



## TRAINING SCENARIOS — MEDIA CULTURES



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## TRANSCULTURAL PERSPECTIVES IN MEDIA EDUCATION

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### TRAINING SCENARIO 1: MEDIA CULTURES

#### PRE-TEST

Trainees watch an advertisement or some other video from YouTube. The teacher selects the video.

#### TASK FOR TRAINEES: MEDIA ANALYSIS

Trainees make a short media analysis of an advertisement or other audio-visual text selected by a trainer. The task can be given in a following way:

“Pre-test/post is a media analysis. Watch the video using the following the link, write and return your analysis. Maximum length for the analysis is 400 words. Write your analysis to a separate word-document. Return your analysis to the “return analysis”-option in the Moodle. Analysis will be evaluated and used as a part of course rating. Test will measure media literacy and development of a media literacy during the course. In the end of the course similar kind of test will be implemented.”

Task to analyse the text is given to trainees without any mention how their analyses will be scored or how to make an analysis. Reason for this is an attempt to avoid trainees’ calculation for best scores.

**Goal: trainees are able to conceptualize their experience, and make familiar strange.**

#### SCORING THE PRE-TEST

Trainees’ essays are evaluated by reading the essay and giving scores in a following way.

When a trainee makes remarks about following key aspects the trainer can get a point from every remark in the essay: a) genre(s), b) target audience(s), c) audio-visual language, d) production and marketing, e) representation(s), f) means of appealing, g) intertextuality, h) metaphor(s)/symbol(s), i) message(s) and j) connotation(s) of the media presentation.



Every mention that can be included to above mentioned categories can be marked for example to the table (example Table 1) and are worth of one point. For example, if a trainee has two mentions about genre, he/she gets two points etc.

Table 1: Example of the scoring

<https://www.youtube.com/watch?v=CtZKL74LgMg&index=26&list=PL561DBCA5F5ABF5C1>

Key aspects	Examples of remarks in the essays:	Scores of the trainee
Genre	"The <u>advertisement</u> is obviously a <u>TV-shop parody</u> "	xx
Target audience	"The advertisement is <u>targeted to men</u> and tried to make interesting for them"	x
Audio-visual language (e.g cut, shot, close-up, music, lightning)	" <u>Music</u> has been used as an effect"	x
Production and marketing	"Aim of the <u>branding</u> is to influence to the buying decision of the customers, and sell the product as much as possible."	x
Representation, e.g. stereotypes, gender	"They play with <u>ethnic stereotypes</u> as well".	x
Means of ads, e.g. emotional appealing, humour, authority, product testing, positive messaging, speech styles	"Most obvious means are <u>humour</u> and <u>indecent allusions.</u> "	xx
Intertextuality	"I see the blond co-host as a female tennis celebrity as a <u>reference to famous tennis star Anna Kournikova</u> who came known not only as a good player but posing in the in porn magazines."	x
Metaphors, symbols	"Balls can be seen as <u>symbols of manhood or macho culture</u> as well."	x
Message	"Axe has many same kinds of videos that give an impression that <u>Axe shower wash and deodorant makes all women to fall on your lap</u> , and this video is not an exception."	x
Connotations	"The advertisement gives an impression that <u>women are somehow for the men.</u> Women are always "ready for them."	x
<b>Total score of the trainee</b>		X=12

## POST-TEST

Post-test is identical but the video has to be changed.

## TRAINING SCENARIO 2: TRANSCULTURAL PERSPECTIVES IN MEDIA EDUCATION

### PRE-TEST

You are supposed to teach a group of international students of age 15 for three hours (3 x 45 minutes). Describe shortly context of learning and 1) aims of the lesson, 2) implementation focusing on transcultural uses of media from the perspective of media literacies, 3) using news as a pedagogic method and 4) evaluation of the youngsters' learning.

**Write a lesson plan max 800 words focusing the themes above.**

Goal: trainees understand media education from transcultural perspective

**Score: 0-3**

Trainee

Score 0: lesson plan has no links to pedagogies, media literacies and it is not discussing media uses of youngsters from transcultural perspectives.

Score 1: lesson plan is media pedagogically *descriptive*, not discussing transcultural uses of media together with media literacies. Lesson plan is noticing news as pedagogic tool, but not discussing that from the perspective of pedagogies. Lesson plan is describing aims, context of learning, methods, implementation and evaluation only shortly and some parts may be missing.

Score 2: lesson plan is pedagogically *practical* level noticing transcultural uses of media together with media literacies. Lesson plan is noticing news as pedagogic tool and, discussing that from practical perspective. It is describing context of learning, methods, implementation and evaluation as *practices in teaching*. Some method for evaluating is described.

Score 3: lesson plan is pedagogically *reflective* level discussing transcultural uses of media together with media literacies. Lesson plan is conceptualizing news as pedagogic tool and, discussing that from critical perspective. It is discussing context of learning, methods, implementation and evaluation as generating learning among students. One or several methods of evaluation are proposed and discussed with integration to transcultural perspective.

## POST-TEST

You are supposed to teach a group of immigrant students of age 15 for three hours (3 x 45 minutes). Describe shortly context of learning and 1) aims of the lesson, 2) implementation focusing on transcultural uses of media from the perspective of media literacies, 3) using news as a pedagogic method and 4) evaluation of the youngsters' learning.

**Write a lesson plan max 800 words focusing the themes above.**

Goal: trainees understand media education from transcultural perspective

**Score: 0-3**

Trainee

Score 0: lesson plan has no links to pedagogies, media literacies and it is not discussing media uses of youngsters from transcultural perspectives.

Score 1: lesson plan is media pedagogically *descriptive*, not discussing transcultural uses of media together with media literacies. Lesson plan is noticing news as pedagogic tool, but not discussing that from the perspective of pedagogies. Lesson plan is describing aims, context of learning, methods, implementation and evaluation only shortly and some parts may be missing.

Score 2: lesson plan is pedagogically *practical* level noticing transcultural uses of media together with media literacies. Lesson plan is noticing news as pedagogic tool and, discussing that from practical perspective. It is describing context of learning, methods, implementation and evaluation as *practices in teaching*. Some method for evaluating is described.

Score 3: lesson plan is pedagogically *reflective* level discussing transcultural uses of media together with media literacies. Lesson plan is conceptualizing news as pedagogic tool and, discussing that from critical perspective. It is discussing context of learning, methods, implementation and evaluation as generating learning among students. One or several methods of evaluation are proposed and discussed with integration to transcultural perspective.