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FROM ATTITUDES TO ACTIONS

Assessing Teachers' Perceptions of Critical Media Literacy Instruction

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Summary

This study assesses teachers' perceptions of critical media literacy (CML), focusing on their knowledge, attitudes, teaching behaviour, and perceived needs.

In today's media environment, being critical media literate is essential for navigating and analysing diverse information. However, the integration of CML into teaching practices faces challenges, such as inconsistent implementation. Exploring and understanding teachers' attitudes and their teaching behaviour is relevant for informing professional development strategies and supporting teachers to enhance CML instruction frequency.

This study finds that teachers with comprehensive knowledge of CML demonstrate more frequent teaching behaviour, highlighting the importance of possessing sufficient knowledge. Attitude components such as perceived relevance, elevated self-efficacy, reduced anxiety, and elevated context-dependency, were shown to relate to the heightened frequency of CML instruction. Surprisingly, stronger beliefs in context-dependency showed a trend with more frequent teaching behaviour, challenging the assumption made about contextual independence.

Practical implications suggest addressing knowledge gaps and relevant attitude components through professional development interventions to promote more frequent CML instruction. Providing ongoing support, age-appropriate materials, and support for navigating challenging topics within CML education, appeared to be essential needs of teachers to facilitate frequent CML instruction.

Keywords: teachers' attitudes, theory of planned behaviour, critical media literacy instruction, teaching behaviour

Contents

Introduction

The ever-evolving media environment is shaped by diverse creators, each with their own personal, commercial, or governmental objectives. In an increasingly tech-driven media landscape guided by audience-tailored algorithms, and consumer neuroscience (Masrhouni & Bahoussa, 2023), the application of critical media literacy to navigate the complex information environment becomes increasingly important for all media consumers and will become progressively necessary in the future (Frechette, 2019; Hobbs & Jensen, 2009; Kellner & Share, 2005; Torres & Mercado, 2006). Defined as a pedagogical framework by educational scientists Share & Kellner (2019), critical media literacy (CML) aims to empower students to analyse media representations, systems, and ideologies, fostering critical engagement and credibility assessment of information across various media forms.

The influential role of media in shaping public opinion, societal norms, and the way information is shared and consumed, coupled with the rise of misinformation and disinformation, emphasises the urgent need for the adoption of critical media literacy among all citizens (UNESCO, 2021). Being critical thinkers and developing critical media literacy skills has been categorised as one of the various 21st-century learning goals by the World Economic Forum (2015), the European Commission, as well as by international educational policymakers in OECD countries (European Commission, 2023; Vuorikari et al., 2022). Recognising this urgency, educational policymakers advocate for the integration of CML into teacher education and curricula (European Commission, 2022; Kellner & Share, 2019; Medienberatung NRW, 2019; Pranaityte et al., 2023; Vuorikari et al., 2022).

To address this aim, educators must have favourable attitudes towards the instruction of CML as a pedagogical approach across all subject areas to enhance the critical media literacy skills of their students (Kellner & Share, 2019). This study focuses on Germany, specifically the state of North Rhine-Westphalia, and its educational policy strategy for media literacy education (Medienberatung NRW, 2019). Central to this study is the exploration of teachers' attitudes by identifying behavioural, normative, and control beliefs, which represent a fundamental aspect of human psychology. Acknowledging the universal nature of attitudes across most individuals allows the assessment of teachers' attitudes in Germany and countries that share similar educational policies.

1.1 Problem Statement

This research aims to explore teachers' attitudes towards critical media literacy (CML) instruction, essential to help inform approaches to teacher professionalisation and addressing issues within the German educational landscape.

To understand the rationale of conducting research within this field, current issues are outlined. Inconsistent integration of media literacy education across German federal states and schools leads to variations in CML implementation, highlighting the need for expansion of educational efforts (Büsch & Demmler, 2017; Eickelmann, 2017; Tulodziecki & Grafe, 2012). Moreover, critical media literacy lacks priority within educational frameworks, compounded by a lack of mandatory teacher training and limited resources, complicating comprehensive CML instruction by teachers (KMK, 2017; Medienberatung NRW, 2019; Pranaityte et al., 2023; Schoof-Wetzig, 2018).

In the context of the rapidly evolving media environment, considering that these institutional problems delay CML education within the German educational system, this research aims to address a central issue: the lack of research on the attitudes of teachers towards critical media literacy instruction. Little research has been conducted on teachers' attitudes regarding CML, despite the acknowledged influence of teachers' attitudes on their teaching practice (Allen et al., 2022). Investigating teachers' attitudes is fundamental for the professionalisation of teachers, as emphasised by research on related topics, e.g., differences in teaching (Renzi & Klobas, 2008), stimulating higher-order thinking (Wijnen et al., 2021), or media literacy knowledge, confidence, and integration (McNelly & Harvey, 2021).

Given the influence of attitudinal factors in fostering teachers' motivation, it is essential to consider attitudes when designing professional development strategies aimed at enhancing teachers' intrinsic drive in their teaching practice (Han & Yin, 2016; Liu et al., 2018). Employing the theory of planned behaviour (Ajzen, 1991, 2001), the study explores how attitudes, subjective norms, and perceived behavioural control impact teachers' intentions regarding CML instruction. By understanding teachers' attitudes, insights can be gained into which attitudinal factors shape teachers' intentions to instruct CML. This understanding is fundamental for the improvement of teacher professionalisation in critical media literacy education, given the fundamental role that teachers play in fostering critical media literacy skills in students (Kellner & Share, 2019).

In this research, teachers' attitudes involve their emotions, whether they feel apprehensive or enthusiastic about CML instruction, such as their feelings towards open discussions with their students. Additionally, it involves their beliefs about the significance of CML in empowering informed and responsible citizens. Subjective norms include the influence of perceived social norms on teachers' behaviour. For instance, a school environment that is supportive of CML education can positively influence teachers' attitudes due to the perceived support within their social-professional context. Perceived behavioural control relates to teachers' beliefs about their self-efficacy to instruct CML. This includes confidence in their teaching methods and their beliefs about context-dependency. Detailed descriptions of all attitude components under investigation can be found in the theoretical framework in Chapter 2.2. Understanding teachers' attitudes is fundamental for informing teacher support, and training programmes. Without a comprehensive understanding of these attitudes, the professionalisation and support of teachers may lack the necessary context required to resonate with them (Ajzen, 2006b).

As it cannot be assumed that in-service teachers have comprehensive critical media literacy proficiency, it is essential to evaluate their theoretical knowledge of CML instruction first. In this study, CML involves identifying, analysing, and evaluating media content across diverse formats (Kellner & Share, 2005). An accepted definition of CML is provided by Kellner and Share (2019), framing it as a pedagogical approach focused on critically examining representations, systems, structures, and ideologies in media (Allen et al., 2022). Adding the media competence framework NRW (Medienberatung NRW, 2019), allows for the evaluation of teachers' content knowledge of learning goals and competencies, particularly focusing on analysing and reflecting on media content. The framework aims to enhance students' knowledge of the diverse media environment, encourage critical media analysis, and foster self-awareness among students as media consumers (Medienberatung NRW, 2019).

After the knowledge assessment, teachers' attitudes towards CML instruction, their use of CML instruction within their teaching practice, and their perceived needs are explored. Recognising the challenges in the German educational system regarding critical media literacy education highlights the compelling need for mixed-method research involving both qualitative and quantitative data.

2. Theoretical Framework

This research combines two key concepts in critical media literacy education: the media competence framework for NRW (Medienberatung NRW, 2019) and the critical media literacy framework developed by Jeff and Kellner (2019). The theoretical foundation for the research on attitudes is the theory of planned behaviour (Ajzen 1991, 2001), along with its six components: perceived relevance (PR), perceived student ability (PSA), anxiety (A), perceived social norm (PSN), self-efficacy (SE), and context-dependency (CD), adapted from the SHOT-questionnaire by Wijnen et al., (2021). Lastly, the teacher behaviour scale is applied as the instrument utilised to assess the self-reported frequency of teaching behaviour.

2.1 Critical Media Literacy

Critical media literacy (CML) education aligns with 21st-century learning goals, aiming to empower students to question and analyse the media environment, foster critical thinking skills, and advocate for participatory democracy (Kellner & Share, 2019). As defined by the World Economic Forum and Boston Consulting Group (2015), CML is regarded as a process of critical thinking, which involves the ability to identify, analyse, and evaluate situations, ideas, and information to formulate responses to complex problems. The term "media" refers to digital and analogue mediums, including content formats like text, video or audio, and technological elements like algorithms and artificial intelligence.

The concept of literacy in the context of media education holds a central position. New types of literacies are emerging to define the competencies required for success in contemporary society (Hobbs, 2017). These literacies empower individuals, communities, and nations to engage in and contribute to global knowledge societies (UNESCO, 2013). Terms, such as information literacy, digital literacy, and media literacy are interconnected, embodying a broad spectrum of evolving skills and knowledge important for success today, with each term carrying its historical roots, scholarly foundation, and practice (Hobbs, 2010; Horton, 2007). Media literacy incorporates elements of information, digital, and critical literacy, creating a symbiotic relation among these concepts (Hobbs, 2010; Kellner & Share, 2005). Information literacy focuses on research skills, while media literacy involves critical analysis of news and advertising. Digital literacy encompasses computer and

internet use (Hobbs, 2010). The common assumption among these literacy concepts is the recognition that media literacy extends beyond technical or functional aspects, requiring a holistic, intersectional, and interdisciplinary approach to address societal challenges in the digital age (Wuyckens et al., 2021). Critical media literacy includes reading and digital literacy, essential for critically engaging with digital media (Pranaityte et al., 2023). It is important to note, that effective educational programmes for these "new media literacies" share numerous similarities, reflecting their interconnected nature (Hobbs, 2010).

Critical media literacy is derived from cultural studies, critical communication studies, and critical pedagogy (Kellner & Share, 2019; Allen et al., 2022). An accepted and frequently used definition of CML is offered in the critical media literacy framework by educational scientists Jeff Share and Douglas Kellner (2019). According to the framework, CML is a pedagogical approach aimed at teaching students to critically examine media representations, systems, structures, and ideologies (Share et al., 2016; Allen et al., 2022). CML expands the notion of literacy to encompass various forms of information, and new technologies, analysing relationships between media, audiences, information, and power (Kellner & Share, 2005, 2019). CML cultivates skills in analysing media codes and conventions, abilities to criticise stereotypes, dominant values, and ideologies, and competencies to interpret meanings and messages generated by media (Kellner & Share, 2005). Developing critical media literacy skills supports critical engagement with media content, credibility evaluation, and understanding of media's visual and digital aspects, fostering informed, and critical participants in today's media environment (Wuyckens et al., 2021).

This study assesses teachers' knowledge of critical media literacy instruction employing two frameworks, each serving a distinct but interconnected purpose. The critical media literacy framework (Jeff & Kellner, 2019) provides the foundation of pedagogical knowledge. The framework is extended by the addition of the media competence framework NRW (Medienberatung NRW, 2019), to account for specific content knowledge. Both frameworks were chosen for their shared conceptual perspectives. This study integrated both frameworks by aligning their similar conceptual understandings. The resulting framework crafted by this study accounts for the definition of content knowledge and the pedagogical knowledge of instructional methods (Appendix A). This approach lays the foundation for assessing

critical media literacy instruction within this research, addressing aspects of student learning and teacher instruction.

In 2018, North Rhine-Westphalia (NRW) implemented the media competence framework as a guiding principle for developing media concepts in schools and shaping educational plans and curriculum (Medienberatung NRW, 2019). The framework consists of six learning categories: (1) operate and apply, (2) inform and research, (3) communicate and cooperate, (4) produce and present, (5) analysing and reflecting, (6) problem-solving and modelling (Medienberatung NRW, 2019). Category five, "analysing and reflecting", is the focus of this research due to its emphasis on achieving several objectives: (1) fostering students' knowledge of the diverse media environment; (2) empowering students to recognise the interest-driven dissemination of topics; (3) promoting the critical analysis of media and one's individual media consumption and their effects; and (4) empowering students to become self-aware, and self-regulated consumers of media. The specific learning goals and competencies for students are outlined in Table 1.

Table 1

Component Five of the Media Competence Framework NRW

Learning Goal	Competencies
5.1 Media Analysis	Know, analyse, and reflect on the variety of media, their development, and their meanings.
5.2 Forming Opinions	Recognise the interest-driven setting and dissemination of topics in the media and evaluate them concerning opinion formation.
5.3 Identity Formation	Recognise and analyse the opportunities and challenges of the media for the perception of one's reality and use them for the formation of one's own identity.
5.4 Self-regulated media use	Describe media and their effects, reflect critically upon media, and regulate their own use in a self-responsible manner; support others in their media use.

Furthermore, this research adopts the critical media literacy framework developed by Jeff Share and Douglas Kellner (2019), which offers a structured, pedagogical approach to instruction. The framework outlines six conceptual understandings and associated questions, providing teachers with a systematic approach to the instruction of CML (Kellner & Share, 2019). By providing pedagogical guidance, this framework offers the necessary tools to engage students in critical analysis of media, encouraging them to analyse power dynamics and ideological underpinnings in media representations (Share & Mamikonyan, 2019). It encourages exploration of issues manifested in media such as racism, sexism, classism, overconsumption, and environmental exploitation (Share & Mamikonyan, 2019). Table 2 provides an overview of the conceptual understandings and associated questions, that serve as guidelines for the instructional process of critical media literacy education.

Table 2

Conceptual Understandings and Related Questions of the CML Framework

Conceptual Understandings	Questions
1. Social Constructivism All information is co-constructed by individuals and/or groups of people who make choices within social contexts.	Who are all the possible people who made choices that helped create this text?
2. Language / Semiotics Each medium has its own language with specific grammar and semantics.	How was this text constructed and delivered/accessed?
3. Audience/Personality Individuals and groups understand media messages similarly and/or differently depending on multiple contextual factors.	How could this text be understood differently?
4. Politics of Representation Media messages and their medium have a bias and support and/or challenge dominant hierarchies of power, privilege, and pleasure.	What values, points of view, and ideologies are represented from this text or influenced by the medium?

Conceptual Understandings	Questions
6. Social and Environmental Justice Media culture is a terrain of struggle that perpetuates or challenges positive and/or negative ideas about people, groups, and issues; it is never neutral.	Whom does this text advantage and/or disadvantage?

2.2 Theory of Planned Behaviour

Central to this research is the exploration of teachers' attitudes towards the instruction of critical media literacy (CML), recognising the central role attitudes play in generating motivation and intention (Ajzen, 1991). The relevance of personal attitudes in driving teacher motivation has been proven to be a crucial factor contributing to improved teaching practice (Han & Yin, 2016; Klaeijsen et al., 2017).

The theory of planned behaviour (Ajzen, 1991, 2001) provides a framework that outlines the impact of attitudes on shaping an individual's intention to engage in specific behaviours. Attitudinal elements are often elusive to direct measurement and become more tangible through the lens of the theory of planned behaviour (Ajzen, 1991, 2001). According to the theory, an individuals' behaviour is influenced by three central components: attitudes, subjective norms, and perceived behavioural control.

The theoretical foundation of the theory of planned behaviour (TPB) draws from previous research on human behaviour prediction. In 1975, Fishbein and Ajzen introduced the theory of reasoned action (TRA), a social-cognitive model that centres on predicting human behaviour based on an individual's intention to engage in a behaviour. Central to this theory are the attitudes towards the intended behaviour and the subjective norms, which collectively influence behavioural intention. In 1985, Ajzen extended the TRA and introduced perceived behavioural control as the third construct to define the TPB. This addition accounts for behaviour in situations where an individual has incomplete control over their actions and extends the earlier TRA into a valid framework for studying human behaviour (William et al., 2004).

The theory of planned behaviour (Ajzen 1991, 2001) serves as the theoretical framework for investigating the central concepts that can predict the behavioural intentions of teachers towards critical media literacy instruction. The theory assumes that individuals make deliberate choices regarding their engagement in specific behaviours, guided by subjective attitudes relevant to the behaviour. According to

Ajzen (1991), attitudes encompass three distinct dimensions that collectively shape a person's attitude: (1) behavioural beliefs, (cognitive and affective dimensions), (2) normative beliefs, and (3) perceived internal and external control beliefs. These beliefs directly correspond to the determinants: (1) attitude towards the consequences of the behaviour (2) subjective norms, and (3) perceived behavioural control (Ajzen, 1991). Figure 1 presents the TPB with the added component of knowledge as a prerequisite, to offer an overview. This adaptation builds upon Ajzen's (1991) original model, incorporating the component "knowledge".

Figure 1

Theory of Planned Behaviour with added Knowledge Component
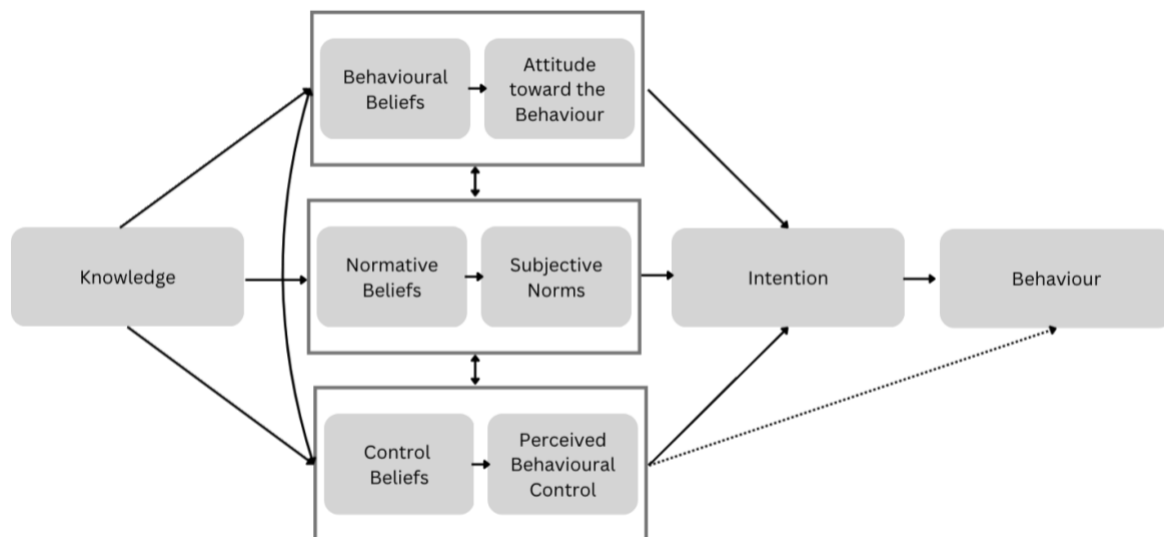
Note: Adaption of the original model by Ajzen (1991)

According to Ajzen (1991), for accurate prediction using TPB, three conditions must be met. First, the determinants of intention must align with the specific behaviour under investigation. To achieve this, this study adopted a validated instrument with assured content validity for measuring teachers' attitudes towards the instruction within their classroom practice. Second, the assessment of the determinants of intention must be evaluated in the relevant context in which the behaviour is to occur, in this case, the teaching practices of in-service teachers. Third, the accuracy of the perceived behavioural control dimension is crucial for assessing behavioural intentions that have declining volitional control (Ajzen, 1991, p. 185). All three conditions are met within the scope of this research. In this study,

the attitude object is the "instruction of critical media literacy" in the teaching practice of in-service teachers. To comprehensively examine teachers' attitudes, this research aligns with the three dimensions of the TPB; behavioural beliefs, normative beliefs, and control beliefs. Within this framework, six determinants of attitudes are explored: perceived relevance (PR), perceived student ability (PSA), anxiety (A), perceived social norm (PSN), self-efficacy (SE), and context-dependency (CD).

1. Behavioural beliefs relate to the attitude towards the consequences of the behaviour and include the cognitive dimension focused on perceived relevance (PR) and perceived student ability (PSA). The affective dimension of behavioural beliefs focuses on the attitude component of anxiety (A).

2. Normative beliefs relate to subjective norms that reflect perceived social pressure to engage in the behaviour and include the perceived social norm (PSN).

3. Control beliefs relate to perceived internal and external control and include the perceived behavioural internal control focused on perceptions of self-efficacy (SE). The control beliefs of perceived behavioural external control focused on context-dependency (CD).

Consequently, teachers' intention to engage in a behaviour is influenced by the favourability of their attitude, the subjective norm towards that behaviour, and perceived behavioural control regarding the behaviour (Ajzen, 1991). Ajzen further suggests that when the factors are identified as more positive, it is more likely that the individual will possess a favourable, stronger intention to engage in the behaviour, and that each of the factors represents a distinct aspect of the desired behaviour and can be targeted for attempts to influence it positively (1991).

2.3 Teaching Behaviour Scale

The validated teaching behaviour scale suggested by Wijnen et al. (2021) is adopted to investigate the potential relations between teachers' attitudes towards critical media literacy instruction and their classroom practice. The scale offers a structured framework for assessing how frequently teachers engage in specific teaching behaviours in their classroom practice. The scale was designed to measure teachers' behaviour in stimulating higher-order thinking. For the context of this study, the scale was adapted to measure the frequency of critical media literacy instruction. Questions focus on (1) self-reported teaching activities and (2) the use of methods to

encourage students to account for the use of CML. By employing this scale, an understanding of the practical implementation of CML in the classroom is gained, which allows drawing relations between teachers' attitudes and the frequency of their teaching behaviour.

2.4 Needs

It is imperative to address the needs of teachers to ensure the success of training and support in CML education. Teachers' needs can range from professional development opportunities and classroom resources to administrative support. This component aims to identify respondents' training and support needs by asking open-ended questions, informed by the suggestions by Kellner & Share (2019) on how to teach teachers CML. These insights can provide a valuable starting point for understanding needs that are related to teachers' attitudes towards instructing CML. This can be fundamental for informing teacher support, training programmes, policy decisions, and possible strategies to cultivate more favourable attitudes.

2.5 Assumptions

Assumptions have been formulated to illustrate the expected influence of knowledge and the six attitude components on the intended or reported frequency of teaching behaviour. The assumptions are grounded in literature and serve to provide a deeper understanding regarding the relations between knowledge, attitude components, and the frequency of teaching behaviour. Despite the two different types of teaching behaviour measured in this study and the absence of prior testing of the teaching behaviour scale within CML research, there are no assumptions for the distinct teaching behaviours; therefore, it is seen as one frequency of behaviours.

2.5.1 Knowledge of Critical Media Literacy Instruction

Teachers' possession of subject knowledge coupled with proficient understanding of effective teaching methods is known as pedagogical content knowledge, which has been consistently highlighted in educational research as fundamental for impacting teaching behaviours (Shulman, 1986). Numerous studies have identified a positive relationship between elevated levels of teachers' pedagogical content knowledge, teachers' positive intentions to teach, and their overall teaching behaviour (Ball & McDiarmid, 1990; Berry et al., 2016; Gess-

Newsome, 1999). As highlighted by Gess-Newsome (1999), elevated levels of pedagogical content knowledge have a positive impact on more effective and frequent teaching practices. Applying this concept to the context of critical media literacy (CML), teachers with elevated media literacy knowledge are better equipped to teach CML effectively because their understanding of media content, and critical analysis influences how often they integrate CML into their classroom (Kellner & Share, 2019). Simons et al. (2017) assert that teachers must possess sufficient media literacy knowledge themselves as well as the pedagogical-didactic competencies to effectively instruct media literacy to their students. In further support of this assumption, McNelly and Harvey's (2021) study highlights that teachers who integrate media literacy more frequently in their classes tend to have higher levels of media literacy knowledge. Consequently, grounded in literature, the first general assumption of this study is that adequate knowledge in critical media literacy instruction serves as a prerequisite for the attitudes and perceptions that act as mediator variables in the theory of planned behaviour (Ajzen, 1991, 2001). The following sections outline the attitude components and their expected relation to teaching behaviour.

2.5.2 Perceived Relevance (PR) and Teaching Behaviour

Several studies have suggested a relation between teachers' heightened levels of perceived relevance of (critical) media literacy and their corresponding teaching behaviour (Allen et al., 2021; Korona, 2020). In a study conducted by Allen et al. (2022), it was found that teachers who perceive critical media literacy as relevant or possess elevated levels of perceived relevance express a more positive intention towards teaching CML. The study highlights that when teachers acknowledge the significant importance of students acquiring CML skills, their intentions to instruct CML are positively affected. Teachers who believe in the relevance and importance of critical media literacy for students are more inclined to employ teaching strategies that foster CML skills (Korona, 2020). Further support for this assumption is drawn from the study by Wijnen et al. (2021), focusing on teachers' stimulation of higher-order thinking in students. The study identifies perceived relevance as a significant influence on teaching behaviour, particularly in encouraging students and shaping teaching activities. This highlights that teachers' perceptions of the relevance of a subject influence their teaching behaviour and

interactions with students. Consequently, the second assumption of this study is that elevated levels of perceived relevance of CML are related to a more frequent intended or actual teaching behaviour.

2.5.3 Perceived Student Ability (PSA) and Teaching Behaviour

Building upon research on teachers' beliefs about low-achieving students and higher-order thinking by Zohar et al. (2001), the study observed that teachers who believed that higher-order thinking was inappropriate for low-achieving students, tended to deprive low-achieving students of tasks requiring higher-order thinking. Teachers who believe that higher-order thinking is exclusively suitable for high-achieving students tend to provide fewer opportunities for low-achieving students to engage in these tasks. This instructional consequence highlights the impact of teachers' narrow views on student abilities, underscoring the impact of teachers' beliefs on teaching behaviour. Further research by Schulz & Fitzpatrick (2016) emphasised this relationship, revealing that teachers question whether all students can excel in higher-order thinking tasks due to diverse student abilities. This questioning indicates a narrow perspective on students' abilities within the realm of critical thinking, posing a potential barrier to effectively teaching students to think critically (p. 64).

Extending these findings to the domain of critical media literacy (CML), teachers with a broader view of student abilities are more likely to have higher intentions for teaching and exhibit increased teaching behaviour. Consequently, the third assumption of this study is that teachers who have a broader view of student abilities tend to demonstrate more frequent intended, or actual teaching behaviour.

2.5.4 Perceived Social Norm (PSN) and Teaching Behaviour

According to the theory of reasoned action (Fishbein & Ajzen, 1975), subjective norms are a key component in the theory of planned behaviour (Ajzen, 1991, 2001) and refer to the perceived social pressure to engage in a specific behaviour. In the context of this research, it refers to the extent to which teachers perceive that most people in their social and professional environment believe they should incorporate critical media literacy education into their teaching practices. Many studies have affirmed that perceived social pressure from others (colleagues) to use technology has a significant positive effect on teachers' intentions to

incorporate technology into their teaching practices (Al Breiki et al., 2023; Eskail & Afari, 2019; Teo, 2010). Additionally, drawing on the research of Wijnen et al. (2021) in the context of teachers' intentions to stimulate higher-order thinking, it was found that when teachers value the opinions of colleagues and school administrators regarding higher-order thinking, they demonstrate positive intentions towards its integration. This highlights the relation between social norm beliefs and teaching intentions. Extending the findings to the context of critical media literacy instruction, it is assumed that teachers who perceive that most people in their social and professional environment believe they should incorporate critical media literacy are likely to engage in more frequent teaching behaviour. Consequently, the fourth assumption of this study is that teachers who have positive, higher perceptions of the social norm are related to more frequent intended or actual teaching behaviour.

2.5.5 Self-Efficacy (SE) and Teaching Behaviour

Traditionally, studies have consistently demonstrated that teachers with high self-efficacy beliefs are more open and confident in implementing innovative instructional practices and engage in persistent teaching behaviour (Allinder, 1994; Lazarides & Warner, 2020; OECD, 2009; Özcan, 2022). Alibakhshi et al. (2020) emphasised the positive impact of high self-efficacy on various aspects of teaching behaviour, including the adoption of effective strategies, and more frequent instructional practices. In the realm of STEM teaching, teachers' higher self-efficacy beliefs influence their confidence and intention to implement integrated STEM teaching (Klaeijsen et al., 2017). Studies on the impact of teachers' higher self-efficacy beliefs and increased technology adoption in their teaching practice provide evidence for the relationship between higher self-efficacy and increased teaching behaviour (Albion, 1999; Bakar et al., 2018; Breiki et al., 2023). Wijnen et al. (2021) found that teachers' perceptions of their own self-efficacy significantly impact their teaching behavior. When teachers report high self-efficacy in stimulating higher-order thinking, they express positive attitudes and intentions for integrating these skills, particularly as a pedagogical approach to encouraging students and teaching activities.

Therefore, in this study, it is assumed that this applies to critical media literacy (CML) and that teachers with higher beliefs about their self-efficacy in CML instruction are more likely to express positive attitudes and intentions towards

integrating CML into their teaching practices. McNelly and Harvey (2021) explored teachers' knowledge, confidence, and integration of media literacy. Their findings revealed a positive relation between higher levels of media literacy knowledge, increased confidence, and intention towards teaching media literacy skills. Korona (2020) further highlighted that teachers who feel confident in their ability to teach critical media literacy are more likely to do so, regardless of the perceived importance of the topic.

It is noteworthy that in the broader literature, teachers' self-efficacy is often studied in conjunction with context-dependency (CD). Drawing from the theory of planned behaviour, teachers' perceptions of control, including both self-efficacy and context dependency, play a central role in generating more favourable attitudes and more frequent teaching behaviour (Ajzen, 1991). However, for the purpose of this research, it was chosen to keep the two attitude components separate and investigate them individually. Consequently, the fifth assumption of this study posits that higher levels of perceived self-efficacy among teachers are related to more frequent intended or actual teaching behaviour.

2.5.6 Anxiety (A) and Teaching Behaviour

Based on Wijnen et al.'s (2021) research recommendations suggesting the inclusion of the affective dimension of teachers' behavioural beliefs, the component anxiety is under investigation, and an assumption can be made regarding the relationship between heightened anxiety levels and teaching behaviour. The impact of elevated anxiety levels on teachers was found to influence their classroom performance, affecting their ability to create an engaging learning environment, which may lead to reluctance to adopt new teaching methods and techniques (Thomas, 2006). Studies on the impact of anxiety on pre-service teachers and their teaching profession reveal a connection between teachers' higher levels of anxiety and an increased likelihood of intending to leave their profession. Notably, elementary school teachers were found to have higher anxiety levels than those teachers who teach in secondary schools (Gorospe, 2022). Aydin (2021) emphasises that teachers' anxiety can be seen as a concern in the teaching process because higher feelings of anxiety directly and negatively affect teaching behaviours, and classroom activities. Extending these findings to the context of CML, teachers who experience lower levels of anxiety towards incorporating critical media literacy (CML) instruction may

be more inclined to integrate CML into their teaching practices. Consequently, the sixth assumption of this study is that lower levels of anxiety towards the instruction of CML are related to more frequent intended or actual teaching behaviour.

2.5.7 Context Dependency (CD) and Teaching Behaviour

Nordlöf et al. (2019) investigated teachers' perceptions and attitudes towards teaching technology and found that contextual factors (CD) either limit or boost teachers' teaching practices. Their study revealed that teachers with low context dependency tend to have more positive attitudes and better teaching outcomes than teachers with high context dependency. In a study on teachers' knowledge, confidence, and integration of media literacy, McNelly and Harvey (2021) highlight the direct correlation between teachers' independent competence beliefs and their utilisation of media literacy instruction. Teachers who more frequently integrated media literacy into their classes reported higher confidence levels and independence in teaching media literacy skills. McNelly and Harvey (2021) assert that teachers with elevated confidence levels and independence beliefs for integrating CML were positively associated with an increase in the integration of media literacy into their teaching practices. Teachers perceiving fewer barriers related to context dependency, such as limited access to technical resources, time constraints, and insufficient training, are more likely to express positive attitudes and intentions towards incorporating specific teaching practices. Wijnen et al. (2021) emphasise the impact of teachers' perceptions of context dependency on their teaching behaviour, highlighting that teachers who perceive fewer barriers to using technology and stimulating higher-order thinking tend to show more positive intentions to teach. According to Wijnen et al. (2021), CD is a significant predictor of teaching activities. Consequently, in alignment with prior literature extending the findings to CML, teachers who perceive fewer barriers are more likely to have higher intentions for teaching and exhibit increased teaching behaviour. The seventh assumption of this study is that teachers who perceive themselves as independent of context factors tend to demonstrate more frequent intended or actual teaching behaviour.

2.6 Research Questions

The central aim of this study is to explore teachers' perceptions of critical media literacy instruction, including teachers' knowledge, attitudes, teaching behaviours,

and perceived needs. The thorough investigation is informed by specific assumptions and research questions. The subsequent research questions have been developed to guide the investigation.

1. To what degree does teachers' knowledge of critical media literacy align with the definition employed in the theoretical framework in this research?

2. What are the prevailing attitudes and commonly held perceptions that teachers consider important for critical media literacy instruction?

3. How do teachers' attitudes towards critical media literacy instruction relate to the frequency of their teaching behaviour?

3. Method

3.1 Research Design

To comprehensively explore teachers' knowledge, attitudes, practices, and needs towards critical media literacy (CML) instruction, this study employs a mixed-methods approach with a predominant qualitative component and quantitative scale items. This research design encompassed the use of semi-structured interviews that combined closed-ended questions derived from scale items and open-ended questions. In doing so, this research applied the deductive (scale items) as well as inductive (subsequent open-ended questions) approaches. The data is integrated and analysed in a convergent parallel design. This design involves the concurrent collection of quantitative and qualitative data, the separate analysis of each data set, and relating the two sets during interpretation (Creswell & Clark, 2017). Given the complex nature of attitudes and beliefs, a semi-structured interview approach offers a balanced outline that allows for qualitative exploration and the collection of quantitative data, which leads to additional insights that cannot be learned from the qualitative or quantitative findings alone (Creswell, 2015). The quantitative part of the design is composed of Likert scales with numerical ratings for all attitude components, and Likert scales with categorical ratings for teaching behaviour. For the attitude components, the respondents rated the extent to which they agreed with a statement by choosing a scale point. For teaching behaviour, the respondents chose the frequency from the Likert scales that matched their self-reported teaching

behaviour. The qualitative part of the study identified detailed data through subsequent open-ended questions. Respondents were prompted to elaborate on their perceptions based on the choices they had previously made on the quantitative Likert scales. Additionally, open-ended questions were used to identify the respondents' demographic data, theoretical knowledge of CML, and perceived needs for CML instruction.

By applying this design and relating the qualitative and quantitative data to each other, a more complete comprehension of teachers' perceptions and behaviours related to CML instruction is possible. Additionally, the design facilitates the corroboration of the quantitative scales for each attitude component with teachers' elaborations regarding the topic of critical media literacy instruction. Moreover, it allows for the identification of potential relations between attitudes and the self-reported teaching practices of respondents. This study has been reviewed and received ethical approval from the ethics committee of the BMS faculty at the University of Twente.

3.2 Respondents

The study targeted in-service teachers employed in K-12 schools, specifically primary and secondary schools, situated within the state of North Rhine-Westphalia (NRW), Germany. To facilitate rapport with the participants, the instruments were designed in German. To gather participants, a combination of non-randomised convenience sampling and snowball sampling was employed. Candidates who met the criteria were gathered through professional networks and contacted via email to request an interview. Upon setting an appointment, participants were provided with an information and consent form. This form ensured their understanding of the research's purpose, guaranteed their anonymity, and granted them the option to opt out of the research. The target population consisted of adult individuals working as in-service teachers in primary and secondary schools in the state of North Rhine-Westphalia, Germany. In total, 12 participants responded and were included in the study. The average age of participants is 36 years, with an average of 8,6 years of job experience. The study included 6 females and 6 males. All the respondents work in full-time employment and have completed the official teacher education programme Master of Education.

3.3 Instrumentation

The interview consisted of a combination of closed-ended scale items and in-depth open questions. Close-ended scale items provide standardised, comparable data, while open-ended questions allow for in-depth elaborations of participants' choices on the Likert scale items that offer contextual data. The interview design incorporated the concepts from the theoretical framework to develop the interview protocol. The quantitative data was gathered during the interview by the researcher through a Google Form. This included numerical ratings on the Likert scales as well as multiple-choice responses for demographic data. The qualitative data was gathered during the interview through open-ended questions, and respondents' answers were audio and video recorded for transcription. The interview is divided into five parts.

3.3.1 Demographic Data

This segment aimed to provide context for the participants' backgrounds, including gender, age, teacher training, years of job experience, and subjects taught (Appendix B). Understanding these demographics might help identify potential patterns between characteristics and their attitudes and behaviour towards CML instruction, aligning with the research questions on teachers' definitions of CML, their attitudes, and teaching behaviour.

3.3.2 Knowledge of Critical Media Literacy

This segment focuses on assessing teachers' comprehension of critical media literacy (CML), directly addressing research question one regarding the alignment of their definitions with the theoretical framework (Appendix C). To operationalise this alignment, it was measured how many out of four learning goals from the theoretical framework for CML, respondents were able to identify. Based on the framework, it was assessed how many CML learning goals and corresponding competencies teachers were able to identify. Three open questions were used to evaluate (1) the respondent's definition of CML, (2) the learning objectives, and (3) the corresponding competencies for students.

3.3.3 Attitudes towards the Instruction of Critical Media Literacy

The investigation of teachers' attitudes used an adapted instrument originating from the SHOT questionnaire that was developed by Wijnen et al. (2021). The SHOT questionnaire was originally designed to measure primary school teachers' attitudes towards stimulating higher-order thinking in students. The instrument employs a five-point Likert scale ranging from strongly disagree to strongly agree. The two extremes on the scale are labelled, thereby presenting the response options as a gliding scale, as suggested by Wijnen et al. (2021). The adaptation of this instrument expands its application to the context of teachers' attitudes towards critical media literacy instruction (Appendix D). The interrelated attitude components from the SHOT questionnaire and the authors' recommendations for the inclusion of two additional factors (Table 3) were considered. The adaptation of the questionnaire provided the foundation for exploring the various attitude components and their corresponding sub-items. By integrating this validated instrument, the study ensures the validity of the concepts under investigation. The adaptation of the instrument was translated from English to German. The attitude components under investigation are outlined.

1. Perceived Relevance (PR): PR refers to teachers' beliefs about the importance of instructing critical media literacy for their students' personal development.

2. Perceived Student Ability (PSA): PSA relates to teachers' beliefs about whether critical media literacy assignments are suitable for both low- and high-achieving students.

3. Self-Efficacy (SE): SE refers to teachers' self-perceived capability to instruct critical media literacy education within their classroom practice.

4. Context-Dependency (CD): CD relates to teachers' perception of dependency on external factors, such as available time or support, as prerequisites for them to be able to instruct CML.

Following the recommendations of Wijnen et al. (2021), additional items were added to the instrument that relate to the affective dimension of attitudes and the subjective norms of respondents, as presented in Table 3. Specifically, the item "anxiety" was selected as a measure of the affective dimension because anxiety was expected to potentially influence teachers' attitudes considering the impact of multiple identified problems in the context of critical media education (referenced in chapter

1.3). Furthermore, the item "social norm" was included to integrate the component of "subjective norms." This addition aims to investigate teachers' perceptions of how their social environment values the instruction of CML and encourages them.

Table 3

Examples of Additional Items

Component	Items	Scale	Question
Attitude Affective Dimension Anxiety	A1: I get a sinking feeling when I have to design an assignment to encourage my students to critically evaluate and analyse media.	1: strongly disagree 5: strongly agree	Can you describe your feelings about teaching critical media literacy?
Subjective Norms Perceived Social Norm	PSN1: I think my colleagues think it is important to encourage the development of critical media literacy in students.	1: strongly disagree 5: strongly agree	Can you elaborate on your opinion about the influence of your social environment on teaching critical media literacy?

Note: Complete set of questions per item in Appendix E

The dependent variable in this design was the behavioural intention to instruct CML, and the independent variables were six components of attitudes: perceived relevance (PR), perceived student ability (PSA), perceived social norm (PSN), self-efficacy (SE), anxiety (A), and context-dependency (CD). Each component is assessed with three interrelated items to assess each of the six components. Table 4 presents examples of the items for the six components. After every set of three corresponding items for each attitude component, in-depth open questions were asked to encourage respondents to elaborate on their opinion of the specific determinant of intention. This approach was consistently used for all six components, changing the wording slightly to account for the different components, e.g., "Can you elaborate on your opinion of your student's abilities?"

Table 4

Components and Respective Example Items

Component	Item Example
Perceived Relevance (PR)	PR1: I think it is essential for students' learning that they are encouraged to engage in critical evaluation and analysis of media.
Perceived Student Ability (PSA)	PSA1: I think that most tasks that require critical media literacy are more suited to 'smart' students than 'underachieving' students.
Anxiety (A)	A1: I get an uneasy feeling when I must design a task that encourages my students to critically evaluate and analyse media.
Perceived Social Norm (PSN)	PSN1: I think my colleagues think it is important to encourage the development of critical media literacy in students.
Self-Efficacy (SE)	SE1: I am well able to create tasks that promote critical media literacy.
Context-Dependency (CD)	CD1: For me, extra time is essential to promote critical media literacy in my students.

Furthermore, the instrument used for assessing attitudes draws on established models such as the theory of planned behaviour (Ajzen, 1991) and its corresponding questionnaire construction, as outlined by Ajzen (2006). Additionally, definitions of critical media literacy defined in the Media Competence Framework NRW (Medienberatung NRW, 2019) and the Critical Media Literacy Framework (Jeff & Kellner, 2019) informed the development of this instrument (as detailed in Chapter 2.1). The inclusion of these established frameworks in the theoretical foundation was imperative for the adaptation, ensuring coherence and alignment between the instrument's construction and the definitions underpinning the theoretical framework. This alignment accounts for the validity and reliability of the definitions incorporated into the instrument. The investigation of teachers' attitudes directly aligns with research question 2a, examining the alignment between identified components and teachers' responses. Furthermore, the subsequent probing of each attitude component with open-ended questions aims to address the second research question by uncovering the most prevalent attitudes and beliefs among teachers within each component.

3.3.4 Investigation of Teaching Behaviour

The validated teaching behaviour scale suggested by Wijnen et al. (2021) is adopted to investigate the potential relations between teachers' attitudes towards critical media literacy instruction and their classroom practice. The teaching behaviour scale measured self-reported instructional practices related to critical media literacy education, which links to research question 3, aiming to establish relations between teachers' attitudes and their reported teaching behaviour. The teaching behaviour scale, as suggested by Wijnen et al. (2021), was adapted to assess teachers' self-reported behaviour related to the instruction of critical media literacy. The scale consists of six items, adapted from the original scale, as well as Wijnen et al.'s suggestions for an additional item to expand the "encouraging students scale", to maintain scale integrity due to challenges in establishing scalar invariance in the original scale (2021). The items were adjusted to make them fit the desired behaviour, and "stimulating higher-order thinking" was replaced with "instruction of critical media literacy" (Appendix F). The scale measured two distinct factors: teaching activities (TA), including various teaching activities, and encouraging students (ES), focused on promoting students' engagement in critical analysis of media. Table 5 provides examples of items for the respective teaching behaviours. Teachers' responses to these items were collected on a 7-point Likert scale to capture the frequency with which they engage in activities aimed at critical media literacy instruction. The scale ranged from (1) never, (2) a few times a year, (3) once a month, (4) a few times a month, (5) once a week, (6) several times a week, and (7) every day. Employing this scale ensured the reliability and validity of the measurement, allowing for the exploration of the frequency of instructional practices aimed at the instruction of critical media literacy.

Table 5

Item Examples of the Teaching Behaviour Scale

Item	Scale	Question
TA 1: How often do you Organise a lesson that explicitly encourages students to develop their critical media literacy skills?	(1) Never (2) A few times a year (3) Once a month (4) A few times a month (5) Once a week (6) Several times a week (7) Every day	Can you give examples of how you organise and teach such a lesson?
ES 3: How often do you encourage your students to analyse media offerings regarding the formation of opinions?		Can you give examples of how you encourage your students to do this?

3.3.5 Needs

This component aims to identify respondents' training and support needs by asking open-ended questions, informed by the suggestions by Kellner & Share (2019) on how to teach teachers CML. The open-ended questions aim to identify teachers' perceptions regarding training and support for critical media literacy instruction (Appendix G). This segment relates to the broader context of teachers' needs and prerequisites for their professionalisation, potentially impacting their attitudes and practices aligning with the broader research questions. Two open-ended questions were asked: (1) Have you participated in any training on the topic of critical media literacy instruction, and if yes, in what format? This question aims at understanding whether respondents have training experiences, and it allows for elaboration on whether they perceived it as helpful. (2) What do you think should be included in the ideal training or support for CML instruction? This question aims to explore desired formats, content, and conditions that need to be met to fulfil teachers' needs.

3.4 Procedure

Online interviews were conducted using the video conferencing service Microsoft Teams. The interviews served as the sole method for data collection, in which survey items and interview questions were seamlessly integrated. Throughout the interviews, the researcher aided the conversation by using a structured presentation to guide the respondent. The presentation slides included all questions, with their respective survey statements and Likert scales for responses, and a visual progress bar for each interview category (Appendix H). The sessions were video and audio recorded for transcription purposes. The transcription of the quantitative data in the categories 1. demographic data, 3. attitudes, and 4. teaching behaviour was additionally done manually by the researcher by using a Google Form to enable the segmentation of data based on interview categories. Each respondent was scheduled for one session, which lasted an average of 40 minutes per interview.

3.5 Data Analysis

The instrument generated both quantitative and qualitative data, segmented by the interview transcripts and the data recorded in a Google Form. The small sample size of 12 respondents allowed a qualitative, in-depth analysis of the quantitative results. To analyse inferences drawn from the quantitative and qualitative data, a convergent parallel design was employed. This approach aimed to understand respondents' attitude scores, respective underlying beliefs, and perceptions using qualitative insights. To relate the findings from both data sets a joint display was created, where results were presented side by side to identify trends. The comparing and contrasting of qualitative and quantitative data were done to draw inferences from the results of both data types when considered together (Fetters & Tajima, 2022). Focused on nuanced perspectives, the qualitative analysis explored differences and agreements in responses within and across all six attitude components (PR, PSA, PSN, SE, A, CD).

3.5.1 Quantitative Analysis

Attitudes towards the Instruction of Critical Media Literacy

The use of a Google Form as a data collection tool enabled the segmentation of data according to the interview categories. For the attitude research, three interrelated scale items were used to assess each component. This approach

allowed the calculation of mean values for individual attitude components to identify the predominant scale choice made by each respondent within each of the six attitude components (Sullivan & Artino, 2013). Descriptive statistical analysis was conducted in Microsoft Excel to calculate the average scores of the interrelated items for each of the six attitudinal components for every respondent. By employing this method, a quantitative overview was obtained of the average scores of teachers' attitudes towards each of the six components.

A 5-point Likert scale was used to assess each component. The scoring categories for this analysis are defined as mutually exclusive and are set as follows: scores ranging < 3 are classified as negative, indicating a less favourable or supportive attitude towards the component. Conversely, scores ranging > 3 are classified as positive to very favourable, indicating a more positive or supporting attitude. Scores of exactly 3 indicate a moderate or balanced viewpoint without a strong leaning towards either positive or negative perceptions towards that component (Todd, 2018).

For the first step of the visual analysis, Microsoft Excel was used to generate a scatter plot for average attitude scores per respondent. To further deduce meaning from the visual patterns within the scatter plot, a colour-coded table was created. The table represents the six attitude components on the horizontal axis and the scores from 1 to 5 on the vertical axis. Then, colour coding was applied to the scores. The coding was done based on the positive and negative orientation of the beliefs and perceptions illustrated per component. The colour coding helped visually categorise the data based on its significance. Three tiers have been created in consistency with the scoring categories of the Likert scale: green signifies a favourable value range, yellow represents a moderate value, and red indicates a lower or critical value. Green was assigned to values > 4, which signifies a favourable or higher level of the measured component. Yellow was assigned to values between 3.5 and 4 to serve as an intermediate category, indicating a moderate or balanced attitude. Red was assigned to values < 3.5, indicating a less favourable or lower level of the measured component.

To ensure comparability and interpretability across all attitude components, the explanation of scores for each attitudinal component are provided. For components PR, PSN, SE *higher* scores > 3 indicate positive attitudes. For components PSA, A, CD *lower* scores < 3 indicate positive attitudes.

The scores for perceived relevance reflect respondents' perception of the importance and significance of critical media literacy (CML) instruction. Higher scores suggest stronger advocacy for CML instruction. Respondents who score higher perceive the teaching of CML as important, viewing it as an integral aspect of educational advancement and a firm conviction that the regular incorporation of CML into the instructional practices of all teachers is favourable. When respondents assign lower scores, it signifies disapproval of the importance and relevance of CML for students. Specifically, lower scores indicate a disagreement with the regular implementation of CML practices by teachers.

Lower scores for perceived student ability indicate that a respondent has a broader, inclusive, and optimistic attitude towards the ability of all students, irrespective of their academic classification of "smart" and "underachieving," to accomplish CML assignments. Higher scores indicate a narrower viewpoint about only high-achieving students' ability to perform critical media analysis assignments. Higher scores suggest a conviction that tasks are more suitable for "smart" students than for "underachieving" students.

Higher scores for perceived social norms suggest that a respondent feels a positive inclination from their social environment towards the significance of CML education. Higher scores suggest that the participant believes that there is an expectation for them to actively contribute to the promotion and development of critical media literacy competencies among students. Respondents assigning lower scores imply that they believe it is not expected of them to incorporate CML into their instructional practices. Lower scores indicate that a respondent feels that their colleagues and school environment do not consider CML as important.

Higher scores for self-efficacy suggest a positive affirmation of the respondents' belief in their ability and confidence to effectively implement CML instruction. Respondents with high scores acknowledge possessing sufficient skills to enrich their teaching with assignments that encourage critical engagement with media and students' personal media consumption behaviour. Conversely, lower scores reflect a more pessimistic outlook regarding respondents' perceived skills in instructing CML. Lower-scoring respondents agree that they do not feel able to guide their students in completing tasks that contribute to the development of CML.

In the context of anxiety, a lower score suggests reduced anxiety. Very low scores < 2 suggest that a respondent is not feeling anxious and feels entirely devoid

of anxious, or nervous feelings. Lower scores indicate that they do not feel tense when guiding students through tasks designed to enhance their critical media literacy skills. Conversely, a higher score indicates that the respondent is experiencing heightened feelings of anxiety, nervousness, or tension associated with the design and instruction of CML.

A lower score within the context dependency component suggests independence from contextual factors. Lower-scoring respondents suggest feeling autonomous from the influence of context, such as extra time, materials, or specific teaching methods, in the facilitation of CML. Conversely, a higher score indicates an increasing reliance on external context factors. Respondents with higher scores acknowledge the dependence on example materials as prerequisites for enhancing CML skills among their students.

Investigation of Teaching Behaviour

For the exploration of teaching behaviour, the first step involved the analysis of the teaching behaviour scale by calculating the individual mean for the behaviour of teaching activities (TA) and encouraging students (ES) using descriptive statistics in Microsoft Excel. This mean calculation served the purpose of identifying the most prevalent teaching practices among teachers and the frequency with which these are applied. The colour-coded table from the quantitative analysis of the attitude components was used as the basis for contrasting the teaching behaviour mean scores of both teaching activities (TA) and encouraging students (ES) to identify patterns between favourable attitude scores and more frequent teaching behaviour.

3.5.2 Qualitative analysis

Teachers' Knowledge of Critical Media Literacy

To assess teachers' knowledge of critical media literacy (CML), a structured approach was employed, consistent with the theoretical framework for the definition of critical media literacy instruction. The assessment of knowledge was aimed at determining the respondents' ability to identify the four concepts made up of learning goals and their corresponding competencies for critical media literacy. The assessment of teachers' knowledge was facilitated by the integration of the two frameworks, as outlined in Chapter 2.1. To operationalize the assessment, a comprehensive codebook was developed based on the specific concepts outlined in

the theoretical framework. Each of the four concepts was assigned a score of 1, with each concept carrying equal weight in the scoring. A score of 1 was assigned when a respondent could extensively describe a concept correctly. The sum of the scores per respondent indicated their knowledge score. A high score (>2) signified a higher level of knowledge, indicating that the respondent is very familiar with the learning goals and can extensively describe them, reflecting a deep understanding and proficiency of CML. Conversely, a low score (<2) indicated a lower level of knowledge, suggesting that the respondent is less familiar with the concept, and provided incomplete or inaccurate descriptions.

Attitudes Towards the Instruction of Critical Media Literacy

To enable a comprehensive qualitative analysis of the quantitative findings, interview recordings were processed using the transcription tool Amberscript. The preliminary transcription was manually refined using the text editor to create the final dataset. This dataset was then imported into the software Atlas.ti to organise, sort, and capture relevant codes, themes, and quotes.

A hybrid coding scheme was developed to integrate the deductive and inductive analysis approaches. The deductive coding ensured the link to the theoretical framework, whereas the inductive coding captured new insights emerging from respondents' elaborations. The deductive part of the analysis involved establishing initial codes based on the attitude components outlined in the theoretical framework, and instrument. As the analysis progressed, inductive coding was employed to capture additional themes that emerged from respondents' comments. A systematic approach was used that involved coding the data, organising the codes, and developing themes. (Creswell, 2015). Initial codes were generated to capture the meanings and patterns in the data. Then, quotes related to the components were identified and grouped under relevant codes. Themes were developed by grouping all quotes associated with a particular code, providing a deeper understanding of each code's implications (Braun & Clarke, 2012). The codebook was finalized once the main themes had been identified through an iterative process of coding and theme development.

To ensure the consistency and validity of the findings, approximately 20 percent of the data was coded by another independent researcher. This study

attained an interrater reliability coefficient (Cohen's kappa) of k = 0.86, indicating a high level of agreement among coders.

The analysis of attitudes focused on identifying attitude components of the attitude framework: perceived relevance (PR), perceived student ability (PSA), anxiety (A), perceived social norm (PSN), self-efficacy (SE), context-dependency (CD). It aimed to assess how the established attitude components resonated in respondents' answers and how they were defined and elaborated upon by the respondents. To accomplish this, multiple codes were applied per theme to capture the nuances of each attitude component. Table 6 shows an excerpt of the coding scheme used in this analysis.

Table 6

Excerpt of Coding Scheme

Theme	Code	Sample Comment
Perceived Relevance	Political Discourse Online	"Many students say that they are overwhelmed and that the images and messages are far too scary."
Perceived Student Ability	Lack of Source Analysis	"Especially with less talented students, I see a greater need for them to acquire skills because they are easier to manipulate."
Anxiety	Lack of Content Knowledge	"I can only do it the way my gut feeling tells me to. I don't have any specialised training for it."
Perceived Social Norm	Older Colleagues' Ignorance	"It varies depending on the age group of my colleagues."
Perceptions of Self-Efficacy	Experienced media consumer	"I know the problems and feel able to educate and inform people about them because I get my information from the media and reflect critically on it."
Context-Dependency	Bad Digital Infrastructure at School	"Resources and internet connection must be available. That's a problem in schools."

Investigation of Teaching Practices

The mean calculation was performed to determine the most prevalent teaching behaviour per participant. To contextualise and understand the respondents' behaviour in more detail, the qualitative data was incorporated. Quotes were assigned to the respective teaching behaviour scores to understand the rationales behind respondents' choices. Furthermore, the investigation extended to explore qualitative trends between respondents' attitude scores and their mean teaching behaviour. This analytical step aimed to illustrate how respondents elaborated on their teaching practices to uncover insights into the nuances of the relationship between attitudes and influence on teachers' instruction of critical media literacy education and to identify potential qualitative trends. This was done by contrasting the mean attitude scores for all components of each respondent with the reported frequency of teaching behaviour. Through this comparative analysis, trends began to emerge e.g., when higher mean attitude scores for an attitude component consistently correlated with increased frequency of specific teaching behaviours, it suggested a trend. The emphasis remained on understanding the qualitative nuances within the data to provide a deeper understanding of how attitudes impact teaching practices.

Needs Regarding CML Knowledge and Instruction

To assess teachers' needs regarding critical media literacy (CML) knowledge, and instruction, a deductive and inductive approach was employed. A codebook was developed, aligned with the instrument used, reflecting formats, content, and conditions necessary to fulfil respondents' professionalisation needs. This approach aimed to capture a range of responses while focusing on specific themes outlined in the instrument. Despite its deductive nature, the analysis also incorporated an inductive approach to accommodate unexpected data.

4. Results

The results of the analysis of the quantitative and qualitative data are outlined in this chapter. All quotations in the original German language are provided in the Appendix I for reference.

4.1 Knowledge of Critical Media Literacy

The results show that most respondents demonstrated a unified understanding of the concept of critical media literacy. This indicates that respondents have comprehensive knowledge of the theoretical foundation regarding critical media literacy instruction, its learning goals, and corresponding competencies for students. Out of twelve respondents, nine provided a complete definition that was fully aligned with the theoretical foundation, describing all four learning goals extensively. Two participants (P 9, P 12) demonstrated broad knowledge aligned with three out of four learning goals, but both failed to define "self-regulated media usage" as outlined in the media competence framework NRW in the respective learning goal 5.4. One respondent's (P 7) definition of critical media literacy did not align as they failed to identify any of the associated learning goals. The respondents' interpretation of CML predominantly focused on media usage and basic technical competencies. Among the respondents' definitions that aligned fully with the theoretical foundation, three respondents (P 1, P 8, P 10) indicated profound knowledge, referring to the requirements of the media competence framework NRW as used in this study. One respondent noted that the extent to which teachers implement the framework depends on their own individual lesson planning.

> Critical media literacy instruction is defined in the media competence framework. Therefore, we should and must include it in our lessons, but the extent to which we cover it in our teaching practice is up to each individual teacher. (P8)

Another respondent elaborated on the framework and its challenges of implementation.

> The NRW digital strategy set out key objectives for schools that must be realised by 2025. But sometimes the expertise is simply lacking. Schools want to obtain this expertise, for example by talking to teachers like me or other experts who have more knowledge. We have IT specialists; our IT coordinator promotes these key objectives. I would like for these people to be given more trust and decision-making power so that the media competence framework can be integrated properly. (P1)

4.2 Attitudes

This chapter aims to outline trends and patterns found in the quantitative and qualitative data. For components PR, PSN, SE *higher scores* (>3) indicate *positive* attitudes. For components PSA, A, CD *lower scores* (<3) indicate *positive* attitudes. Figure 2 shows the results of the individual attitude component scores per respondent.

Figure 2

Individual Attitude Component Scores per Respondent
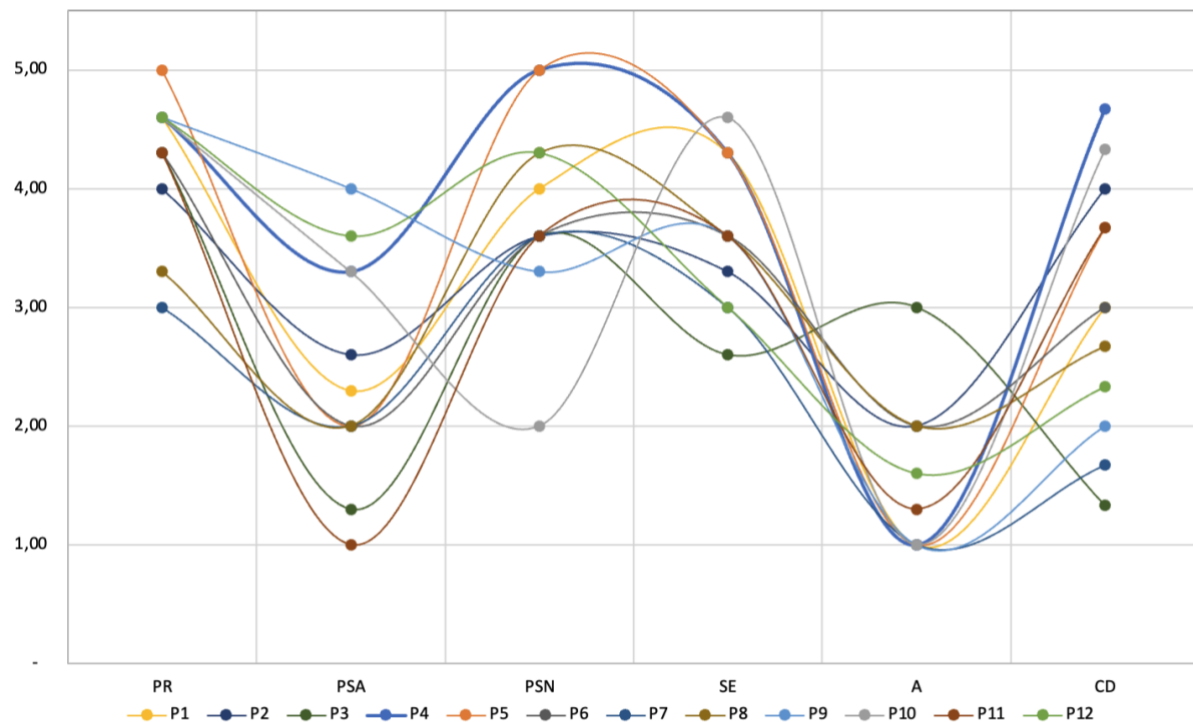
Perceived Relevance

Most respondents expressed affirmative perceptions regarding the relevance of CML instruction. The reported beliefs reflect a profound understanding of CML as an integral part of educational advancement. Specifically, respondents express a firm belief in the necessity of encouraging students to engage in critical evaluation of media messages, their credibility, and their sources of origin. Most respondents strongly agree that the integration of CML into their instructional practices is highly relevant because critical media literacy competencies are imperative for student learning. None of the respondents perceived CML as irrelevant. Respondents' answers revealed recurring examples for the perceived relevance of CML instruction.

These themes include the political discourse online, the necessity for proficient source analysis skills, and the challenges posed by mobbing among students. Respondents' comments emphasised the multifaceted perceived reasons for the relevance of CML instruction. Notably, political discourse online emerges as a pivotal theme, with respondents expressing concerns about the digitalization of today's societal, and political discourse. Respondents emphasised the intensified economic competition among media outlets and platforms, noting the relevance of critical analysis of media offerings. The omnipresence of social media platforms such as TikTok, Instagram, and Snapchat in students' lives was recognised as an influential factor in the relevance of critical media literacy. The majority of respondents agreed with the notion that social media platforms offer risks and chances, as outlined by the following comments.

> Students' use of social media demands that they acquire the skills to analyse the dangers associated with it and what intentions are being pursued. What do the people creating content want to achieve and do they want to influence you? It is important that they question the truthfulness of what they see, and that they analyse it critically. (P12)

> It is very questionable whether TikTok is the right platform for students to get information. On the other hand, it can offer opportunities to gain great insights. Students are confronted with content that can overwhelm them, and I think it's important to show them how to deal with it. Many students say that they are overwhelmed, that the images and news are far too bad. But they can't look away either. (P11)

Some teachers indicated that the current competitive media economy further heightens the perceived relevance. Talking about this issue an interviewee said: "today, media providers are in a far more competitive relationship with each other and must assert themselves for economic reasons. That's why we must analyse even more precisely what is relevant, who is acting how and why?" (P4).

Furthermore, the theme of proficient source analysis is recurrent. There is a shared sentiment that critical media literacy education is essential, particularly in the context of students' engagement with social media platforms and the growing significance of artificial intelligence. Respondents emphasised the need for students

to critically analyse online content and its credibility. One respondent commented: "Critical media literacy skills are very important, especially at a time when artificial intelligence is increasingly gaining popularity. Students should be able to analyse sources and question them critically" (P1).

Additionally, the theme of mobbing among students is discernible in respondents' elaborations on the impact of online interactions on students' behaviour. Instances of conflicts originating from online platforms and the potential threat to democracy are noted. Respondents highlight the need to counter the influence of harmful, misleading content, emphasising the fundamental role of CML instruction in fostering awareness and resilience against unfounded beliefs disseminated through the internet. Several respondents commented that they experienced the consequences of lacking CML proficiency of students. One respondent reported:

> It's relevant because I see how everything that happens online has a direct impact on the behaviour of students. I see a lot of conflicts that arise online and are carried out of the internet. I see this as a major threat to our democracy. Because young people believe all kinds of rubbish and express an unbelievable number of flat opinions full of conviction, which they get completely unfiltered from the internet. That's why it's incredibly important to make it clear to children that not everything online is true, and a lot of it is driven by interests. (P12)

And another commented:

> Children are on Tiktok and WhatsApp, and there are group chats and of course there is bullying. Sometimes it's a shock and I think to myself, it's crass that they're already so extreme and how violent the interaction between the students can be. But after the initial shock comes the urge to educate them about it and to promote critical media skills. (P9)

Perceived Student Ability

The perception of student ability among respondents presents varied opinions. Two-thirds expressed a broader, more inclusive attitude towards the ability of all students, both "smart" and "underachieving," to successfully perform assignments that require critical media literacy. There is a recognition among the two-thirds of

respondents that students, regardless of their academic classification, possess a shared understanding of media due to the widespread access to digital platforms. This indicates that teachers perceive critical media literacy assignments as comprehensible and applicable for students across all academic profiles. As exemplified by a teacher with the broadest view on PSA, who said:

> All students can understand it because everyone has access to media and knows what's on social media and generally knows how media works. It is easy to explain to children because you can always use examples from their real-life context. (P11)

In contrast, the remaining one third of respondents show a narrower view of only high-achieving students' ability to perform critical media analysis assignments. These respondents think that tasks that require CML are more suitable for "smart" students than for "underachieving" students as one respondent stated that:

> It's easier for clever students to understand what the backgrounds are, and it should be equally easier for them to acquire the relevant critical media skills. But I see a greater need for less skilled students to acquire these skills because they are easier to manipulate and because they are the ones who are most likely to simply believe anything. (P12)

Respondents emphasised that students who are considered underachieving can grasp concepts related to critical media literacy education if the instruction is differentiated to match their level of academic performance. This could be one possible explanation for the discrepancy in respondents' perceptions, which may relate to the suggestion to differentiate instruction to suit the students' abilities best. A theme in teachers' perceptions occurred regarding the improvement of students' ability by using differentiated teaching methods expressed in statements like:

> Lower-achieving students can analyse, but the type of analysis is different from that of the higher-achievers. That is why the tasks need to be differentiated. Without differentiation, the low-achieving students cannot keep up or cannot analyse according to their competences.(P9)

Perceived Social Norm

Most respondents believe that CML instruction is regarded as relevant by their colleagues and their school environment. This may indicate awareness of the established media literacy framework, curriculum, and policies towards teaching CML, which adds to the perception that they also feel expected to teach CML. The pattern may signify a recognition of the institutional emphasis on its integration into teaching practices. Furthermore, the positive inclination indicates that respondents perceive a supportive atmosphere regarding critical media literacy education within their social and professional circles. Colleagues and the broader school environment are viewed as endorsing the value of CML instruction. This highlights the respondents' positive perceptions of their social environment and reflects their expectation to contribute to the advancement and cultivation of critical media literacy competencies among their students. Specifically, colleagues that are considered experts because they are responsible for technological support, and digital learning within the school, are referred to as one of the driving forces for CML implementation, among colleagues, schoolboards, and parents. Talking about this issue a respondent said "The influence came partially from the school management, and there is a teacher who is responsible for IT. He is our contact person for media skills" (P7). Commenting on the perceived social norm, another respondent said:

> There are two active groups. The didactic management and a group that is responsible for digital learning. These are the two driving groups for implementation of media literacy. The school management is very lucky to have such committed people and to be able to write this on its flag. (P4)

One respondent described that the willingness for implementation of CML education was driven by external factors, specifically the schoolboards' concern about a potential quality review of the framework implementation. This urgency led to a directive to ask teachers to quickly implement it in their teaching curriculum. One respondent argued:

> The school management was concerned that there would be a quality review. The push or motivation came from the very top of the ministry of education, that caused the school management's concerns about an internal review, so they started implementing new rules. (P10)

Another theme that occurred was the perceived tendency of the ignorance of older colleagues towards critical media education. Commenting on this issue, one respondent said: "There are always colleagues who are generally reluctant to use innovative digital media because they can easily do without it in their last five years of work" (P6). And another respondent commented: "It varies depending on the age group. My colleague is 50 and it's not important to her. I would say that my colleagues between 30 and 40 are motivated. And the 28-year-olds are super motivated" (P9).

Self-Efficacy

Most respondents lean towards a more positive perception of their capacity and ability to perform CML instruction. This optimistic belief is shown by most respondents, with a strong perception of their elevated self-efficacy and a sense of confidence to execute CML instruction. Most respondents assert that they possess the necessary skills to enrich their teaching with CML instruction and effectively guide students through CML assignments. Respondents with the highest scores on self-efficacy feel competent because they reported that they had received training in CML education and can access support programmes and materials, as one respondent said:

> This has to do with the fact that I am active with the media scouts and therefore have a repertoire of tasks and methods. I'm also proactive and check what new material is available and what the current trends are. I believe that I am reasonably up to date. I don't think I would have ranked so high otherwise. A colleague and I often go to training courses. That's the reason why I think I'm quite well positioned in this area. (P4)

Other respondents mentioned that they bring their own gadgets and materials to feel able and confident to instruct CML. One respondent reported: "I bring my own projector, my bluetooth box and charging cable to class and then I can integrate digital media and feel confident to integrate media skills into my lessons" (P10).

For one respondent, the average score was lower than three, which indicates that the participant has a more pessimistic stance towards their own self-efficacy and their perceived skills. The respondent feels that they lack proficiency to create and

enrich their lessons with tasks that promote CML. They feel that they are not able to guide their students in completing tasks that contribute to the development of CML because they lack pedagogical content knowledge. As the respondent stated: "I haven't seen any training courses on this. I didn't learn any skills through further training either at university or at school, which is why I don't feel ready to teach this sufficiently now" (P3).

Anxiety

Issues related to anxiety were not particularly prominent in the interview data, instead, respondents expressed feelings of motivation, joy, and excitement regarding CML instruction. Most respondents reported no discernible levels of anxiety or nervousness, in accordance with their elevated self-efficacy beliefs. This notable pattern of higher self-efficacy beliefs coupled with lower reported anxiety levels among most respondents may indicate a relation. One respondent reported: „I'm not tense or nervous, on the contrary, I'd be happy if the students questioned things critically, because then I know that I've stimulated them to do something" (P7). Talking about the affective states for CML instruction, another respondent said:

> It's fun because it's important and it can be motivating for students if you choose approaches that are relevant to everyday life. Students are happy when we choose something together. You can take a streamer from Twitch, but you can also use a blogger, or you can use content creators from social media. That motivates students and then I enjoy it too. (P1)

Furthermore, respondent three stands out as the teacher who reported the highest score for anxiety (3), suggesting a moderately heightened level of anxiety and nervousness. Notably, this respondent also showed the lowest score on the self-efficacy component. In this case, the respondent said:

> I don't have any technical knowledge, so I feel tense. I can only do it the way my own gut feeling would do it. I don't have any specialist training for it, and I can't develop any parameters. I can explain it to the students in everyday language, but not with the correct technical terms as it should be. (P3)

Context Dependency

As shown in Figure 2, the dimension of context dependency exhibited the most dispersed scores with no clear tendency. Respondents scores varied greatly, ranging from very low, indicating a sense of independence from contextual factors in CML instruction, to very high, indicating an increased dependence on external factors. However, it is important to highlight that some respondents who rated lower (indicating independence) on this dimension, expressed a dependency on external factors in their comments, contrary to the intended interpretation measured by the scale. Specifically, teachers mentioned time and resources as the biggest prerequisites to instruct CML. Most respondents expressed a dependence on allocation of more time. For example, one respondent said: "Additional time is a major requirement for integrating critical media literacy instruction. The curriculum is already full, and we don't usually manage to cover everything that is on the syllabus for each class" (P3).

A smaller number of respondents expressed higher dependence on contextual factors like material, and they mentioned that they already have the material at hand. As one respondent put it: "It's great that there's something like Klicksafe, where you can get good material. And I spend a lot of time studying it anyway, so it's no longer a prerequisite for me personally" (P4).

Upon closer analysis of teachers' comments, distinct themes emerged among this divergence in opinions and beliefs regarding contextual factors. The first theme revolves around the experience of encountering inadequate digital infrastructure as outlined by respondents who said: "Resources must be available, iPads, PCs, the basics. And there must be a stable internet connection. That's also a problem at schools, that it's unstable. These are external factors without which it is impossible to do media work" (P9).

Teachers reported a disparity in resources and technological affordances available to them throughout different schools. Some schools offer full support regarding infrastructure, classroom equipment, human resources, IT-department, and experts who help implement teaching activities. Other teachers reported working in schools with minimal technological support and where they could not count on a reliable internet connection. This theme emerged regarding the need for resources that incorporate human, material, and time requirements. One respondent reported:

We have, unfortunately, only three suitcases with digital gadgets at our school. I was previously at a modern school, which was fully equipped with iPad trolleys, smartboards, and Appel devices. In this case, it depends on the school, the government, the local government, to what extent they provide funding. There's no point in discussing critical media use at my school if I don't have any iPads or computers. First, it's about getting digital media. (P10)

A recurrent sentiment in the interviews was a sense amongst respondents that the lack of technological resources relates to frustration in the intention to instruct CML. For example, one respondent reported:

I think it makes sense that we teachers should promote media literacy and implement the media literacy framework, but at the same time we must maintain things in the system, service the projectors, replace cables. That has nothing to do with critical media literacy, it's technical maintenance. As a result, many things in schools often don't work. Our internet hasn't been working since the summer holidays. We no longer have internet at the school, and of course that leads to frustration, not only for me but also for all my colleagues. You can't expect a college to implement a media literacy framework or learning objectives from the digital strategy and then the internet doesn't work for weeks. (P1)

Another dependency emerged regarding the existing external support in terms of human resources, such as experts in the field of critical media literacy education that support professional development and active lesson planning within a local media literacy initiative called "Medienscouts". This issue came up for example in the discussion of teachers with perceived dependence on contextual factors, because they use readily made materials for CML instruction. As one respondent said: "I work with the media scouts of the state NRW. I do this with them almost every week and I'm happy about this support and opportunity" (P1).

Interestingly, the interviews revealed that teachers are aware of how the students' socio-economic backgrounds influence the selection of appropriate approaches and content for CML instruction. Several respondents emphasised the importance of employing adequate methods to tailor instruction according to students' needs. Moreover, teachers mentioned the significance of parental

involvement in foster CML at home, indicating a holistic approach to supporting students' learning beyond the classroom. Talking about this issue, a respondent said:

> The students' parental home and socio-economic background is relevant. Do children have internet access at home? Do they have devices that enable them to engage critically with media? Do the parents attempt to put their children on the right path for critical media analysis? (P1)

4.3 Teaching Behaviour

Upon contrasting the knowledge score and the attitude scores of respondents with the frequency of their self-reported teaching behaviour, inferences were drawn to reject or agree with the assumptions made regarding relations between knowledge and the six attitude components with teaching behaviour (Chapter 2.6). The relations under investigation are not causal relationships, they are derived from qualitative patterns between knowledge and teaching behaviour and between separate attitude components and teaching behaviour. Table 7 integrates the results obtained from the analysis of the knowledge score, the mean attitude scores, and the mean frequency of the teaching behaviours teaching activity (TA), and encouraging students (ES).

Table 7

Integrated Results Matrix for Knowledge Score, Attitude Scores, and Behaviour Means

R	K	MEAN PR	MEAN PSA	MEAN PSN	MEAN SE	MEAN A	MEAN CD	MEAN TA	MEAN ES
1	4/4	4,6	2,3	4,0	4,3	1,0	3,0	4,0	6,0
2	4/4	4,0	2,6	3,6	3,3	2,0	4,0	6,0	4,0
3	4/4	4,3	1,3	3,6	2,6	3,0	1,3	2,3	2,7
4	4/4	4,6	3,3	5,0	4,3	1,0	4,7	5,0	5,0
5	4/4	5,0	2,0	5,0	4,3	1,0	3,7	4,0	4,3
6	4/4	4,3	2,0	3,6	3,6	2,0	3,0	4,3	3,0
7	0/4	3,0	2,0	3,6	3,0	1,0	1,7	3,0	2,0
8	4/4	3,3	2,0	4,3	3,6	2,0	2,7	2,0	2,3
9	3/4	4,6	4,0	3,3	3,6	1,0	2,0	3,7	6,3
10	4/4	4,6	3,3	2,0	4,6	1,0	4,3	2,7	3,7

R	K	MEAN PR	MEAN PSA	MEAN PSN	MEAN SE	MEAN A	MEAN CD	MEAN TA	MEAN ES
11	4/4	4,3	1,0	3,6	3,6	1,3	3,7	3,3	6,0
12	3/4	4,6	3,6	4,3	3,0	1,6	2,3	2,0	1,7

Notes: R = Respondent; K= Knowledge Score; Attitude Scores range 1 to 5; TA and ES scores range 1 to 7.

The Impact of Knowledge on Critical Media Literacy Instruction

Three respondents with the lowest knowledge scores (P12, P9, P7) show the pattern of having lower means of teaching behaviour between (2) "a few times a year," and (3) "once a month". This indicates that sufficient knowledge of CML education is fundamental for a more frequent teaching behaviour. This finding is in accordance with the first general assumption that elevated levels of critical media literacy knowledge relate positively to more frequent intended or actual teaching behaviour.

The Impact of Perceived Relevance (PR)

The data suggests that higher levels of PR are commonly associated with more frequent values for encouraging students (ES) and teaching activity (TA). Whereas the data shows that higher levels of PR are not always associated with more frequent teaching behaviour, more frequent teaching behaviour was always associated with higher PR. Conversely, respondents with low perceived relevance (R8, R7) who score below 3.30, show less frequent instances of ES and TA. These findings align with the second assumption positing that elevated levels of perceived relevance of CML are related to a more frequent intended or actual teaching behaviour.

The Impact of Perceived Student Ability (PSA)

Contrary to the assumption made, perceived student ability does not show a notable impact on teaching behaviour, as evidenced by the lack of a discernible pattern between a broader view of PSA and increased teaching behaviour. The findings defy the third assumption of this study because a positive, broader view of

students' abilities does not necessarily relate to more frequent instances of teaching activity (TA) or encouragement of students (ES). Noteworthy observations were moderate levels of PSA among respondents (R1, R2, R4), who demonstrated frequent teaching behaviour on TA and ES, even though these teachers obtained moderate PSA scores ranging from 2.3 to 3.3. Furthermore, a case of higher PSA was observed in respondent R9, who holds a narrow view of student abilities and demonstrated a rather frequent TA and very frequent ES (6,3: several times a week). This respondent teaches history and social studies, and it is plausible that the subject area may influence their behaviour more than their perceptions of student ability.

The Impact of Perceived Social Norms (PSN)

Contrary to the assumption that teachers with positive perceptions of the social norm would engage in more frequent teaching behaviour, the results reveal that the perceived social norm of respondents does not suggest an impact on teaching behaviour. Notably, only certain teachers with a heightened awareness of social norms (R5, R4) demonstrate more frequent teaching activity (TA) and encouragement of students (ES). This finding challenges the fourth assumption, suggesting that positive perceptions of the social norm may not consistently relate to more frequent intended or actual teaching behaviour.

The Impact of Self-Efficacy (SE)

Based on the findings, the fifth assumption of this study, positing that higher levels of perceived self-efficacy among teachers relate to more frequent intended or actual teaching behaviour can be agreed upon to some extent. The results reveal a correspondence between higher self-efficacy and more frequent teaching behaviour, specifically in the form of encouraging students (ES). The data suggest a relation between higher self-efficacy (SE) and more frequent teaching behaviour of encouraging students (ES). Teachers with elevated self-efficacy beliefs (R10, R5, R4, R1) consistently relate to a higher frequency of ES. Conversely, very low beliefs of self-efficacy (<3) correspond to the lowest frequency of teaching behaviour.

However, it is important to note that this positive relation does not extend to all aspects of the teaching behaviour frequency. Contrary to the assumption, the frequency of teaching activity (TA) does not consistently align with higher self-efficacy beliefs. While one teacher with higher self-efficacy beliefs (R4) demonstrates

a higher frequency of teaching activity (TA), it is important to note that this trend is not consistently observable in the dataset, because low self-efficacy beliefs also align with a low frequency of TA (R2).

The Impact of Anxiety (A)

The findings demonstrated that the overall levels of anxiety were low. The data suggested that respondents with very reduced anxiety levels (score of 1) are likely to engage more frequently in teaching behaviours, including actively instructing (TA) and encouraging students (ES). The findings support, to some extent, the sixth assumption of this research, which assumes that lower levels of anxiety towards the instruction of CML are related to more frequent intended or actual teaching behaviour.

The Impact of Context Dependency (CD)

Based on the findings, the seventh assumption of this study, proposing that teachers who perceive themselves as independent of context factors tend to exhibit more frequent intended or actual teaching behaviour, is not supported. The findings reveal a relation between stronger beliefs of context dependency and more frequent teaching behaviour, particularly in encouraging students (ES), thereby challenging the assumption that independence from context factors is related to more frequent teaching. Respondents demonstrating stronger context-dependency (R4, R10, R2, R5, R11) rely significantly on context factors. Notably, these respondents demonstrate the most frequent teaching behaviour in encouraging students (ES). A positive relation between stronger context-dependency and more frequent teaching activity (TA) partially explains the heightened frequency of TA among teachers who perceive a greater dependence on contextual factors.

Behaviour Split: Encouraging Students (ES) vs. Teaching Activity (TA)

Remarkably, the results reveal distinctions in the relationships between various attitude components, prompting the decision to introduce a new split in teaching behaviour due to unforeseen findings.
Encouraging students (ES) behaviour was predominantly shaped by four components:

1. High Perceived Relevance (PR): Teachers with very high perceptions of relevance tend to show more frequent ES teaching behaviour.

2. High Self-Efficacy (SE): Teachers with stronger self-efficacy beliefs tend to demonstrate more frequent encouragement of students.

3. Low Anxiety (A): Teachers with reduced anxiety levels tend to demonstrate more frequent ES behaviour.

4. Context Dependency (CD): Respondents scoring low in CD (indicating high dependency) exhibit both frequent TA and ES.

In summary, respondents with elevated perceptions of relevance, strong self-efficacy beliefs, reduced anxiety levels, and a distinct dependency on context are more frequently involved in encouraging their students. Teachers reported on various examples of how they encourage students in the context of their subject taught. Encouraging students was reported to happen mostly during open discussions, and during classes to encourage the adoption of a critical lens towards diverse media formats and viewpoints. A respondent emphasised their aim of fostering acceptance and diversity, particularly in sports, by teaching students that there is not one standard of beauty:

> This perfectionism, which is standardised in social media, is particularly prevalent in sport. That's why I teach students that there is no one ideal of beauty, but that everyone should be accepted for who they are. That you don't have to be able to do everything perfectly, but that it's normal to have weaknesses and strengths. (P4)

Other respondents focused on promoting critical analysis by engaging students in discussions about various sources and perspectives, supporting the identification of authors' viewpoints and encouraging media exploration of different media outlets including public broadcast channels. In one case, a respondent said:

> When we have discussions about different sources and different positions, I try to make it clear what authors or journalists mean. By using positional texts from different sources, students should learn to analyse critically. (P11)

And another respondent commented:

> I encourage students to try a variety of media, including public channels. I tell them that there are different interests, that different channels are used, and that it's important to look at other channels to understand how they think from

a different perspective. (P12)

Teaching activity (TA) behaviour showed less strong patterns with attitude components compared to encouraging students behaviour. TA behaviour was seen to be shaped by two components:

1. High Perceived Relevance (PR): Teachers with very high perceptions of relevance tend to relate to more frequent TA teaching behaviour.

2. Low Anxiety (A): Teachers with reduced anxiety levels tend to demonstrate more frequent TA behaviour.

In summary, respondents with elevated perceptions of relevance and reduced anxiety levels showed more frequent TA. Teachers reported various examples of how they integrate CML into their teaching activities. Some teachers reported having different lesson materials that they implement frequently for different topics e.g., social media. Others reported illustrating a topic by integrating social media posts, and different digital resources such as using maps, YouTube videos, social media posts, or political election campaigns. One respondent emphasised the importance of integrating multiple online sources on climate change, combining content from social media, news broadcasts and using google maps to investigate topics as glacier retreat.

> When it comes to climate change, I take a post from climate activists on social media. I combine that with a news programme like Tagesschau or, depending on the age group, Logo for Kids, where something about climate activists is reported. Then I combine it with Google. First you show a map and analyse to what extent the glacier has receded in the last 50 years? If you are interested in politics, then you can take a closer look at the political election programme. (P1)

Others reported that the support of "Medienscout" sessions for enhancing CML skills occured once a week and helped to discuss risks and chances with students.

> The Medienscout AG helps me. I have it for one hour a week in year seven. For example, we have the main topic of social media to give students the opportunity to talk about what they use. Then we discuss what has changed and what opportunities and risks there are. (P4)

Others reported that the subject they teach allows for critical discussion and debates, for example in a text-focused language class.

> In German class, we have discussing and debating as our main topic. The content topic is role clichés and stereotypes. One unit is about fitness influencers, another is about whether German rap is sexist. Then we look at the topics together on Instagram to see how these people present themselves there. And we watch a rap video on YouTube and analyse whether the text is sexist and which role models are shown. (P4)

4.4 Needs

The prevalent needs of teachers are outlined in a hierarchal order, indicating their frequency. The table below illustrates the number of participants who mentioned each need.

Table 8

Reported Needs

Theme	Respondent Citation Count
1. Training for the Use of Digital Programmes	4
2. Updates on Recent Digital Trends	4
3. More Allocated Time for Professional Development	4
4. Exchange with Colleagues on Best Practices	4
5. Training for Instructional Methods	4
6. Invite External Experts from the Industry	4
7. Digital Classroom Equipment	3
8. Age-appropriate Materials	3

Teachers' needs range from desired content to conditions that need to be met for improved critical media literacy instruction. Teachers reported the need for comprehensive training in the use of digital programmes, specifically highlighting challenges in navigating technical gadgets and tools. Receiving updates on recent digital trends and internet phenomena emerged as a key theme, emphasising the fast-changing nature of media landscapes. Time played a factor, with the desire for more allocated time for professional development to ensure continuous skill development. Teachers reported that they wish to exchange best practices among colleagues, indicating the importance of a supportive professional environment. The

training content should focus on instructional practices and effective methods for student engagement in critical media literacy education. A suggestion to invite external industry experts into classrooms highlights the desire for real-world perspectives to enrich learning experiences and fill gaps in teachers' own content knowledge. Access to digital classroom equipment and the need for age-appropriate materials were emphasised.

5. Discussion

The aim of this study was to explore teachers' knowledge, their attitudes, and the influence of these components on teaching behaviour in the context of critical media literacy instruction. This study used a mixed-methods approach, combining closed-ended scale items and open-ended inquiry for data collection. Employing a convergent parallel design, the collection of quantitative and qualitative data ensured the validity of the findings. Instruments were aligned with established frameworks and research objectives, offering nuanced insights into teachers' attitudes and practices regarding CML instruction. The study concludes that teachers with a comprehensive understanding of CML tend to engage more frequently in related teaching behaviours. It became clear that components of teachers' attitudes, such as perceived relevance and self-efficacy, were found to relate to higher frequency of CML instruction. Surprisingly, stronger beliefs in context-dependency also related to more frequent teaching behaviour, challenging assumptions.

In the subsequent sections of this chapter the important findings are discussed. Firstly, the impact of knowledge will be discussed. Secondly, the findings on attitude components are outlined. Thirdly, teaching behaviour is discussed, and lastly, the relationship between attitude components and increased frequency of teaching behaviour is discussed.

A noteworthy finding for critical media literacy (CML) research is the effectiveness of applying the theoretical models to analyse teachers' attitudes towards CML instruction. The study confirmed the relevance of all investigated components within the scope of critical media literacy, as respondents successfully identified with and situated themselves within each of the behavioural, normative, and control beliefs. This highlights the relevance of the theoretical models and the significance of employing a multi-method approach, particularly in the absence of

prior questionnaires for CML. The theory of planned behaviour (Ajzen 1991, 2001) formed the basis for exploring attitudes, supplemented by the SHOT questionnaire adaption (Wijnen et al., 2021). This approach addressed a gap in literature by employing a tailored questionnaire for assessing teachers' attitudes towards CML instruction, combining quantitative and qualitative data collection methods. By exploring nuanced insights into the factors influencing teachers' attitudes and beliefs, and through the qualitative validation of quantitative survey items, the study's validity was strengthened. This process enhanced the credibility of the findings and can offer a foundation for further exploration into the complexities of teachers' attitudes towards CML instruction.

5.1 Interpretation of Knowledge

Addressing the first research question regarding teachers' alignment of knowledge with the defined parameters of critical media literacy (CML) within the theoretical framework, the findings reveal a predominantly comprehensive understanding among respondents. Most teachers demonstrated a comprehensive understanding of the concept of critical media literacy (CML) instruction, fully aligned with the theoretical foundation. Respondents in this study held solid knowledge of critical media literacy instruction, its four learning goals, and the corresponding competencies for students. This observation is in accordance with the first assumption of this study, which posits that adequate knowledge of critical media literacy instruction acts as a foundational element for impacting teachers' attitudes and consequently their intention to instruct CML. Due to the comprehensive knowledge demonstrated by most respondents, it was possible to assess knowledgeable teachers who could effectively converse their attitudes and perceptions within the context of CML. Remarkably, a subset of three respondents demonstrated profound knowledge of CML, referencing the media competence framework NRW. This indicates that they held a nuanced comprehension of the theoretical underpinnings of critical media literacy education, a robust understanding of its core principles and objectives, and its official policy regulations.

However, it is noteworthy that there were discrepancies in knowledge levels among respondents. While most demonstrated full alignment with the theoretical definition, a minority of three respondents showed gaps in knowledge, particularly in omitting the learning goal of "self-regulated media use." This suggests that while they

were familiar with three learning goals related to media analysis, forming opinions, and recognising identity formation, they were not aware of the importance of regulating media use in a responsible manner. This may stem from the fact that the learning goal "self-regulated media use" aims to cultivate self-responsible media users, which may extend beyond traditional instructional methods commonly associated with critical media education. Additionally, one teacher demonstrated complete misalignment with the knowledge definition of CML instruction, indicating a focus on technical aspects of media literacy rather than the holistic approach advocated by CML. These findings suggest potential gaps in knowledge among certain segments of the teacher population. The discrepancies in knowledge could be attributed to various factors, such as varying levels of exposure to critical media literacy education due to the subject taught, access to professional development opportunities, institutional regulations for integrating CML into the curriculum, and inadequate availability of resources.

5.2 Attitude Components

This chapter delves into the exploration of the six attitude components in the context of critical media literacy (CML) instruction, in line with the second research question. By examining prevailing attitudes, beliefs, and commonly held perceptions among teachers regarding the importance of CML instruction, a comprehensive understanding of these aspects emerges.

Perceived Relevance (PR)

Teachers consistently demonstrated strong beliefs in the relevance of critical media literacy (CML) instruction, emphasising its important role in students' learning and societal engagement. Their strong perception of relevance is substantiated by several factors that were prominently outlined by respondents. Firstly, most respondents believe that CML is an integral part of educational progress, specifically emphasising the necessity to encourage students to critically evaluate media messages and their credibility. Recurring reasons for the highly perceived relevance included concerns about the influence of political discourse online and the need for proficient source analysis skills in the digital age. Additionally, teachers outlined severe concerns about cyberbullying among students, noting the impact of online interactions on students' behaviour at school. Furthermore, teachers acknowledged

the importance of equipping students with CML skills, especially given the omnipresence of social media platforms such as TikTok, Instagram, and Snapchat, alongside the rapid advancement of artificial intelligence and its potential implications for democracy. These explanations fueled teachers' higher perceptions of relevance and the perceived urgency of empowering students to navigate digital environments effectively and safely. The high beliefs about PR among respondents in this study are understandable, considering the self-selected nature of the respondents. Teachers who volunteered to participate likely already possess an intrinsic recognition of the importance of CML, contributing to the elevated levels of perceived relevance.

Perceived Student Ability (PSA)

Teachers demonstrated varying perceptions of students' abilities in understanding and engaging with CML assignments. While two-thirds of teachers believed in the applicability of CML tasks across all academic profiles, the remaining one-third perceived tasks related to CML as more suitable for high-achieving students than for low-achieving students. Specifically, teachers perceived low-achieving students as unaware of potential biases and risks online, reinforcing the importance of catering assignments to their needs to support their understanding of CML. Most teachers acknowledged the importance of providing differentiated instruction to meet the needs of all students, especially those considered underachieving. This highlights the importance of differentiated instruction tailored to students' abilities to ensure CML instruction.

Perceived Social Norm (PSN)

Most respondents perceived the social norm in favour of critical media literacy (CML) instruction, as they believed that their colleagues and school environment recognised CML education as relevant. This perceived positive inclination towards CML within most teachers' social and professional circles contributes to their favourable attitudes towards instructing CML. Respondents highlighted influential figures within schools, who are actively engaged in promoting CML instruction, such as didactic leaders and colleagues responsible for technological support, and media literacy. These individuals were reported to serve as catalysts for integrating CML into teaching practices, fostering discussions, and facilitating resources.

However, multiple respondents mentioned external factors such as concerns

of the school board regarding upcoming quality reviews of framework implementation as a big influence of a favourable social norm and implementation efforts of CML instruction into school policies. Moreover, it was found that higher beliefs of PSN relate to higher beliefs about PR, which suggests a trend. This suggests that teachers who perceive a higher relevance of CML within their social environment are more inclined to recognise its general importance. Consequently, this reinforces a positive social norm surrounding CML education.

Self-Efficacy (SE)

Most teachers expressed a positive perception and confidence in their ability to integrate CML into their teaching practices. Teachers with the highest self-efficacy beliefs often attributed their confidence to having received training for CML education, access to support programmes and materials, and proactive engagement in professional development activities.

However, some teachers reported moderate levels of self-efficacy beliefs, and a lack of proficiency, particularly in creating and enriching lessons with tasks that promote CML. These teachers attributed their moderate self-efficacy beliefs to limited training opportunities and a lack of institutional support. This discrepancy in self-efficacy levels highlights the importance of fostering teachers' confidence and providing adequate support and training to enhance instructional capabilities.

Anxiety (A)

A trend towards low levels of anxiety was observed among most respondents, as they expressed feelings of joy, motivation, and enthusiasm, attributed to the relevance of CML for students' lives. Teachers highlighted that integrating digital content from students' daily experiences adds an entertaining element to CML instruction. Moreover, they found it gratifying to witness when students perceive their classes as relevant and exciting. The participants' positive self-efficacy beliefs may also play a role in this trend of decreased anxiety levels, as most respondents who expressed confidence in their ability to instruct CML also reported low to very low feelings of anxiety. In support of this relation, one respondent stands out with slightly elevated anxiety levels and a moderately heightened sense of nervousness. Interestingly, this respondent also exhibits the lowest self-efficacy beliefs, suggesting

a potential trend between diminished self-efficacy beliefs and heightened anxiety levels.

Context-Dependency (CD)

Teachers' beliefs regarding contextual dependency for critical media literacy (CML) instruction showed the most diversity compared to other attitude components. A notable divergence of beliefs with multiple perceived external dependencies was observed. While more than half of the respondents reported relying on contextual factors such as time, materials, and specific teaching methods, others demonstrated independence often due to the availability of resources and training. The varied beliefs of dependency among teachers suggest differences in the availability of resources for teachers. Specifically, five contextual dependencies emerged: digital infrastructure, comprehensive resources, external support from experts, students' socio-economic background, and parental involvement in continuous media education. For teachers who acknowledged dependency on context, this dependency seemed to enhance rather than impede their teaching practices. Despite recognising their dependency, these teachers felt adequately supported by their context and consequently reported feeling confident in teaching CML.

Conversely, teachers who demonstrated less dependence on contextual factors may already have sufficient resources and training, enabling them to instruct CML with autonomy and less dependence. These findings highlight the complexity of teachers' beliefs regarding contextual factors, emphasising the need for enhancing teachers' beliefs of independence to foster an environment where CML instruction is possible regardless of contextual constraints.

Additionally, teachers emphasised considering students' socio-economic backgrounds to align CML instruction with students' interests and sensitivities. Some teachers stressed the significance of parental involvement as a crucial factor for effective CML education, especially for students from "lower" socio-economic backgrounds who may lack critical media literacy skills.

5.3 Teaching Behaviour

The impact of attitude components on the two different teaching behaviours, encouraging students (ES) and teaching activity (TA), suggests that teachers adopt nuanced approaches in critical media literacy instruction. Certain attitude factors,

such as elevated perceived relevance, and reduced anxiety, are consistently related to more frequent ES and TA behaviours. However, elevated context dependency and elevated self-efficacy emerged as a factor primarily impacting more frequent ES teaching behaviour. Consequently, teachers who perceived critical media literacy as highly relevant possessed stronger self-efficacy beliefs and mentioned dependency on contextual factors tended to engage more frequently in encouraging students to critically analyse media.

In contrast, teaching activity (TA) behaviour showed less consistent patterns in its relation with attitude components, suggesting that the relation is not as pronounced as it is for ES behaviour. The unexpected divergence in teaching behaviour, with a more evident impact on ES compared to TA, may stem from the differing demands of each teaching behaviour. Encouraging students involves readily implementable approaches due to the utilisation of materials, and outsourcing portion of the workload, which eases teachers' intention to implement this behaviour. Teachers reported that while encouraging students they focused on fostering positive attitudes, critical thinking skills, and personal development of students. This involved promoting acceptance and diversity, fostering critical analysis, and encouraging the exploration of different perspectives and media outlets. Teachers emphasised fostering engagement with content, developing one's own perspectives, and making informed decisions as relevant practices for ES teaching behaviour. TA behaviour shows less consistent patterns in its relation with attitude components, possibly due to differing demands. TA may require more effort in developing instructional materials, a task that teachers might feel reluctant to undertake due to the absence of binding curricula for CML education in schools, as outlined in Chapter 1.1. Teachers reported that teaching activity involved planning and execution of instructional lessons or activities that cover subject-specific learning goals. These activities were reported to include the use of different teaching methodologies and the exploration of content relevant to the curriculum. Teachers tend to perceive that encouraging students (ES) is relatively easier to adopt, possibly due to its straightforward nature. Organisational factors such as time constraints, competing priorities, and individual preferences for the different teaching styles could influence teachers to prioritise certain aspects of CML teaching behaviour over others. Those more comfortable with student-centred encouragement may naturally apply teaching behaviour that involves encouraging students to critically analyse media. Teachers

who prefer more lecture-based methods may prioritise the development and application of other teaching activities.

5.4 Relation between Knowledge, Attitudes and Teaching Behaviour

The third research question is addressed, which explores how teachers' attitudes towards critical media literacy instruction relate to the frequency of their teaching behaviour. In conclusion, knowledge and the attitude components perceived relevance, self-efficacy, reduced anxiety, and elevated context-dependency emerged as relevant in impacting the frequency of teaching behaviour.

The attitude components perceived social norm, and perceived student ability do not show a clear tendency to impact more frequent teaching behaviour. Despite a perceived favourable social norm from respondents towards CML instruction, its impact on more frequent teaching behaviour appeared less evident. Teachers may perceive social pressure to integrate CML into their practices, but this did not translate into more frequent teaching behaviour in this study. While the component perceived student ability did not relate to more frequent teaching behaviour either, its influence might be mediated by other factors such as teachers' application of differentiated teaching practices.

Knowledge

In this study, it was found that teachers with a comprehensive knowledge of critical media literacy (CML), demonstrated more frequent teaching behaviour, whereas those teachers with incomplete knowledge reported lower frequencies of teaching behaviour. This indicates a relation between higher levels of knowledge and the increased frequency of CML instruction. These findings highlight the importance of teachers possessing sufficient knowledge of CML to engage in instructional practices more frequently, which is consistent with previous research (Kellner & Share, 2019, Simons et al., 2017). The fact that teachers' knowledge is mostly aligned with the theoretical foundation of this research confirms the assumption regarding the significance of knowledge as a prerequisite for attitudes and perceptions towards CML instruction, facilitating further evaluation of these attitudinal components.

Perceived Relevance

Teachers in this study demonstrated a high, or very high perception of the relevance of critical media literacy (CML), which related to more frequent teaching behaviour, both in terms of teaching activities and encouraging students. This finding is consistent with prior research, indicating that teachers who perceive a subject as relevant are more inclined to demonstrate positive intentions towards teaching it (Allen et al., 2022; Korona, 2020). This collective affirmation of relevance by teachers in this study was established because they acknowledged CML as essential for contemporary education.

Self-Efficacy

A trend between elevated self-efficacy (SE) beliefs and more frequent teaching behaviour, particularly in terms of encouraging students (ES) was identified. Teachers who feel confident in their ability to teach CML consistently demonstrated more frequent engagement in encouraging students. Conversely, those with notably low self-efficacy beliefs showed the least frequency in teaching behaviours. It is notable that this positive relation does not consistently extend to the teaching frequency of teaching activity (TA), as it does not correspond with higher levels of self-efficacy beliefs. This unexpected difference may arise from the differing demands of each teaching behaviour. While ES focuses on easily applicable pedagogical approaches, TA may require the development of instructional materials, which teachers might feel reluctant to do. An optimistic belief in teachers' self-efficacy and its relation to teaching frequency aligns with previous research on the importance of self-efficacy beliefs in fostering innovative teaching practices and persistent teaching behaviour (Allinder, 1994; Lazarides & Warner, 2020; OECD, 2009; Özcan, 2022). The findings support previous studies suggesting that teachers perceived self-efficacy is influenced by training, access to resources, and ongoing professional development opportunities (Alibashki et al., 2020).

Anxiety

Reduced levels of anxiety were associated with more frequent teaching behaviour in both teaching activity (TA) and encouraging students (ES). Teachers who reported minimal to no anxiety expressed feelings of motivation and enthusiasm, which related to their increased teaching behaviour frequency. This finding resonates

with previous research suggesting that teachers' positive affective states contribute to their intentions to adopt innovative teaching methods (Thomas, 2006).

Context Dependency

Teachers' beliefs about their dependence on context varied greatly among all respondents and showed a relation to more frequent teaching behaviour. Surprisingly, contrary to previous research, this study found a positive relation between stronger beliefs in context dependency and more frequent teaching behaviour, particularly in encouraging students (ES), and partially in more frequent behaviour of teaching activity (TA). This finding challenges the assumption that independence from contextual factors is related to more frequent teaching behaviour. This phenomenon may be linked to teachers' heightened awareness when integrating CML instruction more frequently. They might be better equipped to prepare and facilitate their instructional practices according to their ideal context, where materials and resources are readily available. This finding suggests that respondents in this study may have interpreted context dependency differently from how it was intended to be measured. It appears that whether respondents perceived contextual support in their individual school, impacted their teaching behaviour frequency positively or negatively. This finding suggests that teachers who perceived contextual dependencies as supportive are more inclined to actively engage students in critical media literacy assignments.

5.5 Limitations

A potential limitation of this study is the self-selection bias of the sample. Respondents volunteered to participate in the research, possibly leading to a skewed representation. Moreover, most respondents demonstrated elevated levels of knowledge about critical media literacy (CML) instruction, which could be perceived as a limitation. However, their familiarity with CML proved necessary, thus beneficial for this qualitative research, establishing a more in-depth exploration of their attitudes and behaviours. Another limitation is the small sample size and the use of convenience sampling. Nevertheless, these factors did not hinder the research objectives, rather they allowed for a detailed qualitative examination of respondents, who were knowledgeable about CML, which was essential for exploring the nuances of their attitudes. Methodological considerations such as conducting online interviews

may pose limitations to respondents' comfort during the interviews. However, the use of a structured presentation and slideshow during the interviews helped mitigate potential drawbacks associated with the online format. In conclusion, although the limitations are acknowledged, they did not hinder the study's ability to achieve its objectives. Rather, they provided valuable insights from a specific group of teacher population. To further advance this area of research, future studies could diversify and increase the sample size, explore alternative methodologies such as in-person interviews, and conduct a longitudinal study of the relation between attitudes and teaching behaviour in the context of CML education.

5.6 Practical Implications

To promote more frequent critical media literacy (CML) instruction, professional development initiatives should aim to enhance teachers' pedagogical content knowledge. This effort aims to foster a unified understanding of CML principles, as adequate knowledge forms the foundation for teaching critical media literacy. Additionally, teachers should engage in reflective practice, considering their own media experiences and biases to enhance their personal media literacy, which consequently can lead to higher self-efficacy beliefs and reduced anxiety towards CML instruction. Moreover, tailored training sessions can strengthen teachers' self-efficacy beliefs, and mentorship opportunities could offer inspiration and guidance to inexperienced teachers.

In line with Ajzen (2006b), focusing on teachers' behavioural, normative, or control beliefs can induce corresponding changes in their attitudes, subjective norms, and perceptions of behavioural control. Consequently, teachers' intentions can be shaped by focusing on intensifying the perceived relevance, feelings of self-efficacy, reduced anxiety, and beliefs of context-dependency.

Effective educational programmes for media literacies share interconnected characteristics, emphasising the importance of integrating critical media literacy (CML) across various subjects and sciences (Hobbs, 2010; Hobbs & Jensen, 2009; McNelly & Harvey, 2021). This approach suggests that teachers should adopt a transdisciplinary perspective for teaching CML. Teachers' perceived relevance of CML could be increased by enabling them to identify connections among various subjects and to recognise CML as a central part of contemporary education.

Furthermore, this approach can aid in integrating CML into diverse cultural and technological settings, fostering teachers' beliefs of contextual independence.

Finally, teachers' reported needs offered insights for practical support. Concerns about the dynamic media landscape highlight the relevance of offering ongoing support for digital trends and internet phenomena. Such resources could help teachers stay updated and deliver relevant CML instruction that is relatable to students. For immediate implications, the provision of age-appropriate materials and the involvement of industry experts in classrooms could further supplement teachers' content knowledge gaps to support frequent CML instruction in schools.

As communication technologies rapidly evolve, media literacy is increasingly recognised as a matter of public policy. Therefore, it is important to prioritise critical media literacy within broader educational frameworks and teacher training to further emphasise its relevance. The findings in this study could inform the development of policies to prioritise professionalisation and support for critical media literacy education, preventing its marginalisation in an already packed teaching schedule.

Therefore, professionalisation of teachers should prioritise the promotion of pedagogical content knowledge of CML principles, and emphasise transdisciplinary connections among media literacies and subjects to foster teachers' favourable attitudes towards more frequent critical media literacy instruction.

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Appendices

Appendix A: Integrated Framework of the Theoretical Foundation of CML

Reference	Critical Media Literacy Definition	Learning Goal 5.1 Medienanalyse	Learning Goal 5.2 Meinungsbildung	Learning Goal 5.3 Identitätsbildung	Learning Goal 5.4 Selbstregulierte Mediennutzung
Medienkompetenz-rahmen NRW (2018)	**5. Analysieren und Reflektieren** - das **Wissen** um die Vielfalt der Medien. - die **kritische Auseinandersetzung** mit Medienangeboten und dem eigenen Medienverhalten. - Ziel der Reflexion ist es, zu einem selbstbestimmten und selbstreguliertem Umgang mit eigener Mediennutzung zu gelangen.	Die **Vielfalt der Medien, ihre Entwicklung und Bedeutungen** kennen, analysieren und reflektieren	Die **interessengeleitete Setzung** und Verbreitung von Themen in Medien erkennen sowie in Bezug auf die Meinungsbildung beurteilen	**Chancen und Herausforderungen von Medien für die Realitätswahrnehmung erkennen** und analysieren sowie für die eigene Identitätsbildung nutzen	Medien und ihre **Wirkungen beschreiben, kritisch reflektieren und deren Nutzung selbstverantwortlich regulieren**; andere bei ihrer Mediennutzung unterstützen
Rahmenmodell der kritischen Medienkompetenz Kellner & Share (2019)	Diese Pädagogik zielt darauf ab, komplexe Beziehungen zwischen Publikum, Information, Unterhaltung, Macht und Ideologie zu untersuchen. Das konzeptionelleVerständnis und Fragen sollen Lehrende und Lernende auf einen kritischen Pfad der Untersuchung führen, um jeden Text, jedes Medium und Kontext, der es umgibt, zu hinterfragen.	**2.Sprache und Semiotik** Medien (digitale, visuelle, Audio, Print etc.) und ihre Sprachen, Genres, Codes, Konventionen verstehen und analysieren. WIE wurde der Medieninhalt konstruiert und übermittelt bzw. zugänglich gemacht?	**1.Sozial-konstruktivismus** Information sind ko-konstruiert von Individuen und/oder Gruppen von Personen, die in sozialen Kontexten Entscheidungen treffen. WER sind die möglichen Personen, die bei der Gestaltung des Medieninhaltes beteiligt waren oder Entscheidungen trafen?	**4.Repräsentation** Mediale Botschaften und das Medium unterliegen Verzerrung. Es gilt Repräsentation zu untersuchen, um Themen von Befangenheit, Sichtweisen, Ideologien, Auslassung, Ästhetik, Macht, Privilegien, Vergnügen sowie den Einfluss des Mediums aufzudecken. WELCHE Werte, Haltungen, Ideologien sind in diesem Medieninhalt repräsentiert bzw. fehlen oder sind durch das Medium beeinflusst?	**3. Publikum und Standpunkte** Individuen und Gruppen verstehen mediale Botschaften unterschiedlich oder ähnlich. Es gilt die Rollen zu erkunden, die das Publikum in der aktiven Aushandlung von Bedeutungen spielen kann und wie es sich im Sinnfindungsprozess positioniert. WIE könnten Medieninhalte auch anders verstanden werden?

5. Produktionsverhältnisse	**6. Soziale und ökologische Gerechtigkeit**
Medieninhalte entstehen in Strukturen, mit oder ohne kommerzielle Interessen, in öffentlich-rechtlichem Auftrag oder aus Gemeinwohlorientierten, kooperativen Strukturen. Je nach Struktur leiten andere Ziele die Auswahl und Gestaltung von Inhalten. Es gilt unterschiedliche Institutionen und Systeme zu erlernen, die Medien auf lokaler, nationaler, globaler Ebene motivieren und strukturieren. Viele davon sind Unternehmen deren Ziel Gewinnmaximierung ist. WARUM wurde dieser Medieninhalt erstellt und/oder verbreitet?	Medienkultur ist ein Terrain von Auseinandersetzungen, die positive oder negative Vorstellungen zu Menschen, Gruppen, Themen bestärken oder in Frage stellen. Medien gilt es hinsichtlich sozialer und ökologischer Gerechtigkeit zu hinterfragen. WEM bringen in Medien dargestellten Themen oder Perspektiven Vor- und/oder Nachteile? WER wird von dem medialen Inhalt begünstigt, benachteiligt, ausgeschlossen?

Appendix B: Interview Protocol Demographics

Item	Question	Categories
(Alter)	Wie alt bist du?	
(Geschlecht)	Welchem Geschlecht bist du zugehörig?	1: weiblich 2: männlich 3: keine Angabe
(Lehrerausbildung)	Welche Ausbildung hast du absolviert?	1: Lehramtsstudium (MEd + Ref + Staatsexamen) 2: Seiteneinstieg nicht-lehramt bzg. Studium 3: Seiteneinstieg Studium Kunst- Musikhochschule 4: Seiteneinstieg Sporthochschule 5: Seiteneinstieg Masterabschluss
(Arbeitserfahrung in Jahren)	Wie viele Jahre Unterrichtserfahrung hast du?	X Jahre
(Schulform)	In welcher Schulform arbeitest du?	1: Primarbereich: Grundschule (Jahrgang 1-4) 2: Sekundarbereich I: Hauptschule 3: Sekundarbereich I: Realschule 4: Sekundarbereich I: Gymnasium 5: Sekundarbereich I: Gesamtschule 6: Förderschule: Jahrgang 1-13
(Pädagogischer Ansatz)	Welchen pädagogischen Ansatz verfolgt die Schule?	1. Nicht bekannt 2: Montessori 3: Dalton-Modell 4: Jenaplan-Modell 5: Projektbasiertes Lernen 6: Challenge-Based Learning 7: Inquiry Learning (Forschendes Lernen)
(Position)	Was ist deine berufliche Position?	1: Ausschließlich Lehrkraft 2: Koordinationsstelle für X 3: Didaktische Leitung 4: Stufenleitung
(Fächer)	Welche Fächer unterrichtest du?	1: Fach Deutsch, 2. Fach Englisch, 3: Fach Spanisch, 4: Fach Französisch, 5: Fach Geschichte, 6: Fach Erdkunde, 7: Fach Wirtschaft-Politik, 8: Fach Informatik, 9: Fach Religionslehre, 10: Fach Philosophie, 11: Fach Ethik, 12: Fach Sport, 13: Fach Mathe, 14: Fach Musik, 15: Fach Chemie, 16: Fach Physik, 17: Fach Biologie, 18: Fach Kunst
(Arbeitszeit in Tagen)	Arbeitest du in Vollzeit oder Teilzeit? Wie viele Tage die Woche arbeitest du?	1: Vollzeit (x Tage) 2: Teilzeit (x Tage)
(Unterrichtszeit in Stunden)	Wie viele Stunden deiner Arbeitszeit unterrichtest du (inklusive vor-und-nachbereitung)? Wie viel Stunden nutzt du für andere Zuständigkeitsbereiche?	1: Unterrichten als einzige Zuständigkeit = x stunden 2: Unterrichten + Zuständigkeit = x/x stunden

Appendix C: Interview Protocol Knowledge

Definition:

1. Wie definierst du kritische Medienkompetenz?

2. Was verstehst Du unter kritischer Medienkompetenz?

3. Was gehört deiner Meinung nach zu einer kritischen Medienkompetenz?

Lernziele:

4. Was sind Lernziele der kritischen Medienkompetenzerziehung?

Prompt: Denkst du dies sind die einzigen Lernziele? Fallen dir noch weitere Lernziele der kritischen Medienkompetenz ein?

Kompetenzen

5. Was sollten Schüler deiner Meinung nach mit Medieninhalten tun können?

6. Welche Kompetenzen sollen Schüler im Bereich der kritischen Medienkompetenz deiner Meinung nach entwickeln?

Prompt: Welche sind die wichtigsten Kompetenzen, die Schüler erlernen sollten, um eine kritische Medienkompetenz zu entwickeln?

Appendix D: Interview Protocol Attitudes

Prompt: Bitte bewerte, inwieweit Du dem vorgelesenen Statement zustimmst, indem Du dich auf der Skala einordnest. Die Skala reicht von 1 bis 5, wobei 1 'Stimme überhaupt nicht zu' bedeutet und 5 'Stimme vollkommen zu'. Wähle bitte die Zahl, die am besten deine Meinung widerspiegelt.

Nach jeweils 3 Statements werde ich dir eine vertiefende offene Frage stellen.

Component	Items	Skala	Frage
Attitude Cognitive Dimension Perceived Relevance	PR1: Ich denke, dass es für das Lernen der Schüler von wesentlicher Bedeutung ist, dass sie ermutigt werden, sich mit der kritischen Bewertung und Analyse von Medien zu beschäftigen. PR2: Ich denke, dass es für die Entwicklung der Schüler wichtig ist, dass sie eine kritische Medienkompetenz entwickeln. PR3: Ich denke, dass die Vermittlung von kritischer Medienkompetenz so wichtig ist, dass alle Lehrer dies regelmäßig in ihrem Unterricht tun sollten.	1: stimme überhaupt nicht zu 5: stimme voll und ganz zu	*Kannst du deine Meinung über die Relevanz von kritischer Medienkompetenz etwas genauer erläutern?*
Attitude Cognitive Dimension Perceived Student Ability	PSA1: Ich denke, dass die meisten Aufgaben, die kritische Medienkompetenz erfordern, eher für "kluge" Schüler geeignet sind als für " leistungsschwache" Schüler. PSA2: Ich denke, dass die meisten Aufgaben, die kritische Medienkompetenz erfordern, für " leistungsschwache" Schüler zu schwierig sind. PSA3: Ich denke, dass die meisten Aufgaben, die kritische Medienkompetenz erfordern, für " leistungsschwache" Schüler frustrierend sind.	1: stimme überhaupt nicht zu 5: stimme voll und ganz zu	*Kannst du deine Meinung über die Fähigkeiten der Schüler etwas genauer erläutern?*
Attitude Affective Dimension Anxiety	A1: Ich bekomme ein beklemmendes Gefühl, wenn ich eine Aufgabe entwerfen muss, die meine Schüler zu einer kritischen Bewertung und Analyse von Medien anregen soll. A2: Ich fühle mich nervös, wenn ich eine Aufgabe entwerfe, die meine Schüler zu einer kritischen Bewertung und Analyse von Medien anregen soll. A3: Ich fühle mich angespannt, wenn ich die Schüler durch Aufgaben führen muss, die das Ziel verfolgen, ihre kritische Medienkompetenz zu fördern.	1: stimme überhaupt nicht zu 5: stimme voll und ganz zu	*Kannst du etwas mehr über deine Gefühle bezüglich des Unterrichtens von kritischer Medienkompetenz berichten?*
Subjective Norms Perceived Social Norm	SN1: Ich denke, dass meine Kollegen es für wichtig halten, die Entwicklung von kritischer Medienkompetenz bei Schülern zu fördern. SN2: Ich denke, dass an unserer Schule die Förderung der kritischen Medienkompetenz als wichtig angesehen wird. SN3: Ich denke, dass an unserer Schule von mir erwartet wird, dass ich die Entwicklung von kritischer Medienkompetenz bei Schülern fördere.	1: stimme überhaupt nicht zu 5: stimme voll und ganz zu	*Kannst du deine Meinung über den Einfluss deines sozialen Umfeldes auf das Unterrichten von kritischer Medienkompetenz etwas erläutern?*

Perceived Behavioral Control Internal Control Perceptions of Self-Efficacy	SE1: Ich bin gut in der Lage, Aufgaben zu erstellen, die kritische Medienkompetenz fördern. SE2: Ich bin gut in der Lage, die Schüler bei der Bearbeitung von Aufgaben anzuleiten, die zur Entwicklung ihrer kritischen Medienkompetenz beitragen. SE3: Ich verfüge über ausreichende Fähigkeiten, um meinen Unterricht mit Aufgaben zu bereichern, die kritische Auseinandersetzung mit Medienangeboten und dem eigenen Medienverhalten fördern.	1: stimme überhaupt nicht zu 5: stimme voll und ganz zu	*Kannst du die Wahrnehmung deiner Selbstwirksamkeit in Bezug auf das Unterrichten von kritischer Medienkompetenz etwas erläutern?* *Prompt: Welche Autonomie und Flexibilität hast du bei der Umsetzung von kritischer Medienkompetenz-vermittlung?*
Perceived Behavioral Control External Control Context-Dependency	CD1: Für mich ist zusätzliche Zeit ausschlaggebend dafür, ob ich die kritische Medienkompetenz meiner Schüler fördern kann. CD2: Für mich ist es nur möglich, Aufgaben zur kritischen Medienkompetenz zu stellen, wenn ich eine Unterrichtsmethode habe, die beschreibt, wie man das macht. CD3: Für mich ist ein maßgeschneidertes Paket mit Beispielmaterialien Voraussetzung für die Förderung der kritischen Medienkompetenz meiner Schüler.	1: stimme überhaupt nicht zu 5: stimme voll und ganz zu	*Kannst du die Wahrnehmung deiner Kontextabhängigkeit in Bezug auf das Unterrichten von kritischer Medienkompetenz etwas erläutern?*

Appendix E: Complete Table of Additional Items

Table 3

Additional Items

Component	Items	Scale	Question
Attitude Affective Dimension Anxiety	A1: I get a sinking feeling when I have to design an assignment to encourage my students to critically evaluate and analyse media. A2: I feel nervous about creating assignments that encourages my students to critically evaluate and analyse media. A3: I feel tense when I have to guide students through tasks that aim to develop their critical media literacy.	1: strongly disagree 5: strongly agree	Can you describe your feelings about teaching critical media literacy?
Subjective Norms Perceived Social Norm	PSN1: I think my colleagues think it is important to encourage the development of critical media literacy in students. PSN2: I think that in our school the promotion of critical media literacy is considered important. PSN3: I think that at our school I am expected to promote the development of critical media literacy among students.	1: strongly disagree 5: strongly agree	Can you elaborate on your opinion about the influence of your social environment on teaching critical media literacy?

Appendix F: Interview Protocol Teaching Behaviour

Du hast bereits erwähnt (im Wissensteil), dass X und Y wichtige Medienkompetenzen sind, die Schüler erlernen sollten. Ich würde gerne mehr darüber erfahren wie du das in deinem Unterricht vermittelst.

Item	Question	Scale	Open Question
TA 1	Wie oft gestaltest du selbst eine Unterrichtseinheit, die ausdrücklich die Entwicklung der kritischen Medienkompetenz bei den Schülern anregt?	(1) Nie (2) Ein paar Mal im Jahr (3) Einmal im Monat (4) Ein paar Mal im Monat (5) Einmal in der Woche (6) Mehrmals pro Woche (7) Jeden Tag	
TA 2	Wie oft unterrichtest du eine (selbst entworfene oder auf einer Lehrmethode basierende) Unterrichtseinheit, die ausdrücklich X und Y (die Entwicklung der kritischen Medienkompetenz) bei den Schülern anregt?		
TA 3	Wie oft gibst du deinen Schülern Aufgabenstellungen, die X und Y (kritische Medienkompetenz) erfordern?		*Kannst Du Beispiele dafür nennen, wie Du eine solche Unterrichtseinheit gestaltest und unterrichtest?*
ES 1	Wie oft ermutigst du deine Schüler dazu, mehr als ein Medienformat / eine Perspektive für ein Problem zu finden?		
ES 2	Wie oft ermutigst du deine Schüler dazu, sich einem Medienangebot kritisch zu nähern (z.B. Produktionsverhältnisse zu identifizieren)?		*Kannst du Beispiele dafür nennen, wie du dies bei den Schülern förderst?*
ES 3	Wie oft ermutigst du deine Schüler dazu, Medienangebote im Hinblick auf Meinungsbildung zu analysieren?		*Kannst Du Beispiele dafür nennen, wie Du dies bei deinen Schülern förderst?*
			Nachdem Skala und Fragen beantwortet wurden: *Du scheinst viel für X zu tun, aber nicht für Y. Was ist der Grund dafür?*

Appendix G: Interview Protocol Needs

Mich interessiert nun der von dir wahrgenommene Unterstützungsbedarf.

Item	Frage	
Fortbildungserfahrungen	Hast du bereits an Fortbildungen zu dem Thema der kritischen Medienkompetenzvermittlung teilgenommen? Falls ja, in welcher Form?	1: nein 2: ja, in Form von x
Ideale Fortbildung Ideale Unterstützung	Stellen wir uns vor, du hast genug Zeit bekommen und wurdest gebeten eine Schulung für Lehrer zum Thema kritische Medienkompetenzvermittlung zu entwerfen. Was sollte deiner Meinung nach unbedingt dazugehören? Prompt: Welche inhaltlichen Punkte sind am wichtigsten? Welche Rahmenbedingungen müssen erfüllt sein?	

Appendix H: Example slides of the presentation used during interviews.

Example slide 1 (closed-ended question)

Ich denke, dass es für **die Entwicklung** der Schüler wichtig ist, **dass sie eine kritische Medienkompetenz entwickeln.**

	1	2	3	4	5	
Stimme überhaupt nicht zu	○	○	○	○	○	Stimme voll und ganz zu

Example slide 2 (open-ended question")

Kannst Du Deine Meinung über **die Relevanz** von kritischer Medienkompetenz etwas genauer erläutern?

Example slide 3 (teaching behaviour scale)

Wie oft **gestaltest Du eine Unterrichtseinheit,** die ausdrücklich die kritische Auseinandersetzung mit Medienangeboten und dem eigenen Medienverhalten bei den Schülern anregt?

- ☐ Nie
- ☐ Ein paar Mal im Jahr
- ☐ Einmal im Monat
- ☐ Ein paar Mal im Monat
- ☐ Einmal in der Woche
- ☐ Mehrmals pro Woche
- ☐ Jeden Tag

Appendix I: Original Quotes in German

4.1 Knowledge of Critical Media Literacy

Kritische Medienkompetenzvermittlung ist schriftlich festgelegt im Medienkompetenzrahmen. Aber inwieweit wir es im Unterricht behandeln, ist in der Hand des Lehrers. Wir sollen und müssen es im Unterricht einpflegen, aber inwieweit ist jedem selbst überlassen. (P8)

In der Digitalstrategie NRW sind Leitziele für Schulen festgelegt, die bis 2025 umgesetzt werden müssen. Aber manchmal fehlt einfach das Knowhow. Das Knowhow wollen die Schulen sich einholen, zum Beispiel, indem sie dann mit Lehrern wie mir sprechen oder anderen Experten, die mehr Wissen haben. Wir haben Informatiklehrer bei uns, das ist unser IT-Koordinator, der diese Leitziele voranbringt. Ich wünsche mir, dass diesen Leuten mehr Vertrauen und Entscheidungsgewalt entgegengebracht wird damit der Medienkompetenzrahmen auch korrekt integriert werden kann. (P1)

4.2 Attitudes
Perceived Relevance

Der Umgang der Schüler mit sozialen Medien fordert, dass sie Kompetenzen erlangen, um zu analysieren welche Gefahren damit verbunden sind, welche Absichten verfolgt werden. Was wollen die Leute, die Content erstellen erreichen, und wollen sie dich beeinflussen? Wichtig ist die Frage nach dem Wahrheitsgehalt dessen, was sie sehen, dass sie das Hinterfragen. (P12)

Ich sehe es sehr fragwürdig, ob TikTok die richtige Plattform für Schüler ist, um sich zu informieren. Andererseits kann es Chancen bieten, einen guten Einblick zu haben. Schüler werden konfrontiert mit Inhalten, die sie überfordern können, und da finde ich wichtig, dass man versucht einen Weg zu zeigen, wie man damit umgehen kann. Viele Schüler sagen, dass sie überfordert sind, dass die Bilder und Nachrichten viel zu schlimm sind. Sie können aber auch nicht weggucken. (P11)

Medienangebote stehen heute in einem viel stärkeren Konkurrenzverhältnis zueinander und müssen sich durchsetzen. Aus wirtschaftlichen Gründen und deswegen muss man noch genauer analysieren, was ist relevant, wer agiert wie und warum? (P4)

One respondent commented: „gerade jetzt, wo künstliche Intelligenz mehr an Bedeutung gewinnt, ist kritische Medienkompetenz sehr wichtig. Schüler sollten eine gute Quellenanalyse durchführen können und kritisch hinterfragen". (P1)

Relevanz ist gegeben, da ich sehe, wie alles was im Netz passiert, das Verhalten der Schüler unmittelbar beeinflusst. Ich sehe viele Konflikte, die online entstehen und aus dem Internet herausgetragen werden. Ich sehe darin eine große Gefahr für unsere Demokratie. Weil die Kinder jeden Mist glauben und unglaublich viele platte Haltungen voller Überzeugung äußern, die sie völlig ungefiltert aus dem Internet haben. Deswegen ist es unglaublich wichtig, dass man Kindern immer wieder deutlich macht, nicht alles, was online steht, ist wahr, und vieles davon ist interessengesteuert. (P12)

"Kinder sind auf Tiktok und WhatsApp unterwegs, und da gibt es Gruppen, und klar gibt es da Mobbing. Es ist manchmal ein Schock, wo ich mir denke, krass dass die schon so weit sind, und wie heftig das

Miteinander zwischen den Schülern ist. Aber nach dem ersten Schock kommt der Drang darüber aufzuklären und handlungsorientiert kritische Medienkompetenz zu fördern". (P9)

Perceived Student Ability

Alle Schüler können es verstehen, weil jeder Medienzugang hat und weiß, was auf Social Media läuft oder wie Medien ungefähr funktionieren. Das sind Sachen, die für Kinder gut erklärbar sind, man kann immer Beispiele aus deren Lebenswelt verwenden. (P11)

Für schlaue Schüler ist es leichter nachzuvollziehen, was für Hintergründe es gibt, und entsprechend einfacher sollte es ihnen fallen, die entsprechenden kritischen Medienkompetenzen zu erlangen. Aber gerade bei weniger begabten Schülern sehe ich die größere Notwendigkeit, dass sie diese Fähigkeiten erlangen, weil die einfacher zu manipulieren sind und weil gerade die am ehesten dazu neigen, schlicht alles zu glauben. Deswegen sind es genau die, die am wenigsten verstehen, die man aber am meisten erreichen muss. (P12)

Leistungsschwache Schüler können beurteilen, aber die Art der Beurteilung fällt anders aus als die der lernstärkeren Schüler. Deswegen müssen die Aufgaben differenziert werden. Ohne Differenzierung können leistungsschwache Schüler nicht mithalten oder nicht so beurteilen, wie es in ihren Kompetenzen liegt. (P9)

Perceived Social Norm

Talking about this issue a respondent said "der Einfluss kam teilweise von der Schulleitung, und es gibt einen Lehrer, der für IT zuständig ist. Der ist unsere Ansprechperson für Medienkompetenz" (P7).

Es gibt zwei aktive Gruppen. Die didaktische Leitung und es gibt eine Gruppe, die sich um das digitale Lernen kümmert. Das sind die beiden Treibergruppen. Die Schulleitung hat großes Glück, so engagierte Leute zu haben und sich das somit auf die Fahne schreiben zu können. (P4)

Die Schulleitung hatte die Sorge, dass es eine Qualitätsüberprüfung gibt. Das heißt, eigentlich ist der Push oder die Motivation von ganz oben aus dem Kultusministerium gekommen, durch die Sorge seitens der Schulleitung der internen Überprüfung. (P10)
Es gibt immer generell Kollegen, die sich beim Umgang mit innovativen digitalen Medien erst mal sträuben, weil sie darauf gut verzichten können in ihren letzten fünf Berufsjahren. (P6)

Es ist unterschiedlich je nach Altersklasse. Meine Kollegin ist jetzt 50, und ich würde sagen, es ist ihr auf gar keinen Fall wichtig. Meine Kollegen zwischen 30 und 40, da würde ich schon sagen, sind motiviert. Und wir haben 28-Jährige, die sind super motiviert. (P9)

Self-Efficacy

Das hängt damit zusammen, dass ich bei den Medienscouts aktiv bin und dadurch ein Repetoire an Aufgaben und an Methoden habe. Ebenso bin ich proaktiv und gucke, was gibt's für neues Material und was sind aktuelle Trends? Ich glaube, dass ich einigermaßen aktuell bin. Ich glaube, sonst hätte ich mich nicht so hoch eingeordnet. Eine Kollegin und ich, die das machen, wir gehen oft auf Fortbildungen. Das ist der Grund, warum ich glaube, dass ich in dem Bereich ganz gut aufgestellt bin. (P4)

Ich habe mir einen eigenen Beamer besorgt und habe dann meine Bluetoothbox und ein Ladekabel dabei und dann kann ich digitale Medien und Medienkompetenz im Unterricht integrieren (P10).

Ich habe keine Fortbildungen dazu gesehen. Ich habe weder im Studium noch in der Schule durch Fortbildungen Fähigkeiten erlernt und deswegen fühle ich mich jetzt auch nicht wirklich dazu bereit, das ausreichend zu unterrichten. (P3).

Anxiety

Ich bin nicht angespannt, oder nervös, ganz im Gegenteil, ich würde mich freuen, wenn die Schüler auch Sachverhalte kritisch hinterfragen, weil dann weiß ich, dass ich irgendwas angeregt habe (P7).

Es macht Spaß, weil es sehr wichtig und relevant ist und weil es sehr motivierend für Schüler sein kann, wenn man alltagsrelevante Zugänge auswählt. Schüler freuen sich, wenn wir was gemeinsam aussuchen. Du kannst einen Streamer von Twitch nehmen, der was erzählt. Du kannst aber auch ein Blogger nehmen, oder man greift Content Creator von Tiktok, oder Instagram auf. Das motiviert die Schüler und dann macht mir das auch Spaß. (P1)

Fachlich habe ich nicht wirklich Ahnung deswegen fühle ich mich angespannt. Ich kann es nur so machen, wie das mein eigenes Bauchgefühl und mein eigener Sinn und Verstand das machen würde. Aber ich habe keine fachliche Ausbildung dafür, und ich kann keine richtigen Parameter entwickeln. Ich kann den Schülern das in der Umgangssprache erklären, aber nicht mit korrekten Fachbegriffen wie es eigentlich sein sollte. (P3)

Context Dependency

Zusätzliche Zeit ist eine große Bedingung, um kritische Medienkomptenz zu integrieren. Der Lehrplan ist voll und wir schaffen auch so meist nicht alles, was im Lehrplan steht für die jeweilige Jahrgangsstufe. (P3)

Es ist toll, dass es sowas wie Klicksafe gibt, wo man gutes Material bekommt. Und ich beschäftige mich da sowieso viel mit, und dann ist das für mich keine Voraussetzung mehr für mich persönlich. (P4)

Ressourcen müssen da sein, iPads, PC die Basics. Und eine stabile Internetverbindung muss da sein. Das ist auch ein Problem an Schulen, dass es instabil ist. Das sind externe Faktoren, ohne die keine Medienarbeit möglich ist. (P9)

Wir haben, traurigerweise an unserer Schule drei Koffer, du musst den Koffer aufstellen, einen PC oder Laptop von dir zu Hause mitbringen. Auch eine Musikbox, wenn du Ton abspielen möchtest. Das ist alles an Digitalisierung. Ich war vorher in der Gesamtschule, die waren komplett ausgestattet mit iPad-Wagen, Smartboards, Appel-Geräten. Es ist in dem Fall abhängig von der Schule, der Regierung, der lokalen Regierung, inwiefern sie Gelder zur Verfügung stellt. Es bringt nichts, an meiner Schule über kritischen Umgang mit Medien zu besprechen, wenn ich keine iPads und keinen Computer habe. Es geht erst mal darum, dass ich Medienkompetenz irgendwie fördern kann und digitale Medien bekomme. (P10)

Dass wir Lehrer eine Medienmündigkeit fördern, den Medienkompetenzrahmen umsetzen sollen, das finde ich sinnvoll, aber dass wir gleichzeitig Dinge ins System einpflegen müssen, die Beamer warten müssen, Kabel austauschen müssen, so viel Technisches was jeden Tag passiert. Das hat nichts mit kritischer Medienkompetenz zu tun, das ist technische Hausmeisterarbeit und da gibt es an Schulen keinen Verantwortlichen für. Dadurch funktioniert vieles in Schulen oft nicht. Unser Internet funktioniert seit den Sommerferien nicht. Wir haben kein Internet mehr an der Schule, und das führt natürlich, beim Punkt Frustration, nicht nur bei mir, sondern auch bei allen Kollegen zu Frust. Du kannst von einem Kollegium nicht die Umsetzung eines Medienkompetenzrahmens oder Lernziele von der Digitalstrategie erwarten, und dann funktioniert das Internet über Wochen nicht. (P1)

Ich arbeite mit den Medienscouts. Mit denen mache ich das fast wöchentlich vom Land NRW und bin froh über diese Unterstützung und Chance. (P1)

Das Elternhaus der Schüler, und deren sozial-ökonomischer Background ist relevant. Haben Kinder zu Hause einen Internetzugang? Haben sie Geräte, um sich kritisch mit Medien auseinandersetzen zu können? Sind die Eltern selbst bemüht, ihre Kinder da auf den richtigen Weg zu bringen oder nicht. (P1)

4.3 Teaching Behaviour

Behaviour Split: Encouraging Students (ES) vs. Teaching Activity (TA)
Encouraging Students Behaviour (ES)

Gerade im Sport ist dieser Perfektionismus, der in den sozialen Medien vorgelebt wird, präsent. Deswegen bringe ich den Schülern näher, dass es nicht das eine Schönheitsideal gibt, sondern dass jeder akzeptiert werden sollte, wie er ist. Dass man auch nicht alles perfekt können muss, wie das auch oft vorgelebt wird, sondern dass es normal ist, dass man Schwächen und Stärken hat. Es ist sehr wichtig, diesen Druck ein bisschen zu nehmen, der heute Kindern und Jugendlichen gegeben wird. (P4)

Wenn wir Diskussionen führen über unterschiedliche Quellen, und unterschiedliche Positionen, versuche ich deutlich zu machen was Autoren oder Journalisten meinen. Anhand positioneller Texte von verschiedenen Quellen, sollen Schüler lernen kritisch zu analysieren. (P11)

Ich ermutige Schüler andere Medien zu probieren, auch öffentlich-rechtliche. Ich sage ihnen, dass es verschiedene Interessen gibt, dass verschiedene Kanäle bedient werden, und dass es wichtig ist, sich auch andere Kanäle anzuschauen, um mal zu verstehen, wie die denken, aus einer anderen Perspektive. (P12)

Teaching Activity Behaviour (TA)

Beim Thema Klimawandel, nehme ich einen Beitrag von Klimaaktivisten von Social Media. Das kombiniere ich mit einer Nachrichtensendung wie der Tagesschau oder, je nach Altersstufe, auch Logo für Kids, wo irgendwas über Klimakleber berichtet wird. Dann kombiniere ich das mit Google. Erst zeigst du eine Landkarte, untersuchst inwieweit ist der Gletscher in den letzten 50 Jahren zurückgegangen? Wenn du geschichtlich, oder politisch unterwegs bist, dann kannst du einen Redeausschnitt, oder das politische Wahlprogramm genauer angucken. (P1)

Die Medienscout AG hilft mir. Die habe ich in der siebten Klasse für eine Stunde pro Woche. Da haben wir zum Beispiel das Oberthema Social Media, um den Schülern die Möglichkeit zu geben, darüber zu sprechen, was sie nutzen. Dann diskutieren wir darüber, was hat sich verändert und welche Chancen und Risiken gibt es. (P4)

Im Fach Deutsch haben wir als Oberthema Diskutieren und Erörtern. Das inhaltliche Thema sind Rollenklischees und Stereotype. In einer Einheit geht es um Fitness Influencer, in einer andren darum, ob Deutschrap sexistisch ist. Dann gucken wir die Themen gemeinsam auf Instagram an, um zu gucken wie präsentieren sich diese Menschen dort? Und auf YouTube schauen wir ein Rap Video und analysieren, ob der Text sexistisch ist, und welche Rollenbilder gezeigt werden. (P4)