



## UNDERSTAND AND DECRYPT TV NEWS

### MEDIA ANIMATION ASBL

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#### IDENTIFICATION OF THE PARTNER

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<b>Country</b>	Belgique
<b>Status /Institution</b>	Média Animation ASBL
<b>Participants</b>	In service training
<b>Comments about experimentation context</b>	This pedagogical scenario proposes a training course (which mixes a face-to-face and online format) which has central theme: the critical analysis of TV news. The initial scenario was tested in 2016. This version of the scenario incorporates the improvements made possible by this experiment. This training scenario is designed for secondary school teacher trainers (in social sciences, History and geography).

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#### TRAINING MODULE DESCRIPTION

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**Original Title**

Understand and decrypt TV news

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**Abstract**

This training scenario is designed around the critical analysis of the TV news. Training is structured on the six dimensions of Media Literacy: language, typologies, producers, audience, technologies and representations.

The training scenario integrates journalistic practices for a critical analysis. Concretely different issues are presented: the sources of information, its selection / hierarchy, its treatment, its language... For each issue, training is based on empirical cases (TV news sequences) to be presented and discussed with the participants. Also trainer presents pedagogical activities (transferable in the classroom).

The training scenario includes an online part (on the E-lab) with theoretical contents and exercises and a monitoring process. This process suggests participants to collaboratively create educational material (transferable in the classroom) based on a critical review of TV news.

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**Rationale**

This training scenario is part of training catalogue suggested to in-service teachers in French-speaking Belgium. The particularity of this scenario is to use a blended pedagogy (face to face and e-learning).

This specificity of the training, so the scenario is not too ambitious about the volume of online content proposed (in order to not discourage participants). This means that participants who are involved in the process must be able to have free time outside the training days in order to achieve the teaching module (see « timing » below).

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**Keywords**

TV news show - Critical analysis – Technical autonomy – Pedagogical transferability – TV News monitoring – Educational resources

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## PARTICIPANTS

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<b>Level of training</b>	In-service teachers
<b>Teaching level</b>	Secondary schools
<b>Ideal number of trainees</b>	Between 12 and 18 participants

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## AIMS

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<b>ME competences</b>	<ul style="list-style-type: none"><li>• (A.02) Develop own critical thinking.</li><li>• (A 1121) Use a critical media approach to teach it to students.</li><li>• (A 2113) Select and master new technologies to create educational content.</li></ul>
<b>ML competences</b>	<ul style="list-style-type: none"><li>• B 13101 Understand and explain the relationships between a media and its production context.</li><li>• B 13241 Understand the choices made by an author (journalist)</li><li>• B 13211 Understand the importance of the notion of audience, identify it and characterize it (social, economic, cultural, age...).</li></ul>
<b>Other objectives</b>	In this training, TV news show is approached in its broadest definition: national, local and online. In addition, the trainer should also expect to suggest TV news that comes out of what participants usually know (« Traditional TV news show »). This means that the trainer will end up bringing the participants out of their « comfort zone ».

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## ORGANISATION

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### **Duration**

From 22 to 25 hours (two days of about 6 hours and ten hours in the E-lab).

Please note that this timing is given as an indication: the trainer can adjust this timing according to its context.

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### **Planning**

*First training day : face to face: 6 hours*

Online training process (on the E-lab) takes place between the two face to face training days and is about 12 hours (approximately, it's depends on participants 'skills).

*Second face to face training day : 6 hours*

We suggest spreading the 2 face to face training days over 3 to 4 weeks. This allows participants to manage their time to complete the online course.

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### **Technical tools**

Trainer will take care to prepare his/her photocopies, a DVD with the video sequences to show participants. A TV and a DVD player are to be expected during the training face to face. On the platform (E-lab), participants will find videos, images, hypertext links, quizzes, glossaries, forums, Wikis etc.

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## CONTENT DEVELOPMENT

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### **Description**

The training scenario proposes different ways to deconstruct TV news show. It's structured into three main parts: a first day (day 1), and online part and a final day (day 2).

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The assumption about the content of the training scenario is to consider TV news as a construction which presupposes journalists' choices. The training seeks to identify them concretely and to problematize them. Finally, the training will offer examples of classroom activities.

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**Prerequisites**

It's recommended that participants in the training have the following prerequisite: (skill A 2121): « Adopt an educational attitude towards the media to carry out an educational project in a classroom ».

This prerequisite is important because in the process participants will be invited to select TV news extracts to suggest to their audience (students). We hypothesize that to be relevant; participants must know their audience and be able to integrate a media education approach into their practices.

Note also that it is necessary for teachers to be warned in advance that the training mixes the face-to-face and the e-learning pedagogies.

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**Structure**

First training day - Face to face

Unit 0 : Blend face-to-face and online training : a particular context

Sequence 1 : Introduction to the training : objectives and work method

Sequence 2 : Develop media literacy/education skills : pre-test

Unit 1 : A first look to audio-visual journalism

Sequence 1 : Historical background of TV news and its technological developments

Sequence 2 : Sources of information

Sequence 3 : Selection and prioritization of information



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Sequence 4 : Journalistic temporality in TV news

Sequence 5 : Synthesis on the notion of journalistic choice

Unit 2 : TV news monitoring process : educational and technical issues

Sequence 1 : Organization of the monitoring process

Between the two face to face days: Online process

Complementary activity : the notion of journalistic choice

Unit 3 : A grid of analysis in media education

Sequence 1 : A theoretical model : 6 dimensions to analyse the media

Sequence 2 : Focus on the News producers

Sequence 3 : Focus on the typologies

Unit 4 : Technical preparation for a collective monitoring of TV news

Sequence 1 : Preparing TV news for pedagogical context : technical approach

Sequence 2 : Monitoring of TV news : feeding the platform and collective discussion on the educational opportunities of the exercise

**Second training day: Face to face**



Unit 5 : Understand and criticize TV news

Sequence 1 : Analyse the language

Sequence 2 : Analyse the representations

Sequence 3 : Analyse the audience

Unit 6 : Training debriefing and identification of educational outputs

Sequence 1 : Debriefing of monitoring organized by participants

Sequence 2 : Pedagogical reflections on the integration of media literacy in its professional practices

Sequence 3 : Develop media literacy/education skills : post-test

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SEQUENCE N°1	INTRODUCTION TO THE TRAINING : OBJECTIVES AND WORKING METHOD	
Specific objectives	<ul style="list-style-type: none"> <li>- Identification of participants 'expectations</li> <li>- Presentation of the pedagogical approach of the training.</li> </ul>	
Time and modalities	20 minutes face to face	
Pedagogical methodologies	Presentation and animation of the participants.	
Content	<ul style="list-style-type: none"> <li>- Trainer's presentation</li> <li>- Training organization's presentation</li> <li>- Animation of a round table on the participants 'expectations.</li> <li>- Presentation of the training plan: explanation of the online and face-to-face dimension and the interest of this approach.</li> </ul>	20 minutes for all points
Resources	Presentation document of the training organization and the teaching material to be used during the training.	
Technical support	Power-point support (if needed).	

SEQUENCE N°2	DEVELOP MEDIA LITERACY/EDUCATION SKILLS : PRE-TEST	
Specific objectives	<ul style="list-style-type: none"> <li>- Invite participants to discover the E-lab</li> <li>- Invite participants to create a login a the E-lab</li> </ul>	



	- Pre-test online: test participants 'media skills before training.	
Time and modalities	1 hour	
Pedagogical methodologies	Presentation of the manual (presentation sheet) to introduce the E-lab	
Content	<ul style="list-style-type: none"> <li>- Create a login on the E-lab for each participant</li> <li>- Invite participants, hands on the keyboard, to discover the E-lab and its functionalities (Wiki, quiz...).</li> <li>- Suggest to the participant to complete the pre-test implemented in the E-lab: viewing a video and fill a quiz.</li> </ul>	10 minutes : E-lab presentation 10 minutes : participants registration on the E-lab 40 minutes : Pre-test filling E-learning sequence
	<ul style="list-style-type: none"> <li>- E-lab presentation sheet and instructions for participants.</li> <li>- Pre-test implemented in the E-lab.</li> </ul>	
Resources		
Technical support		

UNIT N° 1 / UNIT 1 : A FIRST LOOK TO AUDIO-VISUAL JOURNALISM	
<b>Topic</b>	Unit 1 is about a first approach to content on the analysis of TV news. First sequences will be analysed.
<b>Evaluation of the unit</b>	<ul style="list-style-type: none"> <li>- Discussion about presented sequences.</li> <li>- Reactivity of the participants and ability to interpret sequences according the issue raised by the trainer.</li> </ul>

SEQUENCE N°1	HISTORICAL BACKGROUND OF TV NEWS AND ITS TECHNOLOGICAL DEVELOPMENTS
Specific objectives	Explain an overview of the historical evolution of the TV news (with a focus on the technologies)
Time and modalities	1 hour
Pedagogical methodologies	Analysis and discussion of video sequences.

Content	<ul style="list-style-type: none"> <li>- 6 video sequences of TV news throughout history (to show the evaluation of the emission)</li> <li>- Video 1 : show an sequence of archive of the filmed news (ancestor of TV news)</li> <li>- Video 2 : Extract from the first TV news (around year 50)</li> <li>- Video 3 : Treatment of a news on-line</li> <li>- Video 4 : A sequence of <i>No comment</i> (Euronews channel)</li> <li>- <i>Video 5 : Sequence of a modern TV news show (with social Network for instance)</i></li> <li>- <i>Video 6 : eventually trainer can show a sequence of a TV show filmed with a drone or with a 360° camera</i></li> <li>- Summary about TV news evolution and the impact of the evolution of the technologies on the television news.</li> </ul>	<p>Video 1 : 10 minutes</p> <p>Video 2 : 10 minutes</p> <p>Video 3 : 10 minutes</p> <p>Video 4 : 10 minutes</p> <p>Video 5 : 10 minutes</p> <p>Video 6 : 10 minutes</p>
Resources	<p>Various examples of sequences can be shown, for instance :</p> <ul style="list-style-type: none"> <li>○ « L'histoire du JT (RTBF) » <a href="http://www.sonuma.be/archive/lhistoire-du-jt">http://www.sonuma.be/archive/lhistoire-du-jt</a></li> <li>○ « Départ des Trappistes de Chimay pour le Congo (Belgavox) » <a href="http://www.sonuma.be/archive/d%C3%A9part-des-trappistes-de-chimay-pour-le-congo">http://www.sonuma.be/archive/d%C3%A9part-des-trappistes-de-chimay-pour-le-congo</a></li> </ul>	

	<ul style="list-style-type: none"> <li>○ « Le drame du Heysel en direct (Sonuma) » <a href="http://www.sonuma.be/archive/heysel-un-drame-en-direct">http://www.sonuma.be/archive/heysel-un-drame-en-direct</a></li> <li>○ Sequence No Comment (Euro News) <a href="https://www.youtube.com/watch?v=6SdLL_3mTiU">https://www.youtube.com/watch?v=6SdLL_3mTiU</a></li> <li>○ Sequence JT 19h30 4 February 2015 Plane Crash Taiwan (RTL-TVi) <a href="http://www.rtl.be/rtlvti/video/524854.aspx">http://www.rtl.be/rtlvti/video/524854.aspx</a></li> <li>○ <a href="http://www.sonuma.be">www.sonuma.be</a></li> </ul>
Technical support	Television and DVD player.

SEQUENCE N°2	SOURCES OF INFORMATION
Specific objectives	<ul style="list-style-type: none"> <li>- Show different video sequences that illustrate a source of journalist information.</li> <li>- Identify the different sources of information used by journalists and their consequences in journalistic work.</li> </ul>
Time and modalities	35 minutes
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Analysis and discussion of video sequences.</li> <li>- Construction of an analysis grid about sources of information.</li> </ul>

Content	<ul style="list-style-type: none"> <li>- Video 1: illustration of a TV news sequence based on a press release or press conference.</li> <li>- Video 2: Illustration of the news agencies. Disseminate a sequence that illustrates the existence of news agencies and explain their importance in the journalistic work.</li> <li>- Video 3: illustration of what a chestnut tree (chronical event in the media agenda). For instance a video about spring or Valentine's Day.</li> </ul>	<p>10 minutes for each video +</p> <p>10 minutes to summarize all points cited through sequences.</p>
Resources	Video resources that illustrate the points cited above	
Technical support	Television and DVD player.	

<b>SEQUENCE N°3</b>	<b>SELECTION AND PRIORITIZATION OF INFORMATION</b>	
Specific objectives	<ul style="list-style-type: none"> <li>- Identify criteria for selecting information</li> <li>- Identify how TV news hierarchizes information</li> <li>- Putting participants in a production situation.</li> </ul>	
Time and modalities	50 minutes	
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Theoretical presentation of the trainer</li> <li>- Analysis of a video sequence (to identify the theoretical elements explained in the previous presentation).</li> </ul>	

	- Implementation of theoretical notions: give a corpus of dispatches to the participants and invite them to sort them according to an editorial line.	
Content	<ul style="list-style-type: none"> <li>-Outline the 17 criteria for selecting information with concrete examples.</li> <li>- In a video sequence of TV news: count the number of selection criteria are present.</li> <li>- Take a corpus of agency dispatches: participants are invited to select 4/5 news according to an editorial line that they define themselves.</li> </ul>	<p>15 minutes to outline the selection criteria for the information.</p> <p>10 minutes to look at a sequence and to locate the selection criteria of the information.</p> <p>25 minutes : Put into practice the notions seen</p>
Resources	<i>Mesdames, Messieurs Bonsoir, Décoder l'information télévisée</i> (+ DVD), Média Animation, 2013 : <a href="http://www.media-animation.be/Madame-monsieur-bonsoir.html">http://www.media-animation.be/Madame-monsieur-bonsoir.html</a>	
Technical support	<ul style="list-style-type: none"> <li>- Television and DVD player.</li> <li>- Corpus of agency dispatch.</li> </ul>	

<b>SEQUENCE N°4</b>	<b>JOURNALISTIC TEMPORALITY IN TV NEWS</b>
Specific objectives	Integrate the time constraint into the critical analysis of the television news.
Time and modalities	40 minutes
Pedagogical methodologies	- Analysis and discussion of video sequences.

	- Compare different video sequences on the same event from a key question (temporality).	
Content	<ul style="list-style-type: none"> <li>- Video 1 : show a TV show sequence that presents an event that happened very recently (relative to the diffusion of the sequence)</li> <li>- Video 2: show a TV show sequence on the same event as video 1 but realized a little later.</li> <li>- Video 3: show a sequence on the same event as video 1 and 2 but realized later.</li> <li>- Conclusion on the notion of journalistic temporality.</li> </ul>	<p>Video 1: 15 minutes</p> <p>Video 2: 15 minutes</p> <p>Video 3: 15 minutes</p>
Resources	<p>For instance, for Belgium, the trainer can work on the killing of Liège in 2011, from the following sequences :</p> <p>RT TV, 2011, <a href="https://www.youtube.com/watch?v=CY1v-kqL_J0">https://www.youtube.com/watch?v=CY1v-kqL_J0</a></p> <p>Al Jazeera, 2011, <a href="https://www.youtube.com/watch?v=PR3kpWZddZw">https://www.youtube.com/watch?v=PR3kpWZddZw</a></p> <p>BBC, 2011, <a href="http://www.bbc.com/news/world-europe-16161746">http://www.bbc.com/news/world-europe-16161746</a></p>	
Technical support	Television and DVD player	

<b>SEQUENCE N°5</b>	<b>SEQUENCE 5 : SYNTHESIS ON THE NOTION OF JOURNALISTIC CHOICE</b>
Specific objectives	To show that the profession of journalist is a profession in which one must make choice.
Time and modalities	20 minutes



Pedagogical methodologies	Observe in a video that presents life in a TV news studio and identify when and where journalists are required to make choices.	
Content	From a video sequence of TV news, participants observe how journalists 'choices are made.	20 minutes for all the sequence
Resources	Trainer may for example have the following sequence: Le Petit Journal, German Airwings crash, Canal +, 23 mars 2015 <a href="http://emissions-lpj.blogspot.be/2015/03/le-petit-journal-saison-11-emission-du_23.html">http://emissions-lpj.blogspot.be/2015/03/le-petit-journal-saison-11-emission-du_23.html</a>	
Technical support	Television and DVD player	



## UNIT N° 2 / TV NEWS MONITORING PROCESS : EDUCATIONAL AND TECHNICAL ISSUES

<b>Topic</b>	This unit presents the process of monitoring and the presentation of collaborative and online space: the common wiki and the forum.
<b>Evaluation of the unit</b>	Moment of exchange with participants or their feelings before the online phase and experimentation.

<b>SEQUENCE N°1</b>	<b>ORGANIZATION OF THE MONITORING PROCESS</b>	
Specific objectives	<ul style="list-style-type: none"> <li>- Familiarize participants with the E-lab and its navigation.</li> <li>- Give monitoring instructions to participants.</li> </ul>	
Time and modalities	1 hour	
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Theoretical presentation of the trainer</li> <li>- Participants test the online platform.</li> </ul>	
Content	<ul style="list-style-type: none"> <li>- Give participants a practical guide to navigate in the E-lab.</li> <li>- Present to participants: exercises, theoretical space, wiki and the forum.</li> <li>- Propose a calendar to participants where everyone can register on a date when he / she will monitor the TV news (watch TV News temp on the day and propose the analysis of an extract in the collaborative space).</li> </ul>	30 minutes: Access to the E-lab and in the online environment.
		30 minutes: registration of the participants in the monitoring calendar and make them comfortable in the E-lab.
		E-learning sequence



Resources	If needed : power-point support <ul style="list-style-type: none"> <li>- Sequence uploaded on the E-lab.</li> <li>- Monitoring calendar</li> </ul>
Technical support	E-lab

<b>COMPLEMENTARY ACTIVITY</b>	<b>THE NOTION OF JOURNALISTIC CHOICE</b>	
Specific objectives	Recognize the criteria for selecting information	
Time and modalities	40 minutes	
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Offer an online extension exercise with what was seen during the first day of training.</li> <li>- Video extracts to analyse and answer quizzes.</li> </ul>	
Content	<ul style="list-style-type: none"> <li>- From different fictional video sequences, participants are asked to recognize the selection criteria for the information.</li> </ul>	Approximately 30 minutes to fill the exercises.
		E-learning sequence
Resources	<ul style="list-style-type: none"> <li>- Online Quiz (on the E-lab) and online video.</li> <li>- For example, the trainer can propose fictions on the profession of journalist and the notion of choice of information. For example, in the television shows <i>the newsroom</i> (HBO, 2012) and <i>the Hour</i> (BBC, 2011).</li> </ul>	



Technical support	E-lab
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## UNIT N° 3 / A GRID OF ANALYSIS IN MEDIA EDUCATION

<b>Topic</b>	This unit is the first part of the online course. It consists essentially of a theoretical contribution of the six dimensions in media literacy.
<b>Evaluation of the unit</b>	Participants will be asked to complete online quizzes. The trainer can evaluate, if desired, the answers provided by the participants. In addition, the trainer will take care to provide (at participants) corrections to the different exercises proposed.

<b>SEQUENCE N°1</b>	<b>A THEORETICAL MODEL : 6 DIMENSIONS TO ANALYSE THE MEDIA</b>	
Specific objectives	<ul style="list-style-type: none"> <li>- Introduce participants to a model of analysis in media literacy</li> <li>- Provide participants with concrete application of this model of analysis.</li> </ul>	
Time and modalities	40 minutes	
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Theoretical presentation of the analysis model.</li> <li>- Online analysis exercise to illustrate the point: from a TV news sequence, participants are invited to apply the analysis grid seen previously.</li> </ul>	
Content	<ul style="list-style-type: none"> <li>- For each dimension: producer, language, audience, technologies, representations and typologies; a theoretical page gives concept and concrete examples.</li> </ul>	<p>20 minutes for the theoretical part.</p> <p>20 minutes to fill the online exercises.</p>



	<ul style="list-style-type: none"> <li>- Each concept is also illustrated with an image.</li> <li>- An exercise to invite participants to problematize each dimension.</li> </ul>	E-learning sequence
Resources	<p>A video sequence of TV news that illustrates the 6 dimension of media literacy. For example a sequence from « Le petit journal » : <a href="https://www.youtube.com/watch?v=heVC9O7r0vY">https://www.youtube.com/watch?v=heVC9O7r0vY</a></p> <p>The trainer must also plan corrections for the online exercises.</p>	
Technical support	E-lab	

<b>SEQUENCE N°2</b>	<b>FOCUS ON THE NEWS PRODUCERS</b>	
Specific objectives	Propose the TV news analyse by the producers dimension	
Time and modalities	2 hours	
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Theoretical page to read on the E-lab.</li> <li>- Practical exercises based on TV news analysis.</li> </ul>	
Content	<ul style="list-style-type: none"> <li>- Part 1: journalist's point of view. In this section, the online courses propose the definition of the notion of angle and journalistic writing.</li> <li>- Part 2: exercises about journalistic writing. In this section, the E-lab proposed a concrete application on the theoretical notions proposed in the previous section.</li> </ul>	<p>30 minutes for the first part</p> <p>30 minutes for the second part</p> <p>30 minutes for the third part</p> <p>30 minutes for the fourth part</p>

	<ul style="list-style-type: none"> <li>- Part 3: Socio-economic criticism of the media: explanation of the critical current under the socio-economic perspective of the media.</li> <li>- Part 4: journalistic ethics: explanation of the ethical and deontological stakes of the press in Belgium.</li> </ul>	E-learning sequence
Resources	<p>Part 1 and part 2: trainer prepares different sequences of TV news to illustrate the purpose. Trainer will apply the theoretical notions of TV news sequences available online.</p> <p>Part 3 (socio-economic criticism): exemple of ressources : « <i>Les nouveaux chiens de garde</i> », Gilles Balbastre et Yannick Kergoat, 2012.</p> <p>Part 4 (ethic) : RTL-TVi : « Reporter » : <a href="http://www.rtl.be/info/belgique/societe/trafiquant-de-drogue-jo-ecoule-sa-marchandise-par-la-poste-grace-au-darknet-on-peut-meme-se-faire-livrer-10-kilos--759204.aspx">http://www.rtl.be/info/belgique/societe/trafiquant-de-drogue-jo-ecoule-sa-marchandise-par-la-poste-grace-au-darknet-on-peut-meme-se-faire-livrer-10-kilos--759204.aspx</a></p>	
Technical support	E-lab	

<b>SEQUENCE N°3</b>	<b>FOCUS ON THE TYPOLOGIES</b>
Specific objectives	Present issue of TV news in terms of categories (audience's expectations)
Time and modalities	1 hour
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Participants are invited to read theoretical pages</li> </ul>



	- Practical exercises based on the analysis of TV news sequences.	
Content	- Part 1: Audiences' expectations in the TV news and categories ambiguity.	20 minutes: to read theoretical pages.
	- Part 2: Exercises on the dimension of typologies: concrete application of the categories.	40 minutes: to fill exercises online on the E-lab.
	E-learning sequence	
Resources	<ul style="list-style-type: none"> <li>- Trainer select TV news extracts that problematize the category issue to discuss with participants. The trainer can show videos such as :</li> <li>- « Bye Bye Belgium » RTBF, 2006.</li> <li>- Funny or infotainment sequence (in a TV show): with the question: what are the authors 'intention and message's construction?</li> </ul>	
Technical support	E-lab	



## UNIT N° 4 / TECHNICAL PREPARATION FOR A COLLECTIVE MONITORING OF TV NEWS

<b>Topic</b>	<i>This unit looks at technically equip the participants to contribute to a collective monitoring of TV news show. The unit consists of various « tutorial » video to teach participants how to use different software. These will allow preparing a sequence of courses on the basis on a video.</i>
<b>Evaluation of the unit</b>	Technical ability of the participants to use the software proposed for posting in a wiki TV news show extracts.

<b>SEQUENCE N°1</b>	<b>PREPARING TV NEWS FOR PEDAGOGICAL USES : TECHNICAL APPROACH</b>	
Specific objectives	- Empower participants on a technical level to equip them to prepare a sequence of media education courses (in the technical approach).	
Time and modalities	- 2 hours	
Pedagogical methodologies	Each participant watches videos of the online « tutorial » type which show concretely how to use software to prepare a sequence of TV news.	
Content	<ul style="list-style-type: none"> <li>- Invite participants to view online television news.</li> <li>- Learn how to watch, download a TV news from Internet.</li> <li>- Learn how to split a TV news chow.</li> <li>- Learn how to burn a DVD video that can be used in class.</li> </ul>	2 hours to allow participants to watch all the videos and install the appropriate software on their pc.
		E-learning sequence
Resources	Explanatory and pedagogical videos prepared by the trainer before the trainer.	

Technical support	E-lab
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SEQUENCE N°2	MONITORING OF TV NEWS : FEEDING THE PLATFORM AND COLLECTIVE DISCUSSION ON THE EDUCATIONAL OPPORTUNITIES OF THE EXERCISE	
Specific objectives	<ul style="list-style-type: none"> <li>- Invite the participant to post a video on the platform.</li> <li>- Propose a question of analysis around a document.</li> <li>- Answer questions from other participants in a wiki.</li> <li>- Encourage debate and collective reflection around sequences.</li> </ul>	
Time and modalities	4 hours	
Pedagogical methodologies	On the basis of the previous unit, each participant is technically autonomous to propose a video sequence in the wiki.	
Content	<ul style="list-style-type: none"> <li>- Each participant selects television news and selects a sequence that it posts on the platform.</li> <li>- Participant proposes a concrete question that it asks the other participant.</li> <li>- In the wiki, each participant also takes the time to answer the questions asked by hi/her peers.</li> </ul>	4 hours to allow the participant to watch a TV news show, select a sequence, download it, cut it and upload it to the E-lab.
		E-learning sequence
Resources	<ul style="list-style-type: none"> <li>- Participants bring the material (TV news sequences) to be analysed.</li> </ul>	



	- The trainer should be available to answer the various questions (often technical) asked by participants.
Technical support	E-lab

## UNIT N° 5 / UNDERSTAND AND CRITICIZE TV NEWS

<b>Topic</b>	<i>This unit proposes to deepen certain dimensions applied to the television news. The notion of language, representation and public will be detailed in different concrete cases.</i>
<b>Evaluation of the unit</b>	Discussion of the sequences presented, reactivity of the participants and ability to interpret the sequences according the issue raised by the trainer.

<b>SEQUENCE N°1</b>	<b>FOCUS ON THE LANGUAGE IN TV NEWS</b>	
Specific objectives	<ul style="list-style-type: none"> <li>- Demonstrate that the audio-visual language creates meaning within a TV news show sequence.</li> <li>- Show that the use of audio-visual language can be used to make sensationalism or fake news.</li> </ul>	
Time and modalities	1 hour and 10 minutes	
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Trainer shows various videos to participants, asking them to analyse them in terms of the audio-visual language.</li> <li>- After a first viewing, the trainer asks the participants their analysis.</li> <li>- After a first exchange, the trainer passes the video by making stills on the image to complete the reflections initiated by the analysis of the participants.</li> </ul>	
Content	<ul style="list-style-type: none"> <li>- Language and cinema: language analysis of a TV news sequence: which language effects are used in the construction of the sequence?</li> <li>- Sequence analyses constructed fake news. For instance: two historical cases: the false interview of Fidel Castro by PPDA.</li> </ul>	<p>40 minutes : for the first video (viewing + analysis)</p> <p>25 minutes : for the second video (viewing + analysis)</p>

Resources	<ul style="list-style-type: none"> <li>- JT TFI (20h) from 11th of November 2011</li> <li>- False Interview of Fidel Castro (<a href="https://www.youtube.com/watch?v=nGZFnNMBCCo">https://www.youtube.com/watch?v=nGZFnNMBCCo</a>)</li> <li>« Le petit journal » (<a href="http://www.programme-tv.net/news/tv/36033-ironique-mise-point-petit-journal-accusations/">http://www.programme-tv.net/news/tv/36033-ironique-mise-point-petit-journal-accusations/</a>)</li> </ul>
Technical support	Television and DVD player.

<b>SEQUENCE N°2</b>	<b>FOCUS ON REPRESENTATION</b>	
Specific objectives	<ul style="list-style-type: none"> <li>- Demonstrate that the media convey stereotypes and that these are necessary to ensure good communication with public.</li> <li>- Demonstrate that the media are built on collective representations.</li> </ul>	
Time and modalities	2 hours	
Pedagogical methodologies	<ul style="list-style-type: none"> <li>- Analysis and discussion of TV news.</li> <li>- Propose production exercises to participant.</li> </ul>	
Content	<ul style="list-style-type: none"> <li>- Analysis of a sequence about stereotypes (for instance a TV show presents a stereotype).</li> <li>- Analysis of TV news through History (4 sequences about a same event through 40 years). For instance the first day of the class.</li> <li>- Exercise: suggest to participants to draw a storyboard from agency news. Participants must choose an angle (how to treat the subject?) on</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence analysis on stereotypes: 15 minutes</li> <li>- Stereotypes through History: 1 hour</li> <li>- Production exercise: 45 minutes</li> </ul>

	the basis of simple information (for instance: it's beautiful). Each participant identifies a venue to deal with the subject and a person to be interviewed.	
Resources	<ul style="list-style-type: none"> <li>- A3 sheet</li> <li>- Agency news to distribute to participants.</li> <li>- Videos on the stereotypes.</li> </ul>	
Technical support	Television and DVD player.	

<b>SEQUENCE n°3</b>	<b>FOCUS ON THE AUDIENCE</b>	
Specific objectives	<ul style="list-style-type: none"> <li>- Demonstrate that the media targets an audience.</li> <li>- Explain that the real audience of a media is not necessarily the same as the target audience.</li> </ul>	
Time and modalities	30 minutes	
Pedagogical methodologies	Analysis and discussion of TV news show.	

Content	<ul style="list-style-type: none"> <li>- The trainer proposed sequences of a newscast that is addressed to a specific audience and analyses how the media device can claim to address this audience.</li> <li>- Sequence The Niouzz, a TV show for the 8/12 years old: analyse the way in which the TV show is staged to be in adequacy with the target audience.</li> <li>- Snapchat Discovery sequence. Analysis of the RTBF's strategy to reach the adolescent public (14-20 years).</li> </ul>	30 minutes for the two sequences to be analysed.
Resources	<p>For instance, the trainer may have the following sequences:</p> <p>Les Niouzz :</p> <p><a href="http://www.rtb.be/video/emissions/detail_les-niouzz?pid=15">http://www.rtb.be/video/emissions/detail_les-niouzz?pid=15</a></p> <p>Analysis of the RTBF's strategy to reach the adolescent public (14-20 years):</p> <p><a href="https://www.rtb.be/info/medias/detail_la-rtbf-vous-informe-en-1-minute-top-chrono-sur-snapchat?id=9246844">https://www.rtb.be/info/medias/detail_la-rtbf-vous-informe-en-1-minute-top-chrono-sur-snapchat?id=9246844</a></p>	
Technical support	Television and DVD player.	

## UNIT N° 6 / DEBRIEFING OF TRAINING AND IDENTIFICATION OF THE OUTPUTS.

<b>Topic</b>	<i>The final unit is about the conclusions of the training, its formal and informal evaluation by the participants. This moment includes a reflection on how to integrate media literacy in the classroom and evaluation of the training outputs.</i>
<b>Evaluation of the unit</b>	Formal evaluation (satisfaction survey), informal evaluation (round table) and post-test (competency test).

<b>SEQUENCE N°1</b>	<b>DEBRIEFING OF MONITORING ORGANIZED BY PARTICIPANTS</b>	
Specific objectives	Give feedback to the participants on the common Wiki created during the monitoring.	
Time and modalities	30 minutes	
Pedagogical methodologies	Oral feedback from the trainer.	
Content	<ul style="list-style-type: none"> <li>- Based on the Wiki created during the monitoring, the trainer gives a feedback oriented on media education perspectives.</li> <li>- The trainer will be careful to orient his / her feedback according to the following criteria: can the proposed element be transferred sequences are accompanied by a question about media education? etc.</li> </ul>	30 minutes to give a feedback to participants.
Resources	Common wiki creates and feeds during monitoring.	
Technical support	E-lab	

<b>SEQUENCE N°2</b>	<b>PEDAGOGICAL REFLECTIONS ON THE INTEGRATION OF MEDIA EDUCATION IN ITS PROFESSIONAL PRACTICES.</b>	
Specific objectives	Develop pedagogical tracks, transposable in the pedagogical context of each participant, based on the content of the training.	
Time and modalities	30 minutes	
Pedagogical methodologies	Discussion and reflection about media education.	
Content	<ul style="list-style-type: none"> <li>- Based on the sequences of the training trainer try to make some link with the realities of the participants (professional context).</li> <li>- Trainer facilitates a discussion around the pedagogical opportunities to approach TV news in classroom.</li> <li>- Discuss the notion of media education and discuss with participants the inputs of training the subject.</li> </ul>	30 minutes for this feedback.
Resources	Possibly: post-evaluation method graphical, representation etc.	
Technical support		

<b>SEQUENCE N°3</b>	<b>DEVELOP MEDIA LITERACY SKILLS : POST-TEST</b>	
Specific objectives	At the end of the training, assess the skills development of the participants.	
Time and modalities	30 minutes	



Pedagogical methodologies	Quiz based on a video.	
Content	On the E-lab, participants watch a TV news show and answer a variety of questions.	5 minutes to watch a TV show and 25 minutes for fill the quiz.
		E-learning sequence
Resources	Online quiz (on the E-lab) and online video.	
Technical support	E-lab	



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## RESOURCES & OUTPUTS

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### Internal resources

- *Mesdames, Messieurs Bonsoir, Décoder l'information télévisée* (+ DVD), Média Animation, 2013 :  
<http://www.media-animation.be/Madame-monsieur-bonsoir.html>
- A3 sheet.
- DVD with TV show sequences.
- Article :

<http://www.media-animation.be/Le-JT-un-schema-universel.html>

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### External resources

ACMJ, Media & Information, 40 activités pédagogiques pour le secondaire, Bruxelles, DeBoeck, 2014.

[www.sonuma.be](http://www.sonuma.be) (archives audiovisuelles belges)

[www.youtube.com](http://www.youtube.com)

[www.bbc.com](http://www.bbc.com)

<http://www.rtf.be/tv/revoir>

<http://www.rtf.be/entreprise/education-aux-medias>

<http://www.rtl.be/rtlvi/video>

<http://www.deontologiejournalistique.be/>

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<http://www.canalplus.fr/c-emissions/pid6378-c-le-petit-journal.html>

<http://www.legorafi.fr/>

<http://www.programme-tv.net/>

[www.csa.be](http://www.csa.be)

Documentaires et ressources vidéo :

- « *La grande aventure de la presse filmée* », Serge Viallet, France Télévision, 2001.
- « *Les nouveaux chiens de garde* », Gilles Balbastre et Yannick Kergoat, 2012.
- « *Bye Bye Belgium* », RTBF, 2006.
- Le Petit Journal, German airwings crash, Canal +, 23 mars 2015

[http://emissions-lpj.blogspot.be/2015/03/le-petit-journal-saison-11-emission-du\\_23.html](http://emissions-lpj.blogspot.be/2015/03/le-petit-journal-saison-11-emission-du_23.html)

- Program MediaLog, RTBF, 21 mars 2014,  
[http://www.rtbef.be/tv/emission/detail\\_medialog/actualites/article\\_medialog-decortique-la-conduite-d-un-jt-19h30?id=8228119&emissionId=5809](http://www.rtbef.be/tv/emission/detail_medialog/actualites/article_medialog-decortique-la-conduite-d-un-jt-19h30?id=8228119&emissionId=5809)
- False Interview of Fidel Castro (<https://www.youtube.com/watch?v=nGZFnNBCCo>)
- « L'histoire du JT (RTBF) »

<http://www.sonuma.be/archive/lhistoire-du-jt>

TV news:

- « *Départ des Trappistes de Chimay pour le Congo (Belgavox)* » <http://www.sonuma.be/archive/d%C3%A9part-des-trappistes-de-chimay-pour-le-congo>
- « *Le drame du Heysel en direct (Sonuma)* » <http://www.sonuma.be/archive/heysel-un-drame-en-direct>
- Séquence No Comment (Euro News) [https://www.youtube.com/watch?v=6SdLL\\_3mTiU](https://www.youtube.com/watch?v=6SdLL_3mTiU)
- Sequence JT 19h30 4 February 2015 Plane Crash Tawain (rtl-tv) <http://www.rtl.be/rtltvi/video/524854.aspx>
- Le Gorafi, « *le français moyen* », 2014 <http://www.canalplus.fr/c-emissions/c-le-grand-journal/pid7522-le-gorafi.html?vid=1159554>
- « *Chaine Youtube : TV Libertés* » <https://www.youtube.com/channel/UCSVf6BL58EcNjwULBgUKoog>
- Korea News Backup, 2014, <https://www.youtube.com/watch?v=ZloRZOK18Fg>
- « *Le petit journal* » (entier + excuses : <http://www.programme-tv.net/news/tv/36033-ironique-mise-point-petit-journal-accusations/>)

JT TFI (20h) – 11 novembre 2011

RT tv, 2011, [https://www.youtube.com/watch?v=CY1v-kql\\_J0](https://www.youtube.com/watch?v=CY1v-kql_J0)

Al Jazeera, 2011, <https://www.youtube.com/watch?v=PR3kpWZddZw>

BBC, 2011, <http://www.bbc.com/news/world-europe-16161746>

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Les Niouzz : [http://www.rtbf.be/video/emissions/detail\\_les-niouzz?pid=15](http://www.rtbf.be/video/emissions/detail_les-niouzz?pid=15)

RTBF, 1969, Sonuma : <http://www.sonuma.be/archive/la-rent%C3%A9-des-classes-1969>

RTBF, 1981, Sonuma : <http://www.sonuma.be/archive/la-rent%C3%A9-scolaire-81>

RTBF, 1997, Sonuma: <http://www.sonuma.be/archive/rent%C3%A9-des-classes-%C3%A0-jette>

RTBF, 2014, [http://www.rtbf.be/video/detail\\_jt-19h30?id=1952478](http://www.rtbf.be/video/detail_jt-19h30?id=1952478)

RTBF, 2016 : Snapchat Discovery : [https://www.rtbf.be/info/medias/detail\\_la-rtbf-vous-informe-en-1-minute-top-chrono-snapchat?id=9246844](https://www.rtbf.be/info/medias/detail_la-rtbf-vous-informe-en-1-minute-top-chrono-snapchat?id=9246844)

RTL-TVi : Reporter: <http://www.rtl.be/info/belgique/societe/trafiquant-de-drogue-jo-ecoule-sa-marchandise-par-la-post-grace-au-darknet-on-peut-meme-se-faire-livrer-10-kilos--759204.aspx>

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## Outputs

Story-boards filled by the participants, results of the monitoring (in a collaborative wiki): pedagogical sequences proposed by the participants, debates and discussions, written evaluations of the training...

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