



## Output 1

# Media Literacy Key Competences frame for teachers training

*IHECS*

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With the support of:



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## Introduction

This output has been produced as a result of a process started in September 2014 with all the partners of eMEL project. The consortium covers 6 countries where media literacy is implemented in educational systems and in teachers training in a variety of contexts. On the basis of a structured guidelines provided, each country had to produce a national report based on literature review, case studies and data collection out of the existing frames.

Starting from the national reports, the research team developed a common competences frame integrating as much as possible the common relevant key competences for teacher training. The situations in the countries are fragmented. It's why this frame was discussed and finalized during the second transnational meeting held in London on the 9<sup>th</sup> and 10<sup>th</sup> February 2015 and validated by the consortium in the third transnational meeting in Paris on the 5<sup>th</sup> and 6<sup>th</sup> March 2015.

The objective of this output is to start the development of the online learning environment accordingly to a common competences framework suitable with the existing teachers training in the different national contexts and to build appropriate competences-based evaluation methods.

This report has to be connected with the 6 national reports provided in appendix. It presents a comparative synthesis of the national reports to understand the variety of educational and training contexts.

This eMEL competences framework is innovative as it is the first existing frame based on in depth analysis and collection of media literacy frames implemented in 6 european countries. This report is an accurate and comparative view of the status and development of media literacy implementation in the school systems of those countries. But moreover, the eMEL key competences framework for teachers training is a new operational tool able to develop and evaluate media literacy teachers training in an updated, coherent and qualitative process.

# I. Media education national contexts synthesis

## 1. Definitions

The consortium adopted common definitions about key concepts that are used in this output.

The concept of **competence** can be defined in three axes:

- First, “competence” must be defined with reference to **intentional action**: a competence becomes manifest in contexts where an individual acts towards a goal. We can speak about competence when an individual *puts* their knowledge and skills *to relevant use* in a variety of situations (Scallon, 2004, p. 11)<sup>1</sup>.
- Second, being competent implies **the efficient articulation of different internal and external resources** (*knowledges, skills and attitudes*) **within a family of situations** (Tardif, 2006, p. 15<sup>2</sup>).
- Finally, the concept of competence implies the ability to face **novelty**. “Competence refers to unique combinations of skills manifesting an original and non- stereotypical adaptation to novel situations”. (Rey et al., 2012, p. 13)<sup>3</sup>

Based on this definition, competence can be opposed to the **capacity/skill**. Capacities are acquired through simple and repetitive exercises that allow an individual to learn to reproduce some behaviour in a constant, invariable way (e.g. the ability to multiply numbers).

These definitions are in line with the European Qualification Framework (<https://ec.europa.eu/ploteus/content/descriptors-page>)

## 2. Contextualization of media education in countries

### 2.1. Historical and political context

In a lot of countries (Belgium, Italy, Finland, France, United Kingdom), the concept of media education emerged from the development of cinema education (or audio-visual education, according to countries). In Portugal, the appearance of media education was quite different since this country was subjected to dictatorship until 1974. In the 80 to 90, media education appeared but the emphasis was not so much in the mass and audio-visual media, but primarily in communication processes (promote a culture of communication at different levels of social life).

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<sup>1</sup> Scallon, Gérard. *L'évaluation Des Apprentissages Dans Une Approche Par Compétences*. 2e ed. Bruxelles: De Boeck Université, 2004, p 11

<sup>2</sup> Tardif, Jacques. *L'évaluation des compétences: documenter le parcours de développement*. Montréal : Chenelière Education, 2006, P15

<sup>3</sup> Rey, Bernard, Vincent Carrette, Anne Defrance, and Sabine Kahn. *Les Compétences À L'école: Apprentissage et Évaluation*. Bruxelles: De Boeck, 2012, p13

Within the consortium, Finland is a pioneer in the field of media education. In the 60s, it developed initiatives in newspaper teaching. In the 70s *communication education* became an established part of the curricula of the comprehensive school system. The development of the media education concept appeared officially in the 80s in Italy and United Kingdom as a disciplinary research field (with the works of Mastermann, Buckingham, Hobbs, etc.) and in France with the creation of CLEMI (Centre de liaison de l'enseignement et des médias d'information), official institution of the Ministry of Education. In Belgium and Portugal, there were several experimental initiatives in the 80s but the notion only appeared in official documents in the 90s.

The development of media education occurred through initiatives of different organizations: creation of research networks, national governments, etc.

In France, Portugal and Finland, the ministries of Education played an important role in the implementation and development of media education in schools. In Italy and in the United Kingdom, the concept has instead developed through academic research and, for Italy, the development of a network of academics and practitioners (the Carta di Bellaria). In Belgium, the concept of media education appeared not only in the Belgian decrees of laws and in the decrees of the European commission on media Literacy in the digital environment, but also with the creation of the CSEM and resource centres.

## 2.2. Definitions

Depending on the countries, definitions focalises on different aspects of media education:

Country	Definition
Belgium	According to the CSEM: "Media education aims to develop many competences. These should enable <b>the learner to perform a number of activities related to various media objects</b> . These activities shall be required to <b>evolve critically, responsibly, creatively, independently and in a socialized way in the contemporary media environment</b> . The set of competences related to media use may be designated under the new term "media literacy"
Italy	According to the Carta di Bellaria: "Media education is a <b>specific area of educational sciences and practice which consists of reflecting on and developing interventions about the media seen as a strategic resource for teaching and learning</b> "
Finland	According to the Finnish ministry of Education and Culture: "Media education is instrumental in <b>facilitating good media literacy</b> " In 2010, media education was seen by teachers especially from this critical perspective, as <b>an opportunity to analyse critically media text, especially advertisements and journalistic articles</b> . Today, media education is seen also more and more from the <b>perspective of participation, creativity, active citizenship and social agency</b> .
Portugal	According the "Referencial de Educação para os Media": "Media

	education is a pedagogical process that seeks to <b>enable citizen to live critically and actively in today's "communication ecology"</b> . It seeks to <b>harness the resources and opportunities provided by media and communication networks to enrich personal and social development, so that each person can live, learn and work with higher quality</b> . It involves addressing issues such as conditions and opportunities for <b>accessing equipment and technology applications</b> ; diversity and media use rules; <b>competencies to seek, evaluate and select relevant information</b> , to <b>critically analyse and meaningfully apply it to the needs of everyday life</b> ; <b>skills to better communicate with oneself and with others"</b>
France	"Media education is presented as a dimension of <b>teaching and a training</b> , not a subject per se. It is related to <b>digital literacy as an introduction to the responsible uses of Internet and social networks</b> . Besides, it still retains its historical heritage (carried by CLEMI) that is fundamentally focused on <b>citizenship and critical thinking</b> . It does not take computer literacy as such into account. Media, information and digital literacies are blended under the acronym MIL and their function consists in: <b>"allowing pupils to exercise their citizenship in the information and communication society; educating tomorrow's active, informed, and responsible cybercitizens; enabling the understanding and the autonomous use of media by pupils and teachers, who are readers, producers, and broadcaster of contents all at one"</b>
United Kingdom	The theoretical framework of media education in the UK is located on a continuum between, on the one hand, <b>the instrumental use of knowledge about the media (how to access it, read it, understand it and produce it)</b> and, on the other hand, <b>its place as a subject of study in its own right as a meaning-making system in lived culture with its own rules, grammar, values and potential for creative activity</b> .

### 2.3. Theoretical framework

In Italy and United Kingdom there is no official theoretical framework, even if these theoretical frameworks actually exist.

In Italy, the Carta di Bellaria (which has not legal value) provide to all institutional and non-institutional stakeholders working on media education projects with an overall framework of organisational standards and general aims including a definition of media literacy as critical analysis of media contents and as creative and aware usage of different media. It encourages also the recognition of the social and cultural identity of the media educators.

In the United Kingdom, several studies (Masterman, Buckingham, Burn and Potter) provide different theoretical frameworks that placed media education on a continuum between, on one hand, the instrumental use of knowledge about the media (how to access it, read it, understand it

and produce it) and, on the other hand, its place as a subject of study in its own right as a meaning-making system in lived culture with its own rules, grammar, values and potential for creative activity.

In contrast, in Belgium, Finland, Portugal and France, there are official theoretical frameworks:

In Belgium, the CSEM (governmental higher board for media literacy of the Wallonie-Brussels Federation) provided in 2013 an official document untitled “Competences in Media Education, high stakes for learners and teachers. General Framework” which is based on the works of Fastrez and De Smedt who propose a matrix which cross on the one hand a media activity (read, write, navigate, organize) with, on the other hand, a dimension (informational, technical and social)

In Finland, the Ministry of Education (Nowadays Ministry of Education and Culture) initiated a Children and Media Programme in 2003 in order to support children in changing media environment.

In Portugal, the ministry of education approved, in 2009 the "referencial de Educação para os Media" (Guidelines for media education) that place the emphasis on “communication ecology” and citizenship approach. The guidelines are focused on theoretical perspectives aimed at protecting and/or empowering individuals, groups and communities and on the media, the technologies and their uses.

Eventually, in France, the CLEMI (a member organization of the French ministry of education) proposes to apply media education in 5 axes (opening to a media education, picture reading, media as study object, media as pedagogic support, activities and competences for student productions)

#### **2.4. References**

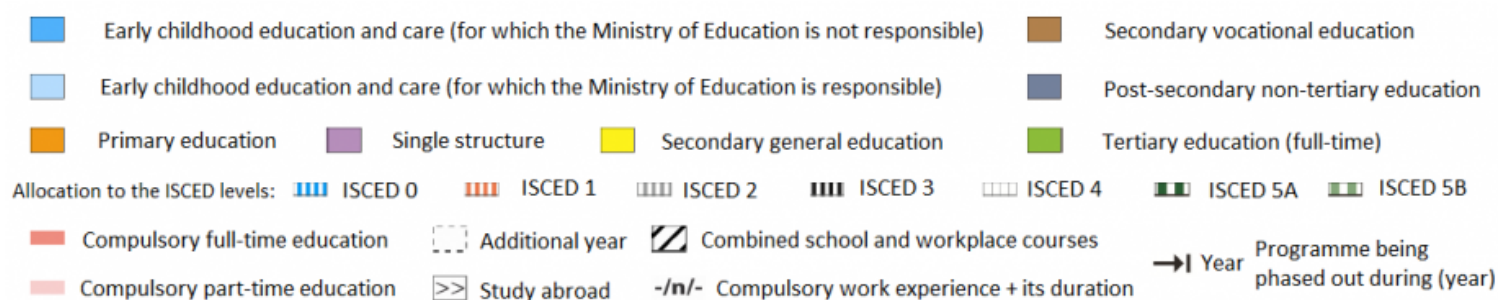
All of eMEL partners’ countries don’t put the emphasis on the same aspects of media education though we can find a lot of common things. For example, there are a lot of common references for the conception of media education in the countries: researchers like Len Masterman, David Buckingham, Renee Hobbs, Geneviève Jacquinot, Jacques Gonnet are mentioned in most of national reports. Also the European commission’s recommendation and the UNESCO’s approach of media literacy seem to be common references.



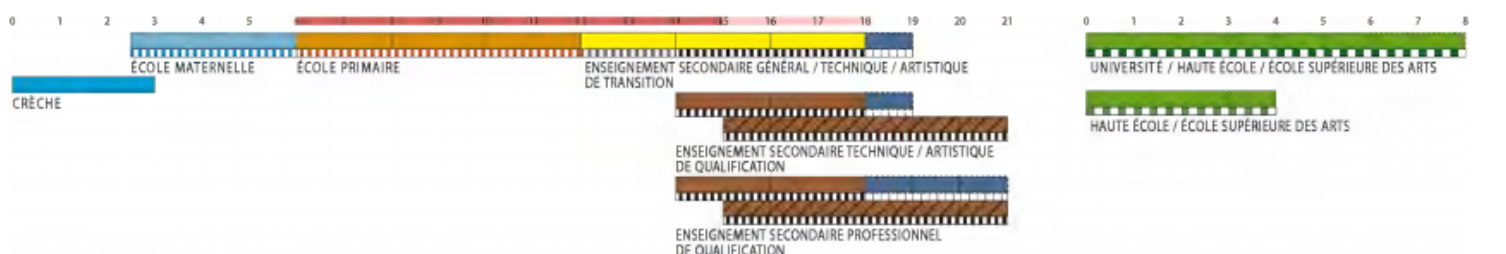
### 3. Contextualisation of media education in education system

#### 3.1. Organization of the national education system

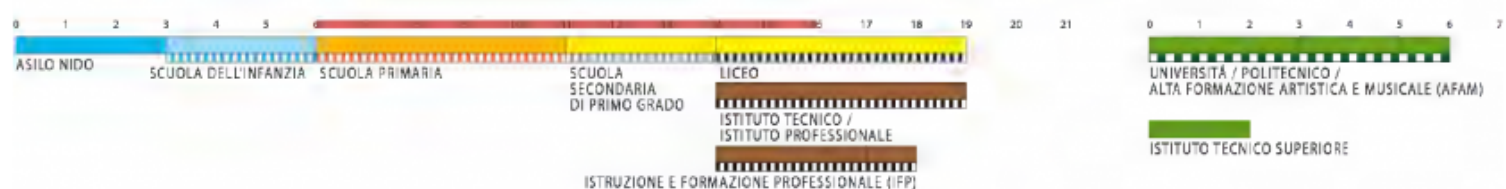
The eMEL partners describe in their national reports the organization of their education system. In order to summarize the different context, we suggest a schematization of the different education systems<sup>4</sup>.



**Caption (for all the diagrams)**  
**Belgium (french community)**

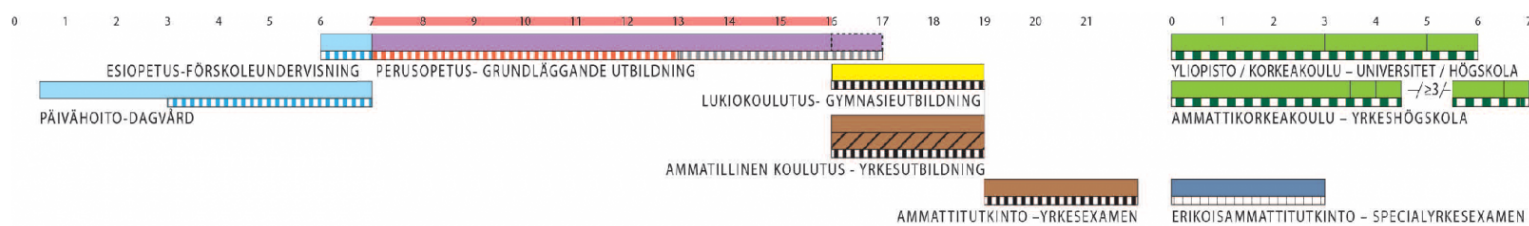


**Italy**

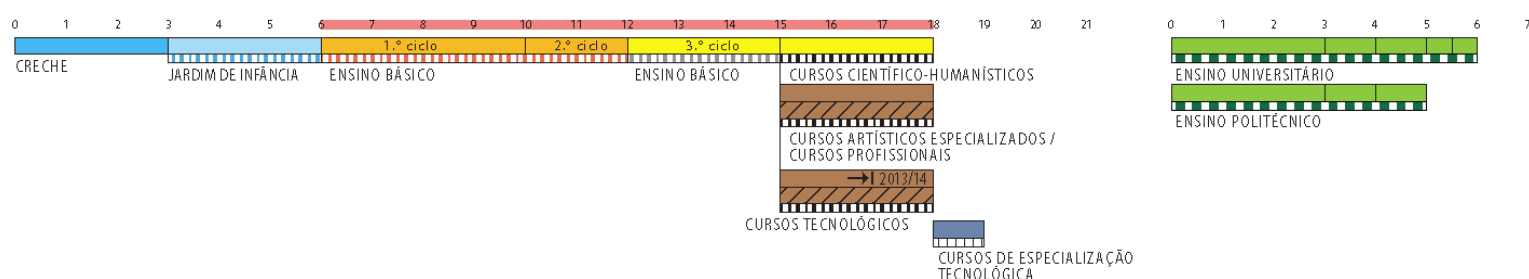


<sup>4</sup> Source : <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Home>

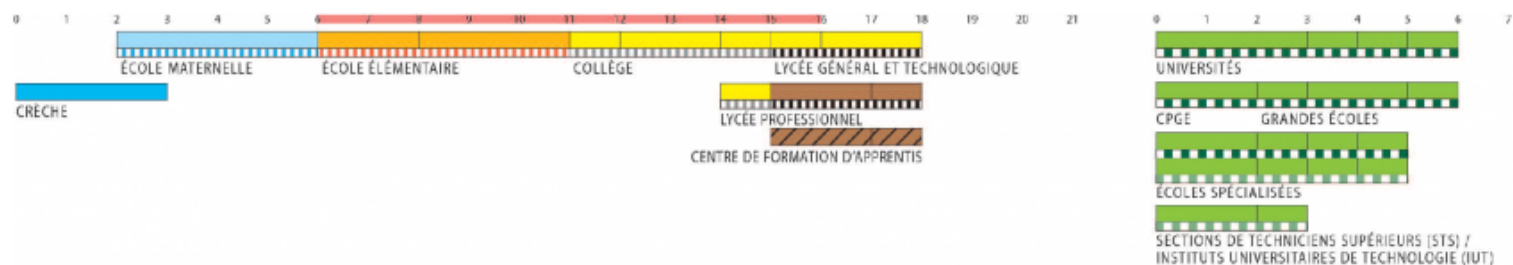
## Finland



## Portugal



## France



## United Kingdom (England)



As we can see on the different diagram, most of countries have common education structures: children begin their curriculum with early childhood education and care (from 2 or 3 years old until their 5 or 6 years old) for which ministry of education are responsible. This education is not compulsory. The compulsory education begin with the primary education (from 5 or 6 years old until 11 or 12 years old, depending the countries). Then, children go to the secondary general education. After some years in secondary general education, they can choose to go on with general or vocational education. After their secondary education, students can enter to universities or high schools.

The Finnish educational system is quite different compared to the others, as besides the pre-primary education (up to 6 years old), a common “basic education” level covers 7-16 years old. Vocational or general upper secondary schools start from 17 years old.

### **3.2. Major stakeholders of media education in the school curriculum**

The different national reports from eMEL partners present major stakeholders for media education in the education system. We can classify the different stakeholders into different types. First, there are different organizations that are linked to the political government. Government itself can develop decrees or organizations for media education in (and out of) schools (for example CSEM in French Community of Belgium). Ministry of education, of course, can also initiate program (i.e. in Finland, the ministry of education launched the children and media program) or autonomous departments that are in charge of carrying media education projects (CLEMI in France). Eventually, some other council linked to the political bodies can also initiate media education projects. By example, in Italy, CORECOMs (Regional committees for communications) that are the regional bodies of AGCOM - *Autorità per le Garanzie nelle Comunicazioni*, create some regional initiatives to information and education of citizens. In France and in Belgium, the national media regulatory bodies are in charge of protecting children as well as rights including freedom and plurality of opinion and speech.

Then, there are the schools themselves, the teachers and the initial training. These three stakeholders will be presented later in this report. However, we can also mention, in this section, the school librarian projects. In Portugal, by example, The program of the School Libraries' Network was launched in 1996 by the Ministries of Education and Culture, aiming “*to install and develop libraries in public schools of all levels of education, providing users with the necessary resources for reading, access, use and produce information in analogic, electronic and digital support*”

In all countries, there are a lot of non-profit associations or NGOs involved in the development of media education projects at schools. Some of them are specialized in the field of media education (by example, Media Animation in Belgium, MED - Associazione Italiana per l'educazione ai Media e alla Comunicazione in Italy, Media Education Centre Metka in Finland, etc.). Other associations and NGOs aren't specialized in media education, they have broader aims (for example, the development of responsible citizenship) but initiated some media education projects.

All of these stakeholders develop different activities: some of them provide tools, learning materials, financial resources, and sometimes learning environments for the promoting of media education at schools. Other stakeholders (and even sometimes the same) provide learning content, resources for media education. There are also stakeholders specialized in teachers training (initial or in-service). Finally, there are also stakeholders who develop and offer themselves media education animations.

### 3.3. The place of media education in the school system organization

In most of the eMEL partners' countries, there is no well-defined place for media education, because most of media education policies don't include a specific curricular development of media education in school with indication of standards and media competences' frameworks. Due to this lack of curriculum, the development of specific programmes of ME at school is in the hands of teachers and headmasters. This generates a very **fragmented** situation with some schools very active in terms of media literacy programs and other schools that don't even know what media literacy is.

In England, the situation is quite different since there were some mandatory elements of media education in the National Curriculum for England, but these elements disappeared from the program that came into force in September 2014.

For most of the countries, media education is a cross-curricular topic, which appear most often in the mother tongue, visual arts, social sciences, history and geography classes.

## 4. Contextualisation of media education in initial training

### 4.1. Organization of the initial training system

Initial training is organized differently depending on the countries. Here is a table which present the global situation:

	Teacher training for pre-primary and primary school	Teacher training for lower secondary school	Teacher training for upper secondary school
Belgium	Bachelor degree of 3 years	Aggregation of lower secondary education (AESI) (bachelor degree of 3 years)	Aggregation of upper secondary education (AESS) (one-year training after achievement of a master's degree (5 years + 1 year)
Italy	Five-years training Admission to degree courses is based on a selection to prevent teachers' temporary employment	One-year practical training at school to be carried out after attainment of Laurea magistrale and specific degrees for teaching qualifications in the various subjects.	
Finland	All classroom teachers (lower classes in compulsory school) and early childhood education in Finland pass an academic teacher training (4 years), 2 years as bachelor in education level and 2 years as master's level. To master's degree programmes, students can apply also from other universities and from different disciplines.		
Portugal	Higher education degree divided in two stages : bachelor's degree of 180 credits (3 years) and a master's degree of 60 credits (one year)	Higher education degree divided in two stages : bachelor's degree of 180 credits (3 years) and a master's degree of 120 credits (two years)	
France	The ESPÉ (Higher school for teachers and educators) are in charge of initial training. The large majority of French teachers are civil servants and they are hired through competitions offering a closed number of posts for each level or		

	subject for private schools as well as public ones. To participate in the competition they need to get a Master degree. All the successful candidates get one year dedicated to initial training with both didactic courses and hands-on activities linked to classes in charge
England	<p>The wider context for teacher training programmes is a complex array of pathways chosen from:</p> <ul style="list-style-type: none"> <li>• 2 – 3 year undergraduate programmes for early years and primary</li> <li>• Postgraduate certificate in education, 1 year General primary and some primary specialisms, secondary subjects in the curriculum</li> <li>• Schools direct – partnerships run by schools in consultation with higher education providers</li> <li>• Schools direct (salaried) – school-specific schemes which lead to jobs within that school</li> <li>• Teach First – a scheme that rewards excellent graduates with a place in school to start teaching immediately with a few weeks of central training and nothing more</li> </ul>

#### 4.2. Implementation of media education in the initial training system

The implementation of media education in the initial training systems of the different countries is really diversified:

First, in some countries (Belgium, Finland), there are dedicated master programs for media education (one in Belgium and two in Finland).

Secondly, there are « media education courses » integrated in the teachers' training. In Belgium, all the future teachers must take part in the compulsory course « *Use of computer and contribution of media and ICT in education* » which includes a chapter on media education. In Portugal some bachelor's degree offer compulsory courses linked to media education, some others offer an optional curricular unit and there is also a master's degree which offers a compulsory curricular untitled « *Theory and Practice of media education* ». In France, some *ESPE* (but few of them) offer a module called « *Pedagogical use of media* ». In most of the other *ESPE*, media education is linked to the interest of some trainers working with primary school teachers or for specific subjects like history, mother tongue language, literature search and sometimes sciences or arts.

Thirdly, there are also initiatives from media education organizations for future teachers. By example, to implement the knowledge and the use of media education in initial training, CLEMI (in France) has been publishing for 7 years a yearly booklet « *Éduquer aux médias, ça s'apprend!* »

*Educating to media, you can learn it!*” presenting the references of media education in the whole curriculum and proposing different pedagogical activities adapted to ages, levels and subjects. In Belgium also, the *ENCBW* (a high school for future teachers) organizes once a year a week of workshops on media education.

In England, no provision is made for media education in initial teacher training as the government prescribes it. Any provision is made voluntarily within English *ITE*, Primary *ITE* or Computing *ITE* where university programmes are willing and able to find space for it.

### **4.3. Competences framework in media education**

The only existing official competences frameworks for future teachers in media education was the competence framework produced in 2011 within a workshop including representatives from the ministry of education and from CLEMI (in France) and, in Belgium and Finland, there are of course competences framework of the master’s degree in media education.

In other countries of for other forms of media education initial trainings, there is no existing competence framework, even if we can sometimes find traces of media education for teachers training in the documents issued by the Ministry of Education (in most of cases, these traces refer to the already mentioned Recommendation of the EU Parliament on the Digital Competence).

### **4.4. Certification system regarding media education in initial training**

The national reports shows that there is no specific certification for media education in initial training. Where media education is implemented in initial training, the certification is embedded and not specific.

The only official existing certification systems for media education are those that refer to the master’s program specialized in media education in Belgium and in Finland.

This lack of specific certification is closely linked to the variety and fragmented implementation of media education in initial training.

Building a common certification system shared between 6 countries would need a project in itself.

## **5. Contextualisation of media education in in-service training**

### **5.1. Organization of the in-service training system**

Regarding in-service training organization, the variety of particular situations in the different countries shows clearly a very diverse situation: belonging to public bodies and law or decrees, specialized organizations, resource centres, universities, etc.



Belgium	<p><b>The typology of the training organizations is quite indicative of the operating mode of the Belgian education: networks.</b> If there is one organization for all networks in Belgium, each network corresponds to a training organization.</p> <p>In French-speaking Belgium, there are three types of in-service training:</p> <ul style="list-style-type: none"> <li>• <b>Macro level</b>, the inter-network (IFC). In the context of this training, the trainer is not allowed to enter inside the curriculum, it should stick to the more general framework (“Missions” decree, key competences...).</li> <li>• <b>The meso level</b> within the network. In the context of this training, the trainer can go into specific network curriculum. But often these trainings are interdisciplinary, so they affect different disciplines.</li> <li>• <b>Micro level:</b> within the institution or Organizing Authority (PO).</li> </ul> <p><b>Teachers have clear obligations</b> regarding this: teachers are required to participate in 6 ½ days of mandatory training per school year: 2 ½ days of macro training; 2 ½ days of meso and 2 ½ days of micro training.</p>
Italy	<p>In-service teachers’ training in Italy is provided by different organizations and is characterised by more or less systematic interventions. Since the beginning of the new millennium INDIRE has played a pivotal role in supporting the Ministry of Education in in-service teachers’ training, to innovate the Italian school system and sustain processes of school improvement. In particular, INDIRE supported with systematic actions teacher professional development through the platform Punto.Edu, a blended learning environment inspired to social constructivism.</p> <p>In the meantime, Italian University Line (IUL), an online university for teachers promoted by INDIRE in collaboration with other Italian universities, launched #Itis13, one of the first Italian MOOCs.</p> <p>Other courses are delivered by universities on a post-graduate level. Since 2000/2001, Masters in media education (or similar topics) have been activated by 7 universities.</p> <p>Other training activities are carried out by civic society organisation: for example, since 1996 MED has been organising a summer school addressing teachers and educators.</p>
Finland	<p>In-service training is offered i mainly by universities, universities of applied sciences and, by National Board of Education: mainly single courses, but also as 1-2 year long education fostering professional development in youth work, teaching etc.</p>
Portugal	<p><b>The in-service training system was created in order to enable the implementation of the recognition of in-service training as a right and a duty of all professionals in education and as a necessary condition for career advancement.</b></p> <p>In Portugal, <b>in-service training centres are interconnected with schools</b>, and there are about 90 centres all over the country (they are called School Association Training</p>



	<p>Centres). In addition to these in-service training centres, these actions are also promoted by other entities - higher education institutions; professional, scientific and educational associations; training centres for professional or scientific non-profit associations; Central Services of the Ministry of Education and Science; and other non-profit public bodies, private or cooperative.</p> <p><b>The Scientific and Pedagogical Council for In-Service Training is the entity responsible for accredit in-service training. Only the training accredited by this Council can be applied by teachers for their career advancement.</b> It shall also accredit specialized in-service training courses.</p> <p>The Law No. 22/2014 of 11th February, establishes <b>the legal framework for in-service training, and defines its system of coordination, management and support</b>, stipulating the mandatory in-service training.</p>
France	<p>In service training is a complex machine in France.</p> <p>In 2014, we can observe that the <b>national part of the trainings is more and more institutional</b> even if it is now linked to topics associating technical and pedagogical questions as the digital evolution of the school.</p> <p><b>The regional part of the mission has become more heterogeneous with a supply closer to teachers and schools demands.</b> The decisions come from the “recteurs” who impulse a training politics et proposes training plans. <b>From a region to another, they get quite different budgets and actions.</b></p> <p>The trainers come from different fields: researchers, teachers, journalists, education administrators, NGO’s...</p> <p>The teachers involved in training the teachers can be released from courses totally or partly.</p>
England	<p>The wider context for teacher training programmes is a complex array of pathways chosen from:</p> <ul style="list-style-type: none"> <li>● 2 – 3 year undergraduate programmes for early years and primary</li> <li>● Postgraduate certificate in education, 1 yr</li> <li>● General primary and some primary specialisms, secondary subjects in the curriculum</li> <li>● Schools direct – partnerships run by schools in consultation with higher education providers</li> <li>● Schools direct (salaried) – school-specific schemes which lead to jobs within that school Teach First – a scheme that rewards excellent graduates with a place in school to start teaching immediately with a few weeks of central training and nothing more</li> <li>● The outcomes of all of these are QTS (Qualified Teacher Status) Postgraduate award, QTS Professional (lower academic level) or QTS or equivalent</li> </ul> <p>All teacher trainees must meet the standards as laid down in the Teachers’ Standards: Guidance for school leaders, school staff and governing bodies.</p>

## 5.2. Implementation of media education in the in-service training system

The implementation of media education in the in-service training frameworks are quite complex to synthesize, corresponding to a diversified landscape of training frameworks and organizations: NGO's, resource centres, university master programs or courses, etc.

Belgium	<p>Concerning media education, providers who offer training in media education are either: <b>resource centres, other association dealing with media education</b> (e.g. Point Culture) <b>or independent</b> (individuals who offer their own training). <b>These training have duration of 2 days</b> (2x7 hours).</p> <p><b>In some catalogues, media education is a chapter</b> in its own right, this is the case for example of the CAF catalogue. <b>Other catalogues consider media education as a more transdisciplinary subject</b>: in the CECP catalogue for example, we will find a training which includes media education but who is not identified in a specific category (introduce students to critical thinking).</p> <p>Outside the framework of formal teacher trainings, there is also the <b>MediaCoach training</b>. A training cycle of MediaCoach is given in 11 days spread over from January to November. Its target audience is not directly teachers (this is even a minority format for teachers) but the youth leaders, librarians, facilitators in continuing education, educational assistant, etc.</p>
Italy	<p>There is <b>no one unique policy</b> on a national level on how to implement media education in in-service training in Italy. Therefore, there is no a homogeneous approach.</p> <p><b>INDIRE</b> managed several national programs relating to “digital training” of teachers. Though they were not specifically focused on media education, they refer more or less directly to the use of multimedia languages and digital skills as a cross-curricular topic. A more media education oriented initiative supported by the Ministry of Education in the last years is the national project <b>“Logos. Didactics of educational communication”</b> (Logos. Didattica della Comunicazione didattica).</p> <p>Among the teachers’ training programs of civic society, a relevant initiative is the already mentioned <b>summer school organised by MED</b>.</p> <p>Other courses are delivered by universities on a post-graduate level. Since 2000/2001, Masters in media education (or similar topics) have been activated by 7 universities.</p> <p>Other training activities are carried out by civic society organisation: for example, since 1996 MED has been organising a summer school addressing teachers and</p>

	educators.
Finland	In-service training has been offered in media education since 1980's mainly by universities, universities of applied sciences and, by National Board of education: mainly single courses, but also as 1-2 year long education fostering professional development in youth work, teaching etc.
Portugal	<p>The implementation of media education in in-service training <b>remains scarce and it is closely related to the enhancement of skills in access to technology</b>, much due to the implementation of the Technological Plan for education approved in September 2007 by the Portuguese government. The actions of this plan are <b>restricted to the Information and Communication Technologies (ICT)</b> with the main goal of improving teachers ICT skills, placing Portugal among the five most advanced European countries with respect to technological modernization of schools.</p> <p>Considering in-service training actions in the field of technology, there are few <b>related to media education issues, such as the uses and interactions with the media in general</b>. Moreover, there are <b>few in-service training activities mainly focused on media education</b>, with the exception of some master's degrees that include media education in their curricula. In many situations, media education constitutes a topic under broader in-training courses organized by accredited centres such as School Association Training Centres, School Libraries' Network, and some Universities. <b>media education is implemented in in-service training mainly as a topic of a more general programme.</b></p>
France	<p>The largest part of media education is implemented in in-service training in France.</p> <p>The different propositions of in-service training come from CLEMI's network but also from NGOs specialised in different media like screen education, digital media or else.</p> <p>Most of the time, it is implemented like a <b>cross-curricular topic</b>, which means that teachers of all subjects can participate in the sessions. But at the same time, <b>the contents proposed in the sessions are developed as a subject in itself</b>.</p> <p>Every year, <b>the regional training plans propose also modules dedicated to specific subjects</b>: "Work with scientific information", "Sports and Media", "Media in French as a foreign language", "History teaching and images"...</p>
England	No formal provision exists for all teachers to provide in-service training for media education, and therefore <b>no specific competences framework exists</b> .

The most sustained provision of courses in England is provided by **the English and Media Centre in London, by the Media Education Association, and by the British Film Institute. Some local authorities also provide sustained in-service training**, notably Lincolnshire, (serving schools in North Lincs) which offers a complete package for the training of teachers, curriculum based activities and support around film in and across the curriculum. **Some provision is also supplied ad hoc by freelance artists and consultants.**

**Underpinning frameworks will vary across these organisations.**

In general terms, the English and Media Centre's courses are underpinned by a **key concepts framework characteristic of Buckingham's model** (Institution, Text, Audience, Representation).

**Some accredited continuing provision exists in Higher Education.** The only two programmes which explicitly support media education are the MA in Digital Media, Culture and Education at the UCL Institute of Education; and the MA provided by the University of Bournemouth.

### 5.3. Certification system regarding media education in in-service training

In most of the countries there is no specific certification system regarding media education. Certificates of attendance are often used by organizing bodies themselves.

The certification is given depending the certification specificity of the organizations in charge of it: public bodies, universities, NGO's, training centres, etc.

In some countries where in-service training is organized by ministries or official bodies, an accreditation and monitoring process can exist (for example IFC in Belgium, Scientific and Pedagogical Council for In-Service Training in Portugal), but is not specific to media education.

## II. Media literacy key competences frame for teachers training

### 1. Process and methodology

In order to build this competences framework, we asked to the eMEL partners to identify the main media literacy competences framework(s) developed in their country (in the educational system, initial and in-service training) and to place or distribute these competences in a matrix (see table 1)

	Informational axis	Technical axis	Social axis	Didactic axis
Analysing competences				
Producing competences				

Table 1: matrix proposed in the eMEL guidelines for output 1

Starting from these national reports, we collected and classified a set of more than 400 competences (all educational system, initial training and in-service training included).

Each competence was wrote on a sticky note and each of them was distributed between the analysing and producing competences, and between the informational, technical, social and didactic axis, according to the national reports (figure 1.)

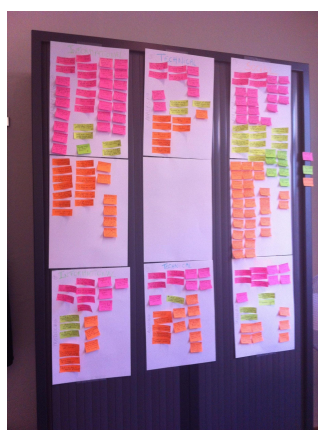


Figure 1: competences' organization – working progress (mid- December 2014)

Then, IHECS research team, with help from the GReMS (researchers group in knowledge mediation from Catholic University of Louvain in Belgium) made some revising because of some innacuracies between informational, technical and social axis (cf. infra)

After this first organization of sticky notes, we took each « area » (e.g. analysing competence according to the informational dimension) and sorted the notes of this specific case into sub-dimensions and sub-sub-dimensions if it was necessary. Competences definitions were rephrased and regrouped when they were duplicated.

For the London transnational meeting (M2) IHECS research team suggested a first draft competences framework of 89 competences. These competences were presented in a table format with an identification of the occurrences in the national reports. Excepted for some regrouped or rephrased competences, the research team chose to present the entire frame, even if the occurrences were low.

This draft version was discussed during the meeting and eMEL partners could also send additional comments by e-mail the week after the London transnational meeting.

IHECS research team took these comments into account and proposed a competences framework of 92 competences listed in three headings: media education competences, media literacy competences and media meta-competences

This second version of the framework was discussed at the third transnational meeting (in Paris, 5-6 March 2015). During this last meeting, the consortium decided to add competences definitions that were not collected previously out of the national reports. It has been also contextualized at the methodological level: the discussion was about the need of enhancing the framework with a few core competences that don't appear in the former ones, but seem to be of high level of importance or strategic in terms of future developments for media education.

The consortium decided to include them, but specifically marked with “\*” in italic, as they weren't part of the initial frame. Finally, the consortium decided to drop out the third section “meta competences” as it was controversial regarding the general transversal competences already included in each section. The competences belonging to this section were finally relocated in the two other sections and identified as general competences.

## 2. Linear presentation of the “eMEL competences frame”

The first distinction in the framework identifies the “media literacy competences” and the “media education competences”

**Media literacy** has traditionally been defined either as a set of themes or transversal key concepts (such as languages, representations, audiences, and productions) that can be applied across a wide range of media, to be mastered by individuals (Masterman, 1985; Wangermée, 1995; Buckingham, 2003; Kellner & Share, 2005), or as a set of competences to be developed by them. In this second approach, common definitions include the ability to ‘access’, ‘analyse and evaluate’, and either ‘communicate’ (Aufderheide, 1993) or ‘create’ (Livingstone, 2003; Buckingham, 2005) media messages in a variety of contexts.

Concerning **media education**, it refers to the set of activities implemented to develop competences in media literacy. In this framework, this are the « didactic dimension ».

Within this distinction, we identified also the competences according their analysing dimension or producing one, just as we had requested in the national frameworks.

The frame is presented below in a linear format. A table format (in .xlsx), more effective for working uses is presented in appendix 1. All the competences below should be read with the prefix: “to be able to...”

### A. Media education competences

#### A.0 Transversal competences

- A.01 Develop one's own responsible citizenship
- A.02 Develop one's own critical thinking

#### A.1 Analysing competences

##### A. 1. 1. Didactic axis

Didactic axis refers to the competence of developing activities in media literacy. This imply that didactic axis is the only one in the Media education part of the framework.

##### *A 1.1.1 Media education and educational system*

- A 1111 Understand the national educational system's competence framework and know how to introduce media education competences in this competence framework
- A 1112 Articulate media education competences with the contents of the school subjects

- 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 1.1.2 Media literacy knowledge*

- 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 1.1.3 Pedagogical competences*

- A 1131 Understand and recognize the particular working and learning styles and the theory on pedagogic and didactic in media education in order to know where are the opportunities, in a specific learning, for activities in media education

#### *A 1.1.4 Media education, ICT and influence on the pedagogy*

- A 1141 Understand advantages and constraints of ICT in the educational process and its transformative potential on how to learn

#### *A 1.1.5 Tools/ media supports for media education*

- A 1151 Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)

#### *A 1.1.6 Diagnosis based on pupils/ students classrooms*

- A 1161 Identify the students/pupils media literacy competences to develop.
- A 1162 Identify the socio-cultural diversity and different media practices of students in order to better support their project (or the media education learning)

## **A.2 Producing competences**

### **A.2.1 Didactic axis**

#### *A 2.1.1 Media education pedagogies productions*

- 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 practices
- A 2113 Select, master and use new media and technologies to create learning content



- A 2114 Conduct media production projects in classrooms

#### *A 2.1.2 Diagnosis based on pupils/ students classrooms*

- A 2121 Adapt media education pedagogy to the classroom audience

#### *A 2.1.3 Evaluation methods*

- A 2131 Build relevant evaluation of the student's competences
- A 2132 Build relevant evaluation of teaching and learning (Practices, supports, diagnosis, etc.)

#### *A 2.1.4 Research*

- A 2141 Design research and development in the field of media education

#### *A 2.1.5 Partnerships*

- A 2151 Work as a team and involving partners, media professionals, families, etc.

## **B. Media Literacy competences**

### **B.0 Transversal competences**

- B 01 Develop one's own responsible citizenship
- B 02 Develop one's own critical thinking

### **B.1 Analysing competences**

#### **B.1.0 General analysing competences**

- B 101 Understand key concepts about the media
- B 102 Understand key concepts of media culture
- B 103 Understand key concepts of ICT
- B 104 Understand relationships between key concept of media and knowledge
- B 105 Read/decode/analyse/deconstruct different media messages according to different criteria
- B 106 Search, select, collect and process information/documents according to different criteria

#### **B.1.1 Informational axis**

A medium is an information object because it is designed to represent, via one or more languages, a real or imaginary object other than itself. For example: a television documentary recounts a historical event; a video game presents a fairy-tale universe; a poem expresses an emotion.

The informational competence of media users lies in their capacity to associate the perceptual signals they receive such as its content, its constituent signs (languages and representations) and its form, with the idea, objects, emotions and feelings it refers to, evokes or suggests.

In this competences framework, we distinguish three areas of informational competences:

#### *B 1.1.1 Content/ thematic*

That consists in defining and understanding the representations, the sensitivities and the varying degrees of truth conveyed by the content of a medium. In this area, we have two competences:

- B 1111 Recognize different types of information brought by media
- B 1112 Produce critical analysis and interpretation of the media content

#### *B 1.1.2 Understanding media as a system of signs, languages and representations:*

That consists in retrieving the meaning of those signs. Road signs do not use the same codes as a music score or a written text, for instance. This area represents 5 competences:

##### B 1.1.2.0. Generally

- B 11201 Understand/analyse/deconstruct some media representations
- B 11202 Search, select, collect and process information/documents (web sites, information, etc.) according to their languages/representations
- B 11203 Recognize specific languages of different media (advertising, press, TV news, film, comics) and to explain how data of various types can be represented in text/sounds/pictures :

##### B 1.1.2.1 According to linguistic criteria:

- B 11211 Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses (rhetoric, narrative, argumentative, descriptive)

##### B 1.1.2.2 According to visual criteria:

- B 11221 Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)

### *B 1.1.3 Understanding media as an object-form:*

That consists in identifying their formal characteristics. A feature film, for instance, is typically longer than a television series episode; a sepia photograph can actually be old or can be made to look old with modern techniques, etc. In this area, there are two competences:

- B 1131 Recognize several media formats available in the mediatic context and the characteristics of each one
- B 1132 Select media support for particular purpose

### *B 1.1.4 Between media as a system of signs and media as an object-form:*

Between these two sub-dimensions, there are the media genres:

- 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 1.2 Technical axis**

Technology supports the production, transfer and reception of every medium. Media objects are therefore the outcomes of technological processes. Producing a newspaper, a movie, a website require the use of different technical devices like a rotary press, a camera, a software program, etc. In turn, these media objects can be used to produce or distribute other media. For instance, a newspaper publishes an advertisement; a mobile phone sends text messages; a tablet computer proposes applications, etc.

In this competences framework, we distinguish three areas of technical analysing competences:

### *B 1.2.1 Understanding techniques underlying/ behind the media*

- B 1211 Recognize production, diffusion and reception techniques (textual, visual, audio-visual and sound techniques) and being able to evaluate the relevance of technical choices
- B 1212 Choose techniques and materials most appropriate to a particular objective
- B 1213 Distinguish with critical awareness reliable/not reliable information (according to their technical clues)

### *B 1.2.2 Understanding the usage of technical devices*

It refers to the capacity to fully comprehend the skills necessary to effectively and efficiently employ technical possibilities at the right moment. In this area, there is only one competence:

- B 1221 Understand how the media and the digital tools work according to their technical characteristics and being able to imagine alternatives with regard to these devices

#### *B 1.2.3 Understanding interface's semiotic of different devices.*

- B 1231 Evaluate the quality of interfaces based on ergonomic criteria

### **B 1.3 Social axis**

Every type of communication, through media or not, takes place within a relational context which it helps to build. Communication can allow people to interact, to connect. Media, be they documents or media devices, are social objects because they weave social relationships among members of society.

As a result, we suggest that all media objects refer to:

- A production context
- A reception context
- A role in the society

So, we propose to consider that social competences cover these three domains:

#### *B 1.3.1 Understanding media in their production context.*

##### B 1.3.1.0 General:

- B 13101 Understand and explain the relationships between media production and their context

From this general competence and according to the huge amount of competences mentioned in the national reports, it is necessary to differentiate 8 sub-sub-dimensions. Each of them is related to one or several competences:

##### B 1.3.1.1 Authors/sources of media production :

- B 13111 Identify/recognize an author/ a source
- B 13112 Compare different sources and critically evaluate the reliability of each one
- B 13113 Search and select documents according to their types of sources/their sources/their authors

##### B 1.3.1.2 Author's intentions of media productions:

- B 13121 Identify and formulate hypothesis about sender's intentions (commercial, political, environmental intentions, etc.)

##### B 1.3.1.3 Socio-cultural context of production:

- B 13131 Critically identify and understand the values, representations and stereotypes conveyed in a media
- \* B 13132 *Articulate/explain the place of a media artefact or text in wider culture, including its relation to popular culture*

\* B 1.3.1.4 “Prosumer” context of production:

- \* B13141 *Understand the role of the “prosumer” in media production*

B 1.3.1.5 Legal context of production:

- B 13151 Understand and mobilize legal and ethical principles linked to the use of media and technologies
- B 13152 Understand and mobilize the notions of censorship and freedom of expression and its variations in time and space

B 1.3.1.6 Economical context of production:

- B 13161 Recognize some clues linked to media economy in the media productions
- B 13162 Understand and mobilize basic socio-economic structure of the media : the major business and professional media groups

\* B 1.3.1.7 Political context of production

- \* B13171 *Understand and contextualize a media in its political environment: understand the notions of power, ideology, etc.*

B 1.3.1.8 Professional context of production:

- B 13181 Understand and identify the role of professional in media productions

*B 1.3.2 Understanding media in their reception context.*

We propose for this area 4 sub-sub-dimensions:

B 1.3.2.1 Audiences of media:

- B 13211 Understand how important the notion of audience is and identify the different audiences of a media and characterize them (social, cultural and economic issues, age, etc.)

B 1.3.2.2 Uses and practices of media:

- B 13221 Recognize common uses /practices of information technology
- B 13222 Recognize abuses of uses, and distinguish safe from risk behaviours
- *\*B 13223 Understand and explain social practices about media: interactivity on social networks, fan fiction communities, etc.*

#### B 1.3.2.3 Personal perception of media:

- B 13231 Perceive the presence of the media in one's environment (home, street, school)
- B 13232 Critically characterize one's own media consumption (reception modes, duration, frequency, simultaneity, involvement)
- B 13233 Take aware decisions in this media consumption (in given places and situations)
- B 13234 Realize that the proposed representations in the media are possibly different from ours
- B 13235 Recognize influence of media on our opinions, values, choices and emotions

#### B 1.3.2.4 Potential effects of media:

- B 13241 Understand some perception of other ways of thinking and other choices
- B 132242 Take position about the different ways to receive a media or multimedia document

### *B 1.3.3 Understanding media and their role in the society.*

Besides the production and the reception contexts of media, we also identify a set of competences related to the knowledge of the role of media in the society.

The two first general competences are:

- B 13301 Distinguish social functions of media: the role of media in public opinion and political life
- *\*B 13302 Understand one's own socio-cultural environment (neighbours, communities, etc.) and characterize its media culture*

Other competences should be differentiated in two sub-sub-dimensions:

#### B 1.3.3.1 Media influences on the society:

- B 13311 Understand the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization)

#### B 1.3.3.2 Society influences on the media practices:

- B 13321 Understand the influence of family cultures in media uses and practices by children and young people

## B.2 Producing competences

- B 201 Design/produce media messages in a creative way (contents, forms, planning, budget, dissemination)
- B 202 Collect, archive and organize data according to different criteria (contents, audiences, periodicity, support, duration etc.)

For all the other producing competences, we suggest to follow the same organization in three axis (informational, technical and social) and the same distribution into several sub-dimensions and sub-sub dimensions (if one or several sub-dimension doesn't appear in the producing competences, this is because we didn't find competences related to this sub-dimension in the national reports).

### B 2.1 Informational axis

#### *B 2.1.1 Content/thematic:*

- B 2111 Treat and debate with journalists and media experts on specific topics with critical point of view

#### *B 2.1.2 Languages/representations:*

- B 21201 Develop expression skills when producing media content

##### B 2.1.2.1 According to linguistic criteria

- B 21211 Develop textual/linguistic expression skills (e.g. rhetoric argumentation)

##### B 2.1.2.2 According to visual criteria

- B 21221 Develop visual expression skills (master the framing and composition to give a coherent meaning to an image)

#### *B 2.1.3 Form*

- B 21301 Communicate ideas through a variety of expressive codes ( photography, cinema, multimedia languages, internet, theatre)

##### B 2.1.3.1 According to visual criteria

- B 21311 Understand and explain the key aspects of visual communication and media technology: photography, video, processing of digital images, graphic, design

#### *B 2.1.4 Between languages/representations and form*

- B 2141 Write different genres of media messages
- B 2142 Preserve, classify, archive, annotate and secure media found, produced and stored all along media usages according to their contents, languages and form

### **B 2.2 Technical axis**

#### *B 2.2.1 Techniques underlying/ behind different media AND technical operation of different devices*

- B 2211 Master some devices (computers, software, cameras, sound recorders, smartphones, ...)
- B 2212 Master technical processes (production, edition, publishing processes, etc.)

### **B 2.3 Social axis**

#### *B 2.3.1 Production context of media*

##### B 2.3.1.1 Authors/sources of media productions:

- B 23111 Enhance and promote one's own media production
- B 23112 Critically identify, classify and evaluate different level of sources

##### B 2.3.1.2 Author's intentions of media productions:

- B 23121 Master the framing and composition to give a coherent meaning to the image

##### B 2.3.1.3 Legal context of production:

- B 23131 Take care of the ethical and legal aspects, the rights and the duties of the freedom of expression (image, rights, copyrights, insults, defamation) in one's own media production
- B 23132 Be respectful of ideas and opinions in the frame of own country law

#### *B 2.3.2 Reception context of media*

##### B 2.3.2.1 Audiences of media:

- B 23211 Produce/write media messages according to specific audiences
- B 23212 Ensure that media message are received and gather feedback

##### B 2.3.2.2 Personal perception of media:



- B 23221 Critically argue a personal opinion about a media content

*B 2.3.3 Role of media in the society*

- B 2331 Make an inventory of contact friction points between the school, teachers, students and the internet and analyse what the Internet and social networks have changed in terms of motivation, perceptions and behaviours of each

## Appendices

- Appendix 1: Media literacy key competences frame for teachers training (.xls file)
- Appendix 2: National Report – Belgium
- Appendix 3: National Report – Italy
- Appendix 4: National Report – Finland
- Appendix 5: National Report – Portugal
- Appendix 6: National Report – France
- Appendix 7: National Report – United Kingdom
- Appendix 8: Guidelines for National reports