



GENERAL INTRODUCTION TO THE E-MEL EVALUATION TOOLKIT

John Potter (UCL-IOE)

Digital resources in the form of a 'toolkit' are always created in anticipation of a range of certain kinds of user behaviours and needs. The e-MEL project resources are no different but, in every case, evaluation of those resources and the outcomes for representative types of users are both essential and necessarily complex.

Created from a synthesis of media education and media literacy research and teaching experience across five countries and aimed at a range of pre-service and in-service teachers and teacher educators, the importance and potential reach of the e-MEL project for media education is great, particularly at a time when it is so badly needed in the world. By which I mean the era of 'Fake news' and the massive manipulation of both corporate and social media for political ends.

In the toolkit you will find a range of training scenario evaluations which reflect widely differing needs and aspirations, different groupings and different stages of career. They range from media effects work, through to production and more. They lend themselves to larger cohorts and smaller group scenarios. They present resources and experiences which lie across the range of digital and print experience of media, broadcast and social media, film and animation, news and advertising content (and everything in between). Their function is to provide a library of tools, of resources which can be taken directly and applied in the designated scenario.

The importance of evaluation for the toolkit resides in the fact that resource creation is an iterative process, particularly in the digital age, the era of 'dynamic literacies' and 'third spaces'. Media education and its corollary discipline, media literacy, exist in the cultural moment, in the lived experience of users. And the users of these media, consumers, producers and prosumers occupy the same space as the teachers, teacher-educators and wider communities of practice amongst the learners. In fact they experience and live with media together, undifferentiated at the point of reception or production. The ways in which media is interpreted or apprehended across the different domains, however, depends on the Discourse in that setting, incorporating the nature of media in the curriculum, the place of education in relation to it, the performative nature of the structures around it. To a very large extent it depends on the experiences of the end user, their confidence, their own previous experience with media and more.

As a result the training scenarios in e-MEL have been thoroughly tested and mapped for the full range of need and experience, tracked by team members, synthesised into a report on their effectiveness in that range. They have been measured according to pre-test and post-test scores, qualitative statements of observation and recording, underpinned by expert discussion and analysis. No one training scenario in a given topic will provide the full answer to an issue of evaluation in media education or media literacy without a full understanding of context. As a result the scenarios are all described in detail and referred to in the evaluation report.



It should be obvious but it is also worth noting that the scenarios exist within a learning environment, based on a common, open source web-standard, the Moodle platform. So, in many ways, the scenarios are also tailored to the environment in which they sit. The virtual exerts a pull over the material in this platform which is familiar to anyone who has learned online but we must be aware that amongst the users of e-MEL are people for whom e-learning is itself new and represents a challenge. We are all still learning about the effects or otherwise of the platform on the context and content of the learning about media. The iterative process extends to the design of the environment and all opinions are welcome.

From the literature of evaluation in e-learning we read of the importance of understanding what it means to be using a medium to learn concepts, to practise skills and exhibit certain dispositions. We must also be aware that these resources are available anytime, anywhere and in many forms, including those which are mobile, tablets, laptops and phones. This changing nature, and its mobility, finds its reflection in the ways in which the tasks are set up through e-MEL to be adaptable and flexible across platforms and contexts.

Finally, you could ask: why evaluate at all when there are so many variables involved? The answer is that each iteration contributes to the development of the whole resource. Evaluation of the detailed nature carried out by e-MEL is important because it creates the conditions for wider usability. And the toolkit model is the best suited for this because, as Grainne Conole and Martin Oliver have written they are predicated on the assumption that they will be:

- derived from an explicit theoretical framework;
 - easy-to-use for practitioners;
 - able to provide demonstrable benefit;
 - able to provide guidance, without being prescriptive;
 - adaptable to reflect the user's practice and beliefs;
 - able to produce outputs that reflect the local context.
- (Conole and Oliver, 2002).¹

These are the features, aims and drivers of the toolkit devised and developed by the e-MEL team and feedback of the kind described herein and above is most welcome as you explore the various resources with the overarching aim of developing and enhancing media education and media literacy in the digital age with all its many challenges.

¹ Conole, G. and Oliver, M. (2002). *Embedding Theory into Learning Technology Practice with Toolkits*. Journal of Interactive Media in Education, 2002 (8). ISSN:1365-893X <http://www-jime.open.ac.uk/articles/10.5334/2002-8/>



COMPETENCES EVALUATION TUTORIAL

Baptiste Campion & Patrick Verniers (IHECS)

OVERVIEW

As far as the 'universal evaluation tool' does not exist, each trainer must develop his own evaluation tools. Nevertheless it is not necessary to invent the wheel again for each training scenario! The eMEL experiments determined a set of concrete bases allowing each trainer doing it in the most efficient way following simple guidelines. This tutorial gives you general and specific guidelines to conceive, realize and interpret the results of your own evaluation test, specifically designed for your own use of the eMEL training scenarios in your specific context.

In this purpose, you'll find six different models (we called 'prototype'). Each prototype is focused on a specific range of competences (analysis competences, production competences, didactic analysis competences, didactic production competences) and show you several manners to evaluate it, with possible variants when it's relevant. For each prototype, hyperlinks will also guide you to eMEL experimentations that used this specific prototype as model for their competence evaluation test. You can use it as models.

Each prototype is based on the same method: a single task repeated twice: before the training scenario (pre-test) and after the training scenario (post-test). Each test give information about the trainees' level of competences at this specific moment (before and after the training). Comparison between the results of the two tests allows to highlight the trainees' evolution during the training.

For each prototype, you'll find:

- The set of competences the prototype is designed to evaluate;
- The main task the trainees will have to realize during the evaluation;
- The possible variants in the task or in the way presenting it to the trainees;





- The general data processing strategy and the evaluation scale and its signification;
- Eventual extra needed information;
- Examples of application in eMEL experiments.

You will find also a synthesis table of the 6 competences evaluation prototypes.

HOW TO USE IT?

It's quite easy. Follow these steps:

1. Identify the competences you want to evaluate
2. Find the prototype corresponding to these competences
3. Choose a method (within the prototype description) in regard of your aims and/or your own context
4. With the help of the prototype description, identify indicators specific to the (sub)competences you want to evaluate
5. Define the exact task: how the generic task described in the prototype become a real concrete task for trainees? You have to define: the exact requirements, the documents to comment/analyse, possible extra precision (like a thema, audience, etc.). You should produce 2 questionnaires with this task: (i) the pre-test and (ii) the post-test questionnaires.
6. Pass the pre-test questionnaire before the training scenario (provide enough time for it).
7. Pass the post-test questionnaire after the training scenario (provide enough time for it).
8. Correct the questionnaires with the help of the prototype interpretation table and the specific indicator you defined at step 4.
9. You may make comparison between pre- and post-tests to assess the trainees evolution during the training scenario.



EVALUATION PROTOTYPES LIST

[Prototype 1 – Analysing competences – Media Literacy by systematic analysis](#)

[Prototype 2 – Analysing competences – Media Literacy by comparison](#)

[Prototype 3 – Analysing competences – Media Literacy by classification](#)

[Prototype 4 – Producing competences – Didactic axis](#)

[Prototype 5 – Analysing competences – Didactic axis](#)

[Prototype 6 – Media Literacy Production competences](#)

#	Competence dimension	Method	Variants	Scoring method	Scoring indicators	Scoring levels	Conditions
1	Analysing competences – Media Literacy	Analyse media one by one	-Respond to observation questions -Analyse its practices	A. Key words B. Content analysis (CA)	A. Number of keywords B. CA based on the relevance, the accuracy, the coherence and the exhaustiveness	4-levels scale build on the evaluated competence	Same evaluator for pre- and post-tests

2	Analysing competences – Media Literacy	Compare 2 (or more) media objects	<ul style="list-style-type: none"> -Free comparison -Comparison based on/guided by detailed questions -Mindmap: trainees have to draw a mindmap reflecting their analysis of the objects/of the question 	<ul style="list-style-type: none"> A. Key words B. Content analysis (CA) C. Coherence of the mindmap 	<ul style="list-style-type: none"> A. Number of keywords B. CA based on the relevance, the accuracy, the coherence and the exhaustiveness C. Coherence of the mindmap 	4-levels scale build on the evaluated competence	Same evaluator for pre- and post-tests
3	Analysing competences – Searching, selecting and classifying competences	Classifying media objects following differents criteria, arguing criteria	<ul style="list-style-type: none"> -Objects are given -Objects have to be searched -Possibility to ask for differents classifications following different criteria or for a specific task (i.e. “objects suitable for...”) 	<ul style="list-style-type: none"> A. Number of right/relevant criteria B. Justification of the criteria C. Ability to classify 	<ul style="list-style-type: none"> A. Number of right/relevant criteria B. Relevancy of the criteria (regarding the task) C. “Richness” of the classification (number of criteria in the classification) 	4-levels scale build on the evaluated competence	Evaluator will focus on: A. Media objects relevancy B. Criteria classification (depending on the task)
4	Producing competences – Didactic axis	Concieving (describing) a pedagogical situation	<ul style="list-style-type: none"> -Free page for responding -Formatted questions 	<ul style="list-style-type: none"> A. Key words B. Content analysis (CA) C. Coherence of the mindmap 	<ul style="list-style-type: none"> A. Number of keywords B. CA based on the relevance, the accuracy, the 	4-levels scale build on the evaluated competence	Same evaluator for pre- and post-tests

			-Mindmap: trainees have to draw a mindmap reflecting their analysis of the objects/of the question		coherence and the exhaustiveness C. Coherence of the mindmap		
5	Analysing Competences – Didactic axis	Analysing and criticizing an existing pedagogical resource	-Analysing & criticizing -Analysing, criticizing and adapting to a specific (new) situation -Summarizing and commenting for a colleague	A. Key words B. Content analysis (CA)	A. Number of keywords B. CA based on the relevance, the accuracy, the coherence and the exhaustiveness	4-levels scale build on the evaluated competence	Same evaluator for pre- and post-tests
6	ML Production	Producing a scenario presenting a media about [subject] to [audience]	-Free page to describe scenario -In two steps: (i) collect and analyse existing presentations; (ii) “what will you do?”	A. Key words B. Content analysis (CA)	A. Number of keywords B. CA based on the relevance, the accuracy, the coherence and the exhaustiveness	4-levels scale build on the evaluated competence	Dependant of TS Same evaluator for pre- and post-tests



PROTOTYPE 1: ANALYSING COMPETENCES — MEDIA LITERACY BY SYSTEMATIC ANALYSIS

OVERVIEW

This evaluation test provide you a simple procedure to evaluate the level of the trainees competences in analysis (media literacy competences). The test allows to evaluate each trainee individually before and after the training, and to assess the progression during the training by comparison between the two tests. The test is based on the idea that at most the trainees are competent, at the most they are able to analyse spontaneously media objects.

TASK

The trainees have to analyse one (or several) media object(s). At most they can do it following different various and relevant dimensions, at most they are considered as competent.

Just provide the trainees the media object(s) to be analyzed.

Method 1 - Free analysis in an open questionnaire: “Analyse these media objects following several dimensions.”

This method is especially interesting with presumed high-level trainees or to highlight the spontaneous approach they put in place. This method is less interesting with presumed low-level trainees because they may not see what is expected.

Method 2 – Structured analysis guided by detailed questions: “Analyse these media objects according to the following criteria: (i) the author of the document, (ii) the targeted audience, (iii) the way the message was fabricated, (iv) the effect on the receivers (etc.)”



This method is especially interesting with presumed low-level trainees. This method is less interesting with presumed high-level trainees because the guided answers may be not sufficiently discriminant (all high-level trainees will reach the maximal level, avoiding to highlight a progression during the training).

Method 3 – Mixed approach: in a first time ask a general open question (Method 1 above), in a second time ask more specific and detailed questions (Method 2 above). This mixed method is especially interesting when you don't have indications about the level of the trainees. It is also really discriminant between low and high-level trainees. The main inconvenient is that answering the questionnaire is longer, and the repetition between open and specific questions may disturb some trainees.

INTERPRETATION

Each answer is individually coded with the following scale:

Level	Criteria	Interpretation
0	The trainee is unable to analyse the media objects whatever the considered dimension (or only with irrelevant dimension: "I like it", etc.)	The trainee has no analysis competence.
1	The trainee is able to analyse the media objects using only 1 relevant dimension (for example: targeted audience).	The trainee has basic analysis competences.
2	The trainee is able to analyse the media objects using several relevant dimensions (for example: targeted audience and sender's intentions).	The trainee has good analysis competences.

3	<p>The trainee is able to analyse the media objects using several relevant dimensions that are justified and organised in a coherent manner. He/she is able to make links between the considered dimensions. (For example targeted audience, sender's intention and highlight that the audience is chosen following intentions).</p>	<p>The trainee has excellent analysis competences and may be viewed as an “expert” in these competences.</p>
---	--	--

The progression is evaluated by comparison between the scores before and after the training. You should expect that the final score is (individually and/or globally) higher at the end of the training than at the beginning.

EXTRA COMMENTS

It is recommended that the objects used in the pre-training and post-training tests are equivalent in difficulty. Do not use easier objects at the end of the training; it should falsify the results.

It is recommended that the same evaluator does the scoring in the pre-training and post-training tests to ensure that the interpretation of the scoring indicators is constant.

EXAMPLES IN EMEL

- [Belgium – Understand and decrypt TV news show](#) > Method 2
- [Belgium – Mediatized images in context](#) > Method 3
- [Finland – TS1 Media Cultures](#) >
- [Portugal – TS1 Understanding the current world](#) > Method 3
- [Portugal – TS2 Media uses and audiences in a digital environment](#) > Method 3



PROTOTYPE 2: ANALYSING COMPETENCES — MEDIA LITERACY BY COMPARISON

OVERVIEW

This evaluation test provides you a simple procedure to evaluate the level of the trainees' competences in analysis (media literacy competences). The test allows to evaluate each trainee individually before and after the training, and to assess the progression during the training by comparison between the two tests. The test is based on the idea that at most the trainees are competent, at the most they are able to compare spontaneously media objects.

TASK

The trainees have to compare 2 (or more) media objects, according to different criteria. At most they can make a reasoned and nuanced comparison implying a high number of relevant criteria, at most they are considered as competent.

Just give your trainees 2 (or more) media objects and ask to compare them.

Method 1 - Free comparison in an open questionnaire: “Compare these objects according several criteria that you explain” or “what make those objects similar/different and why?”

This method is especially interesting with presumed high-level trainees or to highlight the spontaneous approach they put in place. This method is less interesting with presumed low-level trainees because they may not see what is expected.

Method 2 – Structured comparison guided by detailed questions: “Compare these objects according to the following criteria: (i) the author of the document, (ii) the targeted audience, (iii) the way the message was fabricated, (iv) the effect on the receivers (etc.)”





This method is especially interesting with presumed low-level trainees. This method is less interesting with presumed high-level trainees because the guided answers may be not sufficiently discriminant (all high-level trainees will reach the maximal level, avoiding to highlight a progression during the training).

Method 3 – Mixed approach: in a first time ask a general open question (Method 1 above), in a second time ask more specific and detailed questions (Method 2 above). This mixed method is especially interesting when you don't have indications about the level of the trainees. It is also really discriminant between low and high-level trainees. The main inconvenient is that answering the questionnaire is longer, and the repetition between open and specific questions may disturb some trainees.

Method 4 – Mindmapping. Comparison is presented in a mindmap showing similarities and differences between the considered media objects. The mindmap may be created with “traditionnal” tools (paper and pencil) or with specialized digital tools (like Mapmind, XMind, etc.). Using a specialized software may be intimidating for some trainees unfamiliar with digital tools; using specialized software makes the mindmap sharing easier on the platform.

INTERPRETATION

Each answer is individually coded with the following scale:

Level	Criteria	Interpretation
0	The trainee is unable to compare the media objects whatever the considered criteria (or only with irrelevant criteria).	The trainee has no analysis competence.
1	The trainee is able to compare the media objects using only 1 relevant criteria (for example: targeted audience).	The trainee has basic analysis competences.

2	The trainee is able to compare the media objects using several relevant criteria (for example: targeted audience and sender's intentions).	The trainee has good analysis competences.
3	The trainee is able to compare the media objects using several relevant criteria that are justified and organised in a coherent manner. He/she is able to make links between criteria. (For example targeted audience, sender's intention and highlight that the audience is chosen following intentions).	The trainee has excellent analysis competences and may be viewed as an "expert" in these competences.

The progression is evaluated by comparison between the scores before and after the training. You should expect that the final score is (individually and/or globally) higher at the end of the training than at the beginning.

EXTRA COMMENTS

It is recommended that the objects used in the pre-training and post-training tests are equivalent in difficulty. Do not use easier objects at the end of the training; it should falsify the results.

It is recommended that the same evaluator does the scoring in the pre-training and post-training tests to ensure that the interpretation of the scoring indicators is constant.

EXAMPLES IN EMEL

- [Italy – TS1 Digital storytelling as self-presentation and social/civic agent](#) (analysis test)
- [France – TS2 Images of Science in the Media](#) > close to Method 4 (mindmapping)



PROTOTYPE 3: ANALYSING COMPETENCES — MEDIA LITERACY BY CLASSIFICATION

OVERVIEW

This evaluation test provide you a simple procedure to evaluate the level of the trainees competences in analysis (media literacy competences). The test allows to evaluate each trainee individually before and after the training, and to assess the progression during the training by comparison between the two tests. The test is based on the idea that at most the trainees are competent, at the most they are able to analyse classify media objects.

TASK

The trainees have to classify several media objects following different criteria they have to explain and justify. At most they can do it following different various and relevant/justified criteria, at most they are considered as competent.

Media objects may be provided by the trainer or searched by the trainees (for example in another exercise – following context and available time: see the different submethods below).

Method 1 – Objects to classify are given by the trainer. Trainees only have to classify them following different criteria and justify these criteria.

Method 2 – Object to classify are searched by the trainees. For example in a search-and-classify exercise: “Look on the Internet for different media objects that are similar or different from each other. Create categories with almost 3 different media objects in each. Justify the central criteria that defines each created category.”

Method 3 – Successive classifications. After a first classification, trainees are asked to find another classifications with the same set of media objects, in an iterative way. The idea is to see if they are able to envisage successively the same objects following different criteria.



INTERPRETATION

The evaluator will focus on the media objects relevancy (especially in the Method 2 perspective) and the relevancy of classification criteria in regard to the instructions (all methods).

Each answer is individually coded with the following scale:

Level	Criteria	Interpretation
0	The trainee is unable to classify the media objects whatever the considered criteria (or only with unrelevant dimension: “I like it”, etc.)	The trainee has no analysis competence.
1	The trainee is able to classify the media objects using only 1 relevant criteria (for example: targeted audience). He/she is for example unable to find another possible classifications in a given set of media objects (method 3).	The trainee has basic analysis competences.
2	The trainee is able to classify the media objects using several relevant criteria (for example: targeted audience and sender’s intentions). He/she is for example able to find another possible classifications in a given set of media objects (method 3).	The trainee has good analysis competences.
3	The trainee is able to classify the media objects using several relevant criteria that are justified and organised in a coherent manner. He/she is able to find another possible classifications in a given set of media objects (method 3). He/she is able to make links between the considered dimensions. (For example	The trainee has excellent analysis competences and may be viewed as an “expert” in these competences.

targeted audience, sender's intention and highlight that the audience is chosen following intentions).

The progression is evaluated by comparison between the scores before and after the training. You should expect that the final score is (individually and/or globally) higher at the end of the training than at the beginning.

EXTRA COMMENTS

It is recommended that the objects used in the pre-training and post-training tests are equivalent in difficulty. Do not use easier objects at the end of the training: it should falsify the results.

It is recommended that the same evaluator does the scoring in the pre-training and post-training tests to ensure that the interpretation of the scoring indicators are constant.

EXAMPLES IN EMEL

(No direct example in the tested TS)



PROTOTYPE 4: PRODUCING COMPETENCES — DIDACTIC AXIS

OVERVIEW

This evaluation test provides you a simple procedure to evaluate the level of the trainees' competences in production (didactic axis). The test allows to evaluate each trainee individually before and after the training, and to assess the progression during the training by comparison between the two tests. The test is based on the idea that at most the trainees are competent, at the most they are able to describe a pedagogic sequence using various terms and linking them.

TASK

The trainees have to conceive (describe) a pedagogical sequence about a given topic. At most they are able to draw a coherent sequence mobilizing objectives, relevant activities and relevant resources, at most they are considered as competent.

The topic of the pedagogical sequence as well as the targeted audience is given by the trainer. Other elements may be given by the trainer or be left free to the trainees' appreciation (see Methods below).

Method 1 – Free page for responding: “Describe a pedagogical sequence about [topic] addressed to [audience] in [extra relevant framing elements].” This method is especially interesting with presumed high-level trainees (for example in-service teachers) or to highlight the spontaneous approach they put in place. This method is less interesting with presumed low-level trainees (for example in-training future teachers) because they may not see what is expected.

Method 2 – Responding in formatted questions: “Describe your pedagogical sequence following the different items: (i) objectives, (ii) activities, (iii) resources, (iv) timing (etc.)”

This method is especially interesting with presumed low-level trainees (for example in-training future teachers). This method is less interesting with

presumed high-level trainees (for example experimented in-service teachers) because the guided answers may be not sufficiently discriminant (all high-level trainees will reach the maximal level, avoiding to highlight a progression during the training).

Method 3 – Mixed approach: in a first time use a free page for responding (Method 1 above), in a second time ask more formatted questions (Method 2 above). This mixed method is especially interesting when you don't have indications about the level of the trainees. It is also really discriminant between low and high-level trainees. The main inconvenient is that answering the questionnaire is longer, and the repetition between open and specific questions may disturb some trainees.

Method 4 – Mindmapping. The sequence is presented in a mindmap showing alignment between objectives, tasks, resources, evaluation, and so on. The mindmap may be created with “traditional” tools (paper and pencil) or with specialized digital tools (like Mapmind, XMind, etc.). Using a specialized software may be intimidating for some trainees unfamiliar with digital tools; using specialized software makes the mindmap sharing easier on the platform.

INTERPRETATION

Each answer is individually coded with the following scale:

Level	Criteria	Interpretation
0	The trainee is unable to describe a pedagogical sequence. His/her answer is incoherent and/or focus on the content without preoccupation for methods and mean (“I will say that”).	The trainee has no production (didactic) competence.
1	The trainee is able describe a basic pedagogical sequence. His/her description counts a few keywords indicating that he/she makes the difference between content, objectives and method (“objective”, “method”, etc.).	The trainee has basic production (didactic) competences.

2	The trainee is able describe a coherent pedagogical sequence. His/her description counts most keywords indicating that he/she masters the whole process: objectives, task, ressources, evaluation, timing, etc.	The trainee has good production (didactic) competences.
3	The trainee is able describe a coherent pedagogical sequence and to justify each element. His/her description counts all keywords indicating that he/she masters the whole process (objectives, task, ressources, evaluation, timing, etc.) and makes links between these elements showing their coherence/alignment.	The trainee has excellent production (didactic) competences and may be viewed as an “expert” in these competences.

The progression is evaluated by comparison between the scores before and after the training. You should expect that the final score is (individually and/or globally) higher at the end of the training that at the beginning.

EXTRA COMMENTS

It is recommended that the same evaluator does the scoring in the pre-training and post-training tests to ensure that the interpretation of the scoring indicators are constant.

EXAMPLES IN EMEL

- [Belgium – Mediatized images in context](#) > Method 3
- [Finland – TS2 Transcultural competences in media education](#) > Method 1
- [Italy – TS1 Digital storytelling as self-presentation and social/civic agent](#) (didactic test)
- [France – TS2 Images of Science in the Media](#) (didactic test)



PROTOTYPE 5: ANALYSING COMPETENCES — DIDACTIC AXIS

OVERVIEW

This evaluation test provides you a simple procedure to evaluate the level of the trainees analysing competences (didactic axis). The test allows to evaluate each trainee individually before and after the training, and to assess the progression during the training by comparison between the two tests. The test is based on the idea that at most the trainees are competent, at the most they are able to analyse and criticize an existing pedagogic sequence using various terms and linking them.

TASK

The trainees have to analyse and criticize an existing pedagogical sequence about a given topic. At most they are able to deconstruct in a coherent way the sequence identifying and criticizing objectives, relevant activities and relevant resources, at most they are considered as competent.

The sequence is given by the trainer. Other elements may be given by the trainer or be left free to the trainees' appreciation (for example, assessing the relevancy of the sequence to another specific audience).

Method 1 – Free page for responding: “Analyse the following pedagogical sequence.”

This method is especially interesting with presumed high-level trainees (for example in-service teachers) or to highlight the spontaneous approach they put in place. This method is less interesting with presumed low-level trainees (for example in-training future teachers) because they may not see what is expected.

Method 2 – Responding in formatted questions: “Analyse the pedagogical sequence following the different items: (i) objectives, (ii) activities, (iii) resources, (iv) timing (etc.)”



This method is especially interesting with presumed low-level trainees (for example in-training future teachers). This method is less interesting with presumed high-level trainees (for example experimented in-service teachers) because the guided answers may be not sufficiently discriminant (all high-level trainees will reach the maximal level, avoiding to highlight a progression during the training).

Method 3 – Mixed approach: in a first time use a free page for responding (Method 1 above), in a second time ask more formatted questions (Method 2 above). This mixed method is especially interesting when you don't have indications about the level of the trainees. It is also really discriminant between low and high-level trainees. The main inconvenient is that answering the questionnaire is longer, and the repetition between open and specific questions may disturb some trainees.

Method 4 – Mindmapping. The sequence is presented in a mindmap showing alignment between objectives, tasks, resources, evaluation, and so on. The mindmap may be created with “traditional” tools (paper and pencil) or with specialized digital tools (like Mapmind, XMind, etc.). Using a specialized software may be intimidating for some trainees unfamiliar with digital tools; using specialized software makes the mindmap sharing easier on the platform.

INTERPRETATION

Each answer is individually coded with the following scale:

Level	Criteria	Interpretation
0	The trainee is unable to analyse a pedagogical sequence. His/her answer is incoherent and/or focus on the content without preoccupation for methods and mean (“it says that...”).	The trainee has no analysing (didactic) competence.
1	The trainee is able analyse a basic pedagogical sequence. His/her analyse counts a few keywords indicating that he/she	The trainee has basic analysing (didactic) competences.

	makes the difference between content, objectives and method (“objective”, “method”, etc.).	
2	The trainee is able analyse and/or evaluate a pedagogical sequence. His/her analysis counts most keywords indicating that he/she masters the whole process: objectives, task, ressources, evaluation, timing, etc.	The trainee has good analysing (didactic) competences.
3	The trainee is able analyse and evaluate a pedagogical sequence and to justify interest (or limitations) of each element. His/her analysis counts all keywords indicating that he/she masters the whole process (objectives, task, ressources, evaluation, timing, etc.) and makes links between these elements showing their coherence/alignment.	The trainee has excellent analysing (didactic) competences and may be viewed as an “expert” in these competences.

The progression is evaluated by comparison between the scores before and after the training. You should expect that the final score is (individually and/or globally) higher at the end of the training that at the beginning.

EXTRA COMMENTS

It is recommended that the same evaluator does the scoring in the pre-training and post-training tests to ensure that the interpretation of the scoring indicators are constant.

EXAMPLES IN EMEL

(No direct example in the tested TS)



PROTOTYPE 6: MEDIA LITERACY PRODUCTION COMPETENCES

OVERVIEW

This evaluation test provide you a simple procedure to evaluate the level of the trainees media literacy production competences. The test allows to evaluate each trainee individually before and after the training, and to assess the progression during the training by comparison between the two tests. The test is based on the idea that at most the trainees are competent, at the most they are able to describe a production activity.

TASK

The trainees conceive (describing) a scenario presenting a media about a given topic to a specific audience. At most they are able describe the sequence in a coherent way, at most they are considered as competent.

The topic and the audience are given by the trainer. Another elements may be given by the trainer or be left free to the trainees appreciation.

Method 1 – Free page for responding: “Describe a sequence about [topic] addressed to [specific audience].”

Method 2 – Responding in two steps: (i) collecting and analysing existing presentation, (ii) developing his/her own.

INTERPRETATION

Each answer is individually coded with the following scale:

Level	Criteria	Interpretation
0	The trainee is unable to conceive a coherent production.	The trainee has no ML production competences.
1	The trainee is able to conceive a basic sequence. His/her answer counts a few keywords indicating that he/she makes the difference between content, objectives and method (“objective”, “method”, etc.).	The trainee has basic ML production competences.
2	The trainee is able conceive a coherent production sequence and to plan it in different aspects. His/her analysis counts most keywords indicating that he/she masters the whole process: objectives, task, ressources, evaluation, timing, etc.	The trainee has good ML production competences.
3	The trainee is able conceive and plan a complete ML production sequence and to justify interest (or limitations) of each element. His/her answer counts all keywords indicating that he/she masters the whole process (objectives, task, ressources, evaluation, timing, etc.) and makes links between these elements showing their coherence/alignment.	The trainee has excellent ML production competences and may be viewed as an “expert” in these competences.

The progression is evaluated by comparison between the scores before and after the training. You should expect that the final score is (individually and/or globally) higher at the end of the training than at the beginning.



EXTRA COMMENTS

It is recommended that the same evaluator does the scoring in the pre-training and post-training tests to ensure that the interpretation of the scoring indicators are constant.

EXAMPLES IN EMEL

- [Italy: TS 1 Digital Storytelling as self-representation and social/civic agent](#) (Production test)
- [Italy: TS 2 Make Map Talking about Arts](#) (Production test)





EVALUATION TOOLKIT: TRAINING EVALUATION

Maria Ranieri, Isabella Bruni (University of Florence)

INTRODUCTION

These guidelines are intended to provide ready-to-use tools to evaluate the effectiveness of your training and trainees satisfaction. We propose tools addressing both trainers and trainees.

It is assumed that the trainers have been already appropriately engaged in the project, they know the training scenarios and the e-learning environment. It is also assumed that the trainees have been already identified and all the organizational (e.g. reservation of adequate space to carry out face to face activities or preliminary check of ITC access by students) and institutional aspects (e.g. in higher education context, official approval of the experimentation by the academic board) to involve them in the experimentation have been already dealt with. It is also taken for granted that during the first meeting with trainees, the trainers will introduce the training, providing information about contents, objectives, timeline and the online platform.

SECTION 1 — AIMS AND TOOLS

1.1. AIMS

The overall aim of this evaluation is to test the effectiveness of the training to develop media literacy/education competences. Within this overall framework, tools were created to evaluate the following dimensions, comparing the point of view of trainers and trainees:

- **Effectiveness** of training, e.g. to what extent was the training relevant/effective for the development of media literacy/media education competences? How did trainees self-evaluate their level of outcomes in terms of competences and products? What were the learning outcomes? What strengths and weakness did emerge during the learning process?
- **Quality of methods/resources/activities and tools** of training, e.g. how were the resources/activities/tools? Were they appropriate? How was the level of clarity of instructions? How was the trainers' support? What changes or improvements should be done?
- **Sustainability** of training, e.g. to what extent was the training sustainable, particularly in terms of management, workload, time, structure etc.?

- **Usability**, e.g. to what extent was the online learning environment usable? What were the technical difficulties?
- **Satisfaction**, e.g. according to trainees point of view, what activities were most/less enjoyable? What activities were most/less interesting? What was trainees' perception of the importance of topics and consistence of activities?
- **Participation**, e.g. to what extent did trainees interact with trainers? To what extent did they interact with each other?
- **Transferability** of competences, e.g. to what extent could the competences learnt during the experimentation be transferred to and re-used in trainees' professional contexts?

1.2. DATA COLLECTION TOOLS

In order to evaluate the dimensions mentioned in the previous paragraph, a series of tools will be used according to the specific phase of the activity, i.e.

- a **pre-survey** to be administered at the beginning to collect general information about trainees including their expectations and previous experiences with online learning. The survey is anonymous and could be administered online or on paper depending on your organizational preferences. The compilation time is about 15 minutes.
- a **logbook** that trainers will use during the process to take notes about advancements, participation, interaction with the e-learning platform and so on by referring to each unit. The logbook could be very useful to collect trainer's perception during the development of the training: it guides trainers in a reflection exercise about their teaching process, which can allow to improve their practices.
- a **post-survey** that trainees should answer at the end of the activity to provide a global evaluation of the training. The survey will include both close and open questions. The survey is anonymous and could be administered online or on paper depending on your organizational preferences. The compilation time is about 15 minutes.

Further data relating trainers-trainees and trainees-trainees interaction could be gathered from the **online platform**. We suggest to consider in your analysis the following type of data:

- Access to resources (eg. type of resources, number of visits)
- Interaction between trainers – trainees (see statistics about chat, forum, direct message; number of messages etc.)
- Interaction between trainees – trainees (see statistics about chat, forum, direct message; number of messages etc.)

- What topics were covered in the discussion (e.g. technical issue, questions on topic, clarification of activities and tasks)
- Typology of interaction (sharing, discussion, group collaboration)
- Participation of trainees (e.g. course completion, time on platform)

Table 1 provides an overview of phases and tools.

Table 1. Training evaluation: phases and tools

Ex-Ante	In Itinerary	Ex-Post
Trainees Survey - General information - Expectations - Obstacles - Previous online learning experiences	Trainer Logbook Includes information on the process focusing on - Advancement - Quality of resources - Interaction with the platform - Challenges Platform data - Interaction trainers-trainees - Trainees' participation - Trainees' interaction - Access to resources	Trainees survey Focus on: - Satisfaction - Effectiveness - Quality of methods and resources - Sustainability - Usability - Participation - Transferability

Annexes

- [Trainers' logbook](#)
- [Online pre-survey for trainees](#)
- [Online post-survey for trainees](#)



EXTERNAL RESOURCES

12 RESOURCES FOR EVALUATING ONLINE AND MEDIA LEARNING TOOLKITS

An Evaluation of a Media Literacy Program Training Workshop for Late Elementary School Teachers

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3530162/>

Article - US based media literacy evaluation prototype for schools

Australian E-Learning Academy checklist

<http://www.elearningacademy.com.au/blog/2013/05/a-checklist-for-quality-elearning-courses/>

Free Checklist

Canadian Learning Resources Evaluation

www.gov.pe.ca/photos/original/ed_ESLR_08.pdf

Canadian based e-learning work

Developing Media Literacy

https://www.englishandmedia.co.uk/assets/uploads/preview_files/DML_.pdf David Buckingham

and Jenny Grahame's resource pack for schools

Digital & Media literacy education. A Teachers' Guide

http://virtualstages.eu/media/vsav_toolkit_en.pdf

An educational toolkit on digital and media literacy by Maria Ranieri

Disruptive Media Learning Lab

<http://dml.org.uk/resources/tools/evaluation/>

Disruptive Media Lab evaluation toolkits (UK based)

Embedding Theory into Learning Technology Practice with Toolkits. Journal of Interactive Media in Education, 2002 (8). Article by Conole and Oliver

<http://www-jime.open.ac.uk/articles/10.5334/2002-8/>

Article

Media Education Lab

<http://mediaeducationlab.com/>

US organisation founded by Renee Hobbs

Media and information literacy curriculum for teachers





<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-and-information-literacy-curriculum-for-teachers/>

Unesco: A curriculum on media and information literacy promoted by UNESCO and available in Arabic, French, Russian, Spanish and, eventually, other languages.

Resources from MEL

<http://mediaeducationlab.com/curriculum/materials>

Curriculum for MEL site

Open Learning Evaluation

<https://www.openlearning.com/courses/educationalmediaevaluationmeasurement>

Free resources to support open learning evaluations

Skills to Learn e-learning

<http://www.skills2learn.com/skills2learn-methodology.html>

Company marketing an evaluation process



EVALUATION TOOLKIT: TRAINERS' LOGBOOK

GENERAL INFORMATION

Name of training:

Name of Trainer:

Name of institution and city where the training is developed:

Trainees number and typology :

UNIT 1 (SPECIFY THE TITLE)

Pre-work

- What preliminary activities (e.g., preparation of materials, adaptation, communication, engagement of institutions, etc.) did you carry out to prepare this unit (if any)?

Work

- How were the learning resources, including materials, activities and exercises, in terms of relevance, consistence with the objectives, comprehensiveness, cognitive load, clearness of instruction?
- How was trainees' participation in the online and face-to-face activities? How was the interaction between trainer-trainees and trainees-trainees? Please, if possible, describe a particularly meaningful (positive or negative) episode about trainees' participation and interaction.
- How was the blending between the online and face-to-face activities? Was it effective in terms of learning?
- Did you face any technical troubles? How was the use of the platform?
- What have been the most significant learning situations? Why? Could you describe them or give an example?
- What were the main challenges? How did you manage them?

Post - work

- What would you change about this unit? Do you have any suggestions to improve it?

Other (if any) Please, add further observations, if any.

UNIT 2 (SPECIFY THE TITLE)

- Pre-work**
- What preliminary activities (e.g., preparation of materials, adaptation, communication, engagement of institutions, etc.) did you carry out to prepare this unit (if any)?
- Work**
- How were the learning resources, including materials, activities and exercises, in terms of relevance, consistence with the objectives, comprehensiveness, cognitive load, clearness of instruction?
 - How was trainees' participation in the online and face-to-face activities? How was the interaction between trainer-trainees and trainees-trainees? Please, if possible, describe a particularly meaningful (positive or negative) episode about trainees' participation and interaction.
 - How was the blending between the online and face-to-face activities? Was it effective in terms of learning?
 - Did you face any technical troubles? How was the use of the platform?
 - What have been the most significant learning situations? Why? Could you describe them or give an example?
 - What were the main challenges? How did you manage them?
- Post - work**
- What would you change about this unit? Do you have any suggestions to improve it?
- Other (if any)** Please, add further observations, if any.

UNIT N (SPECIFY THE TITLE)

- Pre-work**
- What preliminary activities (e.g., preparation of materials, adaptation, communication, engagement of institutions, etc.) did you carry out to prepare this unit (if any)?
- Work**
- How were the learning resources, including materials, activities and exercises, in terms of relevance, consistence with the objectives, comprehensiveness, cognitive load, clearness of instruction?
 - How was trainees' participation in the online and face-to-face activities? How was the interaction between trainer-trainees and



trainees-trainees? Please, if possible, describe a particularly meaningful (positive or negative) episode about trainees' participation and interaction.

- How was the blending between the online and face-to-face activities? Was it effective in terms of learning?
- Did you face any technical troubles? How was the use of the platform?
- What have been the most significant learning situations? Why? Could you describe them or give an example?
- What were the main challenges? How did you manage them?
- What would you change about this unit? Do you have any suggestions to improve it?

Post - work

Other (if any)

Please, add further observations, if any.



EVALUATION TOOLKIT: TRAINEES ONLINE PRE-SURVEY

SECTION I. GENERAL INFORMATION

1. Where are you from?

[Drop down menu including all world countries]

2. In which country do you live?

[Drop down menu with all European countries]

3. In which year were you born?

[Drop down menu including years between 1997-1935]

4. Are you female or male?

- Female
- Male

5. What is your highest academic qualification?

- High School
- Bachelor or equivalent
- Master or equivalent
- Doctoral or equivalent

6. Do you currently work at school or in the training field? If yes, please, specify for how long?

- School
 - no experience less than 6 months 6 months or more 1 year or more
 - 3 years or more 5 years or more 10 years or more
- Training field
 - no experience less than 6 months 6 months or more 1 year or more



3 years or more 5 years or more 10 years or more

7. Are you interested in Media Education?

- Not at all
- A little
- Quite interested
- Really interested

8. Have you had previous experiences or training on Media Education?

- Yes
- No

9. How would you self-evaluate your level of media literacy?

- Very low
- Low
- Medium
- High

10. Which training are you attending ?

[Drop down menu including all training]

SECTION II. EXPECTATIONS & OBSTACLES

11. How did you get involved in the course?

- It was part of the academic program
- It was proposed by the school
- It was proposed by a training organization
- I heard from a colleague
- I heard from the web, newspaper, radio...
- Other [please, specify]



12. What are your main expectations about the course?

- To improve my capacity to teach media education
- To improve my media literacy competences
- To improve my capacity to learn online
- To get in contact with other teachers or future teachers around Europe
- To access new resources to teach media literacy
- I don't have specific expectations
- Other [please, specify]

13. What could be the main obstacles to your involvement in the training activities?

- Lack of equipment
- Lack of technical skills
- Lack of time
- Work load
- Lack of technical support from trainers
- Lack of social support from trainers
- Lack of pedagogical support from trainers
- Low institutional support
- Low collaboration with peers
- Low sense of belonging during the online experiences
- I cannot see at the moment any specific obstacle
- Other [please, specify]

14. What competences do you expect to develop through this training activity?

- Technical skills
- Media analysis competences
- Media production competences
- Pedagogical competences
- Other [please, specify]

SECTION III. PREVIOUS BLENDED LEARNING EXPERIENCES

15. Did you already get involved in blended learning (i.e., a mix of face to face and online learning activities)?

- Yes
- No

15.1 If yes, in which context(s) and how long?

- Adult education
 - less than 6 months
 - 6 months or more
 - 1 year or more
 - 3 years or more
- Professional development (e.g., in-service teacher training)
 - less than 6 months
 - 6 months or more
 - 1 year or more
 - 3 years or more
- Teacher education (e.g., future teacher training at the university)
 - less than 6 months
 - 6 months or more
 - 1 year or more
 - 3 years or more
- Vocational education
 - less than 6 months
 - 6 months or more
 - 1 year or more
 - 3 years or more
- Higher education
 - less than 6 months
 - 6 months or more
 - 1 year or more
 - 3 years or more
- Other [please, specify]
 - less than 6 months
 - 6 months or more
 - 1 year or more
 - 3 years or more

16. How do you expect to work with the online platform?

- Access to resources
 - not at all
 - low
 - medium
 - high
- Individual online exercises
 - not at all
 - low
 - medium
 - high
- Interaction with trainers
 - not at all
 - low
 - medium
 - high
- Interaction with peers
 - not at all
 - low
 - medium
 - high



- Collaboration with peers
 - not at all low medium high

- Sharing of resources with peers
 - not at all low medium high

- Exchange of experiences with peers
 - not at all low medium high



EVALUATION TOOLKIT: TRAINEES' ONLINE POST-SURVEY

SECTION I. SATISFACTION

1. What activities were most enjoyable to you? [Please indicate max 3 choices]

- Face to face lecture
- Online lecture (e.g. webinar)
- Exploration of resources
- Search for and editing of resources
- Media analysis exercises
- Media production exercises
- Group work
- Discussion in web forum
- Collaborative writing through wiki
- Other, please specify:

2. What activities were most interesting to you? [Please indicate max 3 choices]

- Face to face lecture
- Online lecture (e.g. webinar)
- Exploration of resources
- Search for and editing of resources
- Media analysis exercises
- Media production exercises
- Group work
- Discussion in web forum
- Collaborative writing through wiki
- Other, please specify:

3. What activities were most difficult to you? [Please indicate max 3 choices]

- Face to face lecture
- Online lecture (e.g. webinar)



- Exploration of resources
- Search for and editing of resources
- Media analysis exercises
- Media production exercises
- Group work
- Discussion in web forum
- Collaborative writing through wiki
- Other, please specify:

For each of the following statements, please indicate your level of agreement / disagreement

4. The course was enjoyable

- Strongly Agree Agree Uncertain Disagree Strongly Disagree

5. The course was easy

- Strongly Agree Agree Uncertain Disagree Strongly Disagree

6. The course was interesting

- Strongly Agree Agree Uncertain Disagree Strongly Disagree

7. The instructions of the course were clear

- Strongly Agree Agree Uncertain Disagree Strongly Disagree

SECTION II. QUALITY OF RESOURCES AND ACTIVITIES

For each of the following statements, please indicate your level of agreement / disagreement

8. Contents fitted with the objectives of the training

- Strongly Agree Agree Uncertain Disagree Strongly Disagree

9. Resources/activities were relevant to the objectives

- Strongly Agree Agree Uncertain Disagree Strongly Disagree

10. I have learned a lot during the course

- Strongly Agree Agree Uncertain Disagree Strongly Disagree



SECTION III. PARTICIPATION

For each of the following statements, please indicate your level of agreement / disagreement

11. I have actively interacted with other trainees during the course

Strongly Agree Agree Uncertain Disagree Strongly Disagree

12. My participation in group work (online or offline) was high

Strongly Agree Agree Uncertain Disagree Strongly Disagree

13. The realization of a final product was important to me (if pertinent)

Strongly Agree Agree Uncertain Disagree Strongly Disagree

SECTION IV. ONLINE EXPERIENCE

14. Did you face technical difficulties?

Never Sometimes Often Always

15. The instructions were clear enough for carrying out the online activities

Never Sometimes Often Always

16. The working load was adequate

Never Sometimes Often Always

17. The online activities were relevant

Never Sometimes Often Always



SECTION V. TRANSFERABILITY

For each of the following statements, please indicate your level of agreement / disagreement

18. The competencies developed in the course will be useful for my professional life

Strongly Agree Agree Uncertain Disagree Strongly Disagree

19. I expect to use this training or parts of it in my professional context

Strongly Agree Agree Uncertain Disagree Strongly Disagree

SECTION VI. GENERAL FEEDBACK

20. How do you evaluate the quality of the course? Please, add an explanation. [Open answer]

21. If you could change some activities to improve them, how would you change them? [Open answer]

I. MEDIA LITERACY COMPETENCES EVALUATION¹

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?*

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.

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

1.4. SCORING

Scoring indicators:

- Ability to draw document general sense
- Ability 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

B13211 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

PRE-TEST DOCUMENT



POST-TEST DOCUMENT

Voici un document médiatique:



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.



TRAINING SCENARIOS — UNDERSTAND AND DECRYPT TV NEWS SHOW DISINFORMATION AND PROPAGANDA

Média Animation ASBL

TS 1: “UNDERSTAND AND DECRYPT TV NEWS SHOW”

Condition: submit a pre-test to participants before the training (TS) and the post-test at the end of the training.

Methods and conditions: pre and post-test suggest analysing one video by answering 4 questions (about Media Literacy). Also, trainees have to answer one question on Media Education not linked to the presented video. For the Media Literacy questions, use two different video/materials (one for the pre-test, one for the post-test) not seen during in the TS by participants. Please be careful to have the same evaluation context (same situation), same evaluator and criteria's for pre and post-test.

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

Competence and dimension: Media analyse (informational and social axis) and Media Education

Scoring indicators: participant's answers clarity and relevance; exhaustiveness of the subject; recognition of media Literacy in a presented media; critical reading of the media.

EXERCICES AND QUESTIONS

Materials:

Pre-test video: [Look at this video](#)

Post-test video: [Look at this video](#)

Questions (same questions for pre and post-test):

Media Literacy:

1. Identify the subject (topic) of this sequence. What is this sequence about? (ML)

2. Identify the angle (point of view) chosen by the journalist to discuss this topic. Moreover, how does the journalist do to argue this point of view? (ML)
3. In your opinion, is this point of view neutral? To help you, think about the relationship between society and the sequence's subject. (ML)
4. What other points of view may imagine on this subject? (ML)

Media Education:

1. On what criteria's would you base your judgement to select a tv news show to work with your students? (ME)

Evaluation method:

Fear each question; evaluator attributes a score from 0 to 3. This score is the level of the trainee for the question.

Media Literacy

Does the trainee...?	Level			
	0	1	2	3
Identify the subject (topic) of the sequence?				
Identify the angle (point of view) chosen by the journalist to discuss the topic?				
Identify the link between the angle and the society?				
Identify other points of view may imagine on this subject?				

Media Education

Does the trainee...?	Level			
	0	1	2	3
Identify relevant (in regard of Media Literacy/Education) to select tv news show to analyse with students.				

TS 2: « DISINFORMATION AND PROPAGANDA »: PRE-AND POST-TEST

Condition: submit a pre-test to participants before the training and the post-test at the end of the training.

Methods and conditions: pre and post-test suggest analysing one video by answering 2 questions (about Media Literacy). For the media Literacy questions, use two different video (one for the pre-test, one for the post-test) not seen during in the TS by participants. Please be careful to have the same evaluation context (same situation), same evaluator and criteria's for pre and post-test.

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

Competence and dimension: Media analyse (informational and social axis)

Scoring indicators: participant's answer clarity and relevance; exhaustiveness of the subject; recognition of media Literacy in a presented media; critical reading of the media.

EXERCICES AND QUESTIONS

Materials:

Pre-test video: [Look at this video](#)

Post-test video: [Look at this video](#)

Questions (same questions for pre and post-test):

Media Literacy:

1. What are the means used to hang/interest the viewer? (ML)
2. What are the means used to make the content credible? (ML)

Does the trainee...?	Level			
	0	1	2	3
Identify the means used to hang/interest the viewer?				
Identify the means used to make the content credible?				



TRAINING SCENARIOS — MEDIA CULTURES



TAMPEREEN
YLIOPISTO

TRANSCULTURAL PERSPECTIVES IN MEDIA EDUCATION

University of Tampere

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
Total score of the trainee		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.

TRAINING SCENARIO — NEWS MEDIA EDUCATION A CITIZENSHIP CHALLENGE



IMAGES OF SCIENCES IN THE MEDIA

Centre de Liaison de l'Enseignement
et des Médias d'Information (CLEMI)

TRAINING SCENARIO 1 - «NEWS MEDIA EDUCATION AS A CITIZENSHIP CHALLENGE»

This first training scenario focused on news media linked to civic competences specifically in primary education. One of the main training objectives is both to prove that media education was a basic topic for primary children and easy to develop in the classroom.

2 TRAINING SCENARIO SUMMARY

This scenario is built in two complementary units with diversified activities to get the trainees very active along the process.

Unit 1: “This is media education” proposes four different sequences dedicated to the main aspects of media education:

1. Discovering pedagogical uses of media
2. Identifying ME concepts and guidelines
3. Being aware of media presence in children’s life
4. Distinguish prior objectives for media education

This unit proposes different activities linked to the different aspects. For example concerning the pedagogical uses, the trainees has to view and analyse short videos presenting diverse classroom activities. For the other sequences, there are mainly readings, viewing video, quiz, personal analysis and researches.

A lot of resources has been produced for the scenario: videos, texts, quiz, grids for analysis, template in order to help the trainees to get forward.

Unit 2: “Teaching news media education” proposes five sequences focusing on five basic media education competences:

1. Awareness of one’s own relationship with media
2. Characterize media and media languages
3. Get informed by media
4. The role of media in society
5. Production and publication of media messages

For this unit, the main tasks are analysis, comparison, observation, designing sequences and tools for the classroom, and even conception of media message production with children.

3 PRE AND POST-TEST PRESENTATION

3.1 key competences evaluated

For this global scenario, it was decided to focus on the prior competences both in media education and in media literacy:

ME competences

- A.1111 Understand the national educational system's competence framework and know how to introduce Media education competences in this competence framework
- A.1113 Understand what Media Education is (different form and intersection between education to, in and with media) and its relationship with educational system
- A.1161 Identify the students/pupils media literacy competences to develop.

ML competences

- B.101 Understand key concepts about the media
- B.105 Read/decode/analyse/deconstruct different media messages according to different criteria
- B.1.3.2.3. Personal perception of media

Other objectives:

Transmit the importance of transversal information for teachers as well as the interest of being aware of youth media uses.

3.2 Evaluation method presentation

Before beginning the training scenario, it had been decided to organize an evaluation laying on a pre-and post-test in order to compare the competences and the representations of the trainees.

For this specific scenario, it was decided to use the same peculiar video in pre and post-test.

This video is a short extract of a TV news entirely conceived, presented, realized and produced by 9 to 11 years old children. This works has been operated in the classroom. This production activity had been the first media education experience for this group. In the extract, the children present

the results of a survey developed within the class concerning their own consumption of TV (favourite channels, time spent watching TV, where, when and so on).

Of course it was not at all a professional video and in the questionnaire, the scope was on media education observation with links on pedagogical aspects and practices.

We also wanted to get an idea of the trainees' representation of the technical process behind this production.

We decided to use the same document for the post test: it appeared more efficient to distinguish the evolution of competences and representation of the trainees starting from the same video. We were thinking that there was no memory effect in the results.

This unperfected document had the quality to launch consideration about very different aspects we don't find together in a professional document, especially the pedagogical process to produce media messages with young children, the links with the curriculum ...

The evaluation method is a content analysis based on the answers of the trainees linked to the key competences to evaluate (see 3.1).

3.3 Scoring method

For the evaluation we selected a content analysis method with four levels scale as shown below.

Eight questions have been selected to appreciate the video extract. They were chosen in the way to express trainees' representations about media education and especially the teachers' roles in the process. Each question is linked to different competences from the common frame (Output 1).

Does the trainee	Level			
	0	1	2	3
Q1 Give a quick description of the observed sequence				
Identify the sources and the author of the document				
Explain and identify the different roles in these media productions				
Speak about uses /practices around these media				
Q2 How do you represent the global organization required by this production?				
Identify methodological and didactic skills for the design, management delivery and evaluation of educational activities				
Understand the process for media production projects in classrooms				
Q3 What kind of link do you notice between this realization and contents of the school subject for pupils from 9 to 12,				

Articulate Media Education competences with the contents of the school subjects				
Write different genres of media messages				
Develop expression skills when producing media content				
Q4 According to you, what media education objectives are targeted by this work?				
Understand what Media Education is (different form and intersection between education to, in and with media) and its relationship with educational system				
Identify the students/pupils media literacy competences to develop.				
Explain and identify the role of professionals in media productions				
Q5 According to you, what citizenship education objectives are targeted by this work?				
Critically argue a personal opinion about a media content				
Develop one's own critical thinking				
Q6 According to you, what competences are required for the teacher to organize such a work?				
Articulate Media Education competences with the contents of the school subjects				
Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices				
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities				
Q7 What could be the classroom organization for this session?				
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities				
Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices				
Q8 What could be the pedagogical process to produce this kind of documents?				
Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)				
Design/produce media messages in a creative way (contents, forms, planning, budget, dissemination)				
Adapt media education pedagogy to the classroom audience				

Read/decode/analyze/deconstruct different media messages according to different criteria				
--	--	--	--	--

Scoring indicators

Question	key competences	Level	Scoring indicators
Q1.1	Identify the sources and the author of the document	3	Authors and sources globally identified
		2	Authors recognized Some aspects misunderstood
		1	Authors recognized. Sources not
		0	Authors and sources are not recognized
Q1.2	Explain and identify the different roles in these media productions	3	The different roles are identified
		2	Some roles are identified
		1	The issue is lightly addressed
		0	Nothing about the roles
Q1.3	Speak about uses /practices around these media	3	Uses and practices are clearly evoked
		2	Uses and practices are partly evoked
		1	Just some clues about this
		0	Nothing about this
Q2.1	Identify methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	The global process is described
		2	The process is partly described
		1	Just some elements
		0	Nothing about this
Q2.2	Understand the process for media production projects in classrooms	3	The different aspects are understood
		2	The process is partly understood
		1	Just some elements
		0	Nothing about this
Q3.1	Articulate Media Education competences with the contents of the school subjects	3	Different school subjects linked to media education are identified
		2	Some school subjects linked to media education are identified

		1	Just some elements
		0	Nothing about this
Q3.2	Write different genres of media messages	3	Different genre are evoked
		2	Some genre are evoked
		1	Just some elements
		0	Nothing about this
Q3.3	Develop expression skills when producing media content	3	The question is clearly identified
		2	The question is partly evoked
		1	Just some elements
		0	Nothing about this
Q4.1	Understand what Media Education is (different form and intersection between education to, in and with media) and its relationship with educational system	3	Objectives well understood
		2	Some objectives clearly identified
		1	Just some aspects without links
		0	Nothing about this
Q4.2	Identify the students/pupils media literacy competences to develop.	3	Pupils competences well identified
		2	Some pupils competences identified
		1	Just some aspects evoked
		0	Nothing about this
Q4.3	Explain and identify the role of professionals in media productions	3	Clearly addressed in the answer
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
Q5.1	Critically argue a personal opinion about a media content	3	Clearly addressed
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
Q5.2	Develop one's own critical thinking	3	Clearly addressed
		2	Some aspects are missing

		1	Just evoked
		0	Nothing about this
Q6.1	Articulate Media Education competences with the contents of the school subjects	3	Appears clearly in the answer
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
Q6.2	Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices	3	Appears clearly in the answer
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
Q7.1	Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	Appears clearly in the answer
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
		0	Nothing about this
Q7.2.	Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices	3	A coherent organization is proposed using new technologies
		2	A coherent organization is proposed
		1	Just some elements of organization
		0	Nothing about this
Q8.1	Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)	3	The essential aspects are evoked
		2	Some important aspects of tv news recognized
		1	Just some elements
		0	Nothing about this
Q8.2	Design/produce media messages in a creative way	3	The process is clear and coherent
		2	Some aspects of the process are missing

	(contents, forms, planning, budget, dissemination)	1	Some elements of the process
		0	Nothing about this
Q8.3	Adapt media education pedagogy to the classroom audience	3	A complete pedagogical situation is proposed
		2	A pedagogical situation is partly evoked
		1	Only some references
		0	Nothing about this

APPENDIX 1

Pre and post test

Look at this video before to answer the following questions. (<http://www.e-mediaeducationlab.eu/draftfile.php/2910/user/draft/312073700/extrait%20JDD.mp4>)

This video is a short extract of a TV news entirely conceived, presented, realized and produced by 9 to 11 years old children. This work has been operated in the classroom. This production activity had been the first media education experience for this group.

Q1 Give a quick description of the observed sequence

Q2 How do you represent the global organization required by this production?

Q3 What kind of link do you notice between this realization and contents of the school subject for pupils from 9 to 12?

Q4 According to you, what media education objectives are targeted by this work?

Q5 According to you, what citizenship education objectives are targeted by this work?

Q6 According to you, what competences are required for the teacher to organize such a work?

Q7 What could be the classroom organization for this session?

Q8 What could be the pedagogical process to produce this kind of documents?

TRAINING SCENARIO 2 - « IMAGES OF SCIENCES IN THE MEDIA »

1. TRAINING CONTEXT SUMMARY

The module concerning the images of sciences in the media has been designed for secondary teachers (12-18 y.o. students) for all contents.

2. TRAINING SCENARIO SUMMARY

This TS is based on concepts about image education, the specific representation of sciences, and the importance of sciences in the media. It introduces thinking about the news development process and the ways the journalists adapt and popularize this field.

The scenario is built in two complementary units about analysis and production activities.

Unit n°1 : Sciences and their representations in media is dedicated to knowledge and analysis activities. It is developed in three sequences:

- Locate the scientific information and its place in media,
- Specificity of scientific images
- Scientific images and their audiences

This unit proposes an analysis work with a media panel, a classification of images, their sources, their functions and a comparison of different forms of the same information in various media.

Unit n°2: Media production and tools conception is dedicated to media production linked to scientific images and conception of pedagogical tools. It is developed in two sequences:

- Produce a scientific news presentation
- Conceive a pedagogical sequence linked to the same topic

In order to allow each trainee to produce a presentation, different possibilities were proposed from an easy PowerPoint to a video report. A large panel of documents was also selected in different media to facilitate the work.

3. PRE AND POST-TEST PRESENTATION

3.1 key competences evaluated

ME competences

- A 1151 Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)
- A 1121 Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students
- A 1122 Use one's own media literacy knowledge (informational, technical and social analysing and producing competences) to supplement traditional teaching strategies with innovative strategies based on the use of multimedia, interaction, collaboration and distance Learning
- A 2111 Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities
- A 2112 Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practice

ML competences

- B 11221 Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)
- B 1141 Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)
- B 1142 Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms)
- B 13111 Identify/recognize an author/ a source

Other objectives:

Be conscious of the importance of a relevant scientific information.

Develop pleasure and curiosity for sciences

3.2 EVALUATION METHOD PRESENTATION

Pre-test:

For this module it was decided to ask the trainees to design their own mind map about the general question of the TS: Scientific images in the media. It had to be produced with a media education scope.

Mind maps have the particularity to reflect a free brainstorming about a question, to identify the most important aspects, to organize one's own thinking and to present a topic according to different scopes. It appears also as a good introduction for this module.

In order to facilitate this pre-test, we proposed two easy tools with their tutorials.

Post-test:

At the end of the module we proposed to the trainees to draw a new mind map on the topic they had chosen for the sequence 1 of the unit 2. It was possible to use the same tool or to change.

Key competences	Keywords
ME competences	
Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)	Media, press, television, image, sources, sciences, learning, students, resources, scientific popularization, digital media, information, news, section,
Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students	Image education, partners, analyse, critical thinking, process, method, production, challenges, liability, pedagogy
Use one's own media literacy knowledge (informational, technical and social analysing and producing competences) to supplement traditional teaching strategies with innovative strategies based on the use of multimedia, interaction, collaboration and distance Learning	Digital media, networks, share, interaction, cybercitizenship, diffusion, law.
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	Method, organization, didactic, learning, competences , pedagogy, team, partners, frame of competences
Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practice	Organization, classroom, division, groups, dispatching, communication, publishing, networks, websites, digital devices, tasks
ML competences	

Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)	Image languages, scientific language, frame, viewing angle, light, connotation/denotation, zooming, infographics, graphics, interpretation, representation
Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)	Typology, audiences, press, advertising, digital media, images, movies, papers, magazine, reports, scientific popularization, scientific communication
Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms)	Sources, authors, verification, researchers, scientific culture, popularization, representation, misinformation, hoaxes, manipulation, reliability
Identify/recognize an author/ a source	Sources, authors, journalists, news agency, blogs, websites, research centres, credit, picture caption, date
Other objectives	
Be conscious of the importance of a relevant scientific information	These objectives are qualitative and mid or long term objectives and cannot be evaluated with keywords at this moment.
Develop pleasure and curiosity for sciences	

3.3 SCORING METHOD

The scoring method used to analyse the results of the pre and post-tests was a keywords method with a 4 levels scale. For each competence a list of keywords has been defined and the score depends on the number of possible keywords (or their synonyms) proposed in the mind maps:

Level 3: 6 keywords or more

Level 2: between 4 and 5 keywords

Level 1: between 2 and 3 keywords

Level 0: less than 2 keywords

Key competences	Level	Scoring	Keywords
ME competences			
Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)	3	6 and +	Media, presse, télévision, image, sources, sciences, apprentissage, élève, ressources, vulgarisation, médias numériques, information, rubrique
	2	4-5	
	1	2-3	
	0	0-1	
Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students	3	6 and +	Education à l'image, partenaires, analyse, esprit critique, démarche, méthode, production/produire, enjeux, fiabilité, pédagogie,
	2	4-5	
	1	2-3	
	0	0-1	

Use one's own media literacy knowledge (informational, technical and social analysing and producing competences) to supplement traditional teaching strategies with innovative strategies based on the use of multimedia, interaction, collaboration and distance Learning	3	6 and +	Medias numériques, réseaux, partager, interaction, cybercitoyenneté, diffusion, droit
	2	4-5	
	1	2-3	
	0	0-1	
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	6 and +	Méthode, organisation, didactique, apprentissage, compétences, pédagogie, équipe, partenaires, référentiel
	2	4-5	
	1	2-3	
	0	0-1	
Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practice	3	6 and +	Organisation, classe, groupes, répartition, communication, diffusion, réseaux, sites, outils numériques, taches
	2	4-5	
	1	2-3	
	0	0-1	
ML competences			
Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)	3	6 and +	Langages de l'image, langages scientifiques, cadre, angle, lumière, dénotation, connotation, grossissement, échelle, infographie, graphiques, interprétation, représentation
	2	4-5	
	1	2-3	
	0	0-1	
Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)	3	6 and +	Typologie, publics, presse, publicité, medias numériques, images, Cinéma, journal, magazine, reportage, vulgarisation, communication scientifique
	2	4-5	
	1	2-3	
	0	0-1	
Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms)	3	6 and +	Sources, auteurs, vérification, chercheurs, culture, représentation, scientifique, vulgarisation, désinformation, rumeurs, manipulation, fiabilité
	2	4-5	
	1	2-3	
	0	0-1	
Identify/recognize an author/ a source	3	6 and +	Sources, auteurs, chercheurs, journalistes, agences, blogs, sites, centres de recherches, crédits, légendes, dates
	2	4-5	
	1	2-3	
	0	0-1	

We propose to add another criterion concerning the global structure of the mind map and linked to the ME competence: *“Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities”*. The trainees are evaluated on their capacity to design a coherent and meaningful map

The indicator is: the coherence within the different parts of the map

Level 3: very coherent for the whole map

Level 2: coherent for some parts

Level 1: choice of parts interesting but not really coherent

Level 0: uncoherent

Key competences	Level	Scoring
ME competences		Internal coherence of the map
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	very coherent for the whole map
	2	coherent for some parts
	1	choice of parts interesting but not really coherent
	0	uncoherent

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				



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

TRAINING SCENARIO 1 — UNDERSTANDING THE CURRENT WORLD

PRE-TEST

Questions	COMPETENCES	SCORING METHODS	SCORING INDICATORS 0-20 points
<p>1. Please, answer the following questions regarding school media:</p> <p>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?</p>	<ul style="list-style-type: none"> Develop one's own critical thinking Search, select and evaluate media supports/tools based on pedagogic/educational criteria 	<ul style="list-style-type: none"> Type and diversity of roles presented; Relevant dimensions identified. 	<p>4 POINTS</p> <p>1.1. » 2 points 0 – N/A, invalid or inconsistent answer; 1 – One role identified; 2 – Two or more roles identified.</p> <p>1.2. » 2 points 0 – N/A, invalid or inconsistent answer; 1 – One dimension identified; 2 – Two or more dimensions identified.</p>
<p>2. Observe the front pages of <i>Público</i> and <i>Jornal de Notícias</i> newspapers:</p>	<ul style="list-style-type: none"> Distinguish with critical awareness reliable/non- 	<ul style="list-style-type: none"> Type and diversity of presented criteria; 	<p>8 POINTS</p> <p>2.1. » 3 points</p>

<p>Público: http://jornais.sapo.pt/nacional/4090 Jornal de Notícias: http://jornais.sapo.pt/nacional/4085</p> <p>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.</p>	<p>reliable information (according to its languages/representations and forms)</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Number of relevant criteria identified • Criteria justification. 	<p>0 – N/A, invalid or inconsistent answer; 1 – One aspect identified; 2 – Two or more aspects identified; 3 – Three or more aspects identified.</p> <p>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.</p> <p>2.3. » 2 points 0 – N/A, invalid or inconsistent answer; 0,5 – Weak justification; 1 – Good justification; 2 – Excellent justification.</p>
<p>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/culturaipilon/noticia/nova-linha-barbie-1721690</p>	<ul style="list-style-type: none"> • Articulate Media Education competences with the contents of the school subjects • Critically identify and understand the values, representations and 	<ul style="list-style-type: none"> • Type and diversity of presented criteria; • Number of relevant criteria identified; • Criteria justification. 	<p>8 POINTS 0 – N/A, invalid or inconsistent answer; 1 – Weak justification; 4 – Satisfactory justification. 8 – Excellent justification (well-reasoned justification).</p>

<p>3.1. Do you find it relevant or interesting to address the news subject you have chosen at school?</p> <ul style="list-style-type: none"> - If not, why? - If so, in what way and with what goals? 	<p>stereotypes conveyed in the media;</p> <ul style="list-style-type: none"> • 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
<p>1. Please answer the following questions related to media created and produced in schools:</p> <p>1.1. What role do you assign to school media?</p> <p>1.2. What are the dimensions you believe to be more relevant in the conception and production of these kinds of media?</p>	<ul style="list-style-type: none"> • Develop one's own critical thinking • Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives) 	<ul style="list-style-type: none"> • The types and diversity of criteria presented; • The number of relevant criteria identified; • The arguments sustaining the criteria presented. 	<p>4 POINTS</p> <p>1.1. » 2 points 0 – N/A, invalid or inconsistent answer; 1 – One role identified 2 – Two or more roles identified</p> <p>1.2. » 2 points 0 – N/A, invalid or inconsistent answer; 1 – One dimension identified 2 – Two or more dimensions identified</p>
<p>2. Look at these two front pages from <i>Público</i> and <i>Jornal de Notícias</i> newspapers: <i>Público</i>: http://jornais.sapo.pt/nacional/4090 <i>Jornal de Notícias</i>: http://jornais.sapo.pt/nacional/4085</p> <p>2.1. Indicate three aspects that stand out from the comparative analysis of the two front pages;</p> <p>2.2. Which news values are presented in the headlines of each first page?</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The types and diversity of criteria presented; • The number of relevant criteria identified; • The arguments sustaining the criteria presented. 	<p>8 POINTS</p> <p>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.</p> <p>2.2. » 3 points 0 – N/A, invalid or inconsistent answer; 1 – One news value identified; 2 – Two news values identified;</p>

<p>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.</p>	<p>stereotypes conveyed in the media</p> <ul style="list-style-type: none"> • Understand key concepts of media culture 		<p>3 – Three or more news values identified.</p> <p>2.3. » 2 points 0 – N/A, invalid or inconsistent answer; 0,5 – Weak justification; 1 – Good justification; 2 – Excellent justification.</p>
<p>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</p> <p>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?</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • The types and diversity of criteria presented; • The number of relevant criteria identified; • The arguments sustaining the criteria presented. 	<p>8 POINTS 0 – N/A, invalid or inconsistent answer; 1 – Weak justification; 4 – Satisfactory justification. 8 – Excellent justification (well-reasoned justification).</p>

Notes:

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



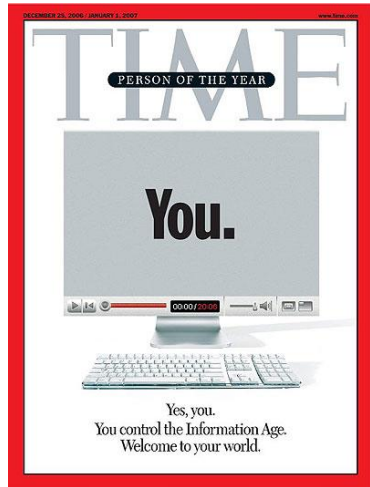
- Comparable test situation for pre and post- test: only the examples of the front pages and the news pieces change. These are examples of Portuguese newspapers. Please adapt it to your context. For Question 2, the front pages could be chosen from two newspapers on the day pre-test is carried out. For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

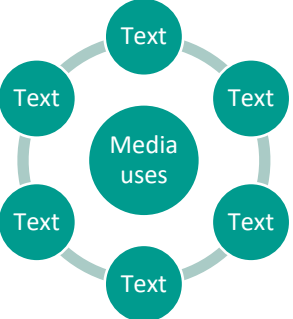


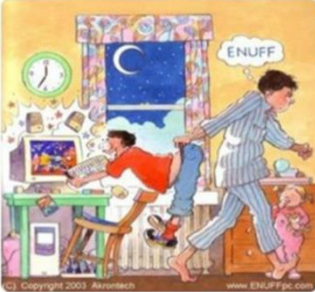
TRAINING SCENARIO 2 — MEDIA USES AND AUDIENCES IN A DIGITAL ENVIRONMENT

PRE-TEST

QUESTIONS	COMPETENCES	EVALUATION CRITERIA	SCORE SCALE 0-20
<p>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:</p> <p><i>"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".</i></p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Arguments presented; • Relevance of the arguments. 	<p>6 POINTS</p> <p>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.</p>



<p>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.</p>	<ul style="list-style-type: none"> • Understand how important the notion of audience is. 	<ul style="list-style-type: none"> • Aspects presented and argumentation. 	<p>3 POINTS</p> <p>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.</p>
<p>3. In the relationship between media and children/teenagers there are factors and variables interfering, conditioning and influencing media uses and consumption. Fill in following diagram indicating what you believe to be relevant factors.</p> 	<ul style="list-style-type: none"> • Understand the influence of family cultures on media uses and practices by children and young people. 	<ul style="list-style-type: none"> • Factors identified; • Relevance of the identified factors. 	<p>5 POINTS</p> <p>0 – No answer or invalid or inconsistent answer; 1 point for each factor identified, up to a maximum of five.</p>

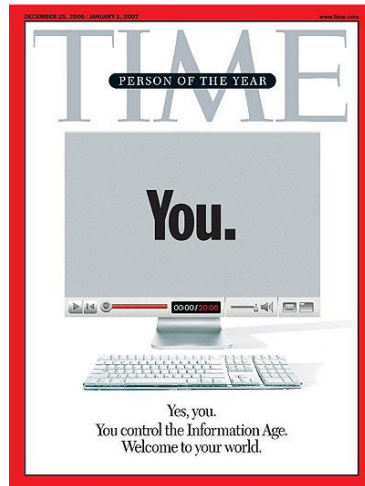
<p>4. Mention what kind of media mediation (by mediation one should understand the different ways to manage the relationship with the media) is pictured in the cartoon presented. Identify other types of mediation related to media that you know.</p>		<ul style="list-style-type: none"> Understand the influence of family cultures on media uses and practices by children and young people 	<ul style="list-style-type: none"> Kinds of mediation identified. 	<p>3 POINTS</p> <p>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).</p>
<p>5. How could school use and explore children and young people's practices and experiences with media? Describe some proposals in a few words.</p>		<ul style="list-style-type: none"> Articulate Media Education competences with the contents of the school subjects. 	<ul style="list-style-type: none"> Proposals presented. 	<p>3 POINTS</p> <p>0 – No answer or invalid or inconsistent answer; 1 –One proposal mentioned; 2 –Two proposals mentioned; 3 –Three proposals mentioned.</p>

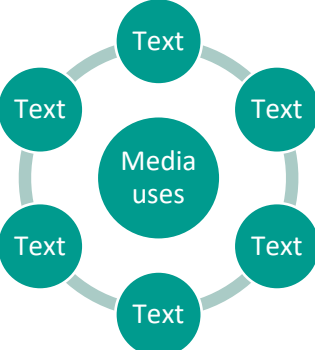
Notes:

- Examples of Questions 1 and 4 can be adapted.

POST-TEST

QUESTIONS	COMPETENCES	EVALUATION CRITERIA	SCORE SCALE 0-20
<p>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: <i>"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".</i> 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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Arguments presented; • Relevance of the arguments. 	<p style="text-align: center;">6 POINTS</p> <p>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.</p>



<p>2. What word(s) do you associate the concept of 'audience' and the concept of 'public' to?</p>	<ul style="list-style-type: none"> • Understand how important the notion of audience is. 	<ul style="list-style-type: none"> • Words identified. 	<p>3 POINTS</p> <p>0 – No answer or invalid or inconsistent answer; 1 – Approximate answer; 2 – Correct answer.</p>
<p>3. In the relationship between media and children/teenagers there are factors and variables interfering, conditioning and influencing media uses and consumption. Fill in the following diagram indicating what you believe to be relevant factors.</p> 	<ul style="list-style-type: none"> • Understand the influence of family cultures on media uses and practices by children and young people. 	<ul style="list-style-type: none"> • Factors identified; • Relevance of the identified factors. 	<p>5 POINTS</p> <p>0 – No answer or invalid or inconsistent answer; 1 point for each factor identified, up to a maximum of five.</p>
<p>4. Identify types of mediation in relation to the media and give examples for each type.</p>	<ul style="list-style-type: none"> • Understand the influence of family cultures on media uses and practices by children and young people 	<ul style="list-style-type: none"> • Kinds of mediation identified. 	<p>3 POINTS</p> <p>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;</p>

			3 –Three types of mediation identified and examples given.
<p>5. How could school use and explore children and young people’s practices and experiences with media? Describe some proposals in a few words.</p>	<ul style="list-style-type: none"> • Articulate Media Education competences with the contents of the school subjects. 	<ul style="list-style-type: none"> • Proposals presented. 	<p>3 POINTS</p> <p>0 – No answer or invalid or inconsistent answer; 1 –One proposal mentioned; 2 –Two proposals mentioned; 3 – Three proposals mentioned.</p>

Notes:

- Example of Question 1 can be adapted.