



TRANSCULTURAL PERSPECTIVES IN MEDIA LITERACIES

UNIVERSITY OF TAMPERE

IDENTIFICATION OF THE PARTNER

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Associate name

Country Finland

Status /Institution University of Tampere

Participants Teacher students, Master students in media education

Comments about experimentation context 1st year international master students in media education have been the experimentation group at the university. The training module is based on the real course in the masters degree program curricula.

TRAINING MODULE DESCRIPTION

Original Title Transcultural perspectives in media literacies





Abstract

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.

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.

Rationale

*The strategic dimension is to give the teacher student **an awareness of cultural diversity in youngsters' media experiences** and, to give one **memory-based media pedagogic method** for reflecting audiences, media uses in the classroom. Through this method participants learn about their **own media uses** and **socio-cultural functions of media in societies** as well. The method integrates self reflection and collaborative mapping through group activities which include **media production** as a group presentation online. Media life study works well especially in starting phase of any media course and, especially focused on the transcultural uses of media in the classroom as well as in this case: for studying the basis for **media and information literacies** from the global perspective.*

Keywords

Transcultural, cultural diversities, audience, media use, media life study, media and information literacies.



PARTICIPANTS

Level of training Initial and in service training.

Teaching level Secondary, aged 13-16.

Ideal number of trainees Approximately 25 – 30.

AIMS

ME competences A1.1.2. Media Literacy competencies
A1.1.3. Pedagogical competencies

ME (secondary)

ML competences B1.3.2.2. Uses and practices of media
B2.3.2. Reception contexts of media
B 23211 Produce/write media messages according to specific audiences

ML (secondary)

Other objectives



ORGANISATION

Duration	Total of hours for the TS = 18
Planning	<p><i>face to face periods (trainer-Trainees): 4 hours (2 x 2 hours)</i></p> <p><i>online session (trainees-trainees): 7</i></p> <p><i>independent work periods online or not by trainees: 7</i></p>
Technical tools	Moodle OR an other platform online, f.ex. a closed Facebook group, YouTube for publication of students' Video News; GoogleDrive and Skype for student group discussions; mobile phones for shooting Video News.

CONTENT DEVELOPMENT

Description	The module starts with a lecture and discussion on transcultural media uses of young people in groups, then the instructions and, personal writing of students own media life studies. Based on those there is a task for group of discussion of the differences and similarities together with synopsis for a shooting of news based on the media life studies. After shooting and presenting the news, personal learning diaries will be written.
Prerequisites	Being able to use mobile phone.
Structure	<p>Unit: Living with the media: comparative perspectives</p> <p>Sequences:</p>

1. Understanding the user from transcultural perspective
2. Media Life Study
3. Design of Video News
4. Evaluation: How about transcultural media literacies?

UNIT N° 1 / LIVING WITH THE MEDIA: COMPARATIVE PERSPECTIVES

Topic	Students create their own media life study from childhood till present for reflecting the transcultural perspectives of their media practices and, key changes in media life course. Based on collaborative reflection on life studies, they create video news as a presentation to other students. Finally, all video news productions will be reflected. Self-evaluation will be written as a collaborative learning diary from the perspective of developing transcultural media literacies.
Evaluation of the unit	Sequence 4 includes a suggestion for a collaborative evaluation (based on collaborative learning). As an alternative to that or additionally special pre-test and post-test can be used in Moodle platform.

SEQUENCE N°1	UNDERSTANDING THE USER FROM TRANSCULTURAL PERSPECTIVE
Specific objectives	Students will learn concepts of audience and user in relations with media, in a transcultural media educational setting. They get familiar with the exercise of media life study.
Time and modalities	Face to face: 2 hours (2 x 45 minutes)



Pedagogical methodologies	Lecture and collaborative discussions	
Content	<p>Step 1: Introduction to the course (Moodle), Lecture in Moodle: Audience, user from transcultural perspectives</p> <p>Step 2: Form the student groups (3-5 to one group), Ask them discuss on their current daily uses and name their group to moodle wiki</p> <p>Step 3: Frame the Media Life Study as an exercise for students, give the final date for it and introduce materials in Moodle together with the tasks to come.</p>	<p>Step1: 30 minutes for the Introduction to the course, Lecture in Moodle</p> <p>Step 2: 40 minutes for Forming the groups and naming to wiki, Discussion in groups with conclusion</p> <p>Step 3: 20 minutes for Framing the Media life study as an exercisec and, introducing the tasks to come in the course</p> <p>e-learning sequence: none (only based on moodle contents)</p>
Resources	<p>Theoretical resources as conceptualizations of transcultural, intercultural, media convergence, media uses, audiences, media literacies, transformative learning as media life study.</p> <p>Material resources from online: articles, links, power point.</p>	
Technical support	Computer, Moodle, Google	

SEQUENCE N°2	MEDIA LIFE STUDY	
Specific objectives	Students will learn the method and, learn about their own media practices as well as from others, including the roles of media in societies.	
Time and modalities	<p>Independent work: 2 hours for creating one's own memory-based written life study</p> <p>Online group discussion: 4 hours based on the life studies and co-writing a reflective paper</p>	
Pedagogical methodologies	Collaborative learning, e-learning	
Content	<p>Step 1: students create their own memory-based written life study and upload that to Google Drive</p> <p>Step 2: students discuss in a group based on the life studies based on differences, similarities ending up with a definition of the transcultural focus of the group: what should be highlighted to others?</p> <p>Step 3: students co-write a reflective paper to Google Drive which they share with the teacher</p>	<p>Step 1: 2 hours for a personal written Media Life study</p> <p>Step 2: 2 hours for a group discussion and forming a conclusion</p> <p>Step 3: 2 hours for co-writing a reflecting paper based on the discussion</p> <p>e-learning sequence:</p> <p>Based on the group's choice the whole Sequence online or only co-writing. Discussion can take place in a Café or classroom as well.</p>

Resources	Theoretical: media practices, role of the media in a society, media literacies Practical: GoogleDrive, Moodle
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SEQUENCE N°3	DESIGN OF VIDEO NEWS	
Specific objectives	Students will learn the method and criterion of news for creating their own mapping of their media life studies from video news perspective: what to highlight to others as news? They learn interview techniques and format of news production as a method of collaborative learning as well.	
Time and modalities	Face to face: 2 hours in the classroom learning the exercise, creating synopsis Independent group work: 5 hours planning, shooting and editing the video	
Pedagogical methodologies	Collaborative learning, peer learning	
Content	<p>Step 1: Introduction to the exercise (in Moodle), teacher-led discussion on news and newsworthiness based on the link in Moodle (Centre for News Literacy), Students create the synopsis of the news</p> <p>Step 2: Groups shoot the news with mobile, edit if needed and upload to YouTube, copy the link to moodle</p>	<p>Step 1: 2 hours face to face for introduction, discussion of news, creation of synopsis of news</p> <p>Step 2: 3 hours independent group work for shooting, editing and uploading to YouTube</p>



	Step 3: Each group watch 2-4 news and comment these. Each group take notes of the comments for their own news.	Step 3: 2 hours independent online for commenting and taking notes e-learning sequence: 3-5 hours depending on how students shoot and edit the news, commenting in moodle
Resources	Computer, GoogleDrive, Mobile Phones, Editing tool online, Moodle, Youtube, FB or other publishing forum	

SEQUENCE N°4	EVALUATION: HOW ABOUT TRANSCULTURAL MEDIA LITERACIES?	
Specific objectives	Students will learn how their subjective reflection will map up their understanding of media life study and video news production as a method of media literacies in a transcultural setting. They deepen their own learning by reflection.	
Time and modalities	Independent work: 3 hours online	
Pedagogical methodologies	Subjective evaluation	
Content	Step 1: Students are guided to look the instruction in Moodle.	Step 1-2: Online 3 hours for creating their learning diaries





	Step 2: Students write self evaluation as a learning diary from the perspective of them learning transcultural media literacies. Moreover, they reflect how to teach the same topic (instructions in Moodle)	e-learning sequence: 3 hours
Resources	Computer, GoogleDrive, Moodle	



RESOURCES & OUTPUTS

Internal resources

Moodle: instructions
 power point
 teacher needed in the implementation

External resources

Technical:
 - Skype, GoogleDrive, Students' Mobile Phones, Editing tool online, Moodle, Youtube, FB or other publishing forum
 Theoretical:
 - Article Collection
 Links

Outputs

- personal written media diaries in moodle
- collaborative discussions in moodle
- collaborative video news published in moodle and/ or in you tube, closed facebook forum or other
- personal learning diaries in moodle

pre- and post tests (alternative)
