



MEDIA USES AND AUDIENCES IN THE DIGITAL ENVIRONMENT

UNIVERSITY OF MINHO

IDENTIFICATION OF THE PARTNER

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Associate name	
Country	Portugal
Status /Institution	University of Minho
Participants	In-service teachers at all levels of education
Comments about experimentation context	This Training Scenario (TS) follows the Portuguese Media Education Guidance approved by the Ministry of Education in April 2014. It explores one of the twelve themes that comprise that Guidance. The TS is an opportunity to put into practice this Guidance directed to in-service teachers, from pre-school to secondary school, in the field of Media Education.

TRAINING MODULE DESCRIPTION

Original Title	Media uses and audiences in the digital environment
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Abstract This TS focuses on media reception and audiences. It aims to address the transformation of media audiences brought about by digital technologies and platforms in order to discuss the dynamics of media consumption. Trainees will analyse current information (surveys, statistics, etc) on how people access and use media in their daily lives, giving especial attention to children and young people’s media habits and practices. They will also be challenged to reflect about the new media ecology and the challenges, threats and opportunities faced by individuals and social groups in the new media landscape. Finally, the TS will connect the possibilities of new media, participatory culture and the objectives of media literacy.

Rationale This TS deals with both media literacy (ML) and media education (ME) competencies. Even though it is crucial to introduce some specific and more theoretical concepts, it must be done with an eye on today's media practices, namely the ones carried out by the trainees' pupils. A central concern is that the trainees should be able to transpose and to adapt the contents and the ME pedagogy to their specific audience.

Keywords Audiences, public, media uses, traditional and new media, participation

PARTICIPANTS

Level of training In-service training.

Teaching level Mixed group: teachers from pre to secondary school.
Pupils age: 3 to 18 (by adapting the contents according to the age level), with priority for the segment 6-18.

Ideal number of trainees 25 (maximum)



AIMS

ME competences

- A.02 Develop one's own critical thinking
- A 1162 Identify the socio-cultural diversity and different media practices of students in order to better support their project (or the media education learning)

ME (secondary)

- A 1112 Articulate Media Education competences with the contents of the school subjects
- A 2121 Adapt media education pedagogy to the classroom audience

ML competences

- B 13211 Understand how important the notion of audience is and identify the different audiences of a media form and characterize them (social, cultural and economic issues, age, etc.)
- B 13221 Recognize common uses/practices of information technology
 - B 13223 Understand and explain social practices about media: interactivity on social networks, fan fiction communities, etc.
 - B 13311 Understand the evolution of digital media and their implications on different behaviours (social construction, responsibility and organization)

ML (secondary)

- B 13231 Perceive the presence of the media in one's environment (home, street, school)
- B 13232 Critically characterize one's own media consumption (reception modes, duration, frequency, simultaneity, involvement)
- B 13321 Understand the influence of family cultures in media uses and practices by children and young people



Other objectives

Understand other concepts related to the fields of both media literacy and media production (theoretical and technical ones)

ORGANISATION

This TS adopts a blended training modality. E-learning education is the major component of this TS, relying on the use of the eMEL platform, synchronous chats and other relevant online resources to engage audiences with minimum time and space constraints. This major component is complemented by two face-to-face sessions, fostering (1) the relationships between trainees and between trainers and trainees; and (2) the diversity of possible approaches to the contents.

Duration

Total of hours for the TS = 25

Note: this duration could be adapted or extended by the trainers, considering the context of implementation of the training scenario.

Planning

This training scenario comprises 25h of training based on 8 sessions. Two of them – the first and the last one – are face to face, the others are online, requiring work on the platform, independent work, and group work . The sessions or sequences can be weekly or biweekly, depending on the group. We suggest presenting the general training plan in the first session, making the plan of each session available according to the periodicity of the course. In doing so, some trainees' anxiety can be prevented.

During the course, it is suggested that two active Forums be created, one for discussion, sharing of ideas and resources and another for clarifying questions. It is important for the trainer to moderate and streamline these Forums.

This training proposal could also be implemented by teachers, in group, or used for self-training.



Technical tools

- Messages
 - Forum
 - Synchronous group communication
 - Documents, images and video download and upload
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CONTENT DEVELOPMENT

Description

The TS starts with the presentation of the Training Scenario and its framework. This happens in the first of eight sessions. The last one is dedicated to evaluating the TS. Therefore, there are six sessions dedicated to media education and literacy concepts, facts and figures about media access and uses, children and young people media practices, and forms of mediation.

Prerequisites

No prerequisites

Structure

Unit 1: **Media uses and audiences in the digital environment**

- Sequence 1: The training plan: presentation and framework
 - Sequence 2: Media Literacy: concept, objectives and policies
 - Sequence 3: Publics and media education
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- Sequence 4: Media accesses
 - Sequence 5: Addressing media uses and practices
 - Sequence 6: Children media uses and practices and mediation by adults
 - Sequence 7: Media uses and practices and the role of school
 - Sequence 8: Evaluating the Training Scenario
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UNIT NO. 1 / MEDIA USES AND AUDIENCES IN THE DIGITAL ENVIRONMENT	
Topic	This TS focuses on media reception and audiences. It aims to address the transformation of media audiences brought about by digital technologies and platforms in order to discuss the dynamics of media consumption. Trainees will analyse current statistics on how people access and use media in their daily lives, giving especial attention to children and young people's media habits and practices. They will also be challenged to reflect about the current media ecology and the challenges, threats and opportunities faced by individuals and social groups in the new media landscape. Finally, the TS will connect the possibilities of new media, participatory culture and the objectives of media literacy.
Evaluation of the unit	The performance of the trainees in this training scenario is evaluated through the assignments they should deliver in some sequences. Participation is also an important factor for evaluation.

SEQUENCE NO. 1	THE TRAINING PLAN: PRESENTATION AND FRAMEWORK
Specific objectives	This sequence aims to: <ul style="list-style-type: none"> – Introduce the training plan: objectives, contents, context, methodologies and assessment.
Time and modalities	Face to face session. 2h
Pedagogical methodologies	<ul style="list-style-type: none"> – Application of a diagnostic survey and competences pre-test; – Game playing to introduce trainers and trainees; – Plenary session.

Content	<ul style="list-style-type: none"> – Survey and competences pre-test; – Introducing the trainers and the trainees; – Introducing the training plan and its dynamic.
Resources	Computers and the Internet
Technical support	

SEQUENCE NO. 2	MEDIA LITERACY: CONCEPT, OBJECTIVES AND POLICIES
Specific objectives	<p>This sequence aims to:</p> <ul style="list-style-type: none"> – Create a common understanding about what media literacy is, its objectives and main policies; – Discuss the national and the European context on Media Literacy; – Promote inter-knowledge by presenting previous experiences in this field.
Time and modalities	Online. 2h
Pedagogical methodologies	<ul style="list-style-type: none"> – Initial presentation by the trainers followed by debate; – Analysis of the video “A Journey to Media Literacy” (EAVI, 2012); – Working groups: reading and discussion of relevant documents (national and international) on Media Literacy.



Content	<ul style="list-style-type: none"> – Concepts and aims of Media Education /Media Literacy; – Media Literacy : main dimensions and principles; – The role of the international, European and national organizations.
Resources	<ul style="list-style-type: none"> – Local or international relevant documents on Media Education/Media Literacy; – EC Directive 2007 and Recommendations on Media Literacy/Education; – Video “A Journey to Media Literacy”: https://www.youtube.com/watch?annotation_id=annotation_455085&feature=iv&src_vid=99SZ2zVCDb0&v=CmY_H5DjSEM
Technical support	

SEQUENCE NO. 3	PUBLICS AND MEDIA EDUCATION
Specific objectives	<p>This sequence aims to:</p> <ul style="list-style-type: none"> – Understand the concepts of audience and public; – Identify different kinds of audiences and characterize them; – Distinguish between the concepts of access, interaction and participation; – Understand basic notions of audience measurement in different media.
Time and modalities	Online. 3h



Pedagogical methodologies	<p>Discussion online (asynchronous Forum) based on topics/questions provided by trainers. Examples of questions/topics:</p> <ul style="list-style-type: none"> - Audience and public. Views of individuals and groups covered by these concepts; - How the previous concepts are challenged by today's media: convergent, digital, ubiquitous and potentially interactive and friendly-user; - What to measure and what metrics are valued the most in the current media sphere. <p>Trainees can choose the topics/questions they want to discuss.</p>
Content	<ul style="list-style-type: none"> - The concepts of audience and public; - The public's role; - Audience measurement - basic notions; - Access, interaction and participation; <p>Relevance of public and audience study to media education.</p>
Resources	Forum discussion and relevant bibliography
Technical support	Create a specific Forum for this discussion

SEQUENCE NO. 4	MEDIA ACCESSES
Specific objectives	This sequence aims to: <ul style="list-style-type: none"> – Characterize media access in local and global contexts; – Understand the concept of access; – Identify factors capable of conditioning media access; – Understand the concept of digital divide.
Time and modalities	Online. 3h
Pedagogical methodologies	Analyse available information (studies, surveys, statistics) about the current media landscape and about people media access (analyse also specifically the access of the young generation).The trainees must do an individual assignment by researching and analysing statistical data on media accesses. Share the results in the Forum.
Content	<ul style="list-style-type: none"> – Facts and figures on media accesses in local and global contexts; – Access factors and contexts; The concepts of digital divide, digital exclusion and digital natives.
Resources	Statistics (from Eurostat and other sources) and relevant bibliography
Technical support	

SEQUENCE NO.5	ADDRESSING MEDIA USES AND PRACTICES
Specific objectives	This sequence aims to: <ul style="list-style-type: none"> – Examine the role media play in children and teenagers lives and identify positive and negative aspects media have on society and specifically in their lives – Observe how young people interact with media: their uses and preferences.
Time and modalities	Online. 4h
Pedagogical methodologies	<p>The trainees should suggest to their students that they keep a digital diary that would reflect their media uses for a week. The trainees suggest to the students three or four topics for the diary, placing among these topics the conversations around their media experiences, in order to identify forms of mediation.</p> <p>They read some papers on young people media uses and practices.</p> <p>[This activity continues in the next sequence]</p>
Content	<ul style="list-style-type: none"> – Diversity of media uses and practices among young audiences; – Factors interfering in media uses and consumption.
Resources	Digital diary and relevant bibliography
Technical support	

SEQUENCE NO.6	CHILDREN MEDIA USES AND PRACTICES AND MEDIATION BY ADULTS
Specific objectives	<ul style="list-style-type: none"> – Understand the different ways public (namely the youngest) get involved and sustain their relationships with the media; – Identify factors that influence media reception and consumption; – Explore the mediation concept and the way it is related to media.
Time and modalities	Online. 4h
Pedagogical methodologies	<p>After collecting the digital diaries, trainees must reflect on the results and draw some conclusions. They must also create a map that illustrates the amount of time people spend with different forms of media.</p> <p>Trainees are also encouraged to track what media their students use, how and how often they use them, to what purposes and what are their preferences. Besides access and uses, trainees should explore possible production and participation through the media practices and the perception of the roles media plays in the student's life (how important they are, how often they are discussed among peers, family and others). They also identify possible forms of parental mediation reported by their pupils.</p> <p>[This activity continues in the next sequence]</p> <p>These activities are developed across sequences 5, 6 and 7.</p>
Content	<ul style="list-style-type: none"> – Forms of parental and school mediation; <p>New media, new participatory culture?</p>
Resources	Digital diary and relevant bibliography

Technical support	
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SEQUENCE NO.7	MEDIA USES AND PRACTICES AND THE ROLE OF SCHOOL
Specific objectives	<ul style="list-style-type: none"> – Reflect upon the role school can have in approaching and exploring the younglings' media experiences.
Time and modalities	Online. 4h
Pedagogical methodologies	Based on the digital diaries, define a plan to critically explore with pupils their media uses and practices.
Content	How to approach pupils' media practices in school.
Resources	Digital diary and relevant bibliography
Technical support	

SEQUENCE NO. 8	TRAINING SCENARIO EVALUATION AND PRESENTATION OF THE PREVIOUS ACTIVITIES
Specific objectives	<p>This sequence aims to:</p> <ul style="list-style-type: none"> – Collectively present and discuss the outcomes of all the activities done during the TS; – Evaluate the TS.
Time and modalities	Face to face. 3h



Pedagogical methodologies	The different activities are presented to and discussed with the plenary. The trainees are also invited to evaluate the training scenario. They must share their experience during the training, identifying its strengths and weaknesses.
Content	<ul style="list-style-type: none"> - Presentation and discussion of the different activities; - Evaluation of the Training Scenario; - Post-test.
Resources	Provide the post-test.
Technical support	The post-test must be online, on the platform.



RESOURCES & OUTPUTS

Internal resources

Web forum, e-learning platform.

External resources

Anikó, V. (2015) “Digital Gaps in School? Exploring the Digital Native Debate”. *Nelvedere Meridionale*, n. 1, URL: http://www.belvedere-meridionale.hu/wp-content/uploads/2015/04/09_vincze_2015_01.pdf

Buckingham, D. (2001). *Media Education. A Global Strategy for Development. A Policy Paper for UNESCO Sector of Communication and Information*. Disponível em: www.european-mediaculture.org/fileadmin/bibliothek/english/buckingham_media_education/buckingham_media_education.pdf

Declaração de Braga sobre Literacia para os Media, 2011. Available on:

<http://www.lasics.uminho.pt/ojs/index.php/lmc/article/download/520/490>

Carpentier, N. (2007). *Rescuing Participation* – Disponível em: <http://br.youtube.com/watch?v=eFbARxyPs0s>

EC Directive 2007 and Recommendations on Media Literacy/Media Education

Helsper, E. (2008) “Digital natives and ostrich tactics?: the possible implications of labelling young people as digital experts”. Futurelab, Bristol, UK. URL: <http://bit.ly/1WdMZjI>

International Telecommunication Union (2015) “Measuring the World’s Digital Natives”, in *Measuring the Information Society Report*, Ch.4. URL: <http://mikeb.inta.gatech.edu/uploads/papers/measure.digital.natives.pdf>

Full report here:

<https://www.itu.int/en/ITU-D/Statistics/Documents/publications/misr2015/MISR2015-w5.pdf>

Measuring the World’s Digital Natives (graphic): <http://bit.ly/1WdNKJE>

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- Pereira, S. (2015). Why Parental Media Mediation is Important. In *Media Literacy in Europe: Inspiring Ways to Involve Parents* (pp. 10-13). Antwerp: Evens Foundation.
- Pereira, S., Pinto, M., Madureira, E.J. (2014). Referencial de Educação para os Media. Available on: www.dge.mec.pt/sites/default/files/ficheiros/referencial_educacao_media_2014.pdf
- Pereira, S., Pinto, M., Moura, P. (2015). Níveis de Literacia Mediática: Estudo Exploratório com Jovens do 12º ano. Braga: CECS-UM. Available on: http://www.lasics.uminho.pt/ojs/index.php/cecs_ebooks/article/view/2117/2036
- Pérez-Tornero & Varis (2010) Media Literacy and New Humanism. Chapter 6. <http://unesdoc.unesco.org/images/0019/001921/192134e.pdf>
- Pinto, M., Pereira, S., Pereira, L., Dias, T. (2011). Educação para os Media em Portugal: Experiências, Actores e Contextos. Lisboa: ERC. Available on: <http://www.erc.pt/>
- Ponte, C. (2011) Acessos e literacias digitais: resultados portugueses do inquérito europeu EU Kids Online, in Pereira, S. (org.) Atas do Congresso Nacional "Literacia, Media e Cidadania" 25-26 Março 2011, Braga, Universidade do Minho: Centro de Estudos de Comunicação e Sociedade. URL: www.lasics.uminho.pt/OJS/index.php/lmc/article/download/522/503
- Unesco (2011). Media and information literacy curriculum for teachers. Available on: <http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>



Unesco (2012) Pedagogies of Media and Information Literacy. Available on:

<http://unesdoc.unesco.org/images/0022/002202/220203e.pdf>

Other resources: computers or tablets, internet access, data projector.

Outputs

At the end of this training scenario trainees should be able to:

- Explain and problematize the definition (s) of media literacy as well as other related concepts;
 - Describe fundamental aspects of media culture and media ecology;
 - Explain the differences between public and audience;
 - Identify different kinds of audience and characterize them;
 - Be aware of the relevance of exploring children and young people’s media uses and practices;
 - Be able to carry out a survey about children and young people’s practices;
 - Describe the uses and media experiences of young audiences;
 - Be aware of the challenges, threats and opportunities children and teenagers face in the current media landscape;
 - Be able to define a plan to critically explore with their pupils their media uses and practices;
 - Understand the relevance of public and audience study to media education.
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