



UNDERSTANDING THE CURRENT WORLD

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	<p>This training module 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.</p> <p>The module is an opportunity to put into practice those Guidelines directed to in-service teachers, from pre-school to secondary school, in the field of Media Education.</p>



TRAINING MODULE DESCRIPTION

Original Title	Understanding the current world
Abstract	<p>Overall, this training scenario (TS) aims to encourage curiosity, attention and critical reading of the 'world' by the trainees. By 'world' we mean both the 'world of everyday life', lived in relations of co-presence, and the current world as portrayed by the media, including digital media and digital platforms. The TS also seeks to develop skills for intervention in the world, whether through participation in contexts and platforms available to citizens or by creating new means of communication, particularly in the school and community environments.</p> <p>The TS will thus aim to:</p> <ul style="list-style-type: none">- explore the ways and the means used for accessing, consuming and even producing information about the world;- survey and analyse consumption practices and conversation habits on this topic;- foster communication and information competences;- develop production and analysis competences in school media as a means to know the world and to improve participation.
Rationale	<p>This training scenario intends to equip teachers and young people with skills to better understand our complex, dangerous and challenging world in terms of attention, critical thinking and participation and in times of closeness and post-truth. It will help to verify the validity of information and how it is constructed, to distinguish between facts and opinions, between fiction and reality.</p>



A central concern of this TS is that trainees could transpose and adapt the contents and the Media Education pedagogy to their specific public.

Keywords Today's world; current affairs; information access and use; critical awareness; school; young people.

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 10-18.

Ideal number of trainees 25 (maximum)

AIMS

- ME competences**
- A02 Develop one's own responsible citizenship
 - A 1112 Articulate Media Education competences with the contents of the school subjects
 - A 1151 Search, select and evaluate media supports/tools based on pedagogic/educational criteria

- ME (secondary)**
- A 2121 Adapt media education pedagogy to the classroom audience



ML competences

- B 1142 Distinguish with critical awareness reliable/non- reliable information (according to its languages/representations and forms)
- B 02 Develop one's own critical thinking
- B 102 Understand key concepts of media culture

ML (secondary)

- B 13131 Critically identify and understand the values, representations and stereotypes conveyed in the media
- B 13302 Understand one's own socio-cultural environment (neighbours, communities, etc.) and characterize its media culture
- B 13151 Understand and mobilize legal and ethical principles linked to the use of media and technologies
- B 13232 Critically characterize one's own media consumption (reception modes, duration, frequency, simultaneity, involvement)
- B 13241 Have a perception of other ways of thinking and other choices

Other objectives

ORGANISATION
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 work in group. 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

CONTENT DEVELOPMENT

Description

This course includes an initial approach to and a general framework for media literacy, in order to contextualize the specific focus of the TS. It pays attention to access and uses of news media by teachers and pupils in their daily life and at school, in particular with regard to news and current affairs consumption habits. Finally, it pays attention to the diversity of school media, taken as a formative resource, a way to discuss about the world and a way of communication and expression.



Prerequisites	No prerequisites
Structure	<ol style="list-style-type: none">1. The training plan: presentation and framework2. Media Literacy: concept, objectives and policies3. Pedagogical- didactic aspects of Media Education4. Ways and means of being informed about the world5. Practices and habits of accessing and sharing information about the world6. Addressing current affairs at school7. School media as a means to communicate the world8. Evaluating the Training Scenario

UNIT NO. 1 / UNDERSTANDING THE CURRENT WORLD

Topic	<p>This Unit aims to create a common framework for what media literacy is, its goals and principal guidelines. It also intends to identify the principal ways and means of being informed about the world, from the closest to the farthest.</p> <p>Furthermore, it intends to raise awareness of the means that we use the most and the least, or don't use at all, and discuss how they create our perception of the world. To discuss and understand the concept of 'current affairs' is another objective of this Unit. Furthermore, it also seeks to identify and to understand the practices and the habits of accessing and consuming information and the conversations around this topic (at school, at home,...).</p> <p>Finally, it intends to promote awareness of the importance of knowing what is happening in the social, political, and economic world.</p>
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	<p>This sequence aims to:</p> <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	<p>Game playing to introduce trainers and trainees</p> <p>Plenary session</p>

Content	<ul style="list-style-type: none"> - Pre survey and competences pre-test; - Introducing 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	2h. Online
Pedagogical methodologies	<p>Initial presentation by the trainers followed by debate;</p> <p>Analysis of the video “A Journey to Media Literacy” (EAVI, 2012);</p> <p>Working groups: reading and discussion of relevant documents (national and international) on Media Literacy.</p>



Content	<ul style="list-style-type: none"> - Concepts and aims of Media Education /Media Literacy - Media Literacy: main dimensions and principles; <p>The role of the international, European and national organizations;</p>
Resources	<ul style="list-style-type: none"> • A local or an international paper 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	PEDAGOGICAL-DIDACTIC ASPECTS OF MEDIA EDUCATION
Specific objectives	<ul style="list-style-type: none"> - To identify and understand possible levels of implementing Media Literacy in a school context; - Discuss eventual advantages and constraints in each level; - Identify the most suitable levels of Media Literacy implementation, considering the current organization of the school curriculum.
Time and modalities	2h online
Pedagogical methodologies	Discussion online (synchronous chat or asynchronous Forum) based on topics/questions provided by trainers. Examples of questions/topics:



	<ul style="list-style-type: none"> - What can be observed, by each trainee, about each level of Media Literacy implementation? - Which level is the most propitious for promoting Media Literacy? - For considering a school policy, which roles could agents such as teachers, subject groups, school management, parents' associations and others play? <p>Trainees can choose the topics/questions they want to discuss.</p>
Content	<p>Levels of implementation of Media Education in schools:</p> <ul style="list-style-type: none"> • as an area of Citizenship Education; • In school subjects (autonomously or transversally); • As a school project; • In the school library; • As an extracurricular activity; • Other
Resources	Forum discussion or Chat
Technical support	Create a specific Forum or Chat for this discussion

SEQUENCE NO. 4	WAYS AND MEANS OF BEING INFORMED ABOUT THE WORLD
Specific objectives	<ul style="list-style-type: none"> - To identify the principal means used to be informed about the world; - To identify the characteristics of those means; - Discuss the way media construct our visions/perceptions of the world; - Discuss the concept of 'current affairs'.
Time and modalities	3h. Online
Pedagogical methodologies	<p>The trainees reflect on their own experiences and try to inquire others (their pupils, their colleagues...). They can cross their data with the results of national and international studies.</p> <p>Other suggestions:</p> <ul style="list-style-type: none"> - Inventory on news sources based on Google News; - Analysis of the main headlines of daily newspapers and television news bulletins.
Content	<ul style="list-style-type: none"> - Areas of social life most covered and most silenced in the media: underlying logics and criteria; - Concepts of newsworthiness, visibility and silence through case analysis: the nearest and the farthest world; countries and continents systematically covered and systematically silenced (and why); - Media worlds: pictures of the world constructed by the media and their characteristics; - Current affairs, social networks and the right to information.

Resources	Newspapers, news media sites.
Technical support	

SEQUENCE NO. 5	PRACTICES AND HABITS OF ACCESSING AND SHARING INFORMATION ABOUT THE WORLD
Specific objectives	<ul style="list-style-type: none"> - To understand how (and if) children and young people follow current affairs; - To identify the means they use to follow what is happening in the world.
Time and modalities	5h. Online
Pedagogical methodologies	<p>Working group:</p> <ul style="list-style-type: none"> • survey about children and young people practices of accessing information about the world and conversation habits on this topic; • Systematization of the data collected; • Share and discuss the data online; • Comparison of the results presented by the trainees. <p>Note: the results of the working group will also be presented and discussed in the last session (face to face).</p>



Content	<ul style="list-style-type: none"> - Critical monitoring of local and global current affairs and their relationship with the socialization process; - The relationship of the young with current affairs: potential, challenges and difficulties; - Observation and analysis of the means by which children and young people are informed about the world and characteristics of these means.
Resources	Access to school classes to do the survey.
Technical support	Organize the groups online and create a discussion chat for each of them.

SEQUENCE NO. 6	ADDRESSING CURRENT AFFAIRS AT SCHOOL
Specific objectives	<ul style="list-style-type: none"> - Discuss the role of school in understanding today's world; - Identify strategies to address current affairs at school; - Plan activities based on the means used by children and young people to be informed about what is happening in the world.
Time and modalities	4h. Online
Pedagogical methodologies	Planning an activity to explore a current affair at school. In planning, consider: <ul style="list-style-type: none"> - Goals - Contents

	<ul style="list-style-type: none"> - Strategies - Activities
Content	<ul style="list-style-type: none"> - Knowledge and understanding of the world: the role of school - How to address current affairs in school
Resources	Create a planning grid.
Technical support	

SEQUENCE NO.7	SCHOOL MEDIA AS MEANS TO COMMUNICATE THE WORLD
Specific objectives	<ul style="list-style-type: none"> - To recognize school media as a dimension of Media Education; - To identify advantages, disadvantages and difficulties in producing school media; - To analyse some examples of school media; - • To share experiences on school media.
Time and modalities	4h. Online
Pedagogical methodologies	To collect the media that exist in trainees' schools (print and online newspapers; magazines; blogs; radio; TV; social networks...) To analyse what kind of news they report, how they report it and who the target is.

Content	<ul style="list-style-type: none"> – School media and communication and information at school – School media as a form of expression on current affairs – School media as a strategy for media education
Resources	Examples of school media.
Technical support	

SEQUENCE NO.8	TRAINING SCENARIO EVALUATION AND PRESENTATION OF THE PREVIOUS ACTIVITIES
Specific objectives	<ul style="list-style-type: none"> - To present and to discuss the results of the group work done in Sequence 5; - To identify the strengths, the weaknesses, the opportunities and the threats of the training scenario. It will allow the trainees to improve the training plan in the future. - To complete the post-survey and the post-test.
Time and modalities	3h. Face to face.
Pedagogical methodologies	<p>Each group chooses a spokesperson to present the results of the group work to the plenary.</p> <p>Take time to allow for discussion. The trainees take the floor to evaluate the training scenario.</p> <p>They share their experience during the training scenario identifying its strengths and weaknesses.</p>



Content	<ul style="list-style-type: none"> - Results of the group work; - Evaluation of the Training scenario; - Post-survey; - 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	<p>Alon-Tirosh, M. & Lemish, D. (2014) “If I Was Making the News”: What do Children Want From News?, Participations - Journal of Audience & Reception Studies, 11 (1), 108-128.</p> <p>Caldas, G. (2006). Mídia, Escola e Leitura Crítica do Mundo. Educ. Soc., Campinas, vol. 27, n. 94, p. 117-130.</p> <p>Declaração de Braga sobre Literacia para os Media, 2011. Disponível em: http://www.lasics.uminho.pt/ojs/index.php/lmc/article/download/520/490</p> <p>Directiva 2007/65/CE do Parlamento Europeu e do Conselho e recomendações sobre Educação para os <i>Media</i>/Literacia Mediática.</p> <p>Lopes, P. (2011). Educação para os media nas sociedades multimediáticas. CIES e-Working Papers (ISSN 1647-0893).</p> <p>Pereira, S., Pinto, M., Madureira, E.J. (2014). Referencial de Educação para os Media. Disponível em: www.dge.mec.pt/sites/default/files/ficheiros/referencial_educacao_media_2014.pdf</p> <p>Pereira, S., Pinto, M., Moura, P. (2015). Níveis de Literacia Mediática: Estudo Exploratório com Jovens do 12º ano. Braga: CECS-UM. Disponível em: http://www.lasics.uminho.pt/ojs/index.php/cecs_ebooks/article/view/2117/2036</p> <p>Pérez-Tornero, J. M. & Varis, T. (2010). Media Literacy and New Humanism. Chapter 6. Disponível em: http://unesdoc.unesco.org/images/0019/001921/192134e.pdf</p> <p>Pinto, M., Pereira, S., Pereira, L., Dias, T. (2011). Educação para os Media em Portugal: Experiências, Actores e Contextos. Lisboa: ERC. Disponível em: http://www.erc.pt/</p>



Sánchez Carrero, J. (2009). El periodismo ciudadano infantil y adolescente: blogs y telediarios producidos por los más pequeños. Actas del I Congreso Internacional Latina de Comunicación Social.

UNESCO (2011). Media and information literacy curriculum for teachers. Disponible en:
<http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>

UNESCO (2012). Pedagogies of Media and Information Literacy. Disponible en:
<http://unesdoc.unesco.org/images/0022/002202/220203e.pdf>

Video “A Journey to Media Literacy” (EAVI, 2012). Disponible en: <https://youtu.be/99SZ2zVCDb0>

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

Outputs

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

- Understand and problematize the definition (s) of media literacy as well as other related concepts;
- Be aware of the relevance of exploring world current affairs with children and young people;
- To be able to promote a critical understanding of today's world as well a critical reading of the role of journalism and news;
- Be able to prepare and to carry out a survey about children and young people's practices of accessing information about the world and to problematize and discuss the results;
- Know how to tackle news and current affairs in the classroom and in the school at large;
- Be able to build a resource unit about media/news literacy (references, texts, apps, ...) in articulation with the school library or multimedia resources centre;



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- Be able to create new school media or review/reformulate existing ones;
 - Promote better communication and information environments in educational institutions, namely through the elaboration of school media projects.
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