TRAINING SCENARIO — UNDERSTANDING THE CURRENT WORLD
MEDIA USES AND AUDIENCES IN A DIGITAL ENVIRONMENT
Minho University

TRAINING SCENARIO 1 — UNDERSTANDING THE CURRENT WORLD

PRE-TEST

Questions	COMPETENCES	SCORING METHODS	SCORING INDICATORS 0-20 points
1. Please, answer the following questions regarding school media: 1.1 What role(s) do you assign to school media? 1.2 What dimensions are most relevant in the conception and production of such media?	• Develop one's own critical thinking • Search, select and evaluate media supports/tools based on pedagogic/educational criteria	• Type and diversity of roles presented; • Relevant dimensions identified.	**4 POINTS** **1.1. » 2 points** 0 – N/A, invalid or inconsistent answer; 1 – One role identified; 2 –Two or more roles identified. **1.2. » 2 points** 0 – N/A, invalid or inconsistent answer; 1 – One dimension identified; 2 –Two or more dimensions identified.
2. Observe the front pages of *Público* and *Jornal de Notícias* newspapers:	• Distinguish with critical awareness reliable/non-	• Type and diversity of presented criteria;	**8 POINTS** **2.1. » 3 points**

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Público: http://jornais.sapo.pt/nacional/4090 *Jornal de Notícias:* http://jornais.sapo.pt/nacional/4085 2.1. Indicate three aspects that stand out from the comparative analysis of the two front pages; 2.2. Which news values are present in the headlines of each front page? 2.3. If you played the role of newspaper editor, which one of the themes presented on the front pages would you choose for the headline? Justify your option.	reliable information (according to its languages/representations and forms) • Develop one's own critical thinking • Critically identify and understand the values, representations and stereotypes conveyed in a media • Understand key concepts of media culture	• Number of relevant criteria identified • Criteria justification.	0 – N/A, invalid or inconsistent answer; 1 –One aspect identified; 2 – Two or more aspects identified; 3 – Three or more aspects identified. **2.2. » 3 points** 0 – N/A, invalid or inconsistent answer; 1 –One news value identified; 2 – Two news values identified; 3 – Three or more news values identified. **2.3. » 2 points** 0 – N/A, invalid or inconsistent answer; 0,5 – Weak justification; 1 – Good justification; 2 – Excellent justification.
3. **Choose** <u>one</u> **of the news pieces below:** https://www.publico.pt/politica/noticia/os-jovens-estao-a-desistir-da-politica-e-a-politica-parece-prescindir-deles-1721887 https://www.publico.pt/culturaipsilon/noticia/nova-linha-barbie-1721690	• Articulate Media Education competences with the contents of the school subjects • Critically identify and understand the values, representations and	• Type and diversity of presented criteria; • Number of relevant criteria identified; • Criteria justification.	**8 POINTS** 0 – N/A, invalid or inconsistent answer; 1 – Weak justification; 4 – Satisfactory justification. 8 – Excellent justification (well-reasoned justification).

3.1. Do you find it relevant or interesting to address the news subject you have chosen at school? – If not, why? – If so , in what way and with what goals?	stereotypes conveyed in the media; • Search, select and evaluate media supports/tools based on pedagogic/educational criteria		

Notes:

- Same evaluator (and same criteria) for the pre and post -test;
- Comparable test situation for pre and post- test: only the examples of the front pages and the news pieces change. These are examples of Portuguese newspapers. Please adapt it to your context. For Question 2, the front pages could be chosen from two newspapers on the day pre-test is carried out. For Question 3, the pieces of news could be updated or replaced by other equivalents.

POST-TEST

QUESTIONS	COMPETENCES	EVALUATION CRITERIA	SCORE SCALE 0-20
1. Please answer the following questions related to media created and produced in schools: **1.1.** What role do you assign to school media? **1.2.** What are the dimensions you believe to be more relevant in the conception and production of these kinds of media?	• Develop one's own critical thinking • Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)	• The types and diversity of criteria presented; • The number of relevant criteria identified; • The arguments sustaining the criteria presented.	**4 POINTS** **1.1. » 2 points** 0 – N/A, invalid or inconsistent answer; 1 – One role identified 2 – Two or more roles identified **1.2. » 2 points** 0 – N/A, invalid or inconsistent answer; 1 – One dimension identified 2 – Two or more dimensions identified
2. Look at these two front pages from *Público* and Jornal de Notícias newspapers: Público: http://jornais.sapo.pt/nacional/4090 Jornal de Notícias: http://jornais.sapo.pt/nacional/4085 **2.1.** Indicate three aspects that stand out from the comparative analysis of the two front pages; **2.2.** Which news values are presented in the headlines of each first page?	• Distinguish with critical awareness reliable/non-reliable information (according to their languages/representations and forms) • Develop one's own critical thinking • Critically identify and understand the values, representations and	• The types and diversity of criteria presented; • The number of relevant criteria identified; • The arguments sustaining the criteria presented.	**8 POINTS** **2.1. » 3 points** 0 – N/A, invalid or inconsistent answer; 1 – One aspect identified; 2 – Two or more aspects identified; 3 – Three or more aspects identified. **2.2. » 3 points** 0 – N/A, invalid or inconsistent answer; 1 – One news value identified; 2 – Two news values identified;

2.3. If you played the role of newspaper editor, which one of the themes presented on the front pages would you choose for the headline? Justify your option.	stereotypes conveyed in the media • Understand key concepts of media culture		3 – Three or more news values identified. **2.3. » 2 points** 0 – N/A, invalid or inconsistent answer; 0,5 – Weak justification; 1 – Good justification; 2 – Excellent justification.
3. Chose ONE of the following news pieces: - http://www.publico.pt/local/noticia/margarida-a-mais-nova-autarca-do-pais-quer-provar-que-a-sua-geracao-nao-esta-perdida-1720294 - http://www.dn.pt/sociedade/interior/mcdonalds-assume-discriminacao-em-refeicoes-infantis-e-diz-que-vai-mudar-5054273.html **3.1.** Do you believe it would be pertinent or interesting to address the subject you chose in school? **3.1.1.** If not, why? **3.1.2.** If so, how and with what purposes?	• Articulate Media Education competences with the contents of the school subjects • Critically identify and understand the values, representations and stereotypes conveyed in the media • Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)	• The types and diversity of criteria presented; • The number of relevant criteria identified; • The arguments sustaining the criteria presented.	**8 POINTS** 0 – N/A, invalid or inconsistent answer; 1 – Weak justification; 4 – Satisfactory justification. 8 – Excellent justification (well-reasoned justification).

Notes:

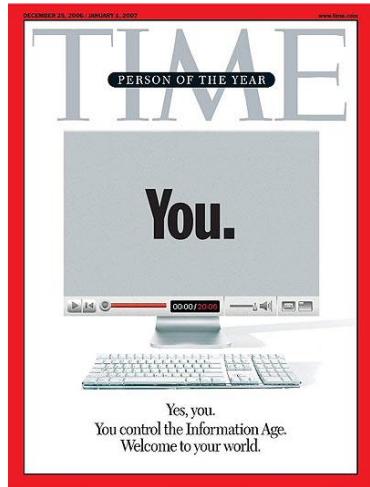– Same evaluator (and same criteria) for the pre and post -test;

– Comparable test situation for pre and post- test: only the examples of the front pages and the news pieces change. These are examples of Portuguese newspapers. Please adapt it to your context. For Question 2, the front pages could be chosen from two newspapers on the day pre-test is carried out. For Question 3, the pieces of news could be updated or replaced by other equivalents.
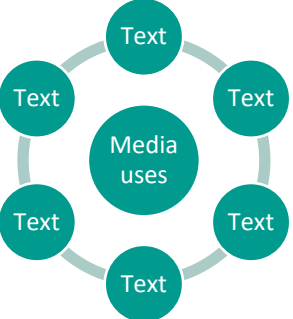
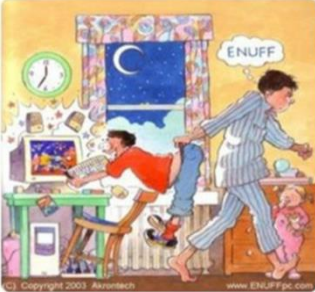# TRAINING SCENARIO 2 — MEDIA USES AND AUDIENCES IN A DIGITAL ENVIRONMENT

PRE-TEST

QUESTIONS	COMPETENCES	EVALUATION CRITERIA	SCORE SCALE 0-20
1. In 2006, Time magazine chose millions of anonymous users responsible for generating contents in Wikipedia, YouTube, MySpace, Facebook, Second Life and other websites characterized by users' participation, as person of the year. The choice was personified by just a 'You', mentioning: *"The answer is: you do. And for seizing the reins of the global media, for founding and framing the new digital democracy, for working for nothing and beating the pros at their own game, TIME's Person of the Year for 2006 is you. Sure, it's a mistake to romanticize all this any more than is strictly necessary. Web 2.0 harnesses the stupidity of crowds as well as its wisdom".* This choice gave rise to applause and criticism, which are still a matter of debate today. Give examples of arguments that could support and be against this choice.	• Develop one's own critical thinking; • Understand the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization); • Recognize common uses /practices of information technology.	• Arguments presented; • Relevance of the arguments.	**6 POINTS** 0 – No answer or invalid or inconsistent answer; 1+1–One argument in favour and one argument against identified; 2+2–Two arguments in favour and two arguments against identified. 3+3–Three or more arguments in favour and three or more arguments against identified.

2. The concepts of 'Public' and 'Audience' are sometimes used when writing about and studying the media. What do you think differentiates one concept from the other? Mention two distinct aspects.	• Understand how important the notion of audience is.	• Aspects presented and argumentation.	**3 POINTS** 0 – No answer or invalid or inconsistent answer; 1 –Distinction made with weak argumentation. 2 –Distinction made with satisfactory argumentation. 3 – Distinguish made with excellent argumentation.
3. In the relationship between media and children/teenagers there are factores and variables interfering, conditioning and influencing media uses and consumption. Fill in following diagram indicating what you believeto be relevant factors. 	• Understand the influence of family cultures on media uses and practices by children and young people.	• Factors identified; • Relevance of the identified factors.	**5 POINTS** 0 – No answer or invalid or inconsistent answer; 1 point for each factor identified, up to a maximum of five.

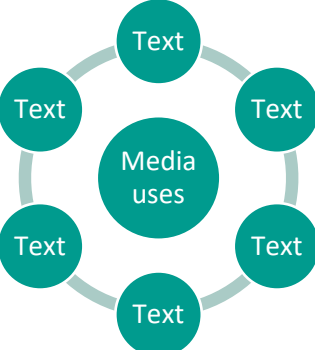|			
4. Mention what kind of media mediation (by mediation one should understand the different ways to manage the relationship with the media) is pictured in the cartoon presented. Identify other types of mediation related to media that you know.	• Understand the influence of family cultures on media uses and practices by children and young people	• Kinds of mediation identified.	**3 POINTS** 0 – No answer or invalid or inconsistent answer; 1 –The kind of mediation represented is identified; 2 –Another kind of mediation identified (other than that represented); 3 –Two or more kinds of mediation identified (other than that represented).
5. How could school use and explore children and young people's practices and experiences with media? Describe some proposals in a few words.	• Articulate Media Education competences with the contents of the school subjects.	• Proposals presented.	**3 POINTS** 0 – No answer or invalid or inconsistent answer; 1 –One proposal mentioned; 2 –Two proposals mentioned; 3 –Three proposals mentioned.

Notes:

– Examples of Questions 1 and 4 can be adapted.

QUESTIONS	COMPETENCES	EVALUATION CRITERIA	SCORE SCALE 0-20
1. In 2006, Time magazine chose millions of anonymous users responsible for generating contents in Wikipedia, YouTube, MySpace, Facebook, Second Life and other websites characterized by users' participation, as person of the year. The choice was personified by just a 'You', mentioning: *"The answer is: you do. And for seizing the reins of the global media, for founding and framing the new digital democracy, for working for nothing and beating the pros at their own game, TIME's Person of the Year for 2006 is you. Sure, it's a mistake to romanticize all this any more than is strictly necessary. Web 2.0 harnesses the stupidity of crowds as well as its wisdom".* This choice gave rise to applause and criticism, which are still a matter of debate today. Give examples of arguments that could support and be against this choice.	• Develop one's own critical thinking; • Understand the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization); • Recognize common uses /practices of information technology.	• Arguments presented; • Relevance of the arguments.	**6 POINTS** 0 – No answer or invalid or inconsistent answer; 1+1– One argument in favour and one argument against identified; 2+2–Two arguments in favour and two arguments against identified. 3+3–Three or more arguments in favour and three or more arguments against identified.

2. What word(s) do you associate the concept of 'audience' and the concept of 'public' to?	• Understand how important the notion of audience is.	• Words identified.	**3 POINTS** 0 – No answer or invalid or inconsistent answer; 1 – Approximate answer; 2 – Correct answer.
3. In the relationship between media and children/teenagers there are factores and variables interfering, conditioning and influencing media uses and consumption. Fill in the following diagram indicating what you believe to be relevant factores. Text Text Text Media uses Text Text Text	• Understand the influence of family cultures on media uses and practices by children and young people.	• Factors identified; • Relevance of the identified factors.	**5 POINTS** 0 – No answer or invalid or inconsistent answer; 1 point for each factor identified, up to a maximum of five.
4. Identify types of mediation in relation to the media and give examples for each type.	• Understand the influence of family cultures on media uses and practices by children and young people	• Kinds of mediation identified.	**3 POINTS** 0 – No answer or invalid or inconsistent answer; 1 – One type of mediation identified and an example given; 2 –Two types of mediation identified and examples given;

			3 –Three types of mediation identified and examples given.
5. How could school use and explore children and young people's practices and experiences with media? Describe some proposals in a few words.	• Articulate Media Education competences with the contents of the school subjects.	• Proposals presented.	**3 POINTS** 0 – No answer or invalid or inconsistent answer; 1 –One proposal mentioned; 2 –Two proposals mentioned; 3 – Three proposals mentioned.

Notes:

– Example of Question 1 can be adapted.