

TRAINING SCENARIO —
 DIGITAL STORYTELLING AS SELF-REPRESENTATION
 AND SOCIAL/CIVIC AGENT
 MAKE MAP TALKING ABOUT ARTS



Florence University

ANALYSIS TEST

Abstract

Competence/Dimension: Analysing competences in Informational and Social Axis

Method: 2 media objects to compare with 3 open questions

Scoring method: content analysis (by competence)

Scoring indicators: exhaustiveness of the answer by dimensions (i.e., Informational axis: content/thematic, languages/representation, form; Social axis: production context of the media [author; author's intentions; socio-cultural context of production] and reception context [audiences of media])

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:

- Same evaluators (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

EXERCISE

«Could you **look at** this two different **videos**?

Pre-test Exercise	Post-test Exercise
1. Maria Eugenia https://youtu.be/H6G0wEMXkrs 2. Colombia Invisible Crisis https://youtu.be/GWqoKupzSgE	1. Mastercard priceless elephant https://youtu.be/WFNXwor69-U 2. Mylligan https://youtu.be/vsuHabO2TYA

Please, **compare** them answering to the questions below (about 10 lines for question):

1. Who is/are the author/s of the videos? How do they differ in terms of intentions and in what context were they produced?

2. What are the targets of the videos? How influent was the reference to an audience during the production process in both videos?
3. How have the two stories been represented through the audio-visual language? Please, make some considerations about music, sounds, images, rhythm

EVALUATION METHOD

Content analysis by competence

For each evaluated criteria, trainees receive a level, based on a 4-levels scale.

	Does the trainee...?	Level			
		0	1	2	3
Production context	Identify the author of the two videos				
	Formulate hypothesis about author's intentions of the two videos and compare them				
	Identify and compare the two different socio-cultural production context				
Reception context	Identify the different audiences of these media and characterize them (social, cultural and economic issues, age, etc.)				
	Speak about the potential effect of this media on the different audiences				
	Explain the influence of the audience during the production process				
Languages	Recognize specific genres of a media (digital storytelling, short movie)				
	Explain how data of various types can be represented in sounds and pictures				
	Explain the linguistic structure of media messages in the two videos and recognize different kind of discourses (rhetoric, narrative, argumentative, descriptive)				

DIDACTIC TEST

Abstract

Competence/Dimension: producing competence on the didactic axis

Method: pedagogical simulation with formatted questions (8 elements)

Scoring method: content analysis (by competence)

Scoring indicators: exhaustiveness of the answer by dimension (i.e. media education pedagogies production; diagnosis based on pupils/students classrooms; evaluation methods)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:

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

PRE-TEST EXERCISE

"As a primary teacher, you are asked to carry out **a pedagogical activity** in your fifth-grade classroom (ten-year-old students). The lesson's topic is **advertising for environment protection**». Please define and explain all the components of your pedagogical activity:

- the diagnosis regarding your students' needs in relation to the scope of the activity
- the objectives of the activity
- the project's assessment tools
- the pedagogies you intend to use
- the technical means you intend to use
- the human resources you intend to involve in your project
- the timing / schedule of the activity

POST-TEST EXERCISE

"As a high school teacher, you decided to participate in a **national challenge** with your fifth-grade classroom. You and your students have to produce a **spot on online safety**. Please define and explain all the components of your pedagogical activity:

- the diagnosis regarding your students' needs in relation to the scope of the activity
- the objectives of the activity
- the project's assessment tools
- the pedagogies you intend to use
- the technical means you intend to use
- the human resources you intend to involve in your project
- the timing / schedule of the activity

EVALUATION METHOD

Content analysis by competence

For each evaluated criteria, trainees receive a level, based on a 4-levels scale.

	Does the trainee...?	Level			
		0	1	2	3
Media Education Pedagogies	Justify his/her pedagogical choices in relation to the classroom audience				
	Identify project's objectives including media literacy objectives				
	Identify the resources necessary to carry out the project, selecting media supports/tools based on pedagogic/ educational criteria				
	Explain the organizational aspects (time and costs) taking into account advantages and constraints of ICT in the educational process				
Diagnosis	Identify student's needs in relation to the scope of the activity				
	Identify the students/pupils media literacy competences to develop				
	Explain the diagnosis methods adopted				
Evaluation	Explain the assessment tools adopted to assess students' competences including media literacy competences				
	Explain the assessment tools adopted to evaluate teaching and learning including media literacy knowledges				

PRODUCTION TEST

Abstract

Competence/Dimension: Producing competences in Informational and Social Axis

Scoring method: content analysis and evaluation based on a set of criteria

Scoring indicators:

- “quality” of the production by dimensions (i.e., Informational axis: language representation [master textual/linguistic expression skills]; Social axis: production context of the media [master the framing and composition to give a coherent meaning to text and image] and reception context [produce/write media messages according to specific audiences])

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:

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

PRE-TEST QUESTION

You have to produce a spot to be circulated through Twitter, including text and images, to develop awareness related to cyberbullying for teenagers (13-18 years old).

1. Write a short text (140 characters) about cyberbullying
2. Select an image to be combined with text

EVALUATION METHOD

For each evaluated criteria, trainees receive a level, based on a 4-levels scale.

	Does the trainee...?	Level			
		0	1	2	3
Media content	Adapt media content to the characteristics of the audience				
	Create an original content on the topic				
Media form	Produces a content suitable for the media format given (e. short communication)				
	Effectively uses the media format given to address his audience				

POST-TEST QUESTION

You have to produce a communication campaign for children and teenagers from 10 to 16 years old on correct life style.

1. choose the means of communication you pretend to use
2. describe the media form and content of your campaign (max 30 lines)

EVALUATION METHOD

For each evaluated criteria, trainees receive a level, based on a 4-levels scale.

	Does the trainee...?	Level			
		0	1	2	3
Media content	Adapt media content to the characteristics of the audience				
	Create an original content on the topic				
Media form	Choose an appropriate format according to the characteristics of the audience				
	Choose an appropriate format according to the characteristics of the topic				