



MEDIA CULTURES  
UNIVERSITY OF TAMPERE

---

IDENTIFICATION OF THE PARTNER

---

**Name** Reijo Kupiainen

---

**Associate name**

---

**Country** Finland

---

**Status /Institution** Faculty of Education, University of Tampere

---

**Participants** Pre-service teachers

---

**Comments about experimentation context** This training scenario has been implemented to the pre-service teachers' curriculum of multidisciplinary studies

---

---

TRAINING MODULE DESCRIPTION

---

**Original Title** Mediakulttuurit

---





---

**Abstract** The training scenario is an introduction to media uses and cultures of children and youth and to media education in general. The scenario is based on key concepts of media education: audiences, production, language and representation introduced by David Buckingham (2003). The students will learn to understand media cultures and literacy practices of children and young people, their roles as media users and basics of media analysis and production using the key concepts and understand media literacy.

---

**Rationale** Class teachers who teach in elementary school should have basic understanding of media cultures of children, what kind of media practices they for example bring to the school, how they use and product media, what are the media habits of children. Teachers need also have a basic understanding of media education and concepts that can be used in analysing and producing media in school context. This TS is a basic level course for enhancing trainees own media literacy competences and teaching strategies by using ICT in learning.

---

**Keywords** audiences, production, language, representation

---

## PARTICIPANTS

---

**Level of training** Class teacher students in the initial training.

---

**Teaching level** Primary school (age of the children 7-12). Trainees get to know young children’s media practices and develop their own media competences in order to design media education in their classroom.

---

**Ideal number of trainees** 20

---

## AIMS



- 
- ME competences**
- A 1113 Understand what Media Education is (different form and intersection between education to, in and with media) and its relationship with educational system
  - A 2114 Conduct media production projects in classrooms
  - A 2121 Adapt media education pedagogy to the classroom audience
- 

**ME (secondary )**

---

- ML competences**
- B 104 Understand relationships between key concept of media and knowledge
  - B 13131 Critically identify and understand the values, representations and stereotypes conveyed in a media
  - B.2.1.2. Languages/representations
- 

**ML (secondary )**

---

**Other objectives**                      Understanding of children’s media cultures media education as a possibility for a teaching of critical literacy.

---

**ORGANISATION**

---

**Duration**                              Trainees make a “micro research” of children’s actual media culture and use of media and use participatory online tools for collaborative learning and analysing, production and annotating media content.

---

Total of hours for the TS = 26h

---

**Planning**                                Unit 1, 2 h F2F, 8 h independent work, 40 min group work online

---





---

Unit 2, 3 h F2F, 30 min online

Unit 3, 12 h F2F, 5 h online

---

**Technical tools**

Multiliteracies map, video/still camera, computer, video and photo editing program, Padlet (<https://www.padlet.com>) and ThingLink (<https://www.thinglink.com>) access. Camera, video and photo editing, Padlet and ThingLink are available for tablets.

---

---

**CONTENT DEVELOPMENT**

---

**Description**

A trainee do a research, makes an analysis and media production

---

**Prerequisites**

Competencies: Trainees

- are able to make a “microresearch”
- have basic ICT skills
- are able to make a short video or use photo camera

---

**Structure**

Unit 1: Media practices of children;

---



sequence 1: Research field work; Sequence 2: Media cultures of children; Sequence 3: Padlet-work

Unit 2: Media analysis; sequence 1: Key concepts of media education, Sequence 2: Analysing the media

Unit 3: Media production; sequence 1: Subvertisement

---



<b>UNIT N°1 CHILDREN'S MEDIA CULTURES</b>	
<b>Topic</b>	Trainees gather information on children's media use and forms of media practices and analyse them using the multi literacies map available in the e-MEL Moodle.
<b>Evaluation of the unit</b>	

<b>SEQUENCE N°1</b>	<b>RESEARCH FIELD WORK: SENSING JOURNEY</b>	
Specific objectives	Trainee will learn to study children's media practices	
Time and modalities	Face-to-Face: 1 h	
Pedagogical methodologies	Progressive inquiry: productive knowledge practice that follows the methods of research activities.	
Content	Activity 1, instructions to the trainers. Step 1, introduction of the multiliteracies map (on the Moodle) Step 2, introduction of the micro research assignment (on the Moodle)	Activity 1 (F2F) Step 1: 30 min Step 2: 30 min
Resources	Theoretical: Multiliteracies map. Material: camera, pen, paper	
Technical support	If needed, mention here the technical tool that supports your sequence.	

SEQUENCE N°2	MEDIA CULTURES OF CHILDREN	
Specific objectives	A trainee will understand what kinds of media practices children have in different contexts.	
Time and modalities	Independent work: 8 h Online: 30 min	
Pedagogical methodologies	Collaborative learning	
Content	<p>Activity 1</p> <p>Step 1, trainees do their own micro research by observing selected child about a week.</p> <p>Step 2, based on “research field work” trainees will write a multiliteracies map The map is based on focusing children as functional users, meaning makers, critical analysers and transformers of the media texts.</p>	<p>Activity 1 (independent work):</p> <p>Step 1: 8h</p> <p>Step 2: 5h</p>
		e-learning sequence
Resources	<p>Material: Multiliteracies map (on the Moodle)</p> <p>Theoretical: Hill, Susan (2010). The millennium generation: Teacher-researchers exploring new forms of literacy. <i>Journal of Early Childhood Literacy</i> 2010 10: 314 DOI: 10.1177/1468798410372820</p>	
Technical support	If needed, mention here the technical tool that supports your sequence.	

SEQUENCE N°3	PADLET-WORK	
Specific objectives	Trainees will learn to collaborative teamwork and information sharing in networked publics	
Time and modalities	Face to face: 2h Online: 30min	
Pedagogical methodologies	Collaborative learning	
Content	<p>Activity 1, collaborative working with the multiliteracies maps</p> <p>Step 1, trainees are separated to 4–5 person groups. The groups will discuss about their findings and multiliteracies maps made by micro research of each participants.</p> <p>Step 2, each group collect their observations about children’s media practices by writing their shared observations to the Padlet by computers or tablets, and using multiliteracies map. All groups write to the same shared Padlet table.</p> <p>Activity 2, when ready, shared Padlet table will be discussed with all participants.</p>	<p>Activity 1</p> <p>Step 1: 20 min (F2F)</p> <p>Step 2: 40 min (Group work, online)</p> <p>Activity 2: 40 min (F2F)</p> <hr/> <p>e-learning sequence</p> <p>Padlet-work</p>





Resources	Material: Multiliteracies map (on the Moodle) Material: Computers or tablets, internet access, data projector, access to Padlet table
Technical support	Padlet (Padlet.com) for collaborative learning



UNIT N°2 MEDIA ANALYSIS	
<b>Topic</b>	Trainees make media analysis by using key concepts of media education.
<b>Evaluation of the unit</b>	

SEQUENCE N°1	KEY CONCEPTS OF MEDIA EDUCATION	
Specific objectives	Trainee will learn key concepts	
Time and modalities	Face-to-Face: 1h Optional: online 1h	
Pedagogical methodologies	Lecture and discussions.	
Content	Activity 1, a short lecture about the key concepts: production, representation, language, audiences.  Step 1, a trainer explains the key concepts and gives some examples  Step 2, trainees discuss about the key concepts and their use in media education	Activity 1 (F2F or online)  Step 1: 30 min  Step 2: 30 min
		e-learning sequence:  Option: lecture, examples and discussion
Resources	Theoretical: Buckingham, David (2003). Media Education. Literacy, Learning and Contemporary Culture. Cambridge: Polity  Technical: data projector	

Technical support	
-------------------	--

<b>SEQUENCE N°2</b>	<b>ANALYSING THE MEDIA</b>	
Specific objectives	Trainees will learn to analyse the media from different perspectives and use visual learning tools and image annotating.	
Time and modalities	Face to face: 2h Online: 5h	
Pedagogical methodologies	Collaborative learning.	
Content	<p>Activity 1, media analysis</p> <p>Step 1 Groups of 4-5 trainees talk about the images or advertisements curated to the Pinterest or Moodle by the trainer, and choose one image or video to the analysing process</p> <p>Step 2, Trainees make an analysis using the key concepts of media education and annotating the image in ThingLink.</p> <p>Step 3, each group present their analysis</p> <p>Step 4, discussion</p>	<p>Activity 1 (F2F)</p> <p>Step 1: 10 min</p> <p>Step 2: 30 min</p> <p>Step 3: 15 min/group</p> <p>Step 4: 20 min</p> <hr/> <p>e-learning sequence:</p> <p>ThingLink annotating (30 min)</p>
Resources	Technical: data projector, ThingLink access	
Technical support	ThingLink ( <a href="https://www.thinglink.com/">https://www.thinglink.com/</a> ) for image annotation and analyses	

<b>UNIT N°3 MEDIA PRODUCTION</b>	
<b>Topic</b>	Trainees will make a subvertisement in small groups. The unit requires trainees to analyse and design an advertisement in video or print format. Trainees has to analyse their production by using the key concepts of media education.
<b>Evaluation of the unit</b>	

<b>SEQUENCE N°1</b>	<b>SUBVERTISEMENT</b>	
Specific objectives	The trainees will learn the pedagogy of multiliteracies and think audiences, language, representation and production when producing a media presentation.	
Time and modalities	Face to face: 4h Independent work: 10h  Online: 5h	
Pedagogical methodologies	Pedagogy of multiliteracies	
Content	<p>Activity 1, Short lecture of a pedagogy of multiliteracies based on work of The New London Group and media activism</p> <p>Activity 2, Trainees do their spoof of selected advertisement in a group of 4-5 people.</p>	<p>Activity 1 (F2F or online) 30 min.</p> <p>Activity 2 (F2F and online)</p> <p>Step 1: 5 h (F2F)</p> <p>Step 2: 5 h (F2F or online)</p>



	<p>Step 1, Each group make their own video/still ad</p> <p>Step 2, Each group write a short report of their choices by using the key concepts. Video/still ads will be uploaded to the ThingLink or Moodle (online).</p> <p>Step 3, Each group present their own subadvertisement</p> <p>Step4, Discussion</p>	<p>Step 3: 15 min/group (F2F)</p> <p>Step 4: 20 min (F2F)</p> <p>e-learning sequence:</p> <p>Option: lecture, examples and discussion</p>
Resources	<p>Theoretical: The New London Group (1996): Pedagogy of multiliteracies: Designing social futures. <i>Harvard Educational Review</i> 66(1), <a href="http://eps415gse.pbworks.com/f/A_Pedagogy_of_Multiliteracies_Designing_Social_Futures.htm">http://eps415gse.pbworks.com/f/A_Pedagogy_of_Multiliteracies_Designing_Social_Futures.htm</a></p> <p>Technical: camera, photo/video editing programs, computer/tablets, data projector, internet access</p>	
Technical support	<p>ThingLink (<a href="https://www.thinglink.com/">https://www.thinglink.com/</a>) for image annotation and analyses</p>	



---

## RESOURCES & OUTPUTS

---

### Internal resources

Material: Multiliteracies map (on the Moodle)

Theoretical: Hill, Susan (2010). The millennium generation: Teacher-researchers exploring new forms of literacy. *Journal of Early Childhood Literacy* 2010 10: 314 DOI: 10.1177/1468798410372820. Buckingham, David (2003). Media Education. Literacy, Learning and Contemporary Culture. Cambridge: Polity

The New London Group (1996): Pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review* 66(1), [http://eps415gse.pbworks.com/f/A\\_Pedagogy\\_of\\_Multiliteracies\\_Designing\\_Social\\_Futures.htm](http://eps415gse.pbworks.com/f/A_Pedagogy_of_Multiliteracies_Designing_Social_Futures.htm)

Material: camera, pen, paper, computers or tablets, internet access, data projector, video and photo editing program, access to Padlet table

---

### External resources

Padlet (<https://www.padlet.com>) and ThingLink (<https://www.thinglink.com>) access. Padlet and ThingLink are available for tablets.

---

### Outputs

Own media productions

---