

TRAINING SCENARIO — NEWS MEDIA EDUCATION A CITIZENSHIP CHALLENGE



IMAGES OF SCIENCES IN THE MEDIA

Centre de Liaison de l'Enseignement
et des Médias d'Information (CLEMI)

TRAINING SCENARIO 1 - «NEWS MEDIA EDUCATION AS A CITIZENSHIP CHALLENGE»

This first training scenario focused on news media linked to civic competences specifically in primary education. One of the main training objectives is both to prove that media education was a basic topic for primary children and easy to develop in the classroom.

2 TRAINING SCENARIO SUMMARY

This scenario is built in two complementary units with diversified activities to get the trainees very active along the process.

Unit 1: “This is media education” proposes four different sequences dedicated to the main aspects of media education:

1. Discovering pedagogical uses of media
2. Identifying ME concepts and guidelines
3. Being aware of media presence in children's life
4. Distinguish prior objectives for media education

This unit proposes different activities linked to the different aspects. For example concerning the pedagogical uses, the trainees has to view and analyse short videos presenting diverse classroom activities. For the other sequences, there are mainly readings, viewing video, quiz, personal analysis and researches.

A lot of resources has been produced for the scenario: videos, texts, quiz, grids for analysis, template in order to help the trainees to get forward.

Unit 2: “Teaching news media education” proposes five sequences focusing on five basic media education competences:

1. Awareness of one's own relationship with media
2. Characterize media and media languages
3. Get informed by media
4. The role of media in society
5. Production and publication of media messages

For this unit, the main tasks are analysis, comparison, observation, designing sequences and tools for the classroom, and even conception of media message production with children.

3 PRE AND POST-TEST PRESENTATION

3.1 key competences evaluated

For this global scenario, it was decided to focus on the prior competences both in media education and in media literacy:

ME competences

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

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

Other objectives:

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

3.2 Evaluation method presentation

Before beginning the training scenario, it had been decided to organize an evaluation laying on a pre-and post-test in order to compare the competences and the representations of the trainees.

For this specific scenario, it was decided to use the same peculiar video in pre and post-test.

This video is a short extract of a TV news entirely conceived, presented, realized and produced by 9 to 11 years old children. This work has been operated in the classroom. This production activity had been the first media education experience for this group. In the extract, the children present

the results of a survey developed within the class concerning their own consumption of TV (favourite channels, time spent watching TV, where, when and so on).

Of course it was not at all a professional video and in the questionnaire, the scope was on media education observation with links on pedagogical aspects and practices.

We also wanted to get an idea of the trainees' representation of the technical process behind this production.

We decided to use the same document for the post test: it appeared more efficient to distinguish the evolution of competences and representation of the trainees starting from the same video. We were thinking that there was no memory effect in the results.

This unperfected document had the quality to launch consideration about very different aspects we don't find together in a professional document, especially the pedagogical process to produce media messages with young children, the links with the curriculum ...

The evaluation method is a content analysis based on the answers of the trainees linked to the key competences to evaluate (see 3.1).

3.3 Scoring method

For the evaluation we selected a content analysis method with four levels scale as shown below.

Eight questions have been selected to appreciate the video extract. They were chosen in the way to express trainees' representations about media education and especially the teachers' roles in the process. Each question is linked to different competences from the common frame (Output 1).

Does the trainee	Level			
	0	1	2	3
Q1 Give a quick description of the observed sequence				
Identify the sources and the author of the document				
Explain and identify the different roles in these media productions				
Speak about uses /practices around these media				
Q2 How do you represent the global organization required by this production?				
Identify methodological and didactic skills for the design, management delivery and evaluation of educational activities				
Understand the process for media production projects in classrooms				
Q3 What kind of link do you notice between this realization and contents of the school subject for pupils from 9 to 12,				

Articulate Media Education competences with the contents of the school subjects				
Write different genres of media messages				
Develop expression skills when producing media content				
Q4 According to you, what media education objectives are targeted by this work?				
Understand what Media Education is (different form and intersection between education to, in and with media) and its relationship with educational system				
Identify the students/pupils media literacy competences to develop.				
Explain and identify the role of professionals in media productions				
Q5 According to you, what citizenship education objectives are targeted by this work?				
Critically argue a personal opinion about a media content				
Develop one's own critical thinking				
Q6 According to you, what competences are required for the teacher to organize such a work?				
Articulate Media Education competences with the contents of the school subjects				
Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices				
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities				
Q7 What could be the classroom organization for this session?				
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities				
Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices				
Q8 What could be the pedagogical process to produce this kind of documents?				
Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)				
Design/produce media messages in a creative way (contents, forms, planning, budget, dissemination)				
Adapt media education pedagogy to the classroom audience				

Read/decode/analyze/deconstruct different media messages according to different criteria				
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Scoring indicators

Question	key competences	Level	Scoring indicators
Q1.1	Identify the sources and the author of the document	3	Authors and sources globally identified
		2	Authors recognized Some aspects misunderstood
		1	Authors recognized. Sources not
		0	Authors and sources are not recognized
Q1.2	Explain and identify the different roles in these media productions	3	The different roles are identified
		2	Some roles are identified
		1	The issue is lightly addressed
		0	Nothing about the roles
Q1.3	Speak about uses /practices around these media	3	Uses and practices are clearly evoked
		2	Uses and practices are partly evoked
		1	Just some clues about this
		0	Nothing about this
Q2.1	Identify methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	The global process is described
		2	The process is partly described
		1	Just some elements
		0	Nothing about this
Q2.2	Understand the process for media production projects in classrooms	3	The different aspects are understood
		2	The process is partly understood
		1	Just some elements
		0	Nothing about this
Q3.1	Articulate Media Education competences with the contents of the school subjects	3	Different school subjects linked to media education are identified
		2	Some school subjects linked to media education are identified

		1	Just some elements
		0	Nothing about this
Q3.2	Write different genres of media messages	3	Different genre are evoked
		2	Some genre are evoked
		1	Just some elements
		0	Nothing about this
Q3.3	Develop expression skills when producing media content	3	The question is clearly identified
		2	The question is partly evoked
		1	Just some elements
		0	Nothing about this
Q4.1	Understand what Media Education is (different form and intersection between education to, in and with media) and its relationship with educational system	3	Objectives well understood
		2	Some objectives clearly identified
		1	Just some aspects without links
		0	Nothing about this
Q4.2	Identify the students/pupils media literacy competences to develop.	3	Pupils competences well identified
		2	Some pupils competences identified
		1	Just some aspects evoked
		0	Nothing about this
Q4.3	Explain and identify the role of professionals in media productions	3	Clearly addressed in the answer
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
Q5.1	Critically argue a personal opinion about a media content	3	Clearly addressed
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
Q5.2	Develop one's own critical thinking	3	Clearly addressed
		2	Some aspects are missing

		1	Just evoked
		0	Nothing about this
Q6.1	Articulate Media Education competences with the contents of the school subjects	3	Appears clearly in the answer
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
Q6.2	Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices	3	Appears clearly in the answer
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
Q7.1	Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	Appears clearly in the answer
		2	Some aspects are missing
		1	Just evoked
		0	Nothing about this
		0	Nothing about this
Q7.2.	Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices	3	A coherent organization is proposed using new technologies
		2	A coherent organization is proposed
		1	Just some elements of organization
		0	Nothing about this
Q8.1	Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)	3	The essential aspects are evoked
		2	Some important aspects of tv news recognized
		1	Just some elements
		0	Nothing about this
Q8.2	Design/produce media messages in a creative way	3	The process is clear and coherent
		2	Some aspects of the process are missing

	(contents, forms, planning, budget, dissemination)	1	Some elements of the process
		0	Nothing about this
Q8.3	Adapt media education pedagogy to the classroom audience	3	A complete pedagogical situation is proposed
		2	A pedagogical situation is partly evoked
		1	Only some references
		0	Nothing about this

APPENDIX 1

Pre and post test

Look at this video before to answer the following questions. (<http://www.e-mediaeducationlab.eu/draftfile.php/2910/user/draft/312073700/extrait%20IDD.mp4>)

This video is a short extract of a TV news entirely conceived, presented, realized and produced by 9 to 11 years old children. This works has been operated in the classroom. This production activity had been the first media education experience for this group.

Q1 Give a quick description of the observed sequence

Q2 How do you represent the global organization required by this production?

Q3 What kind of link do you notice between this realization and contents of the school subject for pupils from 9 to 12?

Q4 According to you, what media education objectives are targeted by this work?

Q5 According to you, what citizenship education objectives are targeted by this work?

Q6 According to you, what competences are required for the teacher to organize such a work?

Q7 What could be the classroom organization for this session?

Q8 What could be the pedagogical process to produce this kind of documents?

TRAINING SCENARIO 2 - « IMAGES OF SCIENCES IN THE MEDIA »

1. TRAINING CONTEXT SUMMARY

The module concerning the images of sciences in the media has been designed for secondary teachers (12-18 y.o. students) for all contents.

2. TRAINING SCENARIO SUMMARY

This TS is based on concepts about image education, the specific representation of sciences, and the importance of sciences in the media. It introduces thinking about the news development process and the ways the journalists adapt and popularize this field.

The scenario is built in two complementary units about analysis and production activities.

Unit n°1 : Sciences and their representations in media is dedicated to knowledge and analysis activities. It is developed in three sequences:

- Locate the scientific information and its place in media,
- Specificity of scientific images
- Scientific images and their audiences

This unit proposes an analysis work with a media panel, a classification of images, their sources, their functions and a comparison of different forms of the same information in various media.

Unit n°2: Media production and tools conception is dedicated to media production linked to scientific images and conception of pedagogical tools. It is developed in two sequences:

- Produce a scientific news presentation
- Conceive a pedagogical sequence linked to the same topic

In order to allow each trainee to produce a presentation, different possibilities were proposed from an easy PowerPoint to a video report. A large panel of documents was also selected in different media to facilitate the work.

3. PRE AND POST-TEST PRESENTATION

3.1 key competences evaluated

ME competences

- A 1151 Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)
- A 1121 Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students
- A 1122 Use one's own media literacy knowledge (informational, technical and social analysing and producing competences) to supplement traditional teaching strategies with innovative strategies based on the use of multimedia, interaction, collaboration and distance Learning
- A 2111 Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities
- A 2112 Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practice

ML competences

- B 11221 Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)
- B 1141 Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)
- B 1142 Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms)
- B 13111 Identify/recognize an author/ a source

Other objectives:

Be conscious of the importance of a relevant scientific information.

Develop pleasure and curiosity for sciences

3.2 EVALUATION METHOD PRESENTATION

Pre-test:

For this module it was decided to ask the trainees to design their own mind map about the general question of the TS: Scientific images in the media. It had to be produced with a media education scope.

Mind maps have the particularity to reflect a free brainstorming about a question, to identify the most important aspects, to organize one's own thinking and to present a topic according to different scopes. It appears also as a good introduction for this module.

In order to facilitate this pre-test, we proposed two easy tools with their tutorials.

Post-test:

At the end of the module we proposed to the trainees to draw a new mind map on the topic they had chosen for the sequence 1 of the unit 2. It was possible to use the same tool or to change.

Key competences	Keywords
ME competences	
Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)	Media, press, television, image, sources, sciences, learning, students, resources, scientific popularization, digital media, information, news, section,
Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students	Image education, partners, analyse, critical thinking, process, method, production, challenges, liability, pedagogy
Use one's own media literacy knowledge (informational, technical and social analysing and producing competences) to supplement traditional teaching strategies with innovative strategies based on the use of multimedia, interaction, collaboration and distance Learning	Digital media, networks, share, interaction, cybercitizenship, diffusion, law.
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	Method, organization, didactic, learning, competences , pedagogy, team, partners, frame of competences
Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practice	Organization, classroom, division, groups, dispatching, communication, publishing, networks, websites, digital devices, tasks
ML competences	

Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)	Image languages, scientific language, frame, viewing angle, light, connotation/denotation, zooming, infographics, graphics, interpretation, representation
Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)	Typology, audiences, press, advertising, digital media, images, movies, papers, magazine, reports, scientific popularization, scientific communication
Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms)	Sources, authors, verification, researchers, scientific culture, popularization, representation, misinformation, hoaxes, manipulation, reliability
Identify/recognize an author/ a source	Sources, authors, journalists, news agency, blogs, websites, research centres, credit, picture caption, date
Other objectives	
Be conscious of the importance of a relevant scientific information	These objectives are qualitative and mid or long term objectives and cannot be evaluated with keywords at this moment.
Develop pleasure and curiosity for sciences	

3.3 SCORING METHOD

The scoring method used to analyse the results of the pre and post-tests was a keywords method with a 4 levels scale. For each competence a list of keywords has been defined and the score depends on the number of possible keywords (or their synonyms) proposed in the mind maps:

Level 3: 6 keywords or more

Level 2: between 4 and 5 keywords

Level 1: between 2 and 3 keywords

Level 0: less than 2 keywords

Key competences	Level	Scoring	Keywords
ME competences			
Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)	3	6 and +	Media, presse, télévision, image, sources, sciences, apprentissage, élève, ressources, vulgarisation, médias numériques, information, rubrique
	2	4-5	
	1	2-3	
	0	0-1	
Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students	3	6 and +	Education à l'image, partenaires, analyse, esprit critique, démarche, méthode, production/produire, enjeux, fiabilité, pédagogie,
	2	4-5	
	1	2-3	
	0	0-1	

Use one's own media literacy knowledge (informational, technical and social analysing and producing competences) to supplement traditional teaching strategies with innovative strategies based on the use of multimedia, interaction, collaboration and distance Learning	3	6 and +	Medias numériques, réseaux, partager, interaction, cybercitoyenneté, diffusion, droit
	2	4-5	
	1	2-3	
	0	0-1	
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	6 and +	Méthode, organisation, didactique, apprentissage, compétences, pédagogie, équipe, partenaires, référentiel
	2	4-5	
	1	2-3	
	0	0-1	
Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practice	3	6 and +	Organisation, classe, groupes, répartition, communication, diffusion, réseaux, sites, outils numériques, tâches
	2	4-5	
	1	2-3	
	0	0-1	
ML competences			
Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)	3	6 and +	Langages de l'image, langages scientifiques, cadre, angle, lumière, dénotation, connotation, grossissement, échelle, infographie, graphiques, interprétation, représentation
	2	4-5	
	1	2-3	
	0	0-1	
Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)	3	6 and +	Typologie, publics, presse, publicité, medias numériques, images, Cinéma, journal, magazine, reportage, vulgarisation, communication scientifique
	2	4-5	
	1	2-3	
	0	0-1	
Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms	3	6 and +	Sources, auteurs, vérification, chercheurs, culture, représentation, scientifique, vulgarisation, désinformation, rumeurs, manipulation, fiabilité
	2	4-5	
	1	2-3	
	0	0-1	
Identify/recognize an author/ a source	3	6 and +	Sources, auteurs, chercheurs, journalistes, agences, blogs, sites, centres de recherches, crédits, légendes, dates
	2	4-5	
	1	2-3	
	0	0-1	

We propose to add another criterion concerning the global structure of the mind map and linked to the ME competence: *“Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities”*. The trainees are evaluated on their capacity to design a coherent and meaningful map

The indicator is: the coherence within the different parts of the map

Level 3: very coherent for the whole map

Level 2: coherent for some parts

Level 1: choice of parts interesting but not really coherent

Level 0: uncoherent

Key competences	Level	Scoring
ME competences		Internal coherence of the map
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	very coherent for the whole map
	2	coherent for some parts
	1	choice of parts interesting but not really coherent
	0	uncoherent