig      |                  |

<table>
<thead>
<tr>
<th>33. I fall de gör det någon gång, vilket ämne då? (Rangordna om möjligt.)</th>
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<tbody>
<tr>
<td>□ Svenska</td>
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<td>□ Engelska □ SO</td>
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<td>□ Språkval</td>
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<td>□ Annat ämne ________________________________</td>
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<tr>
<th>34. Hur ofta pratar lärarna om tidningar och deras innehåll i klassrummet?</th>
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<tbody>
<tr>
<td>□ Varje dag</td>
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<tr>
<td>□ En gång i månaden</td>
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<tr>
<td>□ Aldrig</td>
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<tr>
<th>35. I fall de gör det någon gång, vilket ämne tas det mest upp i? (Rangordna om möjligt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Svenska</td>
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</tbody>
</table>
36. Hur ofta visar lärarna video/DVD i klassrummet?
- □ Flera gånger i veckan
- □ Någon gång i veckan
- □ Någon gång i månaden
- □ Ett par gånger per termin
- □ Aldrig

37. I fall de gör det någon gång, vilket/vilka ämne används det i?
(Rangordna om möjligt med siffror eller sätt kryss.)
- □ Svenska
- □ NO
- □ Matematik
- □ Bild
- □ Engelska
- □ SO
- □ Hemkunskap
- □ Hästinriktning
- □ Språkval
- □ Musik
- □ Slöjd
- □ Idrott
- □ Annat ämne__________________________

**FRÅGOR OM MEDIER OCH OMVÄRLDSUPPFATTNING**

38. Hur får du reda på vad som händer i världen?
- □ Av en kompis
- □ Morgontidning
- □ Radio
- □ Av föräldrar
- □ Kvällstidning
- □ Internet
- □ Av lärare □ TV
- □ Annat__________________________

39. På vem eller vad litar du mest på om du får höra om en nyhet som har inträffat i världen?
- □ Av en kompis
- □ Morgontidning
- □ Radio
- □ Av föräldrar
- □ Kvällstidning
- □ Internet
☐ Av lärare  ☐ TV  ☐ Annat ________________

Övriga kommentarer/tankar:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Tack för Din medverkan!
# Undersökning om medievanor bland lärare på XXXXXskolan, maj 2007

1. **Är du** □ Kvinna □ Man

2. **Ålder:** □ 20-30 år □ 31-40 år □ 41-50 år □ 51-60 år □ Över 60 år

3. **Vilket/vilka ämnen undervisar du i?**
   - □ Svenska
   - □ NO
   - □ Matematik
   - □ Bild
   - □ Engelska □ SO
   - □ Hemkunskap
   - □ Hästinriktning
   - □ Språkval
   - □ Musik
   - □ Slöjd
   - □ Idrott
   - □ Annat ämne __________________________

## FRÅGOR OM TV

4. **Hur ofta tittar du på TV?**

   - □ Nästan aldrig
   - □ Någon gång per månad
   - □ Någon gång i veckan
   - □ Några gånger i veckan
   - □ Varje dag

5. **Hur länge tittar du varje tillfälle?**

   - □ Max 1 timme
   - □ 1-2 tim.
   - □ 3-4 tim.
   - □ 5-6 tim.
   - □ Mer
6. Vilka TV-kanaler tittar du mest på? (Om du tittar på flera, rangordna alternativen: Om du mest tittar på TV 3, skriv 1 i den rutan osv.)

☐ Inga, jag tittar aldrig ☐ TV 1, 2 och 4 ☐ TV 3 ☐ Kanal 5 ☐ Filmkanaler (TV 1000, Canal +)

☐ Sportkanaler (Eurosport) ☐ Nyhetskanaler (CNN, SVT24) ☐ Musikkanaler (MTV, VH1)

7. Vilka TV-program tittar du mest på? (Kryssa för bara ett alternativ)

☐ Långfilmer ☐ TV-serier ☐ Underhållning (t.ex. konsorter, Melodifestivalen & Bingolotto)

☐ Nyheter/debatt ☐ Dokumentärer ☐ Sport ☐ Dokusåpor

Annan: __________________________

8. Vilket är ditt favorit TV-program?

__________________________________________

9. Hur brukar du mest titta på TV?

☐ Ensam ☐ Med familjen ☐ Med vänner

10. Varför tittar du på TV?

☐ För att hålla mig uppdaterad
☐ För att jag inte har något annat att göra
☐ För att jag vill ha sällskap
☐ För att jag hellre vill göra det än andra saker just då
□ Annat skäl, nämligen ____________________________________________

**FRÅGOR OM DVD-FILM**

11. Hur ofta tittar du på DVD?

□ □ □
Nästan aldrig  Någon gång per månad  Någon gång i veckan

□ □
Några gånger i veckan  Varje dag

12. När du tittar på DVD, hur länge tittar du?

□ □ □ □ □
Max 1 timme  1-2 tim.  3-4 tim.  5-6 tim.  Mer än 6 tim.

13. Hur tittar du på DVD-film?
(Rangordna alternativen: Skriv 1 i rutan hur du tittar mest osv.)

□ På vanlig TV via DVD-spelare

□ På datorn

□ Annat, nämligen _____________________________________________

**FRÅGOR OM BIBLIOTEK**

14. Hur ofta brukar du vara på bibliotek (inte skolbiblioteket)?

□ Aldrig

□ Ett par gånger om året

□ Någon gång i månaden

□ Någon gång i veckan

□ Flera gånger i veckan
15. Om du besöker bibliotek (utanför skolan), vad gör du där?
(Rangordna alternativen: Skriv 1 i rutan du gör mest, 2 för det du gör näst mest osv.

☐ Läser/lånar böcker
☐ Läser/lånar tidningar
☐ Använder datorer för att leta information, t.ex. vilka böcker som finns på biblioteket.
☐ Använder datorer för att använda Internet
☐ Lånar CD-skivor
☐ Lånar DVD-filmer
☐ Annat, nämligen ________________________________

16. Hur ofta brukar du vara i skolans bibliotek för högstadiet?

☐ Aldrig
☐ Sällan, och då mest på arbetstid
☐ Sällan, och då mest på raster
☐ Någon gång i veckan, och då mest på arbetstid
☐ Någon gång i veckan, och då mest på raster
☐ Flera gånger i veckan, och då mest på arbetstid
☐ Flera gånger i veckan, och då mest på raster
☐ Varje dag, och då mest på arbetstid
☐ Varje dag, och då mest på raster

17. Vad läser/lånar du mest i skolans bibliotek?

☐ Inget
☐ Facklitteratur (för privat bruk)
☐ Skönlitteratur (för privat bruk)
☐ Facklitteratur (för jobbet)
Skönlitteratur (för jobbet)
Tidskrifter
CD/kassettböcker (för privat bruk)
CD/kassettböcker (för jobbet)

Vad har du för favoritbok eller vad har du för favoritämne att läsa om?

FRÅGOR OM INTERNET

18. Var använder du Internet?
(Rangordna alternativen: Om du mest gör det hemma, skriv 1 i rutan ”hemma”, om du gör det näst mest i skolan på lektionerna så sätt 2 i den rutan osv.)

- Hemma
- I skolan på arbetstid
- I skolan på raster
- Via mobiltelefonen, alltså överallt
- Jag använder inte Internet

19. Hur mycket använder du datorn hemma?

- Mindre än en timme i veckan.
- 2-4 timmar i veckan.
- 4-6 timmar i veckan.
- 1-2 timmar per dag.
- 3-4 timmar per dag
- Mer än 4 timmar per dag

20. Vad använder du mest datorn till hemma?

- Skriva texter
□ Rita bilder
□ Göra hemsidor
□ Surfa runt på Internet
□ Söka efter speciella webbsidor
□ Använda E-post eller chatta
□ Spela online
□ Spela CD-ROM
□ Jag har ingen dator hemma
□ Jag använder inte datorn hemma
□ Annat, nämligen ______________________________________________________

21. Hur mycket använder du datorn i skolan under arbetstid?
   □ Mindre än en timme i veckan.
   □ 2-4 timmar i veckan.
   □ 1-2 timmar per dag.
   □ Mer än 2 timmar per dag

22. Vad använder du mest datorn till i skolan under arbetstid?
   □ Skriva texter
   □ Använda E-post
   □ Söka efter speciella webbsidor för lektionsförberedelser
   □ Annat, nämligen ______________________________________________________

**FRÅGOR OM DAGSTIDNINGAR**

23. Om du läser dagstidningar, vilken/vilka läser du då? (Du får sätta flera kryss)
□ Ttela
□ Göteborgsposten
□ Dagens Nyheter
□ Annan, nämligen __________________________
□ Jag läser aldrig dagstidningar.

24. Hur ofta läser du dagstidningar?
□ Nästan varje dag
□ 2-3 gånger i veckan
□ Någon gång i veckan
□ 1-2 gånger i månaden
□ Aldrig

25. Vad läser du i dagstidningen?
(Rangordna alternativen. Om du t.ex. mest läser lokala nyheter, skriv 1 i rutan osv.)
□ Lokala nyheter
□ Inrikesnyheter
□ Utrikesnyheter
□ Insändarsidor
□ Serier
□ TV-program
□ Annat, nämligen __________________________
□ Jag läser inte dagstidningar.

26. Var läser du dagstidningar?
□ Hemma
□ På arbetet
På bussen/tåget

Annat, nämligen ________________________________________________

**FRÅGOR OM RADIO**

27. Hur ofta lyssnar du på radio?

☐  
☐  
☐  

Nästan aldrig    Någon gång per månad    Någon gång i veckan

☐  

☐  

Några gånger i veckan    Varje dag

28. När du lyssnar på radio, hur länge lyssnar du?

☐  
☐  
☐  
☐  

Max 1 timme    1-2 tim.    3-4 tim.    5-6 tim.    Mer än 6 tim.

29. Vilka radiokanaler lyssnar du mest på? (Om du lyssnar på flera, rangordna alternativen: Om du t.ex. mest lyssnar på Rix FM, skriv 1 i den rutan osv.)

☐ P1, P2, P4  
☐ P3  
☐ Rix FM  
☐ Lugna favoriter

☐ Internationella radiokanaler  
☐ Annan, nämligen________________

☐ Jag lyssnar aldrig på radio.
30. Hur lyssnar du på radio?
(Rangordna alternativen: Skriv 1 i rutan hur du lyssnar mest osv.)

☐ På radio/stereo hemma
☐ På radio/stereo på arbetet
☐ På mobilen/iPod/Mp3-spelaren
☐ Via Internet
☐ I bilen
☐ Annat, nämligen________________________________________

FRÅGA OM ANVÄNDNING AV MEDIA SAMTIDIGT SOM ANNAN AKTIVITET

31. När du arbetar brukar du då vanligtvis ha TV, radio eller annan apparat på i bakgrunden?

☐ Ja, radio.
☐ Ja, TV.
☐ Ja, CD/stereo
☐ Annat, nämligen________________________________________
☐ Nej, inget av ovanstående.

FRÅGOR OM MEDIA I UNDERVISNINGEN

32. Hur ofta pratar du om TV-tittande och TV-program på lektionstid?

☐ Varje dag ☐ Någon gång i veckan
☐ En gång i månaden ☐ Ett par gånger per termin
☐ Nästan aldrig

33. I fall du gör det någon gång, vilket ämne tar du mest upp det i?
(Rangordna om möjligt.)

☐ Svenska ☐ NO ☐ Matematik ☐ Bild
☐ Engelska ☐ SO ☐ Hemkunskap ☐ Hästinriktning
34. Hur ofta pratar du om tidningar och deras innehåll i klassrummet?
☐ Varje dag       ☐ Någon gång i veckan
☐ En gång i månaden       ☐ Ett par gånger per termin
☐ Aldrig

35. I fall du gör det någon gång, vilket ämne tar du mest upp det i? (Rangordna om möjligt.)
☐ Svenska       ☐ NO       ☐ Matematik       ☐ Bild
☐ Engelska ☐ SO       ☐ Hemkunskap       ☐ Hästinriktning
☐ Språkval       ☐ Musik       ☐ Slöjd       ☐ Idrott
☐ Annat ämne

36. Hur ofta visar du video/DVD i klassrummet?
☐ Flera gånger i veckan       ☐ Någon gång i veckan
☐ Någon gång i månaden       ☐ Ett par gånger per termin
☐ Aldrig

37. I fall du gör det någon gång, vilket ämne använder du det i? (Rangordna om möjligt.)
☐ Svenska       ☐ NO       ☐ Matematik       ☐ Bild
☐ Engelska ☐ SO       ☐ Hemkunskap       ☐ Hästinriktning
☐ Språkval       ☐ Musik       ☐ Slöjd       ☐ Idrott
☐ Annat ämne
38. På vilket/vilka sätt använder du medier i undervisningen?
☐ Som tekniskt hjälpmedel
☐ För att visa/diskutera olika typer av media
☐ Jag låter främst eleverna själva använda t.ex Internet och böcker.
☐ Jag använder aldrig media i undervisningen.
☐ Annat:

39. Känner du till begreppet mediepedagogik?
☐ Ja
☐ Nej

40. Om ja, kan du kortfattat förklara innebörden:

41. Vilket år tog du lärarexamen?
☐ Innan 1970
☐ 1991-1995
☐ 1970-1980
☐ 1996-2000
☐ 1981-1990
☐ 2001-2006
☐ Har ej tagit lärarexamen, men har annan högskoleutbildning.
☐ Har ej tagit lärarexamen

42. Är användningen av medier i undervisning något som har diskuterats ur pedagogisk synvinkel i din högskole-/universitetsutbildning när du studerade?
Ja, ganska ofta  □ Ja, någon gång  □ Nej, aldrig

Varför tror du att det diskuterades/ej diskuterades i din utbildning?


43. Är olika medietyper något du skulle vilja använda mer i din undervisning?
□ Ja  □ Nej

Motivera gärna ditt svar:


FRÅGOR OM MEDIER OCH OMVÄRLDSUPPFATTNING

44. Hur får du reda på vad som händer i världen?
□ Av en vän/arbetskamrat  □ Morgontidning  □ Radio
□ Av familjemedlemmar  □ Kvällstidning  □ Internet
□ TV  □ Annat

45. På vem eller vad litar du mest på om du får höra om en nyhet som har inträffat i världen?
□ Av en vän/arbetskamrat  □ Morgontidning  □ Radio
□ Av familjemedlemmar  □ Kvällstidning  □ Internet
□ TV  □ Annat

Övriga kommentarer/tankar:


Tack för Din medverkan!
# Attachment 3: Calculation of total students using media (%)

<table>
<thead>
<tr>
<th>Type of media</th>
<th>Respondents</th>
<th>Total amount of students</th>
<th>Calculation</th>
<th>Response percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td>265</td>
<td>305</td>
<td>265/305≈0.87</td>
<td>87%</td>
</tr>
<tr>
<td>DVD</td>
<td>83</td>
<td>305</td>
<td>83/305≈0.27</td>
<td>27%</td>
</tr>
<tr>
<td>Newspapers</td>
<td>96</td>
<td>305</td>
<td>96/305≈0.31</td>
<td>31%</td>
</tr>
<tr>
<td>Radio</td>
<td>189</td>
<td>305</td>
<td>189/305≈0.62</td>
<td>62%</td>
</tr>
<tr>
<td>Internet</td>
<td>101</td>
<td>305</td>
<td>101/305≈0.33</td>
<td>33%</td>
</tr>
</tbody>
</table>
Attachment 4: Quantity of watching TV on each occasion

<table>
<thead>
<tr>
<th></th>
<th>Max 1 hour</th>
<th>1-2 hours</th>
<th>3-4 hours</th>
<th>5-6 hours</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>7</td>
<td>24</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6th grade</td>
<td>9</td>
<td>37</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7th grade</td>
<td>10</td>
<td>43</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8th grade</td>
<td>7</td>
<td>41</td>
<td>18</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>9th grade</td>
<td>16</td>
<td>43</td>
<td>18</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Attachment 5: TV channels mostly watched

Since this was a question where you could choose many channels and rate the use of them, I’ve decided to only count the three most popular channels that each person mentioned.
Attachment 6: Mostly watched TV programs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>8</td>
<td>13</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>6th grade</td>
<td>18</td>
<td>8</td>
<td>30</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>7th grade</td>
<td>15</td>
<td>5</td>
<td>27</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>8th grade</td>
<td>16</td>
<td>4</td>
<td>33</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>9th grade</td>
<td>15</td>
<td>7</td>
<td>34</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
When a few students rated their answers from 1 to 3, I only counted their first hand alternative since the question asked how they *mostly* watch. If they just checked in every box I counted all alternatives, since there was no way of guessing which their true number one alternative was.
Attachment 8: Reasons for watching TV

<table>
<thead>
<tr>
<th>Grade</th>
<th>Update</th>
<th>Nothing to do</th>
<th>Company</th>
<th>Rather watch TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>2</td>
<td>30</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>6th grade</td>
<td>3</td>
<td>45</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>7th grade</td>
<td>6</td>
<td>28</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>8th grade</td>
<td>6</td>
<td>44</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>9th grade</td>
<td>5</td>
<td>37</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
Attachment 9: Frequency of visiting a public library (not the school library)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Never</th>
<th>Twice a year</th>
<th>Once a month</th>
<th>Once a week</th>
<th>Several times a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>8</td>
<td>20</td>
<td>15</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6th grade</td>
<td>29</td>
<td>21</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7th grade</td>
<td>26</td>
<td>26</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>8th grade</td>
<td>33</td>
<td>25</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>9th grade</td>
<td>33</td>
<td>29</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>0</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Since the respondents could rate their use (where 1 being the most common), I only counted their top three choices.
Attachment 11: Frequency of visits to the school library

![Graph showing frequency of visits to the school library by grade and teacher.]
Attachment 12: Frequency of using the computer in school

![Bar chart showing frequency of computer use by grade level.](chart)

<table>
<thead>
<tr>
<th>Grade</th>
<th>1 h. / week</th>
<th>1-2 h. / week</th>
<th>2-4 h. / week</th>
<th>1-2 h. / day</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>33</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6th</td>
<td>36</td>
<td>14</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7th</td>
<td>37</td>
<td>17</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8th</td>
<td>43</td>
<td>19</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9th</td>
<td>37</td>
<td>24</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Attachment 13: Frequency of using the computer at work

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 h./week</td>
<td>5</td>
</tr>
<tr>
<td>2-4 h./week</td>
<td>5</td>
</tr>
<tr>
<td>1-2 h./day</td>
<td>7</td>
</tr>
<tr>
<td>More</td>
<td>1</td>
</tr>
</tbody>
</table>
Attachment 14: Main usage of computer at work

<table>
<thead>
<tr>
<th></th>
<th>Texts</th>
<th>E-mail</th>
<th>Internet</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>10</td>
<td>13</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>
Attachment 15: Type of daily newspapers read

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ttla</th>
<th>GP</th>
<th>DN</th>
<th>Other</th>
<th>Never read</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>29</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>6th grade</td>
<td>34</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>7th grade</td>
<td>37</td>
<td>13</td>
<td>2</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>8th grade</td>
<td>46</td>
<td>13</td>
<td>4</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>9th grade</td>
<td>50</td>
<td>5</td>
<td>2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Teachers</td>
<td>15</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
Attachment 16: Sections read in the daily paper

![Bar chart showing sections read by different grades and teachers.]

The shortened category stands for TV programs and opinions stands for letters to the editor concerning personal opinions (mostly local issues). A few rated the answers and in those cases I only counted the top three alternatives.
In the category other it was mentioned that they read the papers at their grandparents, here and there, in town, on the bus, at the shop or on the toilet…
Attachment 18: Quantity listening to the radio at each occasion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max 1 hour</th>
<th>1-2 h.</th>
<th>3-4 h.</th>
<th>5-6 h.</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>30</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6th grade</td>
<td>43</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7th grade</td>
<td>45</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8th grade</td>
<td>41</td>
<td>22</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9th grade</td>
<td>29</td>
<td>18</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Teachers</td>
<td>9</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Attachment 19: Radio channels most listened to

The shortened channel category in stands for international channels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>P1, P2, P4</th>
<th>P3</th>
<th>Rix FM</th>
<th>Lugna Favorite</th>
<th>Internat.</th>
<th>Other</th>
<th>Never listen</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>2</td>
<td>9</td>
<td>37</td>
<td>9</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>6th grade</td>
<td>7</td>
<td>8</td>
<td>51</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7th grade</td>
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<td>3</td>
<td>57</td>
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<td>1</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>9th grade</td>
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<td>6</td>
<td>56</td>
<td>27</td>
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<td>9</td>
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<tr>
<td>Teachers</td>
<td>7</td>
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<td>8</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>0</td>
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</tbody>
</table>
Attachment 20: Way of listening to the radio according to students

<table>
<thead>
<tr>
<th></th>
<th>5th grade</th>
<th>6th grade</th>
<th>7th grade</th>
<th>8th grade</th>
<th>9th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio at home</td>
<td>29</td>
<td>34</td>
<td>39</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>Mobile/iPod/Mp3</td>
<td>6</td>
<td>13</td>
<td>17</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Internet</td>
<td>5</td>
<td>9</td>
<td>16</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Car</td>
<td>37</td>
<td>49</td>
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<td>56</td>
<td>44</td>
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</tbody>
</table>
Attachment 21: Way of listening to the radio according to teachers

<table>
<thead>
<tr>
<th></th>
<th>At home</th>
<th>At work</th>
<th>Mob./iPod/Mp3</th>
<th>Internet</th>
<th>Car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>
Attachment 22: Use of media while doing homework or work

<table>
<thead>
<tr>
<th></th>
<th>Radio</th>
<th>TV</th>
<th>CD/stereo</th>
<th>Other</th>
<th>Nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
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<td>12</td>
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<td>16</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
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<td>13</td>
<td>8</td>
<td>15</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>9th grade</td>
<td>18</td>
<td>15</td>
<td>21</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Teachers</td>
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<td>1</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>
Attachment 23: School subjects bringing up watching TV or TV programs
Attachment 24: School subjects bringing up newspapers and their content

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
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<td>5</td>
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<td>4</td>
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<td>0</td>
<td>0</td>
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<td>6</td>
<td>37</td>
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<td>0</td>
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<td>2</td>
<td>2</td>
<td>14</td>
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<td>4</td>
<td>0</td>
<td>2</td>
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<tr>
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<td>31</td>
<td>6</td>
<td>3</td>
<td>10</td>
<td>24</td>
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<tr>
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<td>4</td>
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<td>1</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>
Attachment 25: School subject where the video/DVD is shown
Attachment 26: Wish for using more different types of media in teaching

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>Both yes and no</td>
<td>2</td>
</tr>
</tbody>
</table>
Attachment 27: Estimated level of trustworthiness according to students
Attachment 28: Estimated level of trustworthiness according to teachers

![Bar chart showing trustworthiness levels for different sources]

<table>
<thead>
<tr>
<th>Source</th>
<th>Trustworthiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend/collleague</td>
<td>0</td>
</tr>
<tr>
<td>Family members</td>
<td>0</td>
</tr>
<tr>
<td>TV</td>
<td>15</td>
</tr>
<tr>
<td>Morning paper</td>
<td>9</td>
</tr>
<tr>
<td>Evening paper</td>
<td>1</td>
</tr>
<tr>
<td>Radio</td>
<td>5</td>
</tr>
<tr>
<td>Internet</td>
<td>1</td>
</tr>
</tbody>
</table>

Teacher responses: 0, 0, 15, 9, 1, 5, 1
Attachment 29: Occurrence of media pedagogy discussions at university for teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Yes, pretty often</th>
<th>Yes, occasionally</th>
<th>No, never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>