

Abstract

Title: Media Science as media criticism

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Media Science came with full force into Norwegian compulsory school with the National Curriculum of 1987. Without being allowed separate lessons on the time table, the subject still became mandatory as it was incorporated into subjects like Norwegian, Social Science and Arts and Crafts. The subject was not argued into school for the wish of letting the pupils participate in experience and information from the media, but to protect them from contents that conflicted with school's. The propaganda aspect of the post war period was in the 1990s substituted by a concept of influence in the sense of bad influence from the new and easily available picture media from satellites and video.

School's answer was canalising. It wanted to use media to its own advantage through correction, information and guidance. Media Science became part of the modern way of thinking; the human being shall be disciplined and refined through attending school. It is important to let reason, where is the spirit that creates civilisation, get the upper hand. A qualitatively better media society can only be developed through better educated and skilled producers and more conscious and demanding consumers.

School as identity producer through activities and experience pedagogical activities approached Media Science. Communicative awareness should be sharpened by making the pupils into active senders, (producers) not only passive receivers (consumers). This would contribute to the situation that the pupils later discarded media contents that did not conform with the aims of school.

Media Science was in the 1980s made into a target area together with Computer Science and Environmental Science. Norway followed up the Brundtland Committee (1986), the world commission for environment and development, of going for environmental studies in school. Video and the satellite channels gradually lost their interest of novelty. Computer Science and Environmental Science had stronger advocates than had Media Science. The fact that Media Science was overshadowed can be seen from school's governing documents where Computer Science and Environmental Science were given a far more prominent position than Media Science.