O4 - “eLab” Experimentation
Transnational report

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1. Introduction

The Transnational Report of Output 4 – e-Lab experimentation presents a synthesis of most significant results emerged during the experimentation of 10 training scenarios in six different European countries.

The Transnational Report is structured in two sections: the first section is dedicated to the results of the pre-service teachers' training courses in higher education, while the second one is devoted to the presentation of findings related to training programmes addressing in-service teachers. Although the contexts of the experimentation are different in terms of number of trainees involved, national policies and cultures, topics and activities, it is still possible to identify similarities and compare different situations, particularly when considering programmes addressing the same type of participants either pre-service or in-service teachers. This explains why we decided to articulate the report into two main sections according to the target group.

2. Aims

The main aim of the report is to highlight both critical and positive aspects of the experimentation in order to draw some recommendations for future trainings of pre-service and in-service teachers in the field of media literacy education. Indeed, within the e-Mel project, this final report is intended not only to describe the results of the activities carried out in the e-Lab but also to provide a starting point for the next steps of the project, precisely the opening of the platform as an open laboratory for trainers and the delivery of its contents as open educational resources.

With this in mind, the report has been written taking into account more types of target: first of all, it could be useful for current trainers in order to review their scenarios, then it could guide future trainers who want to reuse or modify the courses or part of them. Furthermore, the analysis of experimentations can highlight potential and limits of the e-Lab as pedagogical environment and provide hints for possible improvements of ergonomics and navigation.

3. Methodological note

In order to elaborate the transnational report, the leading organization for this output, i.e. the University of Florence, adopted the following procedure:

- analysis of all national reports to highlight their main points of interest and the issues to be clarified;
- skypecall meetings with trainers of each partner organization to share a common view on the experimentation in terms of results and improvements;
- analysis of the reports according to the target group of the experimentation (pre-service or in-service teacher) in order to identify successful aspects or challenges in relationship to four categories: Didactics; Modality; Technology; Participation. These categories reflect the dimensions which were identified in the coding process of experimentation data, basically Didactics refers to effectiveness of the TS, quality of methods and activities, transferability of resources; the category Modality refers to the balance between online and offline activities and sustainability; the category Technology refers to usability and the category Participation to the students involvement in activities and satisfaction.
- preparation of a grid of synthesis of main emerging aspects for each context:
- discussion of the grid during the transnational meeting in Brussels (December 2016) and member checking of emerging evidence;
- preparation of a first draft of the report;
- collection of comments and suggestions by all partners;
- finalization of the report.

4. Pre-service

4.1. Experimentation context and participants

In this section, we describe the results of the experimentation related to five training scenarios experimented in three different academic contexts: from large seize universities to smaller institutions, from Teacher Education degree with mandatory courses on education, media and technology to Master's degree in communication and media, from large classes with about 100 students or even more to smaller classes with less than 20 students. However, though these differences, they all share the feature of having a certain background in delivering media literacy education in higher education. Here below we introduce the universities involved and the training scenarios they tested, and then we provide a description of participants.

Brussels School Journalism & Communication (IHECS), Belgium – Training scenario «Media Cultures»

The Training Scenario was experimented in a class of students of the first year in the Master degree in Media Literacy and Media Education, an academic programme aimed at training future media educators who will work in formal and informal education sectors. The 2-years teaching programme focuses mainly on media analysis and media literacy, education contexts and techniques (especially in media education) and technical (media) training.

The experimentation took place in the class of first year students (in- training media educators). There was a total of 16 participants, but only 15 performed the TS entirely. All students were asked to participate in the experimentation and the eMEL Training Scenario (TS) was integrated into the Master' curriculum. The eMEL activities were a module of a teaching unit focused on media languages' analysis (semiotics and pragmatics).

University of Tampere (UTA), Finland – EDU Training Scenario «Media Cultures» and CMT «Transcultural perspectives in Media Education»

Although media literacy has an important role in the Finnish national education policy (Children and Media Programme 2004; Guidelines to promote media literacy 2013, National Core Curriculum 2016), it is not strongly included into the pre-service teacher education. The School of Education at University of Tampere includes in the studies mandatory for pre-service teachers three-credit course on media culture and media education and offers a two-years international Master's Degree Programme in Media Education.

The TS "Media Cultures" has been delivered in November 2015 within the context of a three-credit course. Trainees were first year pre-service teachers who had to take TS as a mandatory programme, and it was one of their first courses at the university. 85 trainees participated in the course carrying out group exercises especially in the field of media literacy focusing on advertisement and pedagogy of multiliteracies.

The TS "Transcultural perspectives in Media Education" was delivered in January-February 2016 within the context of a International Masters' Degree Programme on Media Education. Trainees were first year master students from several nationalities and this was the third course of their main subject. 18 trainees participated in the course carrying out personal and group exercises especially in the field of media literacy focusing on transcultural perspectives related to media uses and education.

University of Florence (UNIFI), Italy - Training scenario 1 «Digital Storytelling as self-representation and 'social/civic' agency» and Training scenario 2 «Making Maps talking about art»

The learning scenarios were conceived within the context of the course in Educational Technology at the Faculty of Primary School Teachers Education of the University of Florence. The course provides both critical theoretical contents on the relationship between education and technologies, and laboratory activities aimed at promoting trainees' multiliteracies skills. For the laboratory component of the course, students may choose among different learning activities, including the participation in the eMel experimentation. Both training scenarios have been delivered between September and November 2015: almost 100 students attended the training scenario "Digital Storytelling as self-representation and social/civic agency", while the TS "Make maps talking about arts" was attended by about 80 participants. The programme was mandatory: all students at the third year have to attend the course in Educational Technology and its related laboratory.

As shown in Table 1, 279 pre-service teachers attended the five training scenarios and most of them were female (N=259). As we might expect, trainees are quite young, aged between 20 and 24 years, with a few exceptions (only 16 people are over 30 and 4 are over 40). As for the level of education, we can note of course a difference between trainees of bachelor courses, which have only an high school degree, and master students.
Concerning previous online experiences, we can underline that answers change depending on the national context: only in Finland, previous e-learning experiences are common, also among bachelor students. As for the perceived level of media literacy skills, the majority of trainees believe to have a good level of competencies: only in Italy and Belgium, 1/3 of students declared to have a low level of media literacy.

Table 1 - Number of trainees and their characteristics

Trainees Groups	Number	Age	Gender	Education	Previous online learning experience	ML competences
IHECS	16	14→ 20-24 1→ 25-29 1→ 40	13→ F 3→ M	15→ Bachelor 1→ Master	3→ Yes 13→ No	5→ Low 9→ Good 2→ Very Good
UTA EDU	78*	6→ <20 36→ 20-24 12→ 25-29 8→ 30-34 4→ 35-39 2→ 40-44	66 -> F 12 -> M	56 -> High school degree 17-> Bachelor 5 -> Master	60 -> Yes 17 ->No	2 -> Low 72->Good 4->Very Good
UTA CMT	17**	2→ 20-24 6→ 25-29 3→ 30-34 4→ 35-39 2→ 40-44	13 -> F 4 -> M	11-> Bachelor 6 -> Master	7→ Yes 10→ No	11->Good 6->Very Good
UNIFI TS 1	95***	90 → 20-24 4 → 25 - 29 1 → 34	95 → F	91 → High school degree 2 → Bachelor 2 → Master	31 → Yes 64 → No	1 → Very Low 33 → Low 59 → Good 2 → Very Good
UNIFI TS 2	73****	67 → 20-24 2 → 25-29 3 → 30-34 1 → 40-44	71→ F 2 → M	65 → High school degree 2 → Bachelor 6 → Master	36 → Yes 37 → No	2 → Very Low 31 → Low 38 → Good 2 → Very Good
TOTAL	**279**					

* 85 students joined the training scenario, but only 78 filled in the pre-survey
**18 students joined the training scenario, but only 17 filled in the pre-survey
*** 110 students joined the training scenario, but only 95 filled in the pre-survey
**** 87 students joined the training scenario, but only 73 filled in the pre-survey

4.2 TS summary

Training scenario «Mediatized images in context» (IHECS – Belgium)
The training scenario supports a training unit on media discourses analysis based on semiotics and pragmatics, focusing on images in media messages. Most participants are teachers in initial training without strong background in semiotic analysis. The main goal of the TS is to teach the training relevant conceptual tools for analysis, and interpretations of the ways mediatized messages using images actually work to transmit information, creating simulated relations with the audience and provoking some cognitive operations. The TS takes into consideration as well advertising images as information or fictional ones. Images are an interesting mean to investigate media genres and differences between them. The pedagogy is based on active deconstruction and reconstruction of messages and active choice of images types to reach specific goals.

Training scenario «Media Cultures» (UTA EDU – Finland)
The training scenario is an introduction to media uses and cultures of children and youth and to media education in general. It is based on key concepts of media education such as audiences, production, language and representation introduced by David Buckingham (2003). Students are

involved in a learning process aiming at understanding media cultures and literacy practices of children and young people, their roles as media users and basics of media analysis and production using the key concepts and understand media literacy.

Training scenario «Media uses and audiences in the digital environment» (UTA CMT - Finland)
The training scenario reflects media uses from transcultural perspectives. Students learn a special media life study method as a pedagogic method for an (intercultural) classroom for youngsters aged 13 - 14 or elder.
The scenario is conceptualizing audiences, uses and perceptions on media and the socio-cultural roles of media in societies. Moreover, the scenario is offering basics of video news production as a form of students' collaborative presentation.
After completing the course, students will understand essential knowledge about audiences, media uses and practices from transcultural perspectives together with socio-cultural frames of the uses such as the role of media in societies and media literacies in intercultural contexts of learning. Students will understand basics of audiovisual news production.

Training scenario 1 «Digital Storytelling as self-representation and 'social/civic' agency» (UNIFI, IT)
The TS aims at enabling trainees to understand and manage the whole process of Digital Storytelling (DS) in educational settings. Here DS is conceived as a potentially powerful mean of self-representation, self-expression and civic/social agency. Hence, the TS is intended specifically to promote creative, media narrative and citizenship skills. Critical understanding of – and practical familiarity with - multimedia production among teachers cannot be taken for granted whilst they often are key to manage successfully classroom experience of Digital Storytelling, as well as other kinds of media productions. In addition, understanding and learning media production necessarily imply a practical engagement with media production processes. With this in mind, the TS relies on a 'learning by doing' approach (or strategy) through which trainees are constantly engaged with individual media production exercises to create a personal DS, as well as with group work to produce collaboratively a social/civic DS. However, the TS combines this active pedagogy with a more informative approach to DS since it includes theoretical insights and information on why and how DS can be used in primary school.

Training scenario 2 «Making Maps talking about art» (UNIFI, IT)
The TS aims at improving the capacity to listen to and communicate through audio-languages (e.g., spoken words, sounds, music), and developing knowledge and competences in the use of location aware media. The rise of tools like mobile devices provides new opportunities to reflect around the potential of audio-communication in so far as capturing and disseminating audio has become increasingly easy. At the same time, the use of mobile devices allows to combine old media literacy practices (e.g., audio-languages) with new literacies linked to geotagging and mobility. This learning scenario is based on combining the development of trainees' media literacy competences in the field of audio-communication and mobile media with the promotion of trainees' capacity to manage media literacy education processes. In particular, it promotes trainees' media literacy skills through learning by doing and, then, provides trainees with examples of educational practices to be analysed and tested. The learning scenario will provide trainees with opportunities to understand how to implement this type of approach with students in and out of school.

4.3 Successful aspects

When comparing the different training scenarios, we can notice that generally they focus on key concepts of media literacy with a balance between media analysis and production. This is particularly true for Finland EDU and Italy, where the trainees were undergraduate students in Teacher Education schools. Data from the pre-survey partly reflects this balanced interest for both media analysis and production. Indeed, as shown in Table 2, while in Italy trainees expect to develop both media analysis and production competences, with a preference for the last ones, in Finland EDU they expect to develop media analysis competences similarly to trainees from Belgium.

Table 2 – What competences do you expect to develop through this activity?

	Technical skills	Media Analysis competences	Media production competences	Pedagogical competences
IHECS	10/16	**15/16**	7/16	10/16
UTA-EDU	17/78	**75/78**	19/78	**60/78**
UTA-CMT	3/17	**10/17**	**10/17**	8/17
UNIFI-TS1	38/95	48/95	**64/95**	**57/95**
UNIFI-TS2	36/73	22/73	37/73	37/73

However, when coming to the activities that trainees found most interesting, in almost all cases (Table 3) both media analysis and production are the most frequently mentioned. With the exception of Belgium, where trainees expressed their preference for online lectures, exploration and search for resources, in the other cases the activities of deconstructing media representations and creating media were perceived as significant. To some extent, exercises linked to media production were found even more relevant and interesting. As reported by UNIFI, in the open answers about possible improvements, most students declared they would not modify activities because they "are already well structured, organized and useful", while some students suggested to focus the course only on media production (UNIFI report, TS1, p. 11). This seems to be consistent with what observed one of the trainer in Finland, who commented these results as follows: "The most significant to the trainees seem to have been those parts of TS in which they experienced themselves: 1) media life study and it's reflection in a group and 2) production of news based on the media life studies in a group. Together these two enhanced a critical awareness of the Role of the media in a society of their origin and a kind of braveness to use Media Production as a pedagogical method in their lesson plans mostly" (UTA-CMT report, pp. 9-10).

Table 3 – What were the most interesting activities?

	IHECS	UTA-EDU	UTA-CMT	UNIFI-TS1	UNIFI-TS2
Face-to-face meeting	7/13	13/78	7/17	26/95	20/73
Online lecture	13/13	0/78	0/17	21/95	16/73
Exploration of resources	11/13	9/78	1/17	21/95	9/73
Search for and editing of resources	11/13	10/78	1/17	25/95	21/73
Media analysis exercises	1/13	48/78	6/17	31/95	17/73
Media production exercises	5/13	48/78	9/17	34/95	34/73
Group work	10/13	50/78	6/17	41/95	30/73
Discussion in web forum	13/13	0/78	2/17	6/95	6/73
Collaborative writing through wiki	12/13	1/78	1/17	7/95	6/73
Other	0/13	0/78	2/17	1/95	0/73

Looking at Table 3, we can also observe that group work was found by all trainees, with the exception of Belgium, as one of the most interesting activities. In some cases, for example UTA-EDU, trainees also suggest an improvement of the activity with flipped learning to increase the level of interaction and discussion among participants: as reported by the trainer, "the group work

was seen beneficial by the pre-service teachers, which encourage to develop it more and integrate assignments to online environments. Possible areas of improvement is also flipped learning where the group work during the face-to-face meetings are focused more on discussion and not hands-on working" (UTA-EDU report, p. 11).

As far as the way in which the programmes were delivered, all training scenarios were blended courses combining face-to-face meetings and online activities. Trainees showed different attitudes towards the blended modality. Indeed, while face-to-face meetings were found significant by all trainees and trainers, who in some cases (see e.g. UNIFI report, TS2, p. 11) suggested to increase the number of meetings, especially at the beginning and at the end to support technological familiarization and to provide a final feedback, the online activities and the use of the e-lab platform were not always perceived as relevant. For example, a trainer from Belgium reports that "participation and interaction through the e-lab is quite problematic to assess" (IHECS report, p. 10) since trainees self-evaluated positively their online participation, but at the same time they expressed several critical comments related to technical problems, not understanding the need to use the provided platform, the preference for using other tools. Some open comments suggest "that some of the trainees perceived the online participation as an excessive/unnecessary complication for tasks that could be accomplished in face-to-face" (IHECS report, p. 10).

4.4 Issues and challenges

Going back to Table 2, in all countries it emerged a strong expectation by trainees towards the development of pedagogical competences in the field of media education. This is relatively obvious. Indeed, since they were pre-service teachers, we can easily assume that they had a low level of teaching experience and therefore they expected to develop these competences in their preparatory training. As also a trainer observed, "the expectations were highly focused on pedagogy. This could be explained by the course context as part of pre-teacher education" (UTA-EDU report, p. 5). However, it seems that from this point of view the training scenarios did not provide trainees with adequate comments: "the context of pre-service teacher education and e-MEL TS didn't meet very well. The emphasis should be explicitly more on pedagogy of media education, now the pedagogy was tried to integrate to assignments in way that was not transparent to trainees" (UTA-EDU report, p. 7). This aspect was largely discussed during the member check session in Brussels: trainers agreed that all training scenarios did not include any specific contents on pedagogical and methodological aspects, which are particularly relevant for trainees who did not have yet experience in school. Some trainers noted that the pedagogical skills are addressed in further courses of the academic training, however, for the improvement of the Emel training scenarios it is important to reflect on dissatisfaction of students and possible solutions. The initial idea was that by teaching media literacy trainers would have thought media education as well like in a modelling process. But things were perceived differently and trainees asked for more explicit approach to the didactic dimensions of media education. As discussed during the member check session in Brussels, a transversal pedagogical module including exercise/activity to design a lesson plan might be added to the e-Lab in order to cope with this significant need. In addition, adopting a flipped learning approach (see also above) face-to-face meetings might be more focused on discussions related to comparing views about pedagogical approaches to media education.

Another issue emerged during the experimentation concerns the administration of pre- and post-tests. In almost all cases, trainees did not seize the importance of executing these tests. Pre- and post-tests were designed by trainers to evaluate the effectiveness of the training scenarios by comparing the initial and final results of the experimentation in terms of media literacy competences of the trainees. The tests were elaborated according to the media literacy framework developed at the beginning of the project with no specific links to the content of the training scenarios and no direct feedback on trainees' performances. This might explain why trainees perceived them as not useful and irrelevant. For example, some trainees in Belgium explicitly asked for a feedback in open comments: "Possibility to have a feedback on the tests" (POST13, IHECS report, p. 7); "Real lack of feedback on the Emel works [tests]. What we answered was

good? It's a shame that we didn't receive any feedback. To assess our mistakes" (POST16-2, IHECS report, p. 7). The trainer from Finland EDU reported that "pre- and post-test setting was a little bit restrictive in the course context and emphasized advertising over other media contents" (UTA-EDU report, p. 11). In Italy, trainers underlined that the tests were complex and therefore their execution would have required more time ("it should be noted that the pre- and post-test (of media competences) proved to be quite complex for trainees, especially for the novelty of the issue and the activities: the completion of proofs was more difficult and required more time than expected", UNIFI TS 1 report, pp. 10-11; see also UNIFI TS 2 report, p. 11). In addition, since the structure of the tests was the same, trainees perceived them as "a (unuseful) repetition, and therefore a waste of time" (UNIFI TS 1 report, p. 11; see also UNIFI TS 2 report, p. 11).

If trainees in Belgium asked for feedback on pre- and post-tests, trainers and trainees in Italy emphasized the need of providing more feedback on participants' performances over the course. Indeed, given the high number of trainees in the Italian context, providing individual feedback on each exercise proved to be very demanding. And yet, as commented by Italian trainers, "the importance of a constant presence of the trainer emerged clearly, especially to provide feedback on activities" (UNIFI TS1 report, p. 11 and UNIFI TS2 report, p. 11). They also suggest a strategy to face this challenge: "In order to make a constant guidance sustainable even with a larger number of participants, it is essential to rethink the feedback process in terms of self-evaluation, providing worked examples and tests to check unit by unit the acquired knowledges" (UNIFI TS1 report, p. 11 and UNIFI TS2 report, p. 11). The issue of feedback was also discussed during the member check session in Brussels and peer-to-peer work was indicated as a crucial means to reduce the gap between the single experience and the collective feedback, especially in pre-service teachers' training.

When coming to the blended modality, for many trainees it was almost completely new. In Finland EDU, the balance between face-to-face and online activities was perceived as adequate as well as the overall work-load, though some trainees declared that discussions would have requested more time (UTA-EDU report, p. 8). In Italy, trainees underlined that "they would have preferred a larger number of lessons in the presence": through open comments, some students suggested additional meetings to introduce technical aspects and replace webinars with face-to-face "in order to facilitate immediate questions and clarifications regarding the subject" (UNIFI TS1, p. 7, POST 23 - 30). Similarly the trainer suggested that focal points of the course should be addressed during face-to-face sessions. This national report concludes stating that "trainer and trainees agreed on considering the lesson modality significant in terms of deepening the topics and giving/receiving an effective and timely feedback" (UNIFI TS1 report, p. 7). In a similar vein, trainees from UNIFI TS2 observed that "traditional lectures are more effective because they can discuss, clarify and "eliminate doubts through the interaction with the trainer" (post 27 – 33), while webinars can be useful just to summarize contents but only after a first explanation, while the trainer suggested to increase the number of face-o-face meeting to improve the quality of feedback on certain activities (UNIFI TS2 report, p. 8).
In terms of sustainability, the problem of time management emerged both in Belgium and Italy with some trainees asking for more time to complete some tasks or to work longer to finish media production. As observed in IHECS, "time management is also a dimension for the trainer who had to conciliate the coherence of the learning process, the experimentation itself and the constraints related to the academic programme where the experiment took place, which did not allow to exceed the planned experimentation period" (IHECS report, p. 11).
This introduces another common issue concerning the adaptation of the training scenario to the university context: media education in higher education is a new topic which would require changes of the academic curriculum in order to make sustainable these educational activities at the university. For example, media production requires different spaces and time compared to traditional academic teaching, therefore carrying on this type of educational activity in the university become very challenging to conciliate times and needs.

Moving to the platform, as we have seen above, in the case of Belgium, trainees 'escaped' the e-Mel platform (e.g., the trainer talked about a kind of "e-lab avoidance strategies" by trainees, see IHECS report, p. 11) and similarly did trainees from UTA CMT: as explained in the national report,

"e-Mel Moodle did not work with this TS in a proper way during the implementation and, we were forced to move the teaching from Moodle to a Facebook Group soon after starting the TS" (UTA CMT report, p. 3). Trainees from UNIFI TS1 and TS2 did not declare any specific difficulties with the use of the platform, probably because they were used to use it since Moodle is the platform adopted on an institutional level by the University of Florence. However, even in these cases trainees did not take advantages of the collaborative features of the online learning environment. As observed by the trainer, online interaction mostly happened through email: "the forum has been poorly used and only for help or clarification requests addressed to the teacher: no thread among trainees was recorded […] interactions between students took place mostly out of the platform" (UNIFI TS1 report, p. 10). A totally different experience characterizes what happened in Finland UTA EDU, where the trainer integrated in the Moodle platform other media tools: as he explains in the national report, "online platforms like online e-MEL Moodle, Padlet and ThingLink platforms were part of the e-MEL Hub Lab" (UTA EDU report, p. 7). The approach adopted by UTA EDU was appreciated by the students who had the opportunities to face with different tools and environment and during the member check session in Brussels trainers agreed that this could be also a useful strategy to limit the "e-lab avoidance strategies" by trainees, while overcoming the narrow boundaries of traditional platforms such as Moodle.

With the exception of Finland UTA-CMT, most participants declared that their participation in the e-Mel activities was high, particularly in the groupwork. As reported in Finland EDU, "practically all trainees reported in the port-survey, that they actively interacted with each others and worked in the groups (UTA EDU report, p. 10). Similarly the trainer in Belgium reports "most of trainees agree or strongly agree with the ideas that they actively interacted with other trainees during the course, that their participation in group work was high […]" (IHECS report, p. 6). Even in Italy, trainees evaluated their participation in the group work as high (UNIFI TS1, p. 10 and UNIFI TS2, p. 10). However, the online interaction in the web forum was relatively effective and trainees communicated through alternative tools to the ones provided by the platform.

5 In-service

5.2 Experimentation context and participants

In this section, we report and comment data relating to five training scenarios experimented in three different contexts: they are different in terms of types of organization, from a university to a private association, but they all have a long expertise in media literacy education and previous experiences on teachers training. In the following we present the different contexts where the experimentation took place including the training scenarios, and then we describe the main features of participants.

MEDIA ANIMATION (MA), Belgium – Training scenario «Understand and decrypt Tv News Show»
Media Animation is an association recognized as a resource centre for teaching in the French-speaking part of Belgium (Federation Wallonie-Bruxelles – FWB) which proposes a broad catalogue of teachers' training programmes in the media literacy field.
According to the format required by the FWB catalogue for in-service teachers training, the training scenario «Understand and decrypt TV News Show» was limited to a period of two days, with an online phase in between of three weeks. It was experimented during February 2016. Face to face sessions were held at Media Animation offices in Brussels. Seven secondary teachers (mainly French teachers) attended the sessions, but two people dropped out during the online phase.

UNIVERSITY OF MINHO (UNIMINHO), Portugal – Training scenario 1 «Understanding the Current World» and Training scenario 2 «Media uses and audiences in the digital environment»
The University of Minho (Portugal) has a long experience in Media Education at several levels: training, teaching, research and interaction with society. In this country two different training scenarios were tested: TS1 «Understanding the Current World» started on 6th February and ended on 19th March 2016, and TS2 «Media uses and audiences in the digital environment» started on 2nd April and ended on 14th May 2016. Both training courses were approved by the Scientific-Pedagogical Training Council and trainees got some credits attending the TS.

The Training scenarios and their themes were communicated in several events, such as conferences and seminars, and promoted online through a FB group. Teachers interested in the Training scenarios could enrol themselves online. The sign up was closed before the deadline due to the high number of registrations and vacancies were increased in order to keep up with the demand: 25 teachers were selected and all finished TS1, while for TS2 35 teachers out of 86 were selected but 5 people dropped out.

Centre pour l'éducation aux médias et l'information (CLEMI), France - Training scenario 1 «EMI - News media education as a citizenship challenge» and Training scenario 2 «ISM - Images of sciences in the media»

The CLEMI - Centre pour l'éducation aux médias et l'information is in charge of media education for the French Ministry of Education. The most important axes were on one hand the teachers training (initial and in-service) and on the other hand the gathering of pedagogical experiences conducted in all kind of schools on this topic.

Two different training scenarios were tested in France: both were carried out mainly online using the e-Lab platform, while a face-to-face meeting was held just at the beginning. The TS 1 – EMI «News media education as a citizenship challenge» was delivered from 21st March to mid-June 2016 and involved five teachers in primary education, who attended the whole module. The experimentation of TS 2 – ISM «Images of sciences in the media» started on 26th May and ended on 13th July 2016. Due to the period of the year, it was quite difficult to involve teachers. Members of regional CLEMI's teams, all secondary school teachers, were invited to participate: 11 teachers registered on the platform, but only 2 completed the activities.

As shown in Table 4, 81 teachers attended the five training scenarios and most of them were female (N=63). As for age, we can see that our population is quite old (only 12 people are under 40) and the level of education is high with the most trainees having a bachelor or master degree. Concerning previous online experiences, we can underline that answers change depending on the national context: in Portugal, almost all teachers had previous e-learning training, while in the other countries teachers are divided between those who had online learning experiences and those who had not. As for the perceived level of media literacy, trainees believe they already have a good level of competencies (N=52): only in Portugal, 19 teachers declare to have a low level of media literacy.

Table 4 - Number of trainees and their characteristics

Trainees Groups	Number	Age	Gender	Education	Previous online learning experience	ML competences
MA	7 secondary	1-> <30 1-> 30-35 2-> 36-39 2-> 40-49 1-> 50-59	5-> F 2-> M	6-> Master 1 - > High school	2-> Yes 5-> No	3-> Good 4-> Very Good
CLEMI TS EMI	5 primary	1-> 30-35 2-> 40-49 1-> 50-59	2-> F 3-> M	4-> Master 1 - > High school	2-> Yes 3-> No	4-> Good 1-> Very Good
CLEMI TS ISM	7 secondary	2-> 30-35 1-> 36-39 2-> 40-49 2-> 50-59	5-> F 2-> M	7-> Master	4-> Yes 3-> No	4-> Good 3-> Very Good
Uniminho TS 1	27 mix order of school	4 -> 36-39 15 -> 40-49 8 -> 50-59	22-> F 5-> M	12 -> Bachelor 15 -> Master	26-> Yes 1-> No	13-> Low 14-> Good
Uniminho TS 2	35 mix order of school	1 -> 36-39 18 -> 40-49 15 -> 50-59 1 -> 60 or <	29-> F 6-> M	9 -> Bachelor 24 -> Master 2 -> Doctoral	34-> Yes 1-> No	6 -> Low 27-> Good 2 -> Very Good
TOTAL	81	1-> <30 4-> 30-35	63-> F 18-> M	2 - > High school	68-> Yes 13-> No	19 -> Low 52-> Good

		8-> 36-39 39-> 40-49 27-> 50-59 1 -> 60 or <		2 1 - > Bachelor 56 -> Master 2 -> Doctoral		10-> Very Good

5.3 TS summary

In this paragraph, we synthesize main aims and topics of each training scenario addressed to in-service teachers.

Training scenario «Understand and decrypt TV News Show» (Media Animation, BE)
This training scenario aims at providing tools for teachers in order to improve the critical mind about media by giving concrete examples and providing grid of analysis. The main goal of this training is to support teachers in teaching Media Literacy in their own classroom. The second goal of the training scenario is to provide technical tools. The objective is to give participants tools to be able to search, download and prepare a tv show sequence in order to use it concretely in class. In this way, the TS tries to be useful for participants: on the one hand for the media literacy competences and on the other hand for the technical skills.
The training scenario consisted of two face to face meetings (one at the beginning and one at the end) and a 2-weeks period of online work: trainees were involved in a tv-news shows monitoring. Through the wiki available in the eLab, each participant had to share with peers his/her tv news example and critically analyse and discuss it with others (including about the “transferability” aspect of these activities). The training scenario fostered a participatory dynamic between peers in the analysis activity.

Training scenario «Understanding the Current World» (Uniminho, PT)
The course seeks to foster the trainees' understanding of the current world through the media, with a critical comprehension of the journalistic works and roles. Considering the late development and fragile implementation of media education in the Portuguese context, the TS aims at making teachers reflect on media literacy and knowing the "Guidelines for Media Education", approved on April 2014 by the Ministry of Education for pre-school, primary and secondary education. The training scenario promotes methods and techniques to approach media in school contexts, namely through school's media.

Training scenario «Media uses and audiences in the digital environment» (Uniminho, PT)
The theme of this TS is to introduce some key concepts such as audiences and publics and to promote the adoption of the "Guidelines for Media Education". In particular, the course wants to facilitate the trainees' understanding of media uses and consumptions, particularly among younger publics, in order to stimulate the reflection on the challenges, risks and opportunities faced by children and teenagers in the new media landscape.

Training scenario «News media education as a citizenship challenge» (CLEMI, FR)
This TS is dedicated to primary school level for news media education. Its purpose is both to show how news-making works and to convince teachers of its importance for citizenship education. The question of the news and the way they are appropriated by diverse audiences is today particularly important: in the French national curriculum, there is a stress upon critical thinking as a prior tool for citizenship in information society. This TS associates both practical examples (“you can do it”) and theoretical contents (“why it’s important to do it”). Unfortunately, due to the period of the experimentation, it was impossible to organize more than one session face to face as the trainees had no possibility to participate, so they mainly worked online.

Training scenario «Images of sciences in the media» (CLEMI, FR)
The TS is quite original because it interlaces media education, citizenship education and scientific education: three key issues for the twenty first century citizenship. This TS is dedicated to secondary school level and could involve different teachers (sciences, art, school librarian, french language) in a transversal work. The TS relies on active pedagogy combining media analysis,

theoretical lectures and production activities. The period of the experimentation at the end of the school year has been a great problem, and it was impossible to organize more than one session face to face as the trainees had no free time.

5.4 Successful aspects

Looking at the TS summaries, we can note that most of them concern news media and emphasise critical thinking as a necessary competence for citizenship in the Information Society. Therefore it is not surprising that in the experimentations there was a focus on media analysis, both on the side of trainees and trainers. In Table 5, we report data coming from the trainees' pre-survey: in 4 cases out of 5, trainees attending the course expected to develop their media analysis competences more than all other competences.

Table 5 – What competences do you expect to develop through this activity?

	Technical skills	**Media Analysis competences**	**Media production competences**	**Pedagogical competences**
MA	1/7	**7/7**	2/7	2/7
UNIMINHO 1	10/25	**23/25**	17/25	15/25
UNIMINHO 2	10/35	**31/35**	25/35	28/35
CLEMI – EMI	1/5	2/5	1/5	3/5
CLEMI – ISM	0/7	**7/7**	3/7	5/7

Trainers believe that media analysis is a basic activity in media education filed, and that it is really important to make students acquire a critical eye on media. Three training scenarios focused on news making and they all proposed exercises of media analysis. As the Media Animation trainer stated, "the training scenario was designed to bring a lot of case studies and methodologies to support media critical analysis." (MA report, p. 5). Indeed, in the post-survey, trainees from the Belgian and France context expressed a high level of satisfaction and interest for media analysis activities.

Another recurring aspect across the different contexts is the attention to the dimension of transferability. Trainers underlined that this issue is particularly important for in-service teachers' training, who "are looking for contents and concepts that could feed their courses and reflections" (MA, p. 5). For this reason, activities and resources were selected or designed in order to facilitate trainees to re-use them in their professional contexts. In fact, trainers reported that some teachers used the materials at school directly during the experimentation, or came back to the platform after the TS completion to download the resources (MA p. 8, CLEMI-ISM p. 12). This specific attention in the design phase seems to have been particularly effective: as shown in Table 6, most trainees agreed or strongly agreed with the possibility of transferring competences or resources in their professional contexts.

Table 6 – Trainees' level of agreement on transferability of competences and resources

	The competences developed in the course will be useful for my professional life					I expect to use this training scenario or parts of it in my professional context				
	U1	U2	MA	EMI	ISM	U1	U2	MA	EMI	ISM
Strongly Disagree	0	0	-	-	-	0	0	-	-	-
Disagree	0	1	-	-	-	0	1	-	-	-
Uncertain	0	1	-	-	-	1	3	1	-	-
Agree	5	6	2	4	1	4	7	1	4	1
Strongly Agree	19	20	3	1	1	19	17	3	1	1
TOT	24	28	5	5	2	24	28	5	5	2

As for course delivery, all training scenarios were based on a mix of face-to-face and online

activities, which aroused different reactions and reflections relating to their weaknesses and strengths. On one side, trainers in courses delivered on a national level, like Portugal or France, observed that the blended-modality was a good choice in terms of teachers' involvement because it supported "the inclusion of teachers from a vast geographical range" (Uniminho 1, p. 11); moreover, this modality provided trainees with "the advantage of working at their own pace" (MA, p. 6). On the other side, face-to-face sessions are reported by all trainers as essential moments of interaction, which deeply contributed to the success of the learning process. This aspect was analysed and discussed during the national meeting, where trainers agreed on the opportunity to plan at least two face-to-face meetings, one at the beginning and one at the end of the course. In particular, face-to-face meetings are essential "to present more easily the module and to solve immediately some problems" as well as "at the end when a precise and qualitative feedback is required" (EMI, p. 12).
Face-to-face sessions were also essential for participation: trainers reported that during them the level of interaction and exchange was very good (MA, p. 7; EMI, p. 11), while it was quite low in the platform.

5.5 Issues and challenges

When coming to issues and challenges emerged from the experimentation, the analysis of national reports reveals that the execution of pre- and post-test proved to be a problematic task, mainly because trainees did not understand its relevancy. Pre and post-test were designed by trainers in order to evaluate the level of media literacy competences of trainees before and after the training. However, project's partners decided to distinguish between the evaluation of competences and the evaluation of training scenarios, and designed the tests according to the framework of competences previously defined by the consortium but with no links to the topics and resources of the courses. The tests had a research purpose and this is why a feedback on results was not planned. Unfortunately, "the relevancy of pre- and post-test exercises was questioned by participants" (MA, p. 5). Participants felt not at ease with a task that they completed without receiving any feedback: in one case, "one trainee refused to take part in the post-test as he interpreted it as an unuseful repetition and a waste of time" (EMI, p. 12). When this aspect was discussed during the project meeting, trainers hypothesized that trainees' reaction was so strong because they were in-service teachers who were not really comfortable with evaluation and especially with doing a task and "not knowing what will be done with them" (EMI post-survey 17). All trainers underlined the need to deeply revise the pre- an post-test in order "to give them a real value for the modules, these tests have to be short, attractive and pertinent" (EMI, p. 12).

The issue of feedback did concern not only the administration and execution of pre- and post-tests, but also the management of the online training process during the delivery of the courses: teachers expected a continuous presence of trainers in the platform. Unfortunately, "for trainers, the experimentation was another task to add to an already busy agenda as professors and researchers" (Uniminho 1, p.8), and the workload to give constant guidance and feedback on trainees works was not affordable by such a little number of trainers. During the member checking session, trainers commented that trainees' expectations were too high to be fulfilled: they expect an "always-on trainer", even at night.
The discussion about this issue was significant for future developments. Indeed, planning all the necessary activities for the course monitoring and feedback was recognized as a real need for the success of the training scenarios and two complementary strategies were drawn for the in-service teacher context. For some trainers, it could be convenient to think of the trainer as a community manager fostering trainees' active participation and cooperation; other trainers believe that the challenge of feedback may be faced with a professional community of practice, where one can rely on peer support. According to the first strategy, the trainer keeps a central role in terms of time and energy spent in community management, while adopting the second strategy entails a low involvement of the trainer, and could be particularly effective with small groups.

As far as the blended modality is concerned, the bigger issue was about workload: from all national reports, it clearly emerges that the effort required to carry out the online activities was almost always underestimated by trainers. Trainees stated they needed up to 3 times the number of hours

indicated for the completion of the training scenario. During the discussion, trainers tried to explain this gap: probably trainees' competences were overvalued and this might explain why teachers tended to resist to the use of this new online learning environment. This consideration is also consistent with the tendency by trainees to use more common tools and platform to communicate and collaborate: when possible, they preferred using services that they were already familiar with instead of wasting time to familiarize with the e-Lab.

Another common problem was the timing of activities and deliveries, which was too short. In-service teachers who attended the courses were already busy with their professional duties, and dedicated to the training their little free time, usually at night. A more relaxed pace is suggested: "the sessions shouldn't be weekly, but biweekly. This change, we believe, would grant more time to explore the contents and resources available, it would foster a better assimilation of what is proposed and it would improve the performance of the trainees in the different activities" (Uniminho 1, p. 10).

Regarding the e-Lab platform, it is nice to notice that "the perceptions of trainers and trainees regarding technical difficulties are different. The majority of the last ones said to have never felt this kind of issues. However, to the first ones, the platform design was barely flexible, restricting the way contents could be presented" (Uniminho 1, p. 11). To understand this quotation, it might be of help to clarify that trainers were not already familiar with the Moodle environment, but only with other e-learning platforms. This lack of expertise negatively influenced the design phase, since trainers were not confident on how to create learning activities using Moodle resources. Therefore, they did some tests, which have not always proved efficient. As an example, we can mention the use of synchronous chat in the Portuguese training scenarios: trainers discovered that the "chat functionalities were very limited and this tool was the main source of complains made by trainees" (Uniminho 1, Skype notes).
As for trainees, actually some technical difficulties were recorded in the responses to the post-surveys, but the main issue seems to be the platform ergonomics: trainees defined the navigation in the platform as not easy and unintuitive because the linearity makes it "*difficult to go back to previous activities and to move through menus*" (EMI, post 22). However, this feedback was provided by trainees who completed the training, and technical difficulties were reported by trainers as a possible explanation of teachers drop-out during the course. The second French experimentation is very telling from this point of view: during the presentation of the training scenario, trainees thought that all activities were very easy for them, but the course proved to be rather challenging and the trainer recorded "from the very beginning, difficulties linked to the online work conceptually and technically". Only two teachers finalized the course, and they agreed on the lack of technical skills of their colleagues: "for most of the trainees they were not able and maybe afraid to use the platform, to upload their documents and even to do the group work" (ISM, post 12).
The trainer concluded that "trainees are not equal in front of the modalities of blended learning: we took note of significant variance within a pre-existing group we had considered as quite homogeneous. Even when they declare to have skills (technical in particular), we need to clarify this aspect" (ISM, p. 13). These sentences seem to demonstrate that there was a lack of face-to-face work to explain and launch the activities and to support the trainees: for the next experimentation, a good strategy might be to propose as a first step a specific module in order to familiarize with the platform and the tools involved in the online work.

Looking at the level of participation, the national reports stress another relevant issue: the lack of institutional support did not allow in-service teachers to dedicate time and energy to the training. Even in the cases where the training was institutionally recognized as an activity of professional development and formative credits were attributed to the teachers, like in Portugal and Belgium, the lack of support was still a problem: as a trainer observed "the organisation of the in service training sessions requires a real commitment of all the stakeholders (institution, trainees…) while taking account of the constraints (workload, time). These trainings cannot remain a matter for the «most engaged» ones" (ISM, p. 14).
One consequence of the lack of institutional support was that the training was always done after work, sometimes in late hours. Obviously this negatively affected their involvement in the

experimentation, as the available time was too short and the hours dedicated were not the best to achieve the better performance.

6 Conclusions

Starting from the evidence gathered through the analysis of national reports, in this section we draw some recommendations for the future use of the e-Lab platform and of the training scenarios. Recommendations concern different aspects of the experimentation, therefore they have been organized into four categories (see also above), concerning didactic aspects, blended modality, technology and participation. Moreover, recommendations are also organized keeping in mind the specificities of the different target groups.

Didactics

- **Provide a feedback on pre- and post-test**

As emerged in all experimentations, the lack of feedback on the pre- and post-tests had a bad impact on trainees' performance, because they did not understand the purpose of tests and did not dedicate to completion enough time and attention. As for in-service teachers, the complaints about this lack were even stronger than for pre-service teachers, and trainers hypothesized that trainees' reaction was so strong because in-service teachers are not really comfortable with evaluation.
To avoid this kind of issue, we suggest to review the administration modality of tests by planning a specific moment for feedback, in order to give trainees the possibility to review their mistakes and compare their level of media literacy competences before and after the course and have an evidence of possible improvements.

- **Media analysis and production activities are important. Group work is relevant**

When comparing the different training scenarios' reports, we can observe that media analysis and production activities proved to be effective and enjoyable for trainees. Generally the courses addressed to in-service teachers were designed to support critical media analysis, while pre-service training scenarios reflected a balanced interest for both media analysis and production. In particular, in pre-service teachers training, production activities were often conducted adopting a group work methodology, which was found by trainees as one of the most interesting activities. In the university context, having the possibility to work actively and collaboratively is perceived as an exception to traditional teaching and it is much appreciated because students can experience themselves. For both target groups, these instructional choices were consistent with trainees' expectations and proved to be relevant in terms of perceived level of learning and satisfaction.

- **Add a transversal module focused on Media Education competences [pre-service]**

Analysing pre-service teachers training, it emerged a strong expectation towards the development of pedagogical competences in the field of media education. However, training scenarios were designed with the idea that by teaching media literacy trainers would have thought media education as well like in a modelling process, and this "implicit approach" resulted to be not enough the context of pre-service teacher education: students do not have already experiences at school and are not able to make independently a meta-reflection on their activities. This aspect was discussed during the partners meeting, and trainers agreed that the didactic dimension of media education should be addressed in a more explicit way. A possible solution should be that of add in the e-Lab a new module focused on pedagogical aspects: exercises and activities on how to design a lesson plan could be proposed to trainees in order to develop media education competences.

- **Transferability of activities and resources [in service]**

In the case of in-service teachers' training, a recurring aspect across the different contexts is the attention to the dimension of transferability. Since in-service teachers attending a training course usually expect to transfer what they have learnt to their professional contexts, we recommend to have this need in mind when designing activities, in order to facilitate the delivery of materials to trainees and their adaptation to the school context.

Modality

- **Minimum number of face-to-face meeting**

When coming to the modality of delivery, trainees seem to consider face-to-face lessons more significant in terms of learning, especially for deepening the topics and giving/receiving an effective and timely feedback. This was particularly truth in the case of pre-service teachers' training, where trainees declared that they would have preferred to have more face-to-face meetings. On the other side, trainers reported face-to-face sessions as essential moments of interaction, but they also stated that the blended modality was fundamental to allow in-service teachers' involvement. As discussed during the transnational meeting, we suggest to plan at least two face-to-face meetings, one at the beginning and one at the end of the course, which are essential to present easily the training scenario and to give a qualitative feedback at the end of the course.

- **Flipped approach**

Another possible improvement related to the mode of delivery was suggested by trainees, who proposed to adopt a flipped-approach for the group work: groups can organize themselves to meet and work, and then reflect on their experiences with trainers during face-to-face meetings. Trainees believe that flipped learning could be useful to increase the level of interaction and discussion among participants.

- **Workload of online activities**

As emerged from the national reports, it seems clear that trainees perceived the online workload to be too heavy. Indeed, trainees reported to spent up to three times the expected time for the activity, that is that trainers generally underestimated the real effort necessary to carry out the work. In consideration of that, it is advisable to add more time for working on the deliveries and to give a slower pace for online activities, as a minimum with biweekly sessions.

Technology

- **e-Lab platform as a hub of online resources**

During the experimentation, it emerged constantly that participation and interaction through the e-lab platform was quite problematic, because trainees have a kind of resistance: when they did not understand the need for using the provided platform, they adopted a kind of "e-Lab avoidance strategy" and preferred other tools, like common online services that they were already using in everyday life. Trainees showed a sort of ecological approach towards technology, leading them to accept to work online only once the added value of the platform was clear. As discussed by trainers during the member check session in Brussels, it is preferable to avoid "forcing" them to follow the planned activities in the e-Lab, while it is better to use the platform as a HUB of other specific online services. We suggest future trainers to integrate in the Moodle platform other media tools: this could be also a useful strategy to limit the "e-lab avoidance strategies" by trainees, while overcoming the narrow boundaries of traditional platforms such as Moodle.

Participation

- **Build institutional support [in-service]**

As stressed in almost all reports concerning in-service teachers' training, the main issue was the lack of institutional support which did not allow trainees to dedicate enough time and energy to the training. It is important to underline that in some contexts the training was formally recognized as a professional updating with the award of formative credits, but this was not enough to ensure a positive participation. What teachers really need is the commitment of their local and national institutions (from the school to the National Ministry of Education) to concretely support their trainings, such as giving free time to be dedicated to professional development.

- **Adaptation of the TS to university context [pre-service]**

A common issue of training scenarios involving pre-service teachers was the need of their adaptation to the university context, which imposes constraints in terms of time and workload management, especially for media production activities. Media education in higher education is a new topic which would require changes of the academic curriculum in order to make it sustainable. these educational activities at the university.