



MEDIATIZED IMAGES IN CONTEXT
BRUSSELS SCHOOL JOURNALISM & COMMUNICATION

IDENTIFICATION OF THE PARTNER

Name	Baptiste Campion
Associate name	
Country	Belgium
Status /Institution	Brussels School Journalism & Communication IHECS
Participants	Initial training - In-training teachers and media educators
Comments about experimentation context	The experimentation was carried out as a module of a language analysis course delivered to first year students of the Master degree in Media Education (IHECS)

TRAINING MODULE DESCRIPTION

Original Title	Mediatized images in context (Images médiatisées en contexte)
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Abstract

This training module supports the learning of the way images work in media messages from a semiotic and pragmatic point of view. This training module is designed to be accessible to trainees who don't received specific training in semiotics and pragmatics. The main goal of the module is to teach relevant conceptual tools for analysis, and interpretations of the ways mediatized messages using images actually work to transmit information, create simulated relation with the audience and provoke some cognitive operations. The module 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.

Rationale

The pedagogy is based on active deconstruction and reconstruction of messages, and active choice of images types to reach specific goals. This happens altering small groups work phases (in the description: work in duo that can be made online) and common synthesis activities in classroom. The module is mainly focused on media literacy competences (especially analyse competences) for people who already have some teaching experience.

Nevertheless some aspects of the training module (i.e. the collective synthesis phases or the second part of the evaluation tools) allow to develop media education competences.

Keywords

Image, media genres, pragmatics, content analyses, media effects.

PARTICIPANTS

Level of training

Initial training.



Teaching level Mixed: the training module is designed for future teachers and media educators of all teaching levels and contexts (and was as well experimented in this way): pre-school, primary, secondary schools and university level, in formal education system as well as in informal sector (like associative sector).

Ideal number of trainees 10-20

AIMS

- ME competences**
- A 02 Develop one's own critical thinking
 - 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 2114 Conduct media production projects in classrooms
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ME (secondary)

- ML competences**
- B 105 Read/decode/analyse/deconstruct different media messages according to different criteria
 - B 1112 Produce critical analysis and interpretation of the media content
 - B 11221 Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)
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ML (secondary)

- B 02 Develop one's own critical thinking
 - B 101 Understand key concepts about the media
 - B 1111 Recognize different types of information brought by media
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- 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 11211 Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses (rhetoric, narrative, argumentative, descriptive)
- B 1141 Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)
- B 13121 Identify and formulate hypothesis about sender's intentions (commercial, political, environmental intentions, etc.)
- B 13131 Critically identify and understand the values, representations and stereotypes conveyed in a media
- 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 23121 Master the framing and composition to give a coherent meaning to the image

Other objectives

For the training module experimentation: Understand and analyse the ways mediatized images create relations in mediatized messages. This specific objective is a part of the Media Literacy Master students' learning of the different media languages.



ORGANISATION

Duration Total of hours for the TS = +/- 20h

Planning The training module should be completed in about 15-20 hours spread over 3 weeks (trainees time) :

- 6h to 8h in face-to-face with trainer and other trainees
- 6 to 9h for small group (duo) works, online (ideally) or domestic work, depending on the level achievement requested for the different productions
- 2h of independent individual work (mainly for evaluation phases - online)

Technical tools Image and documents repository and sharing
Wiki or glossary edition and publication tool
Online basic image editor
Online forum: subgroup forum and class forum

CONTENT DEVELOPMENT

Description The trainees will work in duos.

Unit 1: Each duo receive or choose a set of media messages using images (advertising, fiction, information, etc.) and try to classify documents following different criteria. Each duo has to define its own criteria, considering (for example) technical aspects of the images, relation created (or not) with receivers, esthetization, relation to real life, etc. The idea is to show that a same document can be considered from different point of view that make it similar/different to others. Each duo present and share its classification.

Unit 2: Each duo receive one or several analysis conceptual tool to define. They have to produce a definition of it with explanation and example/illustrations, in a shared online glossary. Each duo present its definitions to other duos. The full glossary become a collective analysis resource.

Unit 3: Each duo has to create a media message according to specifications given by another duo (“mission assignment”). The idea is to put trainees in a creative posture with the obligation to implement some formal characteristics in their production.

For online work, trainees will have access to online references (on the platform) to support them in analytic tasks.

In addition to these 3 units (which constitute the core of the training module), it is recommended to begin and conclude the module with the individual evaluation tool (two-steps evaluation tool: the first one has to be done before the training module starts, the last one after the last training module activity).



Prerequisites

Prerequisites in basic (structural) semiotics and pragmatics: what's a sign?, difference between significant (*signifiant*) and signified (*signifié*)?, concept of enunciation basic vocabulary about image (framing, scale plans, etc.) is useful to go further with the trainees (especially if the training module is used as a part of a larger training about media languages) but not indispensable.

Structure

The module is composed of 3 units: analysis of variety, definition of a concept, and production. Each sequence starts online and duos works together, and ends with a (face-to-face or online) debriefing based on trainees productions.



EVALUATION STEP 1: COMPETENCES PRE-TEST

Topic	Before beginning the training module, it is recommended to proceed the first step of the two-steps competences evaluation tool. This allows the trainer to know better the trainees competences, and to evaluate their progression (with step 2 – after training module completion). This can be done on the e-lab.
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UNIT N° 1 / VARIETY OF MEDIATIZED IMAGES

Topic	In this unit, trainees will discover and classify the variety of mediatized images according to different criteria: technical characteristics, media genres, type of referent, producer's intentions. The goal is to consider the different way they differ (or are similar): technical construction, relation with receiver, language figure, etc.
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SEQUENCE N°1	DOCUMENTS ACQUISITION
Specific objectives	Choose media documents (with images) that <i>a priori</i> appear different from each other.
Time and modalities	Trainees work in duos – from 5 minutes (option 1) to 1 hour (option 2)
Pedagogical methodologies	This sequence is the base of sequences 2, 3 and 4. Inductive method. Need just an instruction: choose X documents that appears different from each other.
Content	<ol style="list-style-type: none"> 1. Instruction (20 min > give instructions for the whole unit) 2. Duos work (5 min to 1 hour) - ONLINE

Resources	Option 1: a set of documents is given to trainees by the trainer: documents database (platform) Option 2: the trainees look for their own documents
Technical support	Documents are chosen in a documents database on the platform. Trainees may also complete the database with their own documents.

SEQUENCE N°2	OBSERVATION AND CLASSIFICATION
Specific objectives	Classify the chosen media documents and argue about classification criteria.
Time and modalities	Trainees work in duos, online; output shared online. About 1-2 h
Pedagogical methodologies	Inductive method/observation
Content	1. Duos work (1 hour) – ONLINE 2. Outputs: list of documents AND classification(s) + explicit criteria - ONLINE
Resources	Documents collected at Sequence 1 Online space to publish and share the classifications (default: e-lab)
Technical support	Tool to allow each duo to share their documents and classifications

SEQUENCE N°3	EXCHANGE AND CLASSIFICATION (OPTIONNAL SEQUENCE — DEPENDING ON AVAILABLE TIME)
Specific objectives	Classify documents chosen by other duos using different criteria: should they find another way to classify other duos' material?
Time and modalities	Trainees work in duo, online ; output shared online. About 1-2 h
Pedagogical methodologies	Inductive method
Content	<ol style="list-style-type: none"> Duo work (1-2 hour) - ONLINE Output: classifications (shared on the platform) - ONLINE
Resources	Each duo receive images to classify through the platform
Technical support	Tool to allow each duo to share their documents and classifications

SEQUENCE N°4	SYNTHESIS
Specific objectives	Confront the different duos' classifications and produce a synthesis about the different dimensions that characterize (image) media documents.
Time and modalities	In class, face-to-face; output shared online. Between 2 and 3h (following number of duos/trainees)
Pedagogical methodologies	Active presentation, discussion and confrontation
Content	IN CLASS – duration depend on the number of duos and the amount of classifications produced. It is recommended to give precise time management instruction, for example:



	-10 min for each duo presentation -10 min for discussion
Resources	Same as previous sequences
Technical support	Presentation of the classifications (data projector needed if presentation is done from online material)

UNIT N° 2 / CONSTRUCTION OF MEDIATIZED IMAGES AND RECEIVERS' INTERPELLATION

Topic	In this unit, trainees will elaborate shared theoretical resources about the way images “work” in media documents, under the form of a shared online glossary defining and explaining several analysis key-concepts.
Evaluation of the unit	Quality of the (produced) definitions Quality of the presentations

SEQUENCE N°1	UNIT PREPARATION
Specific objectives	Assign each duo one (or several) theoretical image analysis concept(s) to define
Time and modalities	Face-to-face or online
Pedagogical methodologies	Trainer’s instructions / Preparation for next sequences
Content	Instructions – FACE-TO-FACE or ONLINE (20 min). Each duo receive an image analysis concept (or several concepts, depending on trainers’ ambitions and number of trainees) to define and present to other trainees
Resources	Concepts to define list (connotation; iconic enunciation; point of view; centration-decentration; iconic metaphor/metonymy; etc.). This can be given in the e-lab (default) or elaborated by the trainer according to his own training concept. Educational sheets about concept (starting point for trainees).
Technical support	Theoretical resources, on the e-lab or on the Internet (access needed)

SEQUENCE N°2	GLOSSARY REALISATION
Specific objectives	Master the concept, envisage its application and limits
Time and modalities	Trainees work in duo, online or in face-to-face (own choice); output shared online. About 4h
Pedagogical methodologies	Production: trainees have to produce presentation support about their concept
Content	<ol style="list-style-type: none"> 1. Work in duos; support from educational sheets and from the trainer (forums) – ONLINE (about 3h – depending on trainees initial levels and number of concepts they to define) 2. Each duo encode his work in the glossary (e-lab) – ONLINE (about 1 hour to have a finalized glossary entry with text and illustrations)
Resources	Educational sheets
Technical support	Theoretical resources, on the e-lab or on the Internet (access needed) > trainees will investigate their concept(s)

SEQUENCE N°3	PRESENTATION AND DISCUSSION
Specific objectives	Duos prove they master their concept by presenting it; each trainee has a presentation of all concepts worked in class group
Time and modalities	In class, face-to-face; output shared online. Between 2 and 3h (following number of duos/trainees)
Pedagogical methodologies	Presentation and discussion
Content	<ol style="list-style-type: none"> 1. Each duo presents and illustrate its concept(s) with various examples (15-30 min/concept)



	2. Other duos address questions to the presenting duo. This is invited to answer with the help of the trainer. (15 min/concept)
Resources	Shared glossary (sequence 2)
Technical support	Presentation software Example presentation (ideally: data projector to allow showing all sorts of documents)



UNIT N° 3 / PRODUCTION OF IMAGES MEETING SPECIFIC EFFECTS	
Topic	In this unit, trainees will use what they learned in units 1 & 2 in a creative work: produce and present media documents using images and set up to provoke specific effects on the audience
Evaluation of the unit	Evaluation of the production in regard of “mission” assignments

SEQUENCE N°1	“MISSION” ASSIGNMENT
Specific objectives	This is an initial sequence preparing sequences 2 & 3
Time and modalities	Online; max 1 h
Pedagogical methodologies	Brainstorming
Content	<ol style="list-style-type: none"> Each duo defines 1 theme, a target audience and effect to produce on it Each duo encode it under the form of a “mission” in the e-lab, specifying relevant media production constraints <p>Example:</p> <ol style="list-style-type: none"> Theme: animal fur; audience: rich women; effect: change representation of animal fur in clothing Mission: create a poster against the use of animal fur in luxury clothing; possible additional constraints: (i) you cannot use an animal photography in your poster; (ii) you have to make a visual methaphor; (iii) create a direct interpellation; etc.



Resources	Eventually: list of theme suggestions (if needed)
Technical support	Mission encoding system on the platform

SEQUENCE N°2	CONCEPTION & PRODUCTION
Specific objectives	Mobilize skills (from units 1 & 2) to produce
Time and modalities	Trainees work in duo; output shared online. About 2-3h
Pedagogical methodologies	Production
Content	<ol style="list-style-type: none"> 1. Each duo chooses a mission in the e-lab (elaborated by another duo in sequence 1) and produces a media meeting mission specifications 2. Finished productions are shared on the platform
Resources	Eventually: access to external documentation to feed the creation process
Technical support	<p>Mission encoding system on the platform</p> <p>Basic or advanced edition/creation tool</p>

SEQUENCE N°3	PRESENTATION AND DEBRIEFING
Specific objectives	Debrief the duos' productions

Time and modalities	Two different modalities are proposed: -ONLINE (about 2h) -IN-CLASS (depending on number of trainees)
Pedagogical methodologies	Peer evaluation
Content	Trainees assesses all duos' productions: 1. ONLINE modality: each duo send its production to the mission proposers' duo. The mission proposers' duo write an evaluative report on the production. 2. IN CLASS modality: each duo present his production to the whole group. The productions are debriefed in regard of initial mission assignments.
Resources	
Technical support	Mission encoding system on the platform (comments)

EVALUATION STEP 2: COMPETENCES POST-TEST

Topic	After training module completion, it is recommended to proceed the second (and last) step of the two-steps competences evaluation tool. This allows the trainer to evaluate their progression (by comparison with step 1 – done before training module start). This can be do on the e-lab.
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RESOURCES & OUTPUTS

Internal resources

Resume here the internal resources needed for the Training Scenario implementation. They could be technical (software, material ...) or theoretical (references, etc.)

Technical: one or several sets of images to categorize (unit 1), list of concepts to define from a theoretical point of view (unit 2), online glossary, image creation/composition software, presentation software, data projector

Theoretical: concept definition sheets/starting point

External resources

Resume here the external resources you would use for this Training Scenario. They could be technical (software, material ...) or theoretical (references, etc.)

Technical: internet connexion, advanced creation software

Theoretical: access to internet (Wikipedia, libraries) – if necessary

Outputs

List here the expected outputs, produced by the trainees in the framework of this Training module.

Unit 1: each duo produces almost one classification (explaining criteria)

Unit 2: each duo produces almost one glossary entry (concept definition) with illustrations + one presentation of this concept

Unit 3: each duo defines one “mission” and produces one imaged media document (from a mission defined by another duo), to present to other trainees
