TRAINING SCENARIO — MEDIATIZED IMAGES IN CONTEXT

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I. MEDIA LITERACY COMPETENCES EVALUATION[1]

1.1. TESTED COMPETENCES

Evaluation is centred on Analysing competences in Media Literacy

Specific tested competences:

1. B1112 Produce critical analysis and interpretation of the media content
2. B11211 Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses
3. B11221 Understand/decode/analyse languages specific to pictures and images
4. B13121 Identify and formulate hypothesis about sender's intentions
5. B13211 Understand how the notion of audience is and identify the different audiences of a media and characterize them

1.2. METHOD

The idea is to perform a unique test giving clues about the way trainees master main analysis competences. The respondent have to analyse a mediatic document with fix image (like an advertising). This analyse is scored and the score reflect a relative level of competence in ML. The test as a "progressive" design: the first question is open and general, next one focus on more precise aspects of the same issue. A very competent person is supposed to give precise answers with the open and general question; the more respondents need extra questions to formulate precise answers, the less they are considered as competent.

1.3. INSTRUCTIONS

Here is a media document [e.g. an advertising]. *Please analyse this document in the more complete manner you can and explain how it works in relation with the audience.* [Note: this analysis is called "first and spontaneous analysis" in the scoring method below.]

On the next page, 3 extra questions are proposed:

1. *Who produced this document? For what purpose?*
2. *For who is this document intended? For what purpose?*

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[1] As indicated, this TS will be tested in a Media Education master programme. ME competences are developed with trainees outside of the TS (possible bias). So far this TS is mainly focused on media analyse competences and not ME comteneces, it seems more relevant to mainly focus the pre and post-test on the real specificity of the TS: the ML competences. But an evaluation procedure is proposed at the end of this document.

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3. *What is done in this document to make this purpose happens?*

1.4. SCORING

Scoring indicators:

- Ability to draw document general sense
- Abilty to draw the way the document is constructed
- Ability to envisage various or specific audiences (for the document)
- Ability to envisage precise senders intentions
- Ability to link documents linguistic and semiotic characteristics and intentions/effects

Scoring method:

If the first (and spontaneous) analysis is complete and articulated on every dimension, respondent has a level 3 score in every dimension (in blue). If level 3 score is not acquired, extra questions (non spontaneous questions) are used to score levels on the various competences, as follows:

Competence	Level 3	Level 2	Level 1	Level 0
B1112 Produce critical analysis and interpretation of the media content	The analysis spontaneously speaks about form, sender, intentions, audience and effects and links it together.	The analysis spontaneously speaks about form, sender, intentions, audience (no links)	The analysis spontaneously speaks of some aspects, without links: form, sender, intentions, audience and effects	The respondent is unable to produce a spontaneous analysis.
B11211 Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses		The respondent speaks about the form of the document (but only answering the extra question)	The respondent speaks about some formal elements but in an incomplete or irrelevant manner	The respondent is unable to speak about document form
B11221 Understand/decode/analyse languages specific to pictures and images		The respondent speaks about the way image documents are a part of the message (but only answering the extra question)	The respondent speaks about image role but in an incomplete or irrelevant manner	The respondent is unable to speak about image role in the document

B13121 Identify and formulate hypothesis about sender's intentions		The respondent is able to identify a sender and its intentions (but only answering the extra question)	The respondent speaks about sender and its intentions but in an incomplete or irrelevant manner	The respondent is unable to speak about the sender and its intentions
B13211 Understand how the notion of audience is and identify the different audiences of a media and characterize them		The respondent is able to identify specific audience (for this message) and message effects on it (but only answering the extra question)	The respondent speaks audience and effects on the audience but in an incomplete or irrelevant manner	The respondent is unable to speak about the audience and the possible document effects on it

1.5. POST-TEST

The same plan is planned for the post test with a different corpus of documents. Scoring method is the same.

1.6. EXTRA CONDITIONS

- Same evaluator (and same criteria) for the pre- and post- test

- Comparable test situation and document for pre- and post- test

- Individual passation

Voici un document médiatique:

L'EUROPE REFUSE DE VENDRE DES JOUETS QUI POURRAIENT BLESSER UN ENFANT.
MAIS VEND DES MILLIONS D'ARMES QUI TUENT DES MILLIERS D'ENFANTS.

100 JOURS POUR UN TRAITÉ SUR LE COMMERCE DES ARMES. SIGNEZ LA PÉTITION SUR **FACEBOOK.COM/AMNESTYARMES**

AMNESTY
INTERNATIONAL

Analysez ce document de la manière la plus complète et plus précise possible.
Expliquez ce qu'il signifie et comment il s'adresse au public.

II. MEDIA EDUCATION COMPETENCES EVALUATION

2.1. COMPETENCE IN MEDIA EDUCATION TO EVALUATE

1. A 2112 Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices

2.2. METHOD

The idea is to perform a unique test evaluating the way trainees see a field ME action. Asking trainees to elaborate the plan of an intervention in ME. This method is an adaptation from Media Animation TS1 evaluation.

2.3. INSTRUCTIONS

Say you have to design a 2 hours media education intervention first year of secondary school (pupil are around 13 years old). Theme of the animation is imposed by the direction: the images in advertising. Write a short text (about 1 page) that:

➢ *Identify the educational objectives you would like to attend*
➢ *Explain the progress of your intervention*
➢ *Explain your method*
➢ *Explain which type media resource you can use to feed this educational sequence*

2.4. SCORING METHOD

Scoring is done by content analysis of trainees answers.

1) Level 3

   The answer articulates objectives, method, resources and coherent scenarisation

2) Level 2

   The answer fails in articulation of objectives, method, resources and coherent scenarisation, but takes all (of most of) these dimensions into consideration

3) Level 1

   The answer focuses on one or few dimensions of the educative intervention without a coherent view

4) Level 0

   The answer is out of subject or does not explain any coherent method (i.e.: "I will say them that...")

2.5. THE POST-TEST

The same plan is planned for the post-test with a different mission (different public and different theme for the intervention trainees have to describe). Scoring method is the same.

Post-test thematic:

Say you're teacher of social sciences in a Brussels secondary school. You have to do a 2h lesson in fourth year about limits of information via social networks (Facebook, Twitter, etc.). Please describe and justify the element of your lesson.