



## **Media literacy Education in the Primary School: Interview with Chinese Teachers**

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### **Abstract**

In the past ten years, Chinese scholars and academic communities have been struggling to advocate media literacy education. It borrows the concepts and experience from western countries (mainly Britain and North America), which catalyzes its development initially. But media literacy education is always culturally based in its local context. After years of effort, media literacy education has already found its way within Chinese educational system and media culture. The diversified practices of media literacy education inside or outside school are shaping while the theory is still under construction to fit into the local context. Based on this situation, the study focuses on a media literacy program in a primary school in China, where media literacy is exercised either as a school-based curriculum or as an integrated part in the existing curriculum. By exploring the school initiative, it concentrates on how does the school initiate media literacy and how do the teachers practice it based on their understanding on media literacy education. It is a qualitative case study. Interview and document analysis are the main methods for this study. National curriculum standards and teachers' teaching plans, papers are used as important data to supplement those data from the interview.