



INTRODUCING NEWS MEDIA EDUCATION AS A CITIZENSHIP CHALLENGE

CENTRE DE LIAISON DE L'ENSEIGNEMENT ET DES MÉDIAS D'INFORMATION — CLEMI

IDENTIFICATION OF THE PARTNER

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Participants	Initial and in service training for primary teachers

TRAINING SCENARIO N°2

Original Title	L'éducation aux médias d'information: un enjeu citoyen
English Title	Introducing news media education as a citizenship challenge



Abstract We can consider that Media Education is not spread as it should be. This TS will try to convince primary teachers of its efficiency, and of its importance for citizenship education.

A series of concrete examples and testimonies will show how it goes in the classroom. Different documents will contribute to reflect upon trainees 'representations about media uses of children and youths. Vidéos of different specialists propose diverse points of view.

Rationale Class teachers working in elementary school should be confronted in the importance of media education for the children, both in a practical (examples) and theoretical (concepts , points of view etc.) way ;

Keywords Media, media education, pedagogy, teaching situations, citizenship, youth media uses.

PARTICIPANTS

Level of training Initial and in service training

Teaching level Pre school and primary school (5 to 11 y.o.)

Number of trainees 20 to 100

AIMS

ME Competences

- A.1111 Understand the national educational system's competence framework and know how to introduce Media education competences in this competence framework



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- A 1113 Understand what Media Education is (different form and intersection between education to, in and with media) and its relationship with educational system
 - A 1161 Identify the students/pupils media literacy competences to develop.
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ME (secondary)

ML Competences

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

Other objectives

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

ORGANISATION

TS is a combination of videos screening with questionnaire, Quizz, personal report and self évaluation, production of pedagogical sequence,

Duration

According to each context and constraints, trainers and trainees could have more or less time on line. The personal work can change for a group work for example. The most important thing is to be able to build a community, an educational and intellectual one. Sequences face to face it remain essential.



Total hours: 18 h

Online: 9h

Independent work: 6 h

Face to face: 3h

Technical tools

Storage space. Quizz maker, Chat, portfolio,

CONTENT DEVELOPMENT

Description

Through a big diversity of pedagogical situations, we will try to show that ME is an easy topic to develop within the classroom with a lot of possibilities according to the specificities of the school and the students.

Different speakers (journalists, researchers, teacher trainers) will explain why ME is so important to understand information at a very early stage.

Prerequisites

Interest for pedagogy, intellectual curiosity

Structure

Unit 1 : This is media education !

- Sequence 1 : Discovering pedagogical uses of media
 - Sequence 2 : Identifying ME concepts and guidelines
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- Sequence 3 : Being aware of media presence in children's lifes

Unit 2 : Teaching news media education

- Sequence 1 : Awareness of one's own relationship with media
 - Sequence 2 : Characterize media and media languages
 - Sequence 3 : Get informed by media
 - Sequence 4 : The role of media in society
 - Sequence 5 : Production and publication of media messages
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UNIT N°1 : THIS IS MEDIA EDUCATION	
Topic	Identify different activities linked to media education. Question the interest of ME in elementary school. Be aware of youth media practices.
Evaluation of the unit	Self-evaluation with a questionnaire

SEQUENCE N°1	DISCOVERING PEDAGOGICAL USES OF MEDIA	
Specific objectives	Identify different practices with and about media	
Time and modalities	2h on line	
Pedagogical methodologies	Observation, analysis	
Content	Viewing and analysis of videos presenting different classroom activities, in order to see and understand how media education can be practised with young children. The trainees will use a template for each activity.	2h on eMel Platform
Resources	Set of videos, analysis template	
Technical support	Storage space. Portfolio	

SEQUENCE n°2	IDENTIFYING ME CONCEPTS AND GUIDELINES	
Specific objectives	Defining pedagogical, social and civic goals of ME : the links with the curriculum	
Time and modalities	1h on line	
Pedagogical methodologies	Getting information	
Content	Reading and viewing different contributions (Journalists, researchers, Media Educators)	1h on eMel Platform
Resources	2 videos and three texts	
Technical support	Storage space	

SEQUENCE n°3	BEING AWARE OF MEDIA PRESENCE IN CHILDREN'S LIVES	
Specific objectives	Better knowledge about youth media practices	
Time and modalities	2h on line + 1h face to face	
Pedagogical methodologies	Role play, comparison.	
Content	Compare one's own representation about youth media practices to the results of different surveys or researches	2h on eMel Platform 1h face to face
Resources	Quiz, videos, and researches of results	



Technical supports	Storage space. Quiz maker, portfolio
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SEQUENCE N°4	DISTINGUISH PRIOR OBJECTIVES FOR MEDIA EDUCATION	
Specific objectives		
Time and modalities	2h face to face	
Pedagogical methodologies	Analysis	
Content	Starting from the observation and the readings the trainees will try to decide which objectives would be more convenient for the children. They will propose a first design of their coming activities	2h face to face
Resources	Media education curriculum and framework.	
Technical support		

UNIT N°2 : TEACHING NEWS MEDIA EDUCATION	
Topic	Through the different aspects of news media education, define the main components of this education and the way to teach it
Evaluation of the unit	Conceive one's own pedagogical progression for news media education according to a specific level and competences.

SEQUENCE N°1	AWARENESS OF ONE'S OWN RELATIONSHIP WITH MEDIA	
Specific objectives		
Time and modalities	1h on line + 1h independent work	
Pedagogical methodologies	Analysis, classification, organizing a survey	
Content	Starting from different notions, recognize and classify familiar media. Design a survey about children relationship with media: a week with the media.	1h on eMel Platform 1h independent work
Resources	Different media logo, media mapping,	
Technical supports	Storage space. Portfolio	

SEQUENCE N°2	CHARACTERIZE MEDIA AND MEDIA LANGUAGES	
Specific objectives	Being aware of the different media languages and of their effects on media messages	
Time and modalities	2h on line	
Pedagogical methodologies	Analysis , comparison, observation	
Content	Observing the ways different news media present the same event. Recognize media languages	2h on eMel platform
Resources	Panel of different media texts concerning the same news (from newspapers to tweet ...)	
Technical supports	Storage space. Portfolio, questionnaire	

SEQUENCE N°3	GET INFORMED BY MEDIA	
Specific objectives	Being able to find out the circulation of information and the different forms adopted	
Time and modalities	1h on line +1h independent work	
Pedagogical methodologies	Content analysis, rewriting, observation, and production	
Content	<ul style="list-style-type: none"> - The different news genres: a specific example, the weather reports - Production of two weather reports; one for radio, the other for a blog (with pictures) (small groups up to four trainees). 	1h on line 1h independent work
Resources	- Panel of different supports and genres. Analysis templates for teachers and children	

	- Tutorial (recording and picture editing tools)
Technical supports	Storage space. Portfolio, questionnaire, recording tool

SEQUENCE N°4	THE ROLE OF MEDIA IN SOCIETY	
Specific objectives	Being aware of the social, economic and civic function of media	
Time and modalities	2h independent work on line	
Pedagogical methodologies	observation, analysis,	
Content	Observing news media contents through the scope of their functions: information, education, entertainment, social reliability, public debate. Understanding the economic model influence.	2h independent work on eMel platform
Resources	Websites, theoretical texts.	
Technical support	Storage space. Portfolio.	

SEQUENCE N°5	BEFORE PRODUCTION AND PUBLICATION OF MEDIA MESSAGES	
Specific objectives	Organize and conduct a media production in the classroom : the main questions.	
Time and modalities	2h independent work on line	



Pedagogical methodologies	observation, analysis, transfer.	
Content	Starting from classroom observation (video) and on line school media, define the different aspects : law, technics, contents, pedagogy, (methodology, links with curriculum) and conceive a diaporama of the main topics to take into account.	2h independent work on eMel platform
Resources	References of different school medias	
Technical support	Storage space, portfolio,	

RESOURCES & OUTPUTS

Internal resources

Videos, texts, links, Computer, tabs,

U 1 – S1

1. Video : Using twitter – Primary School
2. Video : Discovery of the daily press – primary school
3. Webdocumentaty for school :
4. Video : A primary school teacher explain us virtues of digital tablets
5. Analysical grid

U1-S2

1. Media education, a renewed knowledge
2. Media education to make sense
3. Challenge and obligation for school
4. video : interview Jérôme Bouvier, journalist and mediator for Radio France
5. interview : Divina Frau - Meigs, university teacher and Media and Information Literacy expert
6. home work grid

U1 – S3

Interview - Laurence Corroy, university teacher and Media education expert

U1 – S4

“Socle commun de connaissances et de culture” – Framework of French ministry of education

U2 – S1

1. video interview de Jean – Pierre Carrier” Express yourself at school”, expert
2. ME competences, ME activities and school curriculum

U2 - S2

1. collection chart
2. What the weather’s like? Clemi website clemi.fr
3. educational brochure – clemi
4. educational brochure – clemi Toulouse – “how to do a school radio?”

External resources

Tutorials .Recording and pictures software

U1 – S3

1. Junior Connect – 2014 survey
2. Web okido
3. Voice Institute – Survey – 9 to 16 years old

4. Goal Young file

5. CREDOC Survey 2012 – broadcast technology of information

U1 – S4

E-Mel framewok

U2- S2

2. video – preparing for cometlanding – youtube

3. Newspaper article – Lemonde.fr

4. newspaper article – Le Figaro.fr

5. Video I-télé

6. Telerama, website – Dailymotion

7. France info, website

U2 - S3

2. What the weather's like? Clemi website clemi.fr

U2 – S3

1.Milan edition – A French presentation

2. Pedagogical Description of the weather information (from Belgium)

3. Tutorial : journalistic writing for web

4. Météofrance.fr – A French weather report

5. Media tutorials for classroom

U2 – S4

1. Define media – article François – Bernard Huyghe (searcher I.R.I.S)

2. Journalistic article : Questions about media : issues and strategies of contemporary media”, Laetitia Allemand (journalist) and Jean- Michel Oullion (media teacher)

3. Mediapart – a French pure – player

Le Parisien – a bi media daily newspaper

U2 – S5

OK cf. internal resources

Tools production

Quiz, analysis reports, collection chart, podcast, questionnaire, diaporama
