

Preparing the Young for Japan's Global Future : Opportunities in Digital Literacy

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“The fourth industrial revolution”

global social media, Smartphone,
wearable computer, AI, big data, robot,
IoT (internet of things)

☆ These developments are experienced
both on a **local** and **global** scale,
bringing with them both **risks** and
opportunities, particularly to children
and young people.

Methodology

- ethnographic research into Japanese engagement with media and ICT in the Tokyo Metropolitan Area from 2000 until the present
- in-depth interviews as well as participant observations conducted between 2010 and 2011 in UK and US



Audience Engagement and Digital Literacy

- opportunities(connectivity, access, critical, tactics, collaboration, share and participation)
- the risks (cyber bullying and defamation, infringement of privacy, hacking and stalking, over-dependency and addiction)
- In this paper, I will focus on the **opportunities of audience engagement** in terms of digital literacy.

Japanese context of media literacy: Global Human Resource

- “digital literacy can usually be understood as **digital literacies**- in the plural” (Lankshear and Knobel, 2008).
- In the contemporary Japanese society, recently media literacy has been much discussed within the context of “**Global Human Resources**”.

“Global Human Resources” as Strategy of Japanese Government

1. the 2020 Tokyo Olympic
2. Risks due to a decline in the Japan's population
3. Japan has been losing its influence and position on the world stage

☆Slogans: “You can become ‘Global Human Resource’!”

Children and Young People as “Global human resources”

- “I don’t want to become GHR because I love Japan. So I want to work inside of Japan.”
- “it should be nice to become GHR but I feel it’s a different world.”



What is GHR?

1. Linguistic and communication skills
2. Self-direction and positiveness, a spirit for challenge, cooperativeness and flexibility, a sense of responsibility and mission
3. Understanding of other cultures and a sense of identity as a Japanese

...and **media-literacy**.

☆ In this paper, I'd like to focus on media literacy which Japanese young people need to learn in the context of globalization.

What are digital literacies?

- “access”, “critical” (analysis, evaluation, interpretation) and “communication capability” (self-expression, creative, participation).
- 5 modes of audience engagement in terms of digital literacies: **access**, critical, strategic consume, collaboration, **share/participation**.

Automatic Access to Google



- Researcher: You said that you use Google, do you use it a lot?
- C: Yes I do. I don't know what I search, I seem to use it all the time but I never know what I'm searching for, it's very weird. It's automatic for me to go on Google.

Customising News with News Apps

- young people access to News curation apps such as SmartNews and Gunosy, Yahoo! News, LINE News and they gain any kind of news anytime and anywhere from the world.



Authentising Information

- music, sports, fashion, especially outside of Japan via Twitter and Facebook.
- follow Western celebrities and people who can be their role model and receive ideas and information directly from them for their self-actualization.
- select and authentise information virtually depending on the cultural domains.

Transnational Connectivity via Social Media



Yumi registered Interpals and accessed to the local information directly by connecting with Guitar, a Thai boy and Rainy, a Vietnamese girl through Interpals.

political participation

- I found, instead, a lot of evidence among my informants, not only a lack of knowledge of politics, but also a reluctance to participate either for fear of offence or a lack of confidence in its efficacy.

political participation



Researcher: Why don't you write any opinion about politics?

Tsubasa: because I have no idea about it.

Researcher: You don't have any idea?

Tsubasa: Yah, I don't know anything about politics.

political participation

Junpei: “Out of the mouth comes evil.”
I try not to write any of my opinion on social media. I don't write anything about politics but I keep it inside of my mind. Because I would be upset if one of my friends tweet about politics. If I find any critical tweet about current Japanese politics, immediately I will mute them!”

Social participation

many express an interest in social issues, such as voluntarism, ecology, and intercultural understanding. They would create and/or participate in the new communication spaces on social media such as Facebook groups.

Social participation

“It is good to stay together during the international conference because we can get to know each other much more. My final goal is to create friendship across national boundaries. Individually, we can make friends with one other, whether Chinese, Japanese or Korean. But, on the national level, it is often difficult. I wish that dialogue between nations could be like dialogue between friends.”

Social participation

Hideaki: The reason I organize the international conference is to encourage participants to discover their potentials. After the conference, some Japanese people embarked on initiatives to help other Asian countries. For example, one of the participants set up a company closely collaborating with people in Cambodia. Another person living in Cambodia gave up his car and started bicycling because he wanted to do something to help “stamp out poverty” in Cambodia. To the people he met on the street, he would give out a flyer to explain his cause. Today, more than 1000 people have joined him.

Social participation

Hideaki: I heard recently that the Cambodian government has come to know this movement and that six elementary schools have been built in Cambodia.

digital literacy in the global age

On the dimension of participation, however, it is interesting to note how the public sphere, for the respondents in my sample, isn't one about politics in the strict sense of the word. Rather, it has been reconceived as a communicative space for the enactment of personal interests and intimacies. Where these relate to shared concerns of social issues, so too we find the formation of transnational connectivity of sorts.

UNESCO's media and information literacy

MIL is defined as a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities.

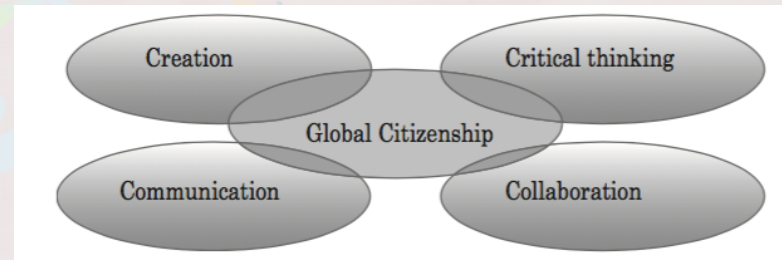
UNESCO's MIL in the Japanese context

- Murakami (2009) suggests 3 C for Japanese media literacy education
 1. critical thinking
 2. creative and communication
 3. citizenship and empowerment

UNESCO's MIL in the Japanese context

- Sakamoto (2009)

1. Creative
2. Critical thinking
3. Communication
4. Collaboration
5. Global citizenship.



Digital Literacy in the contemporary Japanese society

not only as “capability to live in the digital society”, but also “capability to connect with the world and to create the global society together”.



Thank you!



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