e-MEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

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1 Overview

The national reports present a range of activities in the competences framework, designed with a range of learning settings and types of courses in mind. The purpose of this general overview is to synthesise some of these elements and to report on the key findings about outcomes in the various settings. This overview has been used to identify success factors and the main difficulties experimentators coped with. This allows us to draw some conclusions and recommendations about the eMEL experimentations and competences evaluation. At this level of analysis and due to the large variety of contexts in which the competences evaluation has been implemented, the most effective results and conclusions are the ones highlighted in the national reports.

As a first step for this transnational analysis, a comparative table was created in order to record the actual parts of the competences framework which were being addressed. (see appendix 1) These have been displayed together to highlight the main outcomes from the experimentations. This reflects on the range and on the scorings which were developed by the various partners, how they operated and what the main conclusions were. A first synthesis was elaborated by Baptiste Campion, Patrick Verniers (IHECS) and John Potter (UCL/IoE), and was presented and discussed with the partners during the Brussels coordination meeting (12th december 2016). The results of the discussion between the partners were taken into consideration for this final transnational analysis report.

2 Thematic analysis

2.1 Evaluated Training Scenarios

The topics chosen for the experimentation training scenarios reflect the individual countries and their approaches to media education, but their commonalities reflect a transnational concern for education around representation, media and news, inflected with a digital and social media element in many cases, reflecting the nature of media education/media literacy in the digital age.

Topics represented were:

- − Digital Storytelling as self-representation and social/civic agent *(UNIFI Italy)*
- − Mapping / Talking about Arts *(UNIFI Italy)*
- − Media Cultures *(Tampere, Finland)*
- − Transcultural perspectives in Media Education *(Tampere, Finland)*
- − Understanding the current world *(Minho, Portugal)*
- − Media Uses and Audiences in a digital Environment *(Minho, Portugal)*
- − Mediatized images in context *(IHECS, Belgium)*
- − Understand and decrypt TV news *(Media-Animation, Brussels*

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- News media education as a citizenship challenge *(CLEMI, France)*
- Images of sciences in the media *(CLEMI, France)*

The balance was roughly equal in terms of initial training (6 activities) and in-service training (4 activities). Regarding the number of trainees, the experimentation and institutional contexts were key factors in determining the size of the training groups. Globally, larger groups were present for initial training and smaller for in service trainings. The biggest cohorts were in Italy and Finland, with the largest overall comprising 85 students. In all, across the six organisations in five countries, in the region of 370 pre-service and in-service students took part.

Within the tasks themselves there was a range of comparison activity, analysis and kind of production activities, as follows:

- · Analysis: video comparison
- · Production: develop a multimedia message about a specific topic
- · Didactic test: fully design a pedagogical activity
- · Analysis: radio transmission comparison
- · Production: develop a multimedia message about a specific topic
- · Written advertisement analysis
- · Description, analysis, argumentation (find arguments for specific positions)
- · Videos to look at + questionnaire
- · Mindmap design

The range of media forms covered by the training experimentation was wide - as can be observed from the list – but not exhaustive and, for example, games were not represented amongst the various tests and activities.

	Training Scenario (TS)	Trainees	Type	TS Main task(s)
BE	TS1 Understand and decrypt TV news	5	In-Service Training	TV Shows analysis
BE	TS1 Mediatized images in context	15	Initial Training	Images classifications, glossary construction, image creation
FI	TS1 Media Cultures	85	Initial Training	Information search, media analysis, subvertisment
FI	TS2 Transcultural perspectives in Media Education	18	Initial Training	Media life study, video news production
FR	TS1 News media education as a citizenship challenge	3	Initial Training	Concept discovery, observation, applied analysis
FR	TS2 Images of sciences in the media	3	In-Service Training	Concept discovery, production of media messages
IT	TS1 Digital Storytelling as self-	95	Initial Training	Story writing, multimedia

	representation and social/civic agent			production
IT	TS2Mapping / Talking about Arts	85	Initial Training	Observation, geotagging, creation of a geotagged audioguide
PT	TS1 Understanding the current world	25	In-Service Training	Analysis, information search, information analysis
PT	TS2 Media Uses and Audiences in a digital Environment	30	In-Service Training	Analysis, information search

2.2 Competences evaluation and methods

Each of these 10 training scenarios (TS) were used by the partners who had developed them with a real audience of trainees (initial-training students or in-service teachers). The experimentation included the training scenario itself, a process evaluation (eMEL Output 4) and trainees competences evaluation before and after attending the TS (eMEL output 2 – the purpose of this report).

The competences evaluation process was centered on specific media analysis, media education (didactic) and production competences. Each experimentation included a specific set of competences to evaluate, chosen from the original eMEL referential exercise (eMEL Output 1), and relevant in regard to each of the training scenario objectives.

The partners adopted different strategies to this aspect; some restricted their evaluation to a few specific competences and others coped with a wider range of competences. The experimentation that included the least amount of competences to evaluate was the IHECS one (5 competences) ; the experimentation with the most evaluated competences were the italian ones (29 competences each). Observing the results and the realistic way of conducting a competence evaluation, it was found that the number of evaluated competences should in general be reduced and centered on the core ones. A larger amount of competences cannot be properly evaluated by a realistic single test, manageable within the constraints of a concrete training situation.

The pedagogical design included pre- and post-testing in all but one of the activities across all the countries. Each activity was designed to evaluate one or several competences. These took different forms in different countries (see appendix) but ranged across specific tests for each area of competence (Italy) to detailed planning of pedagogical activities (Finland and Italy), questionnaires (Portugal), documentary and video analysis (Belgium) and France) as well as mind-mapping of issues (France).

Within the tests the scoring methods were varied, ranging across the following:
- The use of independent evaluators
- Content analysis
- Attempts to rate critical thinking across higher scores in questionnaires

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- Comparison by content analysis out of generated lists
- Indicators from generated keywords

All but one of the areas for scoring included a 0 – 3 numerical scale with U Minho coming up with a different approach in distributing 0 – 20 points across three different sections of the questionnaires. In both cases, a lower score indicates a lower level of the considered competence ; in the same way, a higher score indicates a higher level of the considered competence.

2.3 Main results and discussion

The outcomes of the experiences and competences evaluations encompass results about trainees' competences as well as findings about the content of the experimented training scenarios.

2.3.1 Trainees competences progression

The starting hypothesis was that participating in a TS should increase specific competences worked during the TS. On this aspect, the main results across the activities produced by each of the countries shows a range of outcomes[1]:

- Overall improvement in scores (with some differences in the areas represented) *(Italy)*
- Positive progression in five tasks *(Belgium, Portugal, France)*
- Some smaller positive outcomes and some inconclusive, but with students showing greater awareness in some areas *(Finland and Italy)*
- No conclusions possible due to small sample *(France)*
- Some slight lack of improvement across certain criteria *(Italy)*

These varied outcomes indicate that the eMEL training scenarios globally reached their objectives (despite certain limitations that will be discussed in section 2.4);most of the trainees participating in the eMEL experiences increased their competences level, but not necessarily in the same manner.

2.3.2 Process validation and optimization

These experimentations and the results of the competences evaluation tests allow an assessment of the different training scenarios. Despite a great diversity in the approaches, the training scenarios seemed to work quite well, with some nuances and limitations.
First, if we don't take into consideration the French experimentations which encountered some difficulties to reach stable groups of trainees (so the experimentation was carried out with small groups of volunteer teachers), each of the experimentations took place fully as planned with specific audiences: in-training student or in-service teachers. Second, the competences evaluation tests

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[1] For details about the results of each experimentation, see the full national reports in appendix.

showed what competences increased most during the experimentation, and what competences did not (see below). Third, and last, these experimentations provided useful data about the way improving and optimizing the training scenarios for the final delivery version. National reports highlight different suggestions for improvement, as follows: :

- − The need for more explicit instruction for online/subgroup work phases (Belgium) ;
- − Anchoring the productions in the future professional context of the trainees (Italy) ;
- − The need for the integration of online activities in the technical and cultural online practices of the trainees (Finland, Belgium) ;
- − ...

Most of these dimensions were synthesized to draw some concrete recommendations (see section 3 below).

2.4 Bias and limitations

Suggestions as to the limitations of the tasks were made across all the reports.
The following are grouped together from the reports as possible reasons for the various outcomes; these mainly focus on the negative aspects of the experience to try to explain them.
These can be grouped in two categories :

- — limitations related to the experimentation (training scenario, experimental conditions, etc.),
- — limitations related to the evaluation tools.

It is notable that most of the identified (possible) biases are related to the evaluation process itself (or the conditions the evaluation was made). Some of the proposed explanations are related to both aspects, especially those linked to the technical dimension as far as the digital tools were used both for TS unfolding and for competences evaluation.

2.4.1 Limitations related to the experimentation

- − Problems with the e-Lab (Moodle didn't work);
- − Participants were intimidated by the digital tools / avoidance strategies of the eLab;
- − Low number of participants.

2.4.2 Limitations related to the evaluation tools

- − Complexity of the test for students (and no previous experience);
- − Post-test seen by some trainees as a repetition;
- − Post-test more difficult (standard varied too much from pre-test);
- − Problems with the e-Lab (Moodle didn't work);
- − Possible different conditions between pre- and post-tests (face-to-face//home);
- − Question changes between pre- and post-tests;
- − Low number of participants and relevance of the post-test content to the question;
- − Participants were intimidated by the digital tools;
- − In some national context, in-service teachers are not used to pass pre/post test during

their training.

3 Conclusions and recommendations

Teams offered different explanations for outcomes of their experiments with the platforms. Some of these were attempts to see what kinds of activities really lend themselves to the platform.
Here are 11 key findings which emerge from the national reports analysis:

a) Analysis works well
   In one of the largest groups, across both activities (Italy), there were reports that the analytical competences improved significantly (TS1), and this has had a positive impact only on some specific skills, mainly related to competences of analysis' (TS2). The experience was borne out by the Italian groups (though a suggestion that this was explained mainly due to individual in pedagogical arrangement).

b) Choice of material is crucial
   In one of the groups (Finland) a limiting factor in the success of the activity was the difference between the choice of advertisements in the pre- and post-tests (where a much more complex production has been used). In that sense, material to analyze needs careful thought to be better match between pre and post tests. Strong alignment between training objectives, evaluated competences and provided material is needed.

c) Contextualization of the task is important
   The Italian experience showed the important relationship between real future working situations, the presented material and successful outcomes. If the tasks presented to the trainees is directly linked to their future job (initial training) or actual job (in-service training) the outcome will be more efficient.

d) Raising attainment in advanced students is difficult
   There was little further development of competencies in students with advanced media literacy (Finland) even though, in this case, the Media literacy competencies were raised more than the Media Education competencies.

e) The difference of the 'digital'
   Overall in the Portuguese experience there was less developed understanding of how the digital has made a difference in the worlds of social construction, responsibility and organisation.

f) Formal vs informal

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There is some difference (Belgium) between the formal and informal mastery of specific competences. The informal context of in service training experience creates a kind of disconnected approach between participative and discussion-centered pedagogical dynamic and formal tests to be handled by trainees. It has created a kind of resistance from trainees point of view to achieve the tasks needed or the competences evaluation test.

g) Knowing the trainees' competence in advance is important
The Italian team hypothesised that for didactic competences in their tests, there were some very low scores which were not to be expected from teachers, which perhaps meant that the pitch of the pre-tests was too complex.

h) Media production competences – not as improved as analysis
Italian colleagues felt that the production aspects of the work were not so well developed and that this might have something to do with pedagogical arrangements around group work. Production can be more difficult to implement in training activities (due to a wide range of technical, organisational and logistical reasons), so it can be difficult to evaluate production competences.

i) Feedback is important
Different experimentations (Belgium, Italy) showed that providing trainees with relevant feedback about their competences evaluation is important. Even if competences evaluation was designed as a research tools in our experimentations, from trainees' point of view they appear to be a full part of the training activities and may provide them some useful learning feedback.

j) It is best to focus on a small set of competences
The systematic evaluation of trainers competences can only be focused on a small number of competences. Otherwise, as we have observed, in some experimentations, it is not possible to evaluate each one properly. The trainer (assuming she or he is also the evaluator) have to identify the most important competences from those she or he is looking for in the systematic data.

TABLE OF THE APPENDIX

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APPENDIX 1 : Synthetic overview of national reports (Output 2)

Country	ITALY		FINLAND		PORTUGAL		BELGIUM		FRANCE	
TS experimented	Unifi TS1	Unifi TS2	Tampere TS1	Tampere TS2	UMinho TS1	UMinho TS2	IHECS TS1	Media Animation TS1	CLEMI TS1	CLEMI TS2
TS title	*Digital Storytelling as self-representation and social/civic agent*	*Make Map Talking about Arts*	*Media Cultures*	*Transcultural perspectives in Media Education*	*Understanding the current world*	*Media Uses and Audiences in a digital Environment*	*Mediatized images in context*	*Understand and decrypt TV news*	*News media education as a citizenship challenge*	*Images of sciences in the media*
Context	Initial training	Initial training	Initial training	Initial Training	In-service training	In-service training	Initial training	In-service training	Initial training	In-service training
Audience	95 (85 considered for statistical analysis)	85 (77 with complete data for statistical analysis)	85	18	25 (for complete data)	30 (for complete data)	~15	~5	3 (test group)	3 1 did both tests
Test pitch	1 specific test for each area of competence Analysis: video comparison Production: develop a multimedia message about a specific topic Didactic test: fully design a pedagogical activity	1 specific test for each area of competence Analysis: radio transmission comparison Production: develop a multimedia message about a specific topic Didactic test: fully design a pedagogical activity	Trainees were asked to write max 400 words analysis after watching a video advertisement	Trainees were asked to post on the e-lab a written lesson plan (800 words)	Questionnaire SAME structure for pre- and post-tests	Questionnaire DISTINCT structures for pre- and post-tests	Answer 1 analysis question related to a document + precision subquestions; imagine and describe a pedagogical sequence	Answer questions related to a set of videos	Answer questionnaire after video observation (note: same video in the pre and post-tests)	Design mindmap Pre-test: of the general question of the TS in a ME perspective Post-test: on the topic they had chosen during the TS
Evaluated competences (cf. competences list output 2)	B1111 B1112 B11211 B11221 B1131 B1141 B13111 B13121 B13211 B13232 B201 B202 B21201 B21221 B21301 B2141 B23111 B23121 B23211 A1112 A1121 A1122 A1141 A1151 A1161	B1111 B1112 B11211 B11221 B1131 B1141 B13111 B13121 B13211 B13232 B201 B202 B21201 B21221 B21301 B2141 B23111 B23121 B23211 A1112 A1121 A1122 A1141 A1151 A1161	A1113 A2114 A2121 B104 B13131 B212	B132 (B1323) B133 B232 A2112 A116 + additional transcultural aspect	1.Develop one's own critical thinking; 2.Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives); 3.Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms); 4.Understand key concepts of media culture; 5.Critically identify and understand the values, representations and stereotypes	1.Develop one's own critical thinking; 2.Recognize common uses /practices of information technology; 3.Understand the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization); 4.Understand the influence of family cultures in media uses and practices by children and young people; 5.Understand how important the notion of audience is; 6.Articulate Media Education	B1112 B11211 B11221 B13211 A2112	B13101 B13241 B13211 A02 A1121 A2113	A1111 A1113 A1161 B101 B105 B1323	A1151 A1121 A1122 A2111 A2112 B11221 B1141 B1142 B13111

	A2112 A2114 A2131 A2132	A2112 A2114 A2131 A2132			conveyed in a medium; 6.Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives); and 7.Articulate Media Education competences with the contents of the school subjects.	competences with the contents of the school subjects.				
Test duration	Not indicated	Not indicated	Not indicated	Not indicated	Not indicated	Not indicated	Not indicated	1h30 (pre + post?)	Not indicated	Not indicated
Task (general outline / main idea)	Analysis: video compariso Production: develop a multimedia message about a specific topic Didactic test: fully design a pedagogical activity	Analysis: radio transmission comparison Production: develop a multimedia message about a specific topic Didactic test: fully design a pedagogical activity involving student in multimedia activity	Written advertisment analysis	Written lesson plan	Description & analyse	Description, analyse, argumentation (find arguments for specific positions)	Document to analyse; course conception	Videos to look at + questionnaire	Videos to look at + questionnaire	Mindmap design
Subtasks (if needed)							ML: analysis questions ME: course conception questions	ML : Analysis questions ME: "not analysis" (but what?)		
Competences / task articulation	One test by area of competence	One test by area of competence		Not explained (global perspective: more competences = higher score; no scoring for each competence?)	Specific competences > specific questions	Specific competences > specific questions	ML: task is supposed to mobilize all tested competences	1 question by tested competence	Questions are indirectly linked to tested competences	Different keworods refers to different competences
Scoring method	2 independent evaluators Shared rubric which included 9 criteria for the analysis test, 4 criteria for the production test and 7 criteria for the didactic test	2 independent evaluators Shared rubric which included 9 criteria for the analysis test, 4 criteria for the production test and 7 criteria for the didactic test	Content analysis Based on 10 dimensions – 1 point for each dimension citation	Content analysis Succesive readings with scoring The more competencies are mentionned in the plan, the more the score is high	Distribute 20 points among the questions (so the competences too) More points = more critical thinking	Distribute 20 points among the questions (so the competences too) More points = more critical thinking	Content analysis > list of indicators to find in answers. The more subquestions are needed to have details, the more the score is low	Content analysis (comparison between the answers and a table of expected answers)	Content analysis > list of indicators to find in answers. Score following whih indicators are observed (or not)	Content analysis based on keywords > more keywords = higher score
Scoring scale	0-3 scale for each area	0-3 scale for each area	Non explicitly specified (but probably 0-20 > 1 or 2 points by dimension)	0-3 scale	0-20 points distributed between the 3 questionnaires parts: 4, 8, 8	0-20 points distributed between the 3 questionnaires parts: 4, 8, 8	0-3 scale	0-3 scale	0-3 scale	0-3 scale

Main results	Results show an overall improvement of participants' media competences, although it is not homogeneous in the three areas	Contrasted results: no significant result (Wilcoxon test) for any area Improvement for some criteria Worsening in other criteria	Slightly lower mean score in the post-test. The score in pre- and post-tests were almost the same: non concluding. But trainees seemed be more familiar with some key aspects.	Some scoring rised; other stayed the same	Positive progression	Positive progression	Clear positive progression for B11221 and B13211 competences. Low or not significant progression on most competences.	Progression for most trainees and competences. Regression for one trainee.	Global positive progression, especially for question (and competences) linked to pedagogical process and organization, school subjects and ME objectives	No conclusions due to context, conditions and number of participants
Results details or additionnal remarks (if relevant)	The analytical competences improved significantly, while media production and teaching competences did not Possible explanations: -trainees better performed in those areas where they were involved in practical exercises specifically dedicated to the purpose -working conditions: almost all the exercises on media analysis were individual exercises, while the activities related to media production were mostly based on group work	TS has had a positive impact only on some specific skills, mainly related to competences of analysis For the didactic test, very low level of competences > very surprising considering that trainees were students of education Considering the low initial level of didactic competences, we can hypothesize that the exercises proposed in the training scenario were too complex for trainees, and were not effective in terms of developing competences.	The negative gain can be explained by a single dimension (means of the advertisement) wich has a much better score in the pre-test (problem of advertisement choice)	ML competences rised more than ME competences TS not effective in produicing insightful knowledge of evaluation of ML, in developing competences of trainees who were already competent	Mean higher in post-test, less trainees with low score Most of the mean trainees progression is due to 2 questions with one with high weight (8 points on the 20) (results considerably higher) Competences less developed: Distinguish with critical awareness reliable/not reliable information (according to their languages/represe ntations and forms); Understand key concepts of media culture.	All trainees below 10/20 in the pre-test are higher in the post-test Systematic comparison between pre- and post-tests is really difficult as they were really different Competence less developed: Understand the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization) Greater participation between trainees	ML competences: low production is observed or competences that were initially at a high level (pre-test) ME: this competence was not the main goal of the TS	Some indication that there's a difference between formal and informal master of specific analysis competences	From half of the questions scoring level 3 to all question scoring level 3	
Bias and limitations	Complexity of the test for students (and no previous experience) Post-test seen by some trainees as a repetition	Complexity of the test for students (and no previous experience) Post-test seen by some trainees as a repetition	Post-test more difficult: advertisement choice	More focus should be put on the situation were the tests are written Problems with the e-Lab (Moodle didn't work)	Possible different conditions between pre- and post-tests (atmosphere and passation mode: face-to-face//home)	Questions changes between pre- and post-tests Possible different conditions between pre- and post-tests (atmosphere and passation mode: face-to-face//home)	Weak number of participants Difficulties to control activities led outside the e-lab	Weak number of participants Relevance of the post-test video is questioned (possible cause of results difficult to interpret)	Weak number of participants Relevance of choosing the same document in the pre- and post-tests?	Trainees are feared by digital process (platform, mindmap tools)

eMEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

APPENDIX 2
Belgium National report – Part 1 (Media Animation)

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(Media Animation ASBL)

Project: e-MEDIA EDUCATION LAB
Output 2: Competences evaluation

National Report (Belgium) in order to feed the "Output 2"

Chapter 1: Training context summary
Chapter 2: Training scenario summary
Chapter 3: Pre and post test presentation
Chapter 4: Pre and post test results and analyse
Chapter 5: Conclusions
Annexes

Martin CULOT - Anne-Claire ORBAN de XIVRY
Media Animation ASBL
October 2016

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Media Animation report Output 2 – Competences evaluation

Chapter 1: Training context summary

> *Synthetized training context:*
>
> *Present here some figures related to the training context: number of participants, initial/in service training, profile of the learners.*
>
> *This part can be common with output 4 report.*
>
> *Size: about ½ page*

The first training scenario tested was titled "**Understand and decrypt Tv news**" and took place between the 5th and 26th of February 2016 in Brussels (Media Animation offices). The training was organized for in-service teachers (secondary teachers) and was proposed in a training catalogue. The structure of the training was as following: **two days face-to-face** training and **3 weeks for the online part (e-learning course) in between**. The training was taught by 1 trainer. In terms of attendance at the face to face training, **7 participants** were present for the **first day; second day 5 participants** attended the training. Participants were mainly teachers in social sciences and French. This difference can be explained by the fact that the training was not compulsory (a participant was allowed to leave the training). About the e-lab, we note that **7 participants** registered to follow the online part; all the participants **(7) completed the pre-test** and 5 participants completed **the post-test.**

The second training scenario tested "**Disinformation & Propaganda**" took place between the

Media Animation report Output 2 – Competences evaluation

12th and 28th of April 2016 in Brussels (Media Animation offices). The training was organized for in-service teachers (secondary teachers) and was proposed in a training catalogue. The structure of the training was as following: **two days face-to-face** training and **2 weeks online (only an online forum)**. In terms of attendance to the face to face training, **first day 7 participants** were present; **second day also 7 participants** attended the training. Participants were mainly teachers in social sciences and French but we noticed the presence of 2 participants from the associative sector[2]. About the e-lab, we note that **9 participants** registered to post to the online forum; **9 participants completed the pre-test** and only **2 participants completed the post-test**. The training was given by 2 trainers (one for the contents and an other one for the e-mel process).

Please note that in the following pages we will speak about **training scenario 1** (*understand and decrypt Tv News Show*) and **training scenario 2** (*Disinformation and propaganda*).

Chapter 2: Training scenario summary

> *Present here key figures about the training scenario implemented: theme, content, format,… Only a quick rehearsal as the TS have been delivered*
>
> *Size: about ½ page*

First training scenario provides **a critical analysis of Tv News Show**. Training is considered as a course based on the analysis grid in 6 dimensions (producer, audience, language, typology, technology and representation). The training is divided into 6 more or less equal parts and offers different texts of analysis and Tv show extracts (**15 video resources implemented into the lab**) to improve participant's media literacy/education competences. The part implemented into the e-lab provides an analysis course with **11 analysis pages**, **4 exercises pages**, **4 didactical pages** (technical approach). Also **1 online forum and 1 common wiki** (for the participants) has been opened. The scenario was planned to last about 6 hours, however, after experimentation participants said in their feedback that it was much longer (some participants talked about 3 times longer).

Second training scenario was about **"disinformation and propaganda"**. The training is about modern issues of journalism. Briefly, the training plan was: journalist's social functions, the narration of the events, emotions in the info, stereotypes, the online information, freedom of expression, caricature, rumour, conspiracy in the media, propaganda war ... Only **few contents have been implemented into the e-lab**. Most of the contents (video analysis, analysis grid…) were given during the face-to-face training moments. The e-lab had three functions: a space to answer the pre and post test; on open forum for the participants; a cloud where participants could download contents. Finally about implemented contents: **1 online forum** and **2 pages** through which participants could download resources.

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[2] *"Annoncer la couleur asbl"*.

Media Animation report Output 2 – Competences evaluation

Chapter 3: Pre and post test presentation

3.1 Key competences evaluated

Identification of the key competences evaluated (out of the common competences framework (see output 1)

Size: about ½ page

In the training scenarios **« understand and decrypt Tv News Show »**, the competences to be developed were the following ones:

Media Literacy (ML) competences	B 13101 Understand and explain the relationships between media production and their context.
	B 13241 Understand some perception of other ways of thinking and other choices.
	B 13211 Understand how important the notion of audience is and identify the different audiences of a media and characterize them (social, cultural and economic issues, age, etc.).
Media Education (ME) competences	A.02 Develop one's own critical thinking.
	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 2113 Select, master and use new media and technologies to create learning content.

In the training scenario **« disinformation and propaganda »**, the trainer works on the following competences:

Media Literacy (ML) competences	B 11221 Understand/decode/analyse languages specific to pictures and images
	B 1142 Distinguish with critical awareness reliable/not reliable information

3.2 Evaluation method presentation

Narrative description of the pre and post test - Size: up 1 page - The "full" pre and post test including questionnaires,… have to be attached to the report (annex 1)

The pre and post test of the **training scenario 1** is based on **9 questions**. **Five questions seek to assess Media Literacy (ML)** competences, **four others concern Media Education (ME)** competences. Questions about ML are related to a video resource (two different videos: one for the pre-test and one for the post-test[3]). Although the videos were different, they were selected because of their common **features** (see below). For pre ant post test, the video resource **was indeed different but the test's conditions were comparable** (questions and criteria's for the assessment). About **common features of selected videos**: firstly, videos were news show broadcasted on Internet and not on a television channel. Then, selected videos were amateur or semi-professional production that had the form of Tv News Show. Also videos present some conspiracy theories or propaganda. The trainer wanted to assess if participants were

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[3] Please find links in the annex 1 to watch those video.

able to apply the analysis grid from traditional tv news to "more specific Tv News Show".

ML is evaluated through video analysis (each of the five questions represents a dimension to analyse in terms of Media Literacy). About **ME competences, 4 questions were asked and were not based on a media to analyse.** Pre and post test took place in a specific context which it is important to precise.

Concretely, at the beginning of the training (face to face moment), **the trainer introduced the evaluation process** to the trainees reassuring them about the main purpose of this process since they are not used to be assessed during training[4]. This evaluation process was presented as experimental. Already at the beginning of the training, **the trainees start to use the e-lab** (all the participants were in a computer room) in order to register and to do the pre-test. It was the first exercise implemented into the e-lab. Each participant replied individually to the pre test online. **The video-resource was broadcasted twice on a large screen and the trainer has left about 35-40 minutes for participants to answer the test.**

The **post-test has taken place at the end of the second day of face-to-face training**. The **conditions were similar to the pre-test**: the video was broadcast in the computer room; all participants used a computer to do the post-test online and the trainer let about 35-40 minutes to fil it in.

The pre and post test of the **training scenario 2** is based on 2 questions about ML. Media Education's competences were not tested. Participants have to fill a pre and a post test: the first one at the beginning of the face to face training and the post-test at the end. Pre and post-test was about video analysis and specifically about "mockumentary". Trainer selected two extracts of a mockumentary. Participants had to analyse the form of these videos. The goal was also about **evaluating the capacity of participants to apply analytical frameworks to specific media pieces.**

The evaluation mechanism was introduced at **the beginning of the training**. As for the evaluation during the training scenario n°1, participants had access to a computer room to register on the platform and fill the pre-test. Participants had about 30 minutes to achieve the pre test (2 questions). Video has been showed two times.

The post-test happened in other conditions (not comparable situation). For lack of time, the participants were asked to complete the post-test at home. This situation probably explains that there has been less answers to the post-test. **The consequence of this is that the data that has been collected (pre and post test) are not exploitable**. For two reasons: First, because pre and post test are not held in the same conditions. This means that the data's are not reliable to analyse in terms of the development of competences. Then the few responses received by participants prevent an relevant analysis. So we present in this report the test architecture (for training scenario 1 and 2) and only present the analysis of TS 1 competences test.

3.3   Scoring method

Present here the scoring method used to analyse the results : how did you build levels, indicators and methode of coding

Creating some levels

To assess the competences of the participants after the training, the **trainer created a scoring system before the trainings**. For **each competence**, he created **some questions and put some hypothesis about the different levels** that a participant can reach (based on **expected participants 'answer**) for each questions. All questions were **open questions**, the trainer manually evaluated these responses and therefore, the level of the participants.

The evaluation **method is based on content analysis**. To do this, before the start of the training, the trainer had identified **four competences levels** to assess: **level 0 (minimum) /Level 1/ Level 2/Level**

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[4] In French speaking Belgium community, in service training service don't use evaluation process based on competences.

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3 (maximum).These levels function as indicators of the skill level of the participant through a **system of keywords**. In the prototype evaluation, the trainer listed the key elements to reach level 3 for each question. More key ideas are identified by the participants, more they reach the higher level. The lower levels are defined by the number of key items identified: Level 2 corresponds to two relevant factors mentioned; Level 1 to a relevant element found and the level 0 to no guidance note on the sheet.

The following tables present for each question **the way that indicators were built**.

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Training scenario n°1:

	Level	
ML. Question 1 : Identify what are the elements in the image that suggest this **video is a Tv** News Show?	Level 3	• Presence of a "traditional" Tv News Show opening (with a turning globe) with a music (opening jingle). • Presence of a television studio set (image between sequences of information). In television, it is a classic code of the kind (genre). • There is a **"table of content"** (the voice-over presents news in brief) who announces informative sequences. This table of contents reflects a certain **hierarchical organisation** of sequences.
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer
Ml. Question 2 : Identify what are the elements in the image that suggest this **video is not a Tv** News Show?	Level 3	• **Absence of newscaster** and journalists: only a voice. • There are **explicit points of views**. In the program, the presence of the subjectivity is strong. Political and emotional dimension are stronger than "objective information". • The **sequences are few professional**: confusion of sources (origin of the images come), heterogeneousness (in terms of production, making: images, sound), bad quality of the pictures. • **Transitions between sequences** without explanation (there is no introduction to the subject). The voice flits quickly from one subject to another.
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer
ML. Question 3 : Identify and formulate hypotheses about **author's intentions** of the document (what effects the author seeks to produce to the audience)	Level 3	• The author **wants to inform his public.** • The author wants to **encourage his audience to take action**. He wants to make him (her) sign petition, to demonstrate etc. • The author wants **to convince his audience**. He wants to make them sensitive about the political situation of the Ivory Coast. The author presents the continent Africa as victim. The country France is presented as responsible of the situation. Thus the author wants to modify the representations of his audience (kind of propaganda).
	Level 2	2 elements above
	Level 1	1 element above

	Level 0	No answer or no relevant answer
ML. Question 4: Identify the **different audiences** of these media and **characterize them** (social, cultural etc.)	Level 3	• As mentioned by the author, this video aims to "deserve" Africa and its Diaspora but also the "resistance". The audience is therefore the "Resistance fighter" or **people politically engaged.** One of the hypothesis is that this video is addressed to people committed and who share the ideology of the editorial line: Africa is victim of France. • Another feature of the audience is that they have the **opportunity to have access to Internet** ("connected" audience), in this particular case YouTube. • People who looks for **alternative information** (not in "mainstream media").
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer
ML. Question 5: Describe the **potential effects** of this media on the different audiences	Level 3	• The audience close the video before the end. He is not interested in the contents of the video. • The user shares the video on his (her) social networks. • The media feed representations to the viewers (stereotypes?) about victimized Africa. It can also feed plot theories. • The audience could take action by signing petition or by going to demonstrate. • The audience could boycott the mainstream/ "official" news media (the video gives the impression that it is better to be wary about official information).
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer
ME. Question 6: *Identify the educational objectives of the analysis of Tv News.*	Level 3	• Understanding of the journalistic genre in order to adopt a critical point of view from the pupils about information processing: objectivity/subjectivity/point of view. • Reflection on the information/media company of nowadays. • Understanding the processing of news for allowing pupils to consider themselves as actor of the information in the society. • Decode media in order to invite pupils to produce media. • Decode to understand better specific news, situation or facts (education by the media). • Deconstruct the idea of manipulation within the media with the pupils.
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer
	Level 3	• Mainstream Belgian TV news : RTBF and RTL

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ME. Question 7: *Explain which type media resource you can use to feed an educational sequence about Tv News.*		• Regional or international TV news • Alternative TV news • Other online video resources videos (documentary …)
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer
ME. Question 8: *Perceive the technical know-how*	Level 3	▪ To order/ask for media resources to the owner: RTBF, RTL, Euronews, etc. ▪ To record video on the television and to broadcast them in the classrooms. ▪ To link to the official websites of TV News programme and to view the sequence directly for the websites. ▪ To use platform of video resources (YouTube, DailyMotion, …) • To make a personal view list • Capture and to cut the video ▪ To export sequences to other kind of material support (dvd, usb) in order to broadcast them in the classroom.
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer
ME. Question 9 : *Why the students could be interested in this journalistic genre (Tv News programme)? Explain differents situation/contexts where students can watch Tv News Show (on tv or Internet) :*	Level 3	▪ **Pedagogical context:** Watch Tv News Show to understand and learn about a topic suggest by teachers (school work, presentation). ▪ **Personal interest or cultural interest:** Information about social environment (leisure time, hobby's concern personal interest). ▪ **Peer to peer context:** Information that they can share (or already shared) with their peers (many reasons about it: because it's funny, impressive…) ▪ **In a context of critical backward regard**. The students look at a sequence of television news to criticize it or criticize its contents.
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer

Training scenario n°2:

ML. Question 1: What are the means used to hang/interest the viewer?	Level 3	• There is a story of unveiling throughout the sequence. It's attractive for the public. • Audio-visual language supports this narrative logic: music, rhythm, voice over… • The document seeks to evoke emotion from the public with strong symbols: innocent children, dead animals, paedophile…
	Level 2	2 elements above
	Level 1	1 element above

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	Level 0	No answer or no relevant answer
ML. Question 2: What are the means used to make the content credible?	Level 3	- Film shows footage (authentic trances) as sequence of Tv News Show, photos… - Testimonies make the document credible. It's an argument of authority. - Film presents figures and data as scientist (also an argument of authority).
	Level 2	2 elements above
	Level 1	1 element above
	Level 0	No answer or no relevant answer

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Methodology of coding

All responses of participants **were collected on the platform** (e-lab). In order to easily analyse data, the trainer has collected all the participants' responses in a table. It includes pre and post-test for each participant. From this table, the **trainer read each response of each participant and assessed the level based on the keywords system explained before**. So it's a comparison between the model prepared by the trainer and the participant's answers. Thus, for each issue, the trainer can **compare individually the level of the participant between pre and post-test** (please find the annex 2 all the coded answers).

Here is a **representative example about how results were coded**. Answers of pre and post test of each participant are put in a table as following.

Example of coded answer

		Pré-test	Post-test
Participant N°1	**Question 1**	Le but de ce JT est comme ceux d'Europe d'informer de façon brève sur différents sujets d'actualité. En cela, il est "traditionnel".	Le JT est de coutume introduit par un **générique attractif**. Ensuite il site ses **grands titres**. C'est un présentateur qui présente les différents sujets, l'un à la suite. Ces sujets passent avec **la voix du présentateur en continu, même lorsque des images viennent** se joindre.
		Level: 0 – No relevant answer	Level : 3 – 3 relevant information
	Question 2	…	
Participant N°2	**Question 1**	…	…
	Question 2	…	…

As explained before, since the participant n°1 has no identified the key elements in the pre test, his score level is zero. In the post-test with the same question but with another resource, he has identified all the key elements expected, his score is therefore about 3.

At the end of the process, **trainer has for each participant a level for each question/competence for the pre and post test.**

Chapter 4: Pre and post test results and analysis

This chapter presents the **results, analyses and limits of the competence assessment process** used in the e-mel experimentation. Key figures presented in this section are from the methodology described above. The first part of the chapter is a presentation of the results (presented by summary tables). For **each question, a table provides results** for pre and post test (4.1.A.). The second table (4.1.B.) **provides a reading of the evolution of each participant** between pre and post test. This table provide main key figures. Those key figures will serve as the basis to make the analysis and interpretations of the TS' effectiveness.

The second part will focus on results' analysis. The final aim is to give **meaning and understanding to the different competence's level observed in participants**. Analysis will be focus on a central question: **what, in the TS, allowed or not to improve participant's level?** It's why the analysis provides hypothesis that try to explain changes in the participants 'levels. Hypothesis will be based on the TS's contents (topics present in the TS) and on the way it was given (didactical dimension). Finally the analysis will suggest some suggestions for TS improvements in order to better reach competences.

The final part will focus on bias and limitations that we observe during the evaluation process. This critical analysis of the **evaluation process will be structured in different levels** of analysis: **the development of the evaluation system, the pragmatic context of testing and the relevance of competences**

assessment in our institutional context. For each of these aspects, we propose possible improvements for the TS or for the evaluation method more widely.

4.1   Presentation of the results

> *Comparison of competences progression (levels pre and post test)*
>
> *When appropriate, present the results in table/graph format*
>
> *Full results (coding of the test) can be be presented in annex 2*

This section presents **the overall results of the evaluation process** (pre and post test). Data's are presented **question by question by tabular form**. Each question presents the level assigned to each participant. Please find all coded results in the **appendix 6.2**.

4.1.A. Results question by question

<table>
<tr><td rowspan="7">ML - Production context</td><td colspan="2">Question #1 Identify what are the elements in the image that suggest this video is a Tv News Show?</td><td colspan="4">Level
Pre-test</td><td colspan="4">Level
Post-test</td></tr>
<tr><td colspan="2"></td><td>0</td><td>1</td><td>2</td><td>3</td><td>0</td><td>1</td><td>2</td><td>3</td></tr>
<tr><td colspan="2">Participant #1</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td>X</td></tr>
<tr><td colspan="2">Participant #2</td><td></td><td></td><td></td><td>X</td><td></td><td></td><td></td><td>X</td></tr>
<tr><td colspan="2">Participant #3</td><td></td><td></td><td></td><td>X</td><td></td><td></td><td></td><td>X</td></tr>
<tr><td colspan="2">Participant #4</td><td></td><td></td><td>X</td><td></td><td></td><td></td><td>X</td><td></td></tr>
<tr><td colspan="2">Participant #5</td><td></td><td></td><td>X</td><td></td><td></td><td></td><td></td><td>X</td></tr>
</table>

<table>
<tr><td rowspan="7">ML - Production context</td><td colspan="2">Question #2 Identify what are the elements in the image that suggest this video is not a Tv News Show?</td><td colspan="4">Level
Pre-test</td><td colspan="4">Level
Post-test</td></tr>
<tr><td colspan="2"></td><td>0</td><td>1</td><td>2</td><td>3</td><td>0</td><td>1</td><td>2</td><td>3</td></tr>
<tr><td colspan="2">Participant #1</td><td></td><td></td><td></td><td>X</td><td></td><td>X</td><td></td><td></td></tr>
<tr><td colspan="2">Participant #2</td><td></td><td></td><td>X</td><td></td><td></td><td></td><td>X</td><td></td></tr>
<tr><td colspan="2">Participant #3</td><td></td><td></td><td>X</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td colspan="2">Participant #4</td><td></td><td></td><td>X</td><td></td><td></td><td></td><td>X</td><td></td></tr>
<tr><td colspan="2">Participant #5</td><td></td><td></td><td></td><td>X</td><td></td><td></td><td></td><td>X</td></tr>
</table>

<table>
<tr><td rowspan="4">Producti on</td><td colspan="2">Question #3 Identify and formulate hypotheses about author's intentions of the document (what effects the author seeks to produce to the audience)</td><td colspan="4">Level
Pre-test</td><td colspan="4">Level
Post-test</td></tr>
<tr><td colspan="2"></td><td>0</td><td>1</td><td>2</td><td>3</td><td>0</td><td>1</td><td>2</td><td>3</td></tr>
<tr><td colspan="2">Participant #1</td><td></td><td></td><td></td><td>X</td><td></td><td></td><td>X</td><td></td></tr>
</table>

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ML - Reception context		Level Pre-test				Level Post-test			
	Participant #2	X					X		
	Participant #3			X				X	
	Participant #4				X			X	
	Participant #5			X				X	
	Question #4 Identify the different audiences of these media and characterize them (social, cultural etc.)	**Level Pre-test**				**Level Post-test**			
		0	**1**	**2**	**3**	**0**	**1**	**2**	**3**
	Participant #1			X			X		
	Participant #2		X				X		
	Participant #3			X				X	
	Participant #4		X				X		
	Participant #5		X					X	

ML - Reception context		Level Pre-test				Level Post-test			
	Question #5 Describe the potential effects of this media on the different audiences.	**Level Pre-test**				**Level Post-test**			
		0	**1**	**2**	**3**	**0**	**1**	**2**	**3**
	Participant #1			X			X		
	Participant #2	X					X		
	Participant #3	X				X			
	Participant #4		X					X	
	Participant #5		X					X	

Media Education		Level Pre-test				Level Post-test			
	Question #6 Identify the educational objectives of the analysis of Tv News.	**Level Pre-test**				**Level Post-test**			
		0	**1**	**2**	**3**	**0**	**1**	**2**	**3**
	Participant #1		X						X
	Participant #2		X					X	
	Participant #3		X						X
	Participant #4			X					X
	Participant #5		X					X	

Educa		Level Pre-test				Level Post-test			
	Question #7 Explain which type media resource you can use to feed an educational sequence about Tv News.	**Level Pre-test**				**Level Post-test**			
		0	**1**	**2**	**3**	**0**	**1**	**2**	**3**

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	0	1	2	3	0	1	2	3
Participant #1			X				X	
Participant #2		X						X
Participant #3			X					X
Participant #4			X					X
Participant #5		X					X	

Question #8 Perceive the technical know-how	Level Pre-test				Level Post-test			
	0	**1**	**2**	**3**	**0**	**1**	**2**	**3**
Participant #1			X					X
Participant #2		X					X	
Participant #3			X					X
Participant #4			X					X
Participant #5			X				X	

Question #9 Why the students could be interested in this journalistic genre (Tv News programme)? Explain different situation/contexts where students can watch Tv News Show (on Tv or Internet) :	Level Pre-test				Level Post-test			
	0	**1**	**2**	**3**	**0**	**1**	**2**	**3**
Participant #1		X						X
Participant #2		X				X		
Participant #3		X						X
Participant #4			X			X		
Participant #5		X					X	

Media Education *(vertical label for each table block)*

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4. 1.B. Evolution competence: a general overview

The following table shows the **evolution of level between the pre and the post-test**. Evolutions (+ or – or =) are deducted **by the level's difference between two tests**. This table shows **progressions with symbols (+)** for a level increasing; **(-)** for a regression and **(=)** for a stagnation. For instance: **(+2)** *means that participant increases* **two levels in this question** *(between pre and post test);* **(-1)** *means that participant* **regress of one level**; *(=2) means that participant begins*

	Competence/ Participant	# Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
Li	B 13101 Understand and explain the relationships between media production and their	Question # 1	+3	=3	=3	=2	+1

(pre-test) in the **level two and stay at this level** *(at post-test).*

	context.						
		Question #2	**-2**	**=2**	**-1**	**=2**	**=3**
	B 13241 Understand some perception of other ways of thinking and other choices.	**Question# 3**	**-1**	**+1**	**=2**	**-1**	**=2**
	B 13211 Understand how important the notion of audience is and identify the different audiences of a media and characterize them (social, cultural and economic issues, age, etc.).	**Question # 4**	**-1**	**=1**	**=2**	**=1**	**+1**
		Question #5	**-1**	**+1**	**=0**	**+1**	**+1**
Media Education	A.02 Develop one's own critical thinking.	**Question # 9**	**+2**	**=1**	**+2**	**-1**	**+1**
	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.	**Question # 6**	**+2**	**+1**	**+2**	**+1**	**+1**
	A 2113 Select, master and use new media and technologies to create learning content.	**Question # 7**	**=2**	**+2**	**=3**	**=3**	**=1**
		Question# 8	**+1**	**+1**	**+1**	**+1**	**=2**

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- *Observing the levels, try to analyse key figures about the competences development that can be observed*
- *Interpretation : depending the results, make some interpretation hypothesis regarding (some possibilities, not compulsory : you can identify hypothesis regarding more specific aspects) :*
    o *the training activities*
    o *the training method*
    o *the evaluation areas of the training evaluation (output 4) :*
        ▪ *Effectiveness*
        ▪ *Relevance*
        ▪ *Sustainability*
        ▪ *Transferability*

This part provides **analyses and key figures about the results presented in the previous section**. The objective of this part is to present the main trends and key figures to explain the skill's evolution observed. Also, this section will present **hypotheses about those evolutions**: what in the training scenario (content and methodology) improved or limited competences development? Objective is to define what is possible to change in the TS to enhance the development of those competences. Because of the small number of responses, the conclusions will mainly be qualitative rather than quantitative.

4.2.A. General comments about results

A general reading of the results shows that the **progression of skill levels are rather positive** or sometimes in stagnation. **The number of regression is low:** 7 out of a total of 45 observed cases. Moreover, **the majority of regression** (4 cases of 7) **is observed to one participant**. This could be explained by a misunderstanding of the video-resource of the post test for this participant by example. So there is a concentration, this element is interesting to note for later (bias and limitations). Otherwise, **we observe almost the same number of positive evolutions than stagnations**: 20 positive evolutions and 18 stagnations. Among these, we note that 13 cases concern already a high level (2 or 3).

It's interesting to observe **the starting level of some participants which looks either very high either very low**. For instance, question#6 (competence A 1121), **we observe a positive progression for all participants from a generally low level (level 1)**. We will return to the interpretation of these lower results but it's interesting at this point to note that the issue of this educational objectives in Media education is a-priori not clear for teachers. In contrary, other issues seem easier. This is the case of question # 1 (competence B 13101), for **which the level of the participants is immediately high**. It remains to evaluate if this results came from to the basic competences level of participants (they are media literate before the training) or if it's related to the evaluation system (question is too easy).

4.2.B. Analysis by competence crossed with TS contents and methodologies.

This part aims to **analyse observed results for each competency**. Before the analysis, for each competence, we precise **the specific way that we decided to analyze them**. It seems important because as formulate in the O1, competences are general and they are many ways to interpret them. It's why we start each competence's analysis by answering the following question: **what is the link between each asked question and competences' framework**? After this precision, analysis is presented as follows: first we suggest (1) a **general comment** about competencies' evolutions. In a second time (2), we suggest **hypothesis** about training scenario and results. The aim is to link results and TS (specifically methodology

and contents) in order to understand those observations. For each competence's analysis we give some example of participant's answers to illustrate our words. Eventually (3), for each competence, we give TS's **improvements suggestions** (if necessary). These suggestions are formulate as analytics conclusions for the competence.

ML. Competence 1: **B. 13101 Understand and explain the relationships between media production and their context.**

In our test, we suggest a link between the competence (B. 13101) and the notion of **media type**. We understand the term of "*relationship between media production and their context*" as a relation of typology. Indeed, **Tv News Show as a media type has its own codes which refer to a specific production context** (deliver information to an audience). It is the aspect that the test wants to assess participant's competence. Of course, we know that other approaches may be possible and that the concept of "*relationship between media production and their context*" can refer to many realities.

(1) Already at the pre-test, **many participants clearly identify Tv News Show's codes** (in the pre-test: 4 participants start at level 2 or more at question 1). Tv News Show codes appear clearly in participants' answers. Our hypothesis is that **this kind of knowledge is more informal than formal**. Indeed, even without media literacy training, many viewers acknowledge this program as a media type. They have an idea of what a Tv News Show looks like. It's certainly why, in the pre-test many elements appear already. (2) From this observation, what **could we expect as changes after training** ? Answers in post-test show that the level remains generally good; participants did not look really more competent (in terms of vocabulary) to answer questions after the training. (See training scenario suggestions (3) at the end of this section).

Question 1: Identify what are the elements in the image that suggest this video is a Tv News Show?

Participant	Pre-test	Post-test
#3	Décor traditionnel pour un JT Reportages traitant de l'actualité Jingle, musique, logo propre à un JT Ecran avec les news	Titre, logo, présentateur, voix off lors du présentateur Utilisation d'images d'archives Studio Ruban avec des questions

Still about this competence B. 13101, following question (*question 2*) asks participants to identify characteristics that made the video moving away from the traditional Tv News Show format. It's always about media type issue.

(1) At first look, **results show that participants know differences between "a real Tv News" and a fake one**: at the pre-test 5 participants are in level 2 or more. But at the post-test, results stagnate or regress (we observe 2 regressions). (2) It means that for this question, **results are difficult to interpret**. So we have to do hypothesis to understand them. Perhaps **the post-test video** (the resource used) **is too complicate to analyse without formal knowledge**. So participants have many difficulties to make the reasons clear. It would explain the disparate results observed. Indeed, in the TS all resources were more classic Tv News Show format. Training didn't supported participants to analyse this particular format. So participants remain with their informal knowledge.

Question 2: Identify what are the elements in the image that suggest this video is not a Tv News Show?

Participant	Pre-test	Post-test
#2	On ne voit pas le présentateur. On voit image de la terre Couleurs très lumineuses	Il n'y a pas de personne qui parle (de reporter) sur les lieux. Il y a deux caricatures qui sont basées sur les stéréotypes véhiculées par les médias. Le journaliste parle très vite. Beaucoup d'images (cut).
#3	- Le fond sonore entêtant durant deux minutes - La partialité clairement exprimée - La diffusion d'images identiques de manière continue - L'absence de séquences vidéos au début du JT - L'accumulation de séquences issues d'autres JT ou chaînes étrangères - La juxtaposition des différentes séquences sans	- Le présentateur s'exprime tout au long du JT - Pas d'intervention d'autres journalistes - L'appel aux dons à la fin du JT - Exceptions faites de la musique du générique et de la voix du présentateurs, aucun son n'est utilisé (notamment au moment de la projection de l'intervention de Valéry Giscard d'Estaing. - Utilisation des caricatures

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	mots-liens

(3) The conclusion of this competence is **that participants are well literate about (in)formal codes of Tv News Show**. But, if we keep competence 13101 as linked with the concept of media type and the evaluation processes includes the same videos, it's necessary to change the TS especially on 2 points.

First, we suggest **adding a explicit sequence in the TS about codes of Tv News Show**. Trainer will present clearly Tv News Show key elements (specificities about this program). If trainer does that, **we could expect more precise answers (in terms of vocabulary)** in the post-test. **Secondly**, we suggest including in the TS a sequence about militant Tv News Show or fake Tv Show. This sequence could include a presentation about plot theories, argumentative and rhetoric in this kind of video. We hope that this sequence will allow participant to further analyse this type of video. Also, participants should use much less their informal knowledge.

Other note, we think that keeping the media type analysis as test is relevant. Mainly because, it allows to **start with a general question about Tv News Show format.** Then participants go further when he/she starts analysing more complex program.

ML. Competence 2: **B. 13241 Understand some perception of other ways of thinking and other choices.**

In order to work on this's competence's assessment, we decided to **ask participants to identify author's intentions of a Tv News Show**. This is our understanding of the concept of "*other ways of thinking and other choices*" as formulated in the competences framework.

(1) First, note that **this competence is not simple**. As consumers of media, **we do not always have access to the author's intentions**. Even as a trainer, it's impossible to know author's intention (almost for a Tv News Show). Both the trainer and participants have to **make hypothesis about what they understand and they think to understand**.

This question is therefore complex for the trainer who needs to assess the participants' answers. If the trainer has prepared hypothesis (in the construction of indicators) about author's intentions, it remains still some unknown factors. In participants' answers, **it's difficult to read clear trends on competences 'evolution**. We can observe **quite various answers demonstrating that the notion of intention is not clear enough (and need to be defined during the training)**. The confusion about this notion can occur **at different levels** (observed in the participants 'answers): convince audience about and ideological sense (what is the political message observed), reacting about the video, asking for donation, media language… So **it's complicate to evaluate answers that are not referring to the same criteria**. At the end, trainer prepared some hypothesis indicators for a level 3 (see under) and but this level was never reached by participants.

(2) The weakness of this training scenario would be therefore that no sequence clearly shows the issue the author's intentions. **Normally, in a Tv Show, author's intentions are usually clear: to inform the public. But saying that, it considers that the notion of "author's intentions" is clear for everyone.** This lack of competence was highlighted by the trainer's choice of presenting not traditional TV shows format in the evaluation test. Indeed participants struggled to make hypothesis about author's intentions. The result shows that there is the need to add some explanations about this concept in the TS.

Question 3: Identify and formulate hypotheses about author's intentions of the document (what effects the author seeks to produce to the audience)

Participant	Pre-test	Post-test
#5	- Angle très marqué : dénonciation (des manigances du gouvernement, de l'interdiction d'accès, d'interdiction de se porter candidat à une élection, des idéologies, etc.) - Mettre en relief la nécessité de lutter, de résister contre le gouvernement, les institutions, les règles établies. - Séquences avec des intervenants qui "militent".	-Les effets de langage servent : - à faire passer des messages contre l'impérialisme européen, les économies basées sur la consommation (comme la Grèce), la corruption, le monde globalisé, - à mettre en relief ce qui est mal fait par l'UE par exemple - à montrer le sérieux de la situation - accuser d'incompétence (image de VGE : a permis l'entrée de la Grèce puis l'a virée) Le générique du début fait penser à un vrai JT : donner de

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	la crédibilité aux propos *Le texte est très orienté : Grèce = profiteur, corrompus;* *Libre échange = vieux rêve; caricatures* *Il y a des images de beaucoup de drapeaux (notion* *d'identité)*

(3) It is therefore **recommended to integrate a sequence in the TS about this notion/competence**. In order to avoid the bias presented in (1)**, we suggest reformulate *question 3 : According to you, what does tv show's speaker try to produce through his/her message: information; entertainment, disinformation, social impact… or a mix of some elements? Please answer this question by giving some short examples from the video.***

Indeed, with this question, participants receive first elements (information, entertainment…) to find out what the trainer expects from them. Also by answering with short textual extracts (from the video), participants can argue with their perception and their understanding of the video. This aspect was no present in the initial question.

<u>ML. Competence 3:</u> **B. 13211 Understand how important the notion of audience is and identify the different audiences of a media and characterize them (social, cultural and economic issues, age, etc.).**

To analyse this competence, we suggest participants to analyse the "audience" component (as the framework suggests). This competence takes place in two steps: **first audience analysis of a media; second the question of potential effects on this audience.**

(1) This time again, it appears that results are difficult to interpret. There is **no clear line in the evolution of participants' competences.** We can deduce that participants remain with their informal knowledge and that training does not allow them to see clearly the problematic. (2) **A TS sequence is dedicated to the question of the audience**. The sequence suggests to analyse a Tv News Show addressed to children from 8 to 12 years. Analysis focuses on this Tv News Show as a specific communication set for children. The final goal of this sequence **is to understand the link between a Tv News Show and its audience**. Question 4 is based on other videos (not seen during the training). Obviously this exercise is not easy for participants because the level at pre-test is not very high but mostly does not rise significantly during the post-test. We believe this difficulty is somewhat similar to the question 3. Again participants **need to formulate hypothesis based on document reading.** It's certainly a positive characteristic of the test since participants are able to identify the target audience in a video without knowing anything, in order to improve their competence[5].

Question 4: Identify the different audiences of these media and characterize them (social, cultural etc.)

Participant	Pre-test	Post-test
#1	*Il s'agira d'être étudiant ou engagé dans le monde économique et politique d'Afrique.* *Avoir accès à internet ou à la TV locale. Les sujets abordés demandent une connaissance de l'actualité politique et économique de son pays et des pays avoisinants.*	*Il faut donc être un public averti, et s'intéresser d'emblée à la politique.* *Être assez intellectuel. Avoir un certain âge, pour comprendre les parallélismes historiques (murs de Berlin, l'Europe et ses enjeux...). Prenons un sujet comme la crise économique en Grèce, chaque terme employé pour aborder le sujet mériterait un éclaircissement pour 90 pourcents de la population (PIB, clientélisme, fraude fiscale, ...)*

(3) Here we focus on TS improvement. A sequence about "audience" already exists but could be **enhanced with more exercises** (to go deeper in the concrete observation of this concept).

Second question (question 5) about this competence is about media effects.

This competence is problematic in different aspects. **First** about the notion of Medias' effects. (1) As noted in question 3, the **notion of 'media effects' is not clear for participants**. For some of them, the effects are restricted to the message: how is the message built (audio-visual language)? For others: it's about political issues (including plot theories, rumours, and stereotypes, severe and unfounded critic of European Institutions…) or the problematic of sharing the video on social networks… They are many

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[5] As a competence is an ability to adapt to a new and unprecedented situation.

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ways to approach this question (and participants have different understandings of it) and it's complicate for the trainer to evaluate answers when they speak about different elements. At the end, we note that there is no level 3 for this post-test and we understand that our pre-answer were maybe not so good. **Secondly**, It's still a problem in media literacy to suppose that a media has some effects. Indeed, this hypothesis suggests that '**media has mechanical impact to the audience'**. As many authors show, this idea is not systematic and cancels the possibility of media uses in a social or particular context.

(2) There is no part in the TS dedicating to the notion of media effects.

Question 5: Describe the potential effects of this media on the different audiences.

Participant	Pre-test	Post-test
#3	*Création et propagation de rumeurs ou de théories du complot avec un éventuel but de nuire* *Détournement de la population de l'information* *Propagande cachée?*	*effet de haine vis à vis de l'autre* *Renforcement de la méfiance à l'égard du pouvoir politique* *Renforcement de l'idée antimondialisation à ne pas confondre avec l'idée altermondialisation.* *Repli sur des valeurs conservatrices proche du FN, contre l'UE(dresser des murs), contre ce monde globalisé*
#4	*Un sentiment d'injustice profond* *Une volonté de réagir* *Une haine vis-à-vis des intervenants extérieurs*	*- La recherche d'autres vidéos qui traitent de ces sujets.* *- La défense et la propagation des idées avancées par le présentateur.*

(3). Here the trainer evaluates competence based on terms, concepts that have not been clearly defined neither in the Output 1 nor in the TS. Our suggestion is: if the trainer wants to work competence with participants, **it's essential to clearly define concepts (to start by seeing that "media-s effects" are a really complex phenomena) assumed in these competences in TS**. Otherwise the evaluation system can not function properly. Furthermore, our feeling is that this competence is really complex and maybe request to be more defined.

ME. Competence 4: **A.02 Develop one's own critical thinking.**

We analysed this competence through a specific dimension. **We wanted to evaluate how teachers perceive the interest of young people in news** (teachers representation). We believe that a teacher who begins a Media Literacy process have to know some characteristics about his/her students. It's why this question wants evaluating the judgement of the teachers about **media's uses of students**.

(1) Although results show that there are **good results on these tests**, the training scenario could still be improved on this aspect (3 participants improved this competence between pre and post-test).

Question 9: Why the students could be interested in this journalistic genre (Tv News programme)? Explain different situation/ contexts where students can watch Tv News Show (on tv or Internet):

Participant	Pre-test	Post-test
#1	*Si on leur transmet des informations qui les touchent.* *Si on introduit et explique chaque sujet avec une recontextualisation de 30 secondes.* *Si on y ajoute l'humour, quand c'est possible.* *Si on consacre un quart du JT RIEN qu'aux jeunes, en l'appelant la "séquence jeunes", comme les "niouz", ou autre mais dans le JT.*	*Si l'information est dynamique, si elle ressemble à des enregistrements faits sur* *You tube, si elle tient en haleine comme dans une série TV, si elle ressemble à de la TV réalité, si elle rassure, si elle distrait, si la frontière entre l'information et l'infotrainement est mince, si elle met en œuvre une multitude de techniques diverses colorées, qui se veulent convaincante, qui fait appel à leur vécu. Une rentrée scolaire en 2016: les smartphones dans toutes les mains, les profs fatigués dès le 1er septembre, etc !!!*

(2) TS don't explicitly address the issue of youth news practices and how they consume information and Tv News Show. However there are **some contents in the TS probably explaining the progression of several participants**. Training has indeed introduced some elements related to tv News Show that participants identified as "*youth culture*": writing on a reality show, infotainment… Probably participants identified these elements present here and there in the training as elements that correspond to their target group consumption.

(3) Probably we interpreted too broadly this competence. By the way, we even asked ourselves if knowing *why student look at news*, is a competence? To avoid this kind of problem, it may be better to choose more

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specific skills.

ME. Competence 5: **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.**

We chose here to analyse this competence in terms of **educational goals that teachers identify for theirs students**. This aspect seems to us important since we think teachers should be able to translate the knowledge (in ML) they have acquired during the training in educational objectives (ME). This is en important step in the conversion and integration of Media Education process.

(1) Each participant **has improved this competence** (in the post-test every participant has a level 2 at minima). Meaning that at the end of the training they have more specific ideas about opportunities to teach Tv News Show in their classroom. This trend is not surprising since the TS highlights many educational opportunities to study the news.

Question 6: Identify the educational objectives of the analysis of Tv News.

Participant	Pre-test	Post-test
# 3	*Analyse critique des médias* *Pouvoir analyser le traitement de l'information* *Distinguer le fond et le forme dans la conception d'un JT*	*Etre capable de sélectionner et de hiérarchiser l'information* *Montrer l'angle d'approche des différents JT* *Traiter de la temporalité journalistique dans le JT* *Repérer les sources de l'information*
# 1	*- Compétences spécifiques* *Capacité à situer les pays d'Afrique (par exemlpe...) et à détecter leur régime politique* *Capacité à repérer les opinions politico-economico-philosophes sous-jascentes* *Capacités à détecter l'influence de la personne interviewée* *- Compétences générales* *Capacité à comprendre l'information* *Capacité à se positionner par rapport à un sujet* *Capacité à conceptualiser les sujets abordés* *Capacité à analyser le contenu de l'information selon une approche spécifique (démocratie, ...)* *...* *- Compétences transversales* *Capacité à gérer son temps* *Capacité à s'exprimer de façon structurée* *Capacités à s'exprimer sans faute d'orthographe et en respectant la syntaxe*	*Etre capable de repérer les critères de sélection de l'information par le journaliste et l'éditeur du journal.* *Etre capable de repérer les sources d'information choisies* *Etre capable d'analyser la dimension du langage dans un JT* *Etre capable d'analyser la dimension des stéréotypes et des représentations dans un JT* *Etre capable de repérer comment le JT a sélectionné son information pour toucher son public cible.* *Se positionner sur l'approche déontologique du métier de journaliste.*

(2) Training scenario **is mainly driven by the grid in six dimensions of media literacy** (producer, language, public, representation, typology, technology). These dimensions are rarely described by the participants before the training (pre-test). At the end of training, **participants formulate easier such notions under the way of educational goals**. These dimension were clearly present in the agenda of the training and therefore consist in educational opportunities that participants quickly identified. We understand that when we note that participant use these dimensions transformed into educational goals during the post test (cfr.example). From this point of view, the approach proposed by the training seems to improve the participants 'competences. What is particular striking is to see that teachers often mention to "improve critical thinking" as pre-test objective, while the post-test answers the objectives **are declined more precisely: as if the participants had learned to break down the concept of critical thinking in various issues related to media Education**.

(3) On this point, it appears **irrelevant to suggest TS changes**. It's probably the TS strength: arriving to propose, on the basis on the same object of study, several angles, problematics. This model allows participants to enter in the field through the starting point they want.

ME. Competence 6: **A 2113 Select, master and use new media and technologies to create learning content.**

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To analyse this competence, we selected two complementary questions: first the issue of **resources to use for a lesson of Media Literacy** (question 7) and also the issues of **technical know-how** (question 8).

(1) At the post-test 4 of the 5 participants reach level 2 and 3. The diversity of resources proposed by participants show that teachers are willing to choose multiple resources to teach Tv News Show.

(2) Many elements were developed during the training to enable improvements on this competence. **Firstly** probably because the TS presents many online tutorial videos on technical aspects (to download a video, to trim video, to burn a DVD,…). **Secondly** because the training scenario use itself different kind resources: text, video analysis, paper resources, documentary… And **thirdly** because the experimentation of the lab was about a Tv News Show monitoring (the description of this experimentation is available in the O4). As the online part and the monitoring was a success for the participants /trainer. So it's coherent to see this competence improved.

Question 7: Explain which type media resource you can use to feed an educational sequence about Tv News.

Participant	Pre-test	Post-test
#4	*Les réseaux sociaux avec les différents "partages" possibles et fréquents qui permettent de diffuser des informations à un grand nombre de personnes. Youtube avec ses différentes propositions et les liens entre les différentes vidéos. Utiliser également des articles de presse pour illustrer les séquences vidéos.*	*On peut utiliser d'autres séquences qui traitent d'un même sujet afin de comparer la manière dont on peut traiter une information. Il est également possible de recourir à des documentaires ou reportages qui concernent le sujet traité. On peut également partir des dépêches de presse.*

(3) TS is already well designed **to facilitate the acquirement of this competence**. We could note also that there are profiles of participants who are **more comfortable than the others with the educational resources' types** (there are already at levels 3 and 2 in pre-test). For example people used to media education training or - familiar with the educational approach to the media, others that are critical on media without knowing educational teachers, other who have a very academic approach…

Next question (question 8)

(1) This competence also **increases particularly with the technical know-how**. The types and levels of resource used are for their side rather stabilized.

(2) Since the TS sets up a Tv News Shows monitoring, participants **were invited to concretely mobilize expertise and therefore also to experiment and identify this competence**. It appears quite well in the test responses before and after the training. Even if the level of participants is already good at the beginning, the positive results of the post-tests could also come the fact that the training uses various types of resources, giving to participants a good look about educational opportunities. Participants also have a very good level of competence about listing the resources they could use in the classroom.

Question 8: Perceive the technical know-how

Participant	Pre-test	Post-test
#3	*Pouvoir utiliser des logiciels de montage. Utilisation d'un logiciel de présentation (Powerpoint)*	*Télécharger et découper une vidéo Copier la vidéo sur une clé usb ou un autre support*

(3) Very good level on arrival. We have no suggestion to do for improving the TS.

4.2.C. Others observations

The **positive progression in the tests is often related also to the vocabulary used in the responses**. From the pre test to the post-test, the terms used to designate items and ideas are more accurate and are more clearly related to the context of media education. See this example from #1 participant :

Example with question 1: Identify what are the elements in the image that suggest this video is a Tv News Show?

Participant	Pre-test	Post-test
#1	*Le but de ce JT est comme ceux d'Europe d'informer de façon brève sur différents sujets d'actualité. En*	*Le JT est de coutume introduit par un générique attractif. Ensuite il site ses grands titres. C'est un présentateur qui*

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cela, il est "traditionnel".	*présente les différents sujets, l'un à la suite. Ces sujets passent avec la voix du présentateur en continu, même lorsque des images viennent se joindre.*

If we find the same general idea (critical analysis of media); the terms used are more accurate and more related to concrete media literacy approach.

4.2.D. Opening

As conclusion, regarding table's results, we can say that **competences evaluation results are quite good**. Of course, some competence, indicator or question can be improved or have to be better integrate in the TS (or the TS improved). About that, our reflexion is that **it's difficult to anticipate** (when we elaborated the O2) **the difficulties that suggest an approach by competences**. It's why it's important to explain and identify **difficulties and bias. In the following section we detail methodological problems faced in the evaluation process.**

4.3. Bias and limitations

Come back to the test design and implementation to identify possible bias and limitations. Indicate (if) how the testing method could be improved.

It's possible to **group bias/limitations in different categories**. Those categories allow a clearer reading of the limits that the trainer has faced during the evaluation process. **First, there is the conception of test itself**. This step is critical for the process and raises already evaluation's issues. **Second category concerns the specific time of the evaluation by the participant**. This is the most empirical (pragmatic) phase in the evaluation process. **The last category** concerns the question of the **relevancy of the assessment competency system in Media Literacy/Education**.

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4.3.A. The test design

(1) To create the **test before the training involves making choices**. The assessment and test logic guess that **we identify clearly the competences and their related questionnaire**. Each competence has to be transformed into one or more questions. Therefore it implies a **trainer's judgement to establish a list of supposed competences mastered by the participants after the training**. As such, before experimenting the training scenario 1 and 2, we have established this list.

Specifically, in the training scenario 1, we proposed a test on different Tv News Show as those seen in training. **We hypothesized that if the participants learned to master the traditional Tv News Show; they could analyse alternative ones**. It appears that this hypothesis could be risky. Moreover we have been directly challenged by a participant who thought that the test was not representative of the training. Probably we made a bad choice about the resources.

(If) We had to repeat the test; we would refer to **conventional Tv News Show sequences**. Thus the link between what is proposed in the TS and the test would be much more coherent. And we would use the same analysis grid seen during the training. Only the video to analyse will be new for participants.

(2) During the test design **the main question is how to transfer the table of competences (Output 1) into a questionnaire**. How to isolate a competence (e.g. *perception of other understand some ways of thinking and choices*) **to a concrete question/exercise in the test**. This raises the challenge to establish **a clear link between competence and a question that would be representative**. And we could avoid any effect of reduction/limitation of the competence. (Incidentally, we noticed that often a competence is generally too wide to reduce this to a single question). Furthermore, even if a participant identifies the indicators on this issue, it may be a bit quick to say that he has increased this skill. Facing these questions in this evaluation process, we choose to identify an angle (for each question) to represent each competence[6]. But **perhaps other angles, more relevant, can be chosen?** Indeed, choosing an angle for each competence is a complicate choice.

(If) Maybe the framework (O1) **could deliver examples of concrete questions linked to the competence presented**. In this way, competences reading might be less general. **In addition the trainer could identify more clearly the issues of each competence** (and identify clearly a media problematic linked to the teachers' interests).

(If) For the following experiment, we think it's more relevant to work on **less competence** (1 or 2 maximum) **and maybe ask more question** (2 questions for each competence). This way to work will allow working more on detail on a competence.

(3) When we elaborated the evaluation system (O2) and the TS (O3), it was **really difficult to anticipate the coherence between the two outputs**. Furthermore, it's very difficult to anticipate to participants 'reactions/understanding of those questions/competences (and specially the terms). The main issue of this aspect is to anticipate the way that participants will interpret and understand the test and the TS' content.

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[6] For instance the competence *B 13241 Understand some perception of other ways of thinking and other choices.* That we linked to the question Identify and formulate hypotheses about author's intentions of the document (what effects the author seeks to produce to the audience)?

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4.3.B. The empirical evaluation context

(1) In French-speaking Belgium trainings for in-service teachers **do not incorporate evaluation phase**. It's therefore necessary to organize this phase within the training, and the time spent to time is to **not negligible** (about 1h30 for a training of 2 days). In terms **of organization a pre and post test need time to prepare and to administer.**

(If) If it becomes usual to work with a competence evaluation system (for the in-service training), it would be necessary **to have the time to prepare it and do it (concretely and properly) during the training**.

4.3.C. The relevance of a media literacy competences' assessment system in our institutional context

(1) The choice of the **questionnaire related to competencies implies to assess some competences rather than others**. This choice however excludes some other kind of learnings acquired during training. For instance, during the training scenario #1, there was a monitoring phase. In this context participants were **invited to upload video online and use editing software to cut a video**. The whole group did this exercise and succeeded. This means they have acquired a certain expertise. But it wasn't evaluated since competences we chose to evaluate did not correspond to this knowledge. **Others competences could be therefore tested** (it might have been better). So , we don't need to reduce all the learnings to the pre and post tests results.

(2) Beyond the competence approach, there are other important things that a trainer seeks to evaluate. That is why the assessment by competence is an aspect of the evaluation process but it **is still important for the trainer to be able to identify other evaluation criteria formalized by other process**[7].

(3) During the results interpretation, we faced also the starting level of some participants (pre-expertise). Some of them already appear during the the pre-test with a high level of ML or ME. **On these profiles it is difficult to assess the evolution of competence**. For example, a participant who already has a level 3 at the pre-test and end with the same score, did he not progress in terms of competences or knowledge? The test does not tell it and it's hard to evaluate during the TS.

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[7] For instance Output 4 (E-mel project).

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Chapter 5: Conclusions

Indicate the main figures related to competences progression and elements that could help to improve the training scenario and/or methodology

This section **suggests some conclusions and openings** about the competence evaluation experimentation. Through a series of observations and comments, we propose a series of **recommendations** to improve the training scenario and methodology.

A "first time" with good results…

First element that we need to precise is **competence approach is a way of assessment that we are not used to practice in our context**. It is a new methodology for us. For this reason, testing the O2 in the E -mel project gives us an opportunity but also a list of remarks and questions that needs to reflect. Moreover, it is good to (re)think these elements (see part bias and limitations) if the TS will be use again in the future. Furthermore, the introduction to this intellectual approach is interesting because significantly **changes the training framework that we used usually**. Second, our general feeling is that this **experimentation has gone really positively**. Indeed, the **results are generally positive** (see page 17) and even if we remark some issues and bias, we consider that the experimentation was a good one. Without entering into details, we are specially **satisfied by the results about technical and Media Education's competences**. Those results seem to say that evolution is well measurable (even if it's not really precise). **About Media Literacy competence, we note some interesting suggestions to improve the evaluation system but also the TS**. The two most important one are: firstly, working with a better **relevancy between the TS' contents** and the competence/questions from the test (specify terms/glossary of the test during the training). Second, trainer has to select very carefully the media to analyse. Indeed, participants must be able to **use to analysis grid/methodology seen during the training for passing the test**.

Experimentation was also good in the point of view of context. In Belgium, **in-service teachers are not used to be evaluated during training**. In this context, we are happy to note the **good willing of the participants during this training**. However, **we are not sure that we can transfer** (transferability) this evaluation process to every training contexts.

… with some doubts and open questions.

However, we also note some remarks about limitations and bias. Among them, we would like to highlight some points. Firstly, the phase of **drafting the evaluation system is crucial and it's a key issue in the selection of skills to work** (or rather what we assumed to work during the TS) and the dimension of this skill we choose.. In addition, also note that there must be a consistency between the TS and the evaluation system to pretend improve the skills of participants. This lead us to wonder in this conclusion if for evaluating media literacy competences, it is necessary during the training **to explicit all the concepts and notions of these competences or is it enough to assume some transferability**? For instance when ther's a question in the test about author's intention, do we have to detail the notion during the training or beat on a collateral effect during the training?

Another question that we have to deal with, it's a about the interlinking between formal and non-formal knowledge. Indeed, we identified that some **participants have already some informal knowledge**. In our point of view, it can be a bias in our interpretation. Can we measure (or do we have to take care about) the informal knowledge of participants? As a trainer when we measure the competences, are we evaluating the formal or informal competences?

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Evaluation is not over (with competences)

Despite the good results obtained, we consider **it's essential to be able to add other evaluation process to competence assessment**. According to us, it's to narrow **to reducing the question of evaluation** (in a board meaning) to a competence assessment. For instance, in our context, training for in-service training includes an evaluation formula based on a satisfaction survey. This way of evaluation permits some feedback from participants to trainer that competence evaluation doesn't allow. In the context of the E-mel project, the Output 4 is a complementary way of evaluation.

6. Annexes:

6.1. Pre and post test as they were presented to the trainees

Here the presentation of the pre and post test as they appear on the e-lab.

6.1. A. Training scenario n°1 [understand and decrypt Tv News Show]

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Le pré-test est un questionnaire que les participants sont invités à compléter en amont de la formation. Il s'agit de tester les compétences des enseignants en littératie médiatique. Un exercice similaire sera proposé en fin de processus de formation pour évaluer l'acquisition des compétences par les participants.

Attention: ce teste est purement indicatif pour le formateur, **en aucun cas il ne fait office de jugement sur les aptitudes du professeur**. Il s'agit ici de récolter des informations qui permettront d'améliorer le dispositif de formation dans le cadre du projet E-mel. C'est pourquoi, le formateur vous remercie d'avance pour votre bonne volonté à compléter ce test.

Media Literatie

Le questionnaire ici présent propose d'évaluer les compétences en littératie médiatique (compétence d'analyse des médias). Regardez la vidéo suivante (issue de la plateforme en ligne Youtube) et répondez aux différentes questions :

Question 1 : Identifiez, dans la vidéo, les éléments qui supposent que **la vidéo est un JT traditionnel** ?

Question 2 : Identifiez les éléments qui laissent croire que cette vidéo **n'est pas un JT traditionnel** ?

Question 3 : Tout document médiatique cherche à créer des effets auprès de son public, formulez des hypothèses sur **les intentions de l'auteur** de cette vidéo. Autrement dit, qu'est-ce que l'auteur cherche à faire à travers cette vidéo (plusieurs réponses possibles) ?

Question 4 : Qui peut regarder ce genre de vidéo ? Identifiez (ou supposez) les différents **publics de ce média** et mettez des hypothèses sur leurs caractéristiques : social, culturel, croyance... Autrement dit, quel type de public regarde ce genre de vidéo ? Pour répondre à a question, vous pouvez vous baser sur des éléments présents dans la vidéo.

Question 5 : Pouvez-vous décrire **les effets potentiels** d'une telle vidéo sur son public (de spectateur sur Youtube) ?

Media Education

Ici il s'agit **d'une mise en situation** qui vise à évaluer l'aptitude du professeur à enseigner l'éducation aux médias en classe. Voici la mise en situation : Vous êtes professeur(e) de sciences humaines en 3ème année générale. Vous devez préparer **une leçon sur le JT (2 fois 50 minutes)**". Pouvez-vous, s'il vous plait :

Question 6 : Nommer et décrire brièvement les **objectifs pédagogiques** de l'analyse de JT en classe.

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Question 7 : Expliquez quelles sont **les ressources médiatiques** que vous pouvez utiliser pour alimenter une séquence pédagogique sur le JT.

Question 8 : Identifiez les **compétences techniques** (savoir-faire) dont vous aurez besoin pour préparer votre séquence pédagogique.

Question 9 : Pouvez-vous identifier et décrire différentes raisons pour lesquelles **les étudiants seraient intéressés** à regarder le JT en dehors du contexte scolaire ?

Post-test

Media Literatie

Le questionnaire ici présent propose d'évaluer les compétences en littératie médiatique ou, pour le dire autrement, en **compétence d'analyse des médias**. Regardez la vidéo ci-dessous (la vidéo provient de la plateforme en ligne Youtube) et répondez aux questions qui suivent.

Question 1 : Identifiez, dans la vidéo, les éléments qui supposent que la vidéo est un **JT traditionnel** ?

Question 2 : Identifiez les éléments qui laissent croire que cette vidéo n'est **pas un JT traditionnel** ?

Question 3 : Tout document médiatique cherche à créer des effets auprès de son public, formulez des hypothèses sur **les intentions de l'auteur** de cette vidéo. Autrement dit, qu'est-ce que l'auteur cherche à faire à travers cette vidéo (plusieurs réponses possibles).

Question 4 : Qui peut regarder ce genre de vidéo ? Identifiez (ou supposez) les différents **publics de ce média** et mettez des hypothèses sur leurs caractéristiques : social, culturel, croyance... Autrement dit, quel type de public regarde ce genre de vidéo ? Pour répondre à a question, vous pouvez vous baser sur des éléments présents dans la vidéo.

Question 5 : Pouvez-vous décrire les **effets potentiels** d'une telle vidéo sur son public (de spectateur sur Youtube) ?

Media education

Ici il s'agit d'une mise en situation qui vise à évaluer l'aptitude du professeur à enseigner l'éducation aux médias en classe. Voici la mise en situation :

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"*Vous êtes professeur de sciences humaines en 6ème année générale. Vous devez préparer une leçon sur le JT (2 fois 50 minutes)".* Pouvez-vous, s'il vous plait :"

Question 6 : Nommez et décrire brièvement les **objectifs pédagogiques** de l'analyse de JT en classe.

Question 7 : Expliquez quelles sont les **ressources médiatiques** que vous pouvez utiliser pour alimenter une séquence pédagogique sur le JT.

Question 8 : Identifiez les **compétences techniques** (savoir-faire) dont vous aurez besoin pour préparer votre séquence pédagogique.

Question 9 : Pouvez-vous identifier et décrire différentes raisons pour lesquelles **les étudiants seraient intéressés à regarder le JT** en dehors du contexte scolaire ?

6.1. B. Training scenario n°2 [disinformation and propaganda]

Pre-test :

Le pré-test est un questionnaire que les participants sont invités à compléter en amont de la formation. Il s'agit de tester les compétences des enseignants en littératie médiatique. Un exercice similaire sera proposé en fin de processus de formation pour évaluer l'acquisition des compétences par les participants.

Attention: ce teste est purement indicatif pour le formateur, **en aucun cas il ne fait office de jugement sur les aptitudes du professeur**. Il s'agit ici de récolter des informations qui permettront d'améliorer le dispositif de formation dans le cadre du projet E-mel. C'est pourquoi, le formateur vous remercie d'avance pour votre bonne volonté à compléter ce test.

Regardez la vidéo suivante et répondez aux 2 questions ci-dessous :

Question 1 : Quels sont les moyens mis en œuvre pour accrocher/intéresser le spectateur ?

Question 2 : Quels sont les moyens mis en œuvre pour rendre le contenu crédible ?

Post-test :

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Question 1 : Quels sont les moyens mis en œuvre pour accrocher/intéresser le spectateur ?

Question 2 : Quels sont les moyens mis en œuvre pour rendre le contenu crédible ?

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6.2. Results (coding of pre and post test)

Présentation des résultats, pour chaque participant nous reprenons les réponses qu'il a répondues. Explication de la présentation des résultats. Nous mettions en gras les éléments clés qui nous permettent de dire de quel niveau est le participant.

 Training scenario n°1: *understand and decrypt TV News*

Participant 1: Calicis Marie-Pierre
Participant 2: Philippe Charlotte
Participant 3: Van Kemscke Frédéric
Participant 4: Thomas Dewaele
Participant 5: Anne-Philippe Prévost
Participant 6: Marechal Emeline
Participant 7: De Petter Laurent

		Pré-test	Post-test
Participant N°1	**Question 1**	Le but de ce JT est comme ceux d'Europe d'informer de façon brève sur différents sujets d'actualité. En cela, il est "traditionnel".	Le JT est de coutume introduit par un ==**générique attractif**==. Ensuite il site ses ==**grands titres**==. C'est un présentateur qui présente les différents sujets, l'un à la suite. Ces sujets passent avec ==**la voix du présentateur en continu, même lorsque des images viennent**== se joindre.
		Level: 0 – No relevant answer	Level : 3 – 3 relevant information
	Question 2	Il est pour plusieurs raisons atypique: - ==**absence de présentateur**== qui capte l'attention tout au long du discours, - montage et enregistrement de ==**moindre qualité**==, - ==**sujets engagés**== avec avis parfois donnés, positionnements faits ("amis étudiants soutenez-le", "les femmes seront discriminées, les mineurs doivent faire grève, ...), - petite touche culturelle et historique sur la fin du JT mais qui ne donne pas clairement d'information sur une expo ou un film à sortir...	Il n'y en a pas vraiment. Sauf peut-être deux caricatures qui semblent un peu parachutées dans des images quant à elles peu transformées, voire ==**pas du tout transformée.**==
		Level: 3 – 3 relevant information	Level: 1 – 1 relevant information
	Question 3	- à ==**informer son public,**== - à le ==**mobiliser,**== - à l'aider à ==**prendre position,**== - à le distraire, - ...	C'est de l'information qui reste assez brute, si cela s'avère possible, bien sur... (Puisqu'il y a toujours un point de vue...). Les critères de ==**sélection de l'information**== sont lié au public visé, à savoir des gens au courant des différentes politiques mondiales. On ne cherche ==**ni à rassurer le public, ni à le divertir**==. Le genre est assez clair. Il s'est passé cela à tel endroit parce que le contexte politique est celui-là. Les faits sont relativement clairs, en tout cas pour un public averti. Il y a une recontextualisation des événements. Par contre, il y a aussi de nombreux parallélismes: tous ces murs qui s'érigent, c'est comme le village monde, et on sous entend: et on cautionne tout cela... Par contre, par rapport à la sélection de l'information, on est vraiment dans une approche purement économico politique assez pessimiste. Ils ont des images, et si pas, il en retrouvent. On rappelle la prise d'otage sur le porte avion, on la montre; l'entrée de la Grèce en Europe sous G. D'Estaing, on le montre; les différents murs érigés, on les montre; Et à la limite, on veut l'info tellement complète que s'il y a 5à murs érigés dans le monde, on les site

			tous les 50 (en exagérant...).
		Level: 3 – 3 relevant information	Level: 2 – 2 relevant information
	Question 4	Il s'agira d'être étudiant ou ==engagé dans le monde économique et politique d'Afrique.== Avoir ==accès à internet ou à la TV locale==. Les sujets abordés demandent une connaissance de l'actualité politique et économique de son pays et des pays avoisinants.	Il faut donc être un ==public averti, et s'intéresser d'emblée à la politique.== Être assez intellectuel. Avoir un certain âge, pour comprendre les parallélismes historiques (murs de Berlin, l'Europe et ses enjeux...). Prenons un sujet comme la crise économique en Grèce, chaque terme employé pour aborder le sujet mériterait un éclaircissement pour 90 pourcents de la population (PIB, clientélisme, fraude fiscale, ...)
		Level: 2 – 2 relevant information	Level: 1 – 1 relevant information
	Question 5	Risque de ==non compréhension de la réalité== de terrain. Certains sujets sont aggravés. Ils sont tous présentés avec la même "gravité", alors que certains touchent une seule personne et d'autre toute une population. certains sont graves et d'autres plus positifs. ==Risque de lassitude et de perte de nuance== dans la réception de l'information et dans l'opinion qu'on se fera ensuite du sujet.	Indirectement, ==penser que le monde tourne mal==, que les pays s'opposent tous. Que les aspects négatifs des choses, des événements: il y a 10 anciens militaires qui sont partis en Syrie, mais combien défendent le pays. la Grèce gère mal ses impôts et a profité des dons de l'Europe, mais est-ce que cela n'a pas permis d'autres choses positives ? etc ...
		Level: 2 – 2 relevant information	Level: 1 – 1 relevant information
	Question 6	- Compétences spécifiques Capacité à situer les pays d'Afrique (par exemlpe...) et à détecter leur régime politique Capacité à repérer ==les opinions politico-économico-philosophes sous-jascentes== Capacités à détecter l'influence de la personne interviewée - Compétences générales Capacité à comprendre l'information Capacité à se positionner par rapport à un sujet Capacité à conceptualiser les sujets abordés Capacité à analyser le contenu de l'information selon une approche spécifique (démocratie, ...) ... - Compétences transversales Capacité à gérer son temps	Etre capable de repérer les ==critères de sélection de l'information== par le journaliste et l'éditeur du journal. Etre capable de repérer les ==sources d'information== choisies Etre capable d'analyser la dimension du ==langage== dans un JT Etre capable d'analyser la dimension des ==stéréotypes== et des représentations dans un JT Etre capable de repérer comment le ==JT a sélectionné son information pour toucher son public cible.== Se positionner sur l'approche ==déontologique== du métier de journaliste.

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Erasmus+

		Capacité à s'exprimer de façon structurée Capacités à s'exprimer sans faute d'orthographe et en respectant la syntaxe ...	
		Level: 1 – 1 relevant information	Level: 3 – 3 relevant information
	Question 7	Un extrait de **deux ou trois JT différents portant sur le même sujet,** Des avis ou des **extraits sur Youtube**, afin de comparer ce qui est "réellement" du JT et ce qui a été retransformé pour influencer les opinions.	Les différents **sites des journaux télévisés**, extraits dans **you tube**
		Level: 2 – 2 relevant information	Level: 2 – 2 relevant information
	Question 8	- être capable **d'enregistrer un extrait du JT** et le **retransmettre** à mes élèves de façon aisée, en étant capable de jongler avec le rétro-projecteur ou le TBI. - avoir à disposition des casques et des ordinateurs pour leur permettre de visionner à leur guise la séquence. - collaborer avec la section audio-visuelle pour créer un JT.	Etre capable de télécharger un programme, **de visionner des JT sur internet,** de **sélectionner des séquences**, de **les enregistrer sur uen clef, un CD,** ou de les insérer dans une présentation informatique, ...
		Level: 2- 2 relevant information	Level: 3 – 3 relevant information
	Question 9	Si on leur transmet des informations qui les touchent. Si on introduit et explique chaque sujet avec une recontextualisation de 30 secondes. Si on y **ajoute l'humour**, quand c'est possible. Si on consacre un quart du JT RIEN qu'aux jeunes, en l'appelant la "séquence jeunes", comme les "niouz", ou autre mais dans le JT.	Si l'information est dynamique, si **elle ressemblent à des enregistrements faits sur** **You tube**, si elle **tient en halène comme dans une série TV**, si elle ressemble à de la TV réalité, si elle rassure, si elle distrait, **si la frontière entre l'information et l'infotrainement est mince**, si elle met en oeuvre une multitude de techniques diverses colorées, qui se veulent convaincante, qui fait appel à leur vécu. Une rentrée scolaire en 2016: les smartphones dans toutes les mains, les profs fatigués dès le 1er septembre, etc !!!
		Level: 1 – 1 relevant information	Level: 3 – 3 relevant information

		Pré-test	**Post-test**
	Question 1	On énonce tous **les titres** le **présentateur reprend chaque sujet et commente en montrant** images et vidéos **Logo à gauche**	Il donne des informations. On commence par un **générique** qui met dans une certaine ambiance. Ensuite on **nous cite tous les sujets qui vont être abordés**. Après cela on voit le présentateur (habillé en costard-cravatte) qui nous donne des informations sur le premier sujet le plus important (L'éventuel départ de la Grèce de

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Participant N°2			l'Union européenne) tout en montrant des photos à l'appui et en commençant par expliquer le début de la Grèce dans l'Union européenne et son évolution. **Le décor derrière le journaliste** est le monument qui représente le plus la France. On termine par le Même générique.
		Level: 3 – 3 relevant information	Level: 3 – 3 relevant information
	Question 2	On ne voit **pas le présentateur**. On voit image de la terre **Couleurs très lumineuses**	Il n'y a **pas de personne qui parle (de reporter) sur les lieux**. Il y a deux caricatures qui sont basées sur les stéréotypes véhiculées par les médias. Le journaliste parle très vite. **Beaucoup d'images (cut).**
		Level: 2 – 2 relevant information	Level: 2 – 2 relevant information
	Question 3	Ne pas attirer l'attention sur lui mais sur les images et vidéos. Il met à certains moments de la musique.	C'est de nous donner un **maximum d'informations**. Il se base beaucoup sur la négativité. Il tente toutefois de recontextualiser un maximum le sujet pour que l'on puisse le comprendre le mieux possible. Mais à mon avis pour bien tout comprendre il faut avoir des connaissances politiques. Ce qui me semble pas évident pour toute la population française. En tout cas beaucoup d'images en très peu de temps pour maintenir l'intention des téléspectateurs. Aller donc à l'essentiel. Il commence par le Grèce car il s'agit d'un fait à proximité géographique et ça nous touche plus facilement.
		Level : 0 – No relevant information	Level : 1 – 1 relevant information
	Question 4	les personnes sur le continent africain. Certaines personnes n'ont pas la télé là-bas. Donc je suppose que les pauvres n'ont **pas accès au journal télévisé**.	Les français qui veulent s'informer de ce qui se passe dans le monde. Il y a beaucoup d'informations dans ce JT. C'est beaucoup d'informations en très peu de temps donc **les gens qui s'intéresseront à cela** seront sans doute ceux qui ont déjà certaines connaissances intellectuelles.
		Level : 1 – 1 relevant information	Level : 1 – 1 relavant information
	Question 5	-	Les effets sont **assez pessimistes** et on pointe tout ce qui ne va pas dans le monde. On est dans la négativité. On se moque même des Grecs (dindon de la farce).
		Level : 0 – No relevant information	Level : 1 – 1 relevant information
	Question 6	Pouvoir avoir un **avis critique sur les images** et les commentaires qui sont faits comprendre qui a accès aux informations et pourquoi Ne pas se laisser piéger par les idées reçues	Comprendre le JT Analyser le JT Analyser **les stéréotypes et les représentations** Avoir un **avis critique** Pouvoir transférer ses connaissances à différentes analyses de JT

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		Level : 1 – 1 relevant information	Level : 2 – 2 relevant information
	Question 7	les articles de presse (quotidien, hebdomadaire,...) Les informations sur internet Utiliser différents **types de journal télévisé** Comparer tout cela.	Enregistrer le **journal TL (rtbf,rtl, france3,france 2..)** **Pouvoir télécharger un JT sur internet et choisir les séquences qu'on va traiter et éventuellement pouvoir les comparer** (en passant par mozilla firefox ou google chrome).
		Level : 1 – 1 relevant information	Level : 3 – 3 relavant information
	Question 8	Comment trouver les bonnes informations Comparer les informations Comment **découper une séquence de JT** Comment choisir une bonne séquence de JT des outils pour critiquer les informations	J'utiliserai **powerpoint en mettant les mots clés et des séquences de vidéo** pour pouvoir les analyser tout en donnant des feuilles photocopiées aux élèves avec des questions auxquelles ils devront répondre après avoir analysé le JT. Ensuite on verrai les notions plus approfondies pour chacune d'elle en partant **des critères de sélection d'informations.** ET refaire ensuite les exercices d'analyse de vidéo pour voir ce qu'ils ont appris.
		Level : 1 -1 relevant information	Level : 2 – 2 relevant information
	Question 9	Pour connaître ce qui se passe dans le monde Avoir une **ouverture d'esprit** et prendre conscience que les choses ne se limitent pas en Belgique ou en Europe. Avoir une culture générale.	C'est essentiel de savoir et de comprendre ce qui se passe dans le monde. De pouvoir avoir un avis critique et construit sur ce qui nous entoure. Eviter que l'adolescent ne se centre que sur lui même mais qu'il ait une ouverture d'esprit... Et surtout d'analyser toutes les représentations véhiculées par les médias ou la société. Ce qu'on a vu à la formation c'est que le Jt a évolué et est plus dynamique et intéractif qu'avant. **On va tenter de créer un lien entre le public et le JT**, les faits seront très clairs et on parlera plus facilement de choses qui se passent près de chez nous. Il y a une existence des images.
		Level : 1 – 1 relevant information	Level : 1 -1 relevant information

		Pré-test	**Post-test**
Participant N°3	**Question 1**	**Décor traditionnel** pour un JT **Reportages** traitant de l'actualité Jingle, musique, logo propre à un JT Ecran avec **les news**	Titre**, logo, présentateur**, voix off lors du présentateur Utilisation d'images d'archives **Studio** Ruban avec des questions
		Level : 3 – 3 relevant information	Level : 3 – 3 relevant information
	Question 2	**Absence de présentateur** Voix off uniquement Pas de journaliste sur place lors des reportages	Caricatures humoristiques dans le pseudo JT Incohérence de certaines images présentées avec les faits rapportés

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		Les **sujets ne sont pas introduits** Aucune cohérence dans les séquences(pas de découpage) Fausses informations(ex: Le Tchad et la grève. On voit une plate-forme pétrolière alors que le pays n'a pas de mer, un master de l'eau, cela existe?) Chaine de l'Afrique digne et de sa diaspora(pas de sens)	**Absence de journalistes sur place** Mots, expression, vocabulaire inadaptés Pas de son pour les personnes qui parlent(Giscard)
		Level : 2 – 2 relevant information	Level : 1 – 1 relevant information
	Question 3	Dénoncer les JT traditionnels et le flot d'informations quotidiens Détourner les personnes de l'information en présentant un JT indigeste **Véhiculer des messages et des idées**	- Créer un **sentiment de défiance face à la classe politique**. On dénonce les pouvoirs politique, économique et religieux - Scénario prophétique voulant montrer l'échec de la mondialisation - Volonté de défendre les valeurs françaises
		Level : 1- 1 relevant information	Level : 1 – 1 relevant information
	Question 4	**Des personnes se formant à l'éducation aux médias.** Population africaine avec **un capital culturel et social relativement faible.**	Un public francophone disposant d'un **capital culturel relativement élevé**. En effet, il faut des prérequis important pour décoder cette actualité internationale. L'orientation politique serait très à droite. On parle de dresser des murs, de radicalisation. Ils s'adressent à des électeurs repliés sur leurs valeurs. **Il s'agit d'un public connecté**
		Level : 2 – 2 relevant information	Level : 2 – 2 relevant information
	Question 5	Création et propagation de rumeurs ou de théories du complot avec un éventuel but de nuire Détournement de la population de l'information Propagande cachée?	effet de haine vis à vis de l'autre Renforcement de la méfiance à l'égard du pouvoir politique Renforcement de l'idée antimondialisation à ne pas confondre avec l'idée altermondialisation. Repli sur des valeurs conservatrices proche du FN, contre l'UE(dresser des murs), contre ce monde globalisé
		Level : 0 – No relevant answer	Level : 0 -0 No relevant answer
	Question 6	Analyse critique des médias Pouvoir analyser **le traitement de l'information** Distinguer le fond et le forme dans la conception d'un JT	Etre capable de **sélectionner et de hiérarchiser l'information** **Montrer l'angle d'approche des différents JT** **Traiter de la temporalité** journalistique dans le JT Repérer les **sources de l'information**
		Level : 1 – 1 relevant information	Level : 3 – 3 relevant information
	Question 7	Les sites web de la **RTBF, Euronews, RTL...** Les **réseaux sociaux comme You Tube, Facebook, Twitter**. Des interviews de spécialiste et des **reportages traitant du sujet**	**Reportage, séquence d'archives(INA), JT en ligne, agence de presse, you tube....**

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Erasmus+

		Level : 3 – 3 relevant information	Level : 3 – 3 relevant information
	Question 8	**Pouvoir utiliser des logiciels de montage.** **Utilisation d'un logiciel de présentation (Powerpoint)**	**Télécharger et découper une vidéo** **Copier la vidéo sur une clé usb ou un autre support**
		Level : 2 – 2 relevant information	Level : 3 – 3 relevant information
	Question 9	Etre tout simplement curieux. Pour mieux comprendre le monde dans lequel ils vivent. **Sujets de proximité**	Un événement marquant du style les attentats de Paris **Proximité d'une géographique et affective par rapport à un événement** Comprendre le monde dans lequel on vit **Sujets qui les concernent** **JT pratiquant l'infotainment**
		Level : 1 – 1 relevant information	Level : 3 – 3 relevant information

		Pré-test	Post-test
Participant N°4	**Question 1**	- **L'annonce des titres** en début de JT - La présence de **séquences vidéos**	- **Présence d'un présentateur** qui nous présentent **différents sujets d'actualité.** - Rappel des différents titres au début du JT - (Présentation d'informations sélectionnés préalablement)
		Level : 2 – 2 relevant information	Level : 2 – 2 relevant information
	Question 2	- Le fond sonore entêtant durant deux minutes - La **partialité clairement exprimée** - La **diffusion d'images identiques de manière continue** - L'absence de séquences vidéos au début du JT - L'accumulation de séquences issues d'autres JT ou chaînes étrangères - La juxtaposition des différentes séquences sans mots-liens	- Le **présentateur s'exprime tout au long du JT** - **Pas d'intervention d'autres journalistes** - L'appel aux dons à la fin du JT - Exceptions faites de la musique du générique et de la voix du présentateurs, aucun son n'est utilisé (notamment au moment de la projection de l'intervention de Valéry Giscard d'Estaing. - Utilisation des caricatures
		Level : 2 – 2 relevant information	Level : 2 – 2 relevant information
	Question 3	- Amener **les téléspectateurs à réagir** face aux nombreuses injustices présentées dans le JT - **Sensibiliser les téléspectateurs** par rapport à ce qui se passe chez eux ou dans le monde - Amener les téléspectateurs à **partager les informations à d'autres et à engendrer des discussions**	- **Informer son public** à propos de différentes situations dramatiques qui se déroulent aujourd'hui de par le monde. - Créer de l'**empathie** vis-à-vis des populations qui souffrent de ces situations sur la planète. - Amener le public à se dérider (rire un peu) sur base des deux caricatures présentées durant le JT.
		Level : 3 – 3 relevant information	Level : 2 – 2 relevant information

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	Question 4	- La population africaine partisane de l'ancien président ivoirien **- La population africaine opposée à toute intervention européenne en Afrique**	Un public francophone **adulte assez "extrémiste" au niveau des idées politiques**. Concernant les croyances politiques, c'est assez ambigu dans la mesure où il semble dénoncer les puissants à l'origine du malheur du peuple (plutôt à gauche) mais n'hésite pas à radicaliser l'islam et parler de murs (plutôt fort à droite).
		Level : 1 – 1 relevant information	Level : 1 – 1 relevant information
	Question 5	Un sentiment d'injustice profond Une **volonté de réagir** Une haine vis-à-vis des intervenants extérieurs	**- La recherche d'autres vidéos qui traitent de ces sujets.** **- La défense et la propagation des idées avancées par le présentateur.**
		Level : 1 – 1 relevant information	Level : 2 – 2 relevant information
	Question 6	Amener les élèves à décrypter le **langage des médias** Amener les élèves à adopter un **esprit critique** face aux informations données par les médias Déceler la partialité de certains JT	- être capable d'avoir un **regard critique sur les informations** fournies par le JT (s'informer à propos du producteur et de ses tendances, prendre conscience du public visé ...) - être de comparer **différentes sources** qui traitent d'un même sujet (analyser la manière dont un fait d'actualité est présenté dans deux JT différents) - être capable de **décrypter le langage médiatique** (analyser la conception et la construction d'une séquence d'un JT notamment à propos de l'image, du son, du texte ...)
		Level : 2 – 2 relevant information	Level : 3 – 3 relevant information
	Question 7	**Les réseaux sociaux** avec les différents "partages" possibles et fréquents qui permettent de diffuser des informations à un grand nombre de personnes. **Youtube** avec ses différentes propositions et les liens entre les différentes vidéos. **Utiliser également des articles de presse pour illustrer les séquences vidéos.**	On peut utiliser **d'autres séquences qui traitent d'un même sujet** afin de comparer la manière dont on peut traiter une information. Il est également possible de recourir à **des documentaires ou reportages qui concernent le sujet traité**. On peut également partir des **dépêches de presse.**
		Level : 3 – 3 relevant information	Level : 3 – 3 relevant information
	Question 8	Comprendre le langage médiatique Comprendre la signification des différents éléments qui composent le JT **Être capable de télécharger les JT et de couper différentes séquences afin de les utiliser en classe**	**- Visualiser des JT en ligne.** **- Télécharger des JT afin de pouvoir les utiliser sans connexion internet.** **- Découper une séquence d'un JT.** (- Décoder le langage utilisé dans les médias)
		Level : 2 – 2 relevant information	Level : 3 – 3 relevant information
	Question 9	Connaissance de ce qui se passe dans le monde : pouvoir **discuter avec d'autres personnes** à propos des sujets d'actualité et "ne pas tomber comme un cheveu dans la soupe"	- Développer un esprit critique : regarder plusieurs JT qui présentent un même fait d'actualité afin de ne pas se limiter à une version des faits. - Développer sa culture générale : prendre connaissance des

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		Culture générale : s'intéresser à ce qui se passe dans le monde **Découverte des activités à venir :** prendre connaissance des manifestations diverses à venir et qui pourraient nous intéresser	évènements qui se déroulent prés de chez nous et dans le monde. **- S'informer en s'amusant : prendre connaissance de l'actualité de manière humoristique comme dans le Petit Journal**
		Level : 2 – 2 relevant information	Level : 1 – 1 relevant information

		Pré-test	Post-test
Participant N°5	**Question 1**	- **Annonce des titres** - Image d'un plateau + **présence d'écrans où défile ne mot "news"** - Annonce du thème de chaque reportage avant de diffuser des images et:ou séquences vidéo - Texte + images et/ou vidéo - séquences d'archives	- un présentateur - **un plateau** (présentateur - bureau - écran derrière) - les titres puis les nouvelles développées - **des bandeaux avec le sujet** - **la musique (début, transition)**
		Level: 2 – 2 relevant information	Level: 3 – 3 relevant information
	Question 2	- **Absence de présentateur/trice** - Long sommaire sans images ni vidéo - Au début dans le sujet sur la Côte d'ivoire : juste une image fixe avec un long texte - présence de séquences filmées **par des amateurs** (ce qui cependant se retrouve de plus en plus mais ici ce ne sont pas des documents sur le vif) - **Angle d'interprétation** : dénonciation, plainte (peu informatif)	- seulement 3 nouvelles développées - **les bandeaux avec des titres "accrocheurs"/ "virulent"** (ex: la Grèce a-t-elle creusé sa tombe ?") - **aucun reportage sur place**, que des photos statiques d'archives ou de drapeaux, quelques rares vidéos d'archives - **un point de vue très affirmé** avec des commentaires fort orientés (l'impérialisme de Bruxelles, la corruption comme sport national grec...) - écran derrière avec une tour Eiffel illuminée
		Level: 3 – 3 relevant information	Level: 3 – 3 relevant information
	Question 3	- Angle très marqué : dénonciation (des manigances du gouvernement, de l'interdiction d'accès, d'interdiction de se porter candidat à une élection, des idéologies, etc.) - Mettre en relief **la nécessité de lutter**, **de résister contre** le gouvernement, les institutions, les règles établies. - Séquences avec des intervenants qui "militent".	-Les effets de langage servent : - à faire **passer des messages contre l'impérialisme européen**, les économies basées sur la consommation (comme la Grèce), la corruption, le monde globalisé, - à mettre en relief ce qui est mal fait par l'UE par exemple - à montrer le sérieux de la situation - accuser d'incompétence (image de VGE : a permis l'entrée de la Grèce puis l'a virée) Le générique du début fait penser à un vrai JT : donner de la **crédibilité aux propos**

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			Le texte est très orienté : Grèce = profiteur, corrompus; Libre échange = vieux rêve; caricatures Il y a des images de beaucoup de drapeaux (notion d'identité)
		Level: 2 – 2 relevant information	Level: 2 – 2 relevant information
	Question 4	- Public adulte francophone - Pour tout téléspectateur <mark>**qui s'intéresse à l'Afrique et surtout à la résistance africaine**</mark> (Voix de la Résistance Africaine) : syndicalistes, opposants politiques, etc., peu intéressés par l'information mais davantage par le "combat"	j'hésite mais il y a une idéologie fort marquée contre le pouvoir en place et <mark>**vers un certain extrême**</mark> (droite ?) et "contre le libre échange" : - la Grèce a profité des largesses de l'Europe pour bâtir une économie basée sur la consommation - le clientélisme et la fraude fiscale sont des sports nationaux en Grèce depuis... - la nécessité de frontières dans un monde globalisé et la fin de l'idéologie du monde village - les "taupes" dans l'armée française Public averti qui connaît la situation avec la Grèce et la Tunisie par exemple niveau socio-culturel moyen-haut <mark>**Public luttant contre le pouvoir en place et voulant un "nouvel ordre"**</mark> le dernier sujet me semblait très orienté et discriminatoire
		Level: 1 – 1 relevant information	Level: 2 – 2 relevant information
	Question 5	- effet de persuasion, d'indignation sur des personnes peu informées - <mark>**effet de ralliement**</mark> - effet de manipulation sur un public plus "éclairé" car trop nettement affiché - effet brouillon pour tout le monde	renforcer son idéologie, se servir de sujets pour faire des références au passé et <mark>**pour placer des messages**</mark> mettre de l'eau au moulin <mark>**de la contestation**</mark> <mark>**raviver de vieilles histoires**</mark> (continuité)
		Level: 1 – 1 relevant information	Level: 2 – 2 relevant information
	Question 6	- Introduire le sujet du ou des reportage(s) (par une entrée thématique avec un échange, un remue-méninges; par une entrée lexicale pour préparer à la compréhension, aux mots clés; etc.) - Comprendre les informations (par questionnement, QCM, Vrai/Faux, reformulation, résumé, numérotation de séquences, etc.) - Enrichir son lexique et/ou enrichir un point grammatical - Echanger autour du traitement de l'information, éducation	s'exprimer sur la construction d'un JT en général visionner plusieurs séquences sur un sujet précis et analyser avec les élèves <mark>**repérer l'angle, le point de vue développé**</mark> envisager les autres angles possibles les faire développer en classe par petits groupes <mark>**demander aux élèves de filmer leurs séquences (hors classe)**</mark>

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		aux médias (**angle, lien images-texte, modalisation, etc**.) - Discuter sur le sujet ou reformuler l'information avec un autre angle (par exemple : en évitant le sensationnalisme)	
		Level: 1 - 1 relevant information	Level: 2 – 2 relevant information
	Question 7	- accès à d'autres vidéos - **séquences pédagogiques complémentaires et/ou exercices interactifs (cf: TV5)**	**différents sites de JT en ligne : RTBF, RTL-TVI, TF1, FR2, Petit journal, les Niouzz…**
		Level: 1 – 1 relevant information	Level: 1 – 1 relevant information
	Question 8	**- savoir copier la vidéo** **- la découper** - avoir l'oeil pour filtrer les séquences et trouver la bonne	**- choisir des séquences appropriées et avec des angles différents** **- savoir les télécharger puis les découper puis les graver**
		Level: 2 – 2 relevant information	Level: 2 – 2 relevant information
	Question 9	- pour améliorer leur français (notamment pour des adultes non francophones: forte demande et utilisation dans le cadre de mon travail : cf : site de TV5 : exploitations pédagogiques du 7 jours sur la planète = les plus téléchargées par les étudiants et les profs) - dans le cadre d'un apprentissage pour aider les téléspectateurs à savoir **mieux traiter l'information** (le lien images-texte)	Je ne suis pas sûre des réponses que vous attendez : - pour s'informer - pour regarder les actualités avec un adulte qui puisse expliquer Pour les motiver, il faudrait : - savoir capter leur attention par des effets de langage appropriés **(jinggle, filmer à la façon télé-réalité, subtil mélange entre info et infotainement)**
		Level: 1 – 1 relevant information	Level: 2 relevant information

		Pré-test	Post-test
Participant N°6	**Question 1**	**- Nom du JT** **- Présentation des titres** **- Décor: écrans, logo en haut à gauche, NEW** - Actualités annoncées pays par pays - Un reportage plus culturel à la fin du JT	/
		Level: 3 – 3 relevant information	Level:
	Question 2	**- Pas de présentateur.** **- Pas d'objectivité du présentateur** (incitation à aller manifester, opinion politique évidente - Libérez XXX). - Pas d'image au début pour illustrer les différents titres du journal.	/

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		- **Vidéos de mauvaise qualité**, tant au niveau de l'image que du son (il manque des sous-titres à certains moments). - Certaines informations sont trop détaillées (jours, heures...) - Pas de structure ni de cohérence entre les divers reportages: les informations partent dans tous les sens. - Décor: trop lumineux, pas agréable pour les yeux.	
		Level: 3 – 3 relevant information	Level:
	Question 3	Nous faire réfléchir sur les caractéristiques d'un JT (comme ce que l'on a fait aux questions 1 et 2). Faire rire? Se moquer?	/
		Level: 0 – No relevant information	Level:
	Question 4	Que doit-on taper **comme lien sur youtube** pour avoir la vidéo? Cela peut être un indice sur le type de public... -> vidéo humoristique ou réelle? Sans cette info: **population originaire d'Afrique.**	/
		Level: 2 – 2 relevant information	Level:
	Question 5	Si c'est un JT sérieux et qui passe sur les chaines d'Afrique: informer les téléspectateurs en faisant un tour d'horizon des pays africains. Si ce JT est visionné par des personnes dans le cadre d'un travail critique: jugement (plutôt négatif). En fonction du public, effets différents... C'est pas très clair dans ma tête... :-(	/
		Level: 0 – No relevant information	Level:
	Question 6	Développer le jugement critique du **traitement de l'information** + jugement critique de manière générale. Travailler l'audio-visuel.	/
		Level: 1 – 1 relevant information	Level:
	Question 7	**Comparaison entre des séquences de JT d'une chaine publique et privée.**	/
		Level: 1 – 1 relavant information	Level:
	Question 8	**Travailler sur l'analyse de l'image, les mouvements caméra...**	/

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		La critique (argumentation) Théorie sur le JT	
		Level:1 – 1 relevant information	Level:
	Question 9	Parce que ça fait partie de la culture familiale: moment où l'on se réunit en famille. S'informer de ce qui se passe dans notre pays et dans le monde. Plus accessible que la presse écrite pour les faibles lecteurs. La TV, de manière générale, fait partie intégrante de notre vie.	/
		Level:	Level:

		Pré-test	Post-test
Participant N°7	**Question 1**	- **Générique** et **studio,** au début - **enchaînement des séquences,** variété des sujets - introduction au sujet (par voix "off") + enchaînement (reportages) - sujets plus longs dans un premier temps, puis séquence de "brèves"	/
		Level: 3 – 3 relevant information	Level:
	Question 2	- Image de studio mais **pas de présence physique d'un présentateur** - mauvaise qualité du son, avec des hauts et des bas - mauvaise **qualité de l'image** - **vision engagée:** parti pris dès le début (nom du JT et option...)	/
		Level:3 – 3 relevant information	Level:
	Question 3	On commence par un **sujet très engagé**: plaidoyer pour la libération de Laurent Gbagbo (Côte d'Ivoire), dénonciation de la présence française (soutien à la rébellion): il y a clairement, d'entrée de jeu, **volonté de rallier les spectateurs à une cause!** Le journalisme n'est jamais "neutre", car ce sont toujours des choix, mais ici, la position prise est d'emblée orientée. Après, sujets moins engagés (traités de manière plus traditionnelle, avec plus de distance) et même (cosaques) plus légers (même si présentés comme "respectant les règles")	/
		Level: 2 – 2 relavant information	Level:
	Question 4	Des gens qui s'intéressent à l'actualité africaine. Soit ces personnes recherchent (un peu au hasard) une information bien "analysée" et elles seront surprises. Soit elles connaissent le nom du média et dans ce cas, cela correspond à leurs attentes. **Le démarrage du JT donne le ton: libérez... soutenez... dénoncez...** Le ton est clair!	/

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		A priori, je dirais que cette vidéo est plutôt destinée à un **public de "convaincus".** Les autres arrêtent...	
		Level: 2 – 2 relavant information	Level:
	Question 5	**Renforcer le ressenti par rapport à certains événements et soutenir les opinions** (!).	/
		Level: 1 – 1 relavant information	Level:
	Question 6	- Comprendre la mécanique de la sélection et du traitement de l'information: **le JT est une "construction" particulière, soumise à des règles mais aussi à des choix** (subjectifs?) - Décrypter les sous-entendus, les rouages de la présentation de l'information: faire le lien entre les images et le commentaire, analyser le commentaire, les mots choisis. **Comprendre ce qui n'est pas dit, mais qui est véhiculé comme message.** - Comprendre dans quel contexte le JT (format télévision) s'inscrit**, dans un ensemble plus large: continuation sur les réseaux sociaux, sur Internet, passage en boucle, etc.**	/
		Level: 3 – 3 relavant information	Level:
	Question 7	**- Le JT en tant quel (dans son entièreté ou découpage en séquences)** **- Les commentaires faits sur le Net (par les internautes: sélection!)** - Les articles de presse écrite (avec relais sur les sites), qui développent davantage le sujet et l'analysent plus en profondeur.	/
		Level: 2 – 2 relavant information	Level:
	Question 8	**- téléchargement d'une séquence de JT et découpage.** **- Recherche dossier de presse (écrite)** **- Chargement d'une bande son (podcast)**	/
		Level: 3 – 3 relavant information	Level:
	Question 9	- curiosité: naturelle (avec parents à la maison (JT traditionnel), mais aussi via Internet, les réseaux sociaux, etc.) **- Intérêt pour un sujet précis (en fonction des besoins)**	/
		Level: 1 – 1 relavant information	Level:

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Training scenario n°2: (Dis)information and propaganda

Participant 1: Lambin Hadrien
Participant 2: Grandmaison Catherine
Participant 3: Mottard François
Participant 4: Vanden Eynde Laurence
Participant 5: Taillade Gilles
Participant 6: Van Landewyck Gaëtan
Participant 7: Athanassiadis Andreas
Participant 8: Gérain Marie
Participant 9: Vlaminck Natacha

		Pré-test	Post-test
Participant 1	Question 1	- Le format choisit par le film : il se présente comme un reportage et non comme une fiction. De ce fait, le spectateur se dit que le document a été réalisé par des journalistes dont le rôle est de communiquer une information vraie avec une certaine déontologie. Le spectateur sera davantage enclin à croire une information présentée de la sorte plutôt que via une fiction directement et clairement assumée, présentée comme le fruit d'un cinéaste. - Le compte à rebours au début de l'extrait instaure un léger **suspens**	**Musique dramatique** Voix off sérieuse On site des noms connus et on les voit dans un contexte pas banal. Les personnages insistent également sur le fait qu'ils vont raconter **une histoire pas banale.** L'histoire racontée ne doit pas être filmé => spectateur se sent comme un privilégié, **inclus dans la confidence.** Affolement de certaines autorités comme la CIA. Les personnes interviewées affirment ne pas en croire leurs

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		- **Expression fortes dans le discours** (du narrateur ou des personnes interviewées) : "loup dans la bergerie", "véritable catastrophe", ... - **Ton grave de voix-off** (un peu comme dans _Nuit et Brouillard_ d'Alain Resnais). Cela augmente l'attention du spectateur qui se dit qu'on parle de quelque chose de grave et qu'il doit être d'autant plus attentif. - Les journalistes tentent de démontrer qu'il y a des **éléments cachés par les autorités** (cfr documents révélés dont on agrandit les extraits, ou les déclarations avec sous-entendus de certains intervenants) => théorie du complot et le spectateur veut en savoir plus. Pour confirmer cette théorie, les interviewés donnent des dates, des faits précis, des lieux précis, pour confirmer leurs dires. - Le document fait des liens entre son sujet et la vie quotidienne des spectateurs. Ainsi ils se sentent davantage concernés, voire même en danger => plus attentifs et voudront regarder le reportage jusqu'au bout.	yeux. On souligne le côté incroyable.
		Level:3 – 3 relavant information	Level: 3 – 3 relevant information
	Question 2	- L'utilisation d'extraits de **discours officiels** d'hommes politiques ou de savants - Image du spécialiste (assis à un bureau + bibliothèque en arrière plan) - Référence à des **institutions connues et spécialisées** type OMS, ... - Image choquantes et crues pour renforcer le côté "réel" : abattoirs, malades à l'hôpital, ...	On site des **noms de personnes connues.** Image **typique du scientifique** devant sa bibliothèque lors de son interview => impression de sérieux Présence de nombreux détails dans les déclarations => impression de crédibilité car précision **Image d'archives** diffusées, qui sont en parfaite adéquation avec le témoignage cité. On appuie les dires par de extraits vidéos qui doivent prouver que ce qui est dit est vrai.

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		- On montre de vieux documents dont on agrandit les extraits, pour donner un caractère officiel. - Les personnes interviewées **donnent des chiffres**, des dates, des lieux précis => le spectateur se dit que la conclusion tirée est correcte puisque empiriquement étayée, et que la personne sait de quoi elle parle (confiance accordée à l'interviewé aussi appuyée par sont titre : présenté comme professeur X, ministre Y, ...) => le spectateur peut adhérer à l'idée principale sous-entendue : un certain complot avec des éléments sombres et secrets.	
		Level: 3 – 3 relevant information	Level: 3 – 3 relevant information

		Pré-test	Post-test
Participant 2	Question 1	notion de **"mystère"** "alarme" (discours alarmiste) "peur" ("loup...") notion de faute (culpabilité politique/ scinetifique) **images d'abattages et conséquences sur familles touchées (émotion)** **musique dramatique**	Apparemment **"off line",** ou télé réalité mais concernant des **"grands" témoins** ... Confidences dans l'intimité de ces "grands" décideurs, autour d'un verre/ d'une table ? Révélations ? **Musique dramatique**
		Level: 3 – 3 relevant information	Level: 3 – 3 relevant information
	Question 2	-**images d'archives** documents confidentiels, encadrés par des **interviews faisant autorité** succession de "spécialistes" utilisation de termes scientifiques; de chiffres discours "raisonnable" mise en contexte ciblée association de **données scientifiques** et d'images émotionnelles	Utilisation **d'images d'archives** **Interview croisées** et entre coupées Pseudo spécialistes donnant leur version Voix "off" donnant une signification à l'ensemble Apparente contradiction (discours apparemment contradictoire) mais directement discrédité par la suite du "reportage" Flatter l'intelligence du spectateur Utilisation **d'arguments "scientifiques",** physiques

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		Level: 3 – 3 relevant information	Level: 3 – 3 relevant information

		Pré-test	**Post-test**
Participant 3	Question 1	* Utilisation <mark>**d'images fortes**</mark> * Nous sommes tous concernés * <mark>**Le rythme**</mark> des informations est soutenu	/
		Level: 2 – 2 relevant information	Level:
	Question 2	* Utilisation de témoignages de <mark>**personnes politiques**</mark> * Différentes nationalités * Organismes, institutions officiels * Usage <mark>**des statistiques**</mark>	/
		Level: 2 – 2 relevant information	Level:

		Pré-test	**Post-test**
Participant 4	Question 1	diffuser <mark>**une musique grave**</mark>, mélanger les images avec <mark>**d'autres marquantes**</mark> (Dutroux, ...), utiliser des images choc suscitant la peur, le dégoût, ..., ponctuer de phrases marquantes	/
		Level: 2 – 2 relevant information	Level:
	Question 2	Réaliser les <mark>**interviews dans un cadre inspirant confiance**</mark> (bibliothèque, devant un bâtiment public, ...), donner <mark>**des chiffres,**</mark> faire apparaître des personnages publics, surligner des phrases d'un document officiel (?)	/
		Level: 2 – 2 relevant information	Level:

		Pré-test	**Post-test**
Participant 5	Question 1	La <mark>**musique, les images**</mark> de grands hommes politiques connus, certaines phrases accrocheuses "le loup dans la bergerie", les <mark>**images qui choquent**</mark>, les phrases alarmantes	/

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		"les milliers de personnes vont mourir", des symptômes que l'on peut tous avoir (fatigue, manque de concentration...), des images de documents "strickly confidential", des phrases telles que "allez voir les chiffres, vous verrez bien".	
		Level: 2 – 2 relevant information	Level:
	Question 2	Utilise un mélange de témoignages de personnes connues et de <mark>personnes qualifiées "d'experts".</mark> <mark>Des extraits</mark> de journaux qui étayent le commentaire. Le fait que les images correspondent à ce qui est dit (ex : on parle de maladie grave et l'on voit des personnes malades déambulant dans les couloirs). <mark>Une supposée révélation faite hors caméra</mark> du ministre avec l'image de cette révélation (qui montre donc qu'il y a bien un secret).	/
		Level: 2 – 2 relevant information	Level:

		Pré-test	**Post-test**
Participant 6	Question 1	<mark>Rythme</mark> rapide des images (zapping) Sélection d'images et de phrases chocs <mark>Musique et mise en scène dramatique</mark>	/
		Level: 2 – 2 relevant information	Level:
	Question 2	<mark>Nature et pluralité des intervenants</mark> <mark>Documents officiels</mark> Pas de contre-arguments valorisés	/

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		Pré-test	Post-test
		Level: 2 – 2 relevant information	Level:

		Pré-test	**Post-test**
Participant 7	Question 1	==*** la musique**== ==*** un rythme d'images qui changent rapidement**== ==*** des images "choc"**== * un sujet qui risque de nous concerner (vache folle) et un sujet qui nous concerne directement (carte SIS)	/
		Level: 3 – 3 relevant information	Level:
	Question 2	* mélange ==**d'images réelles**== (JT) et images montées (interview des experts, malade à l'hôpital) * broder autour de faits réels : crise de la vache folle, lancement de la carte SIS * apparition de nombreux "experts" * ==**différentes nationalités d'experts**== * faire référence à des organismes internationaux existants ou inventés(?), utilisation d'initiales * apparition de documents "réels" dits confidentiels à l'écran	/
		Level: 2 – 2 relevant information	Level:

		Pré-test	**Post-test**
Participant 8	Question 1	- ==**un montage rapide**== avec changements de personnes interviewées toutes les 10 sec max - Entrecouper les interviews par des ==**images chocs**== d'animaux tués et par les images d'une personne malade à l'hôpital floue dans le noir et de constats de symptômes de la maladie	/

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		- Musique inquiétante	
		Level: 2 – 2 relevant information	Level:
	Question 2	- Entrecouper **les interviews** par des images chocs d'animaux tués et d'une personne malade à l'hôpital floue dans le noir et de constats de symptômes de la maladie - Plan frontal des personnes interviewés devant leur bibliothèques pour les placer en experts - Amener le **fax secret révélé** par après aux réalisateurs du film donne de la crédibilité aux réalisateurs et montre la confiance du ministre en leur travail	/
		Level:2 – 2 relevant information	Level:

		Pré-test	Post-test
Participant 9	Question 1	* **Plans assez courts,** présentant des intervenants variés (même au niveau de la langue utilisée) qui apparaissent comme des experts. * **Ralenti et musique créant l'émotion** * gradation dans l'information, création d'un suspens (scénarisation) * **sujet filmé: petite fille, animaux malades, personne malade filmée dans la pénombre au ralenti**	/
		Level: 3 – 3 relevant information	Level:
	Question 2	* **Noms des intervenants** * **Réelles images d'archives**: marche blanche, divers hommes politiques connus, scènes de vaches malades, assemblées politiques, journalistes.	/

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		* Mentionner la carte SIS * Les intervenants dont le nom n'est pas mentionné apparaissent comme des experts politiques ou scientifiques: bibliothèque, tenue vestimentaire, langage,... * images réelles en relation avec un texte créé.	
		Level: 2 – 2 relevant information	Level:

Media Animation report Output 2 – Competences evaluation

eMEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

APPENDIX 3
Belgium National report – Part 2 (IHECS)

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eMEL IHECS Output 2 report

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1. IHECS Training context summary

The IHECS' Training Scenario was experimented in a class of students of the first year in the IHECS Master degree in Media Literacy and Media Education. Created in 2013, this academic programme trains future media educators (trainers and/or teachers) who will work in formal and informal education sectors. The master is accessible to students who hold a bachelor in communication (all sub disciplines) or in education (all education levels). The 2-years teaching programme focuses mainly on media analysis and media literacy, education contexts and techniques (especially in media education) and technical (media) training.

The experimentation took place between October and November 2015 in the class of first year students. There was a total of 16 participants, but only 15 performed the TS entirely. All students were asked to participate to the experimentation so far the eMEL Training Scenario (TS) was integrated to the Master' curriculum. The eMEL activities constituted module (or chapter) of a teaching unit focused on media languages analysis (semiotics and pragmatics).

2. IHECS experimented training scenario summary

This TS was called "Mediatized images in context" and focused on the way images build signification in media messages. The main goal of the TS is to teach the training 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 TS 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.

The TS pedagogy is based on active deconstruction and reconstruction of messages and active choice of images types to reach specific goals. The trainees were instructed to work in duos for all the experimentation duration. The TS was organized in 3 units :

Unit 1: Each duo had to choose several media messages using fixed images (advertising, reportage, fiction, etc.) and decompose it into essential structure and elements. Then they

receive messages from another duo and do the same exercise. Duos had to agree with main elements structuring the use of image in mediatized communication. The sequence ended with a face-to-face synthesis at school with all duos.

Unit 2: Each duo had to analyse the ways a specific media message with images creates signification, pragmatic implication of the receiver and arouses specific cognitive postures. Each duo had to create a support for the face-to-face synthesis and explaining a specific aspect. The sequence ended with a face-to-face synthesis with all the duos presenting their synthesis.

Unit 3: Each duo had to create an imaged document (like an advertising, a reportage…) following specific reception postures (like: arouse compassion, participation, fear, reflexive attitude, etc.) imposed by another duo. They had to create and share the document on the platform for an online debriefing of all productions (each duo comments other duos productions). Due to several issues related and not related to eMEL platform (like the terrorists attacks of the 13ᵗʰ November 2015 in Paris which resulted a temporary closure of the IHECS), the planning was modified and final debriefing occurred in a face-to-face closing session.

3. Key competences evaluated

The competences evaluation focused specifically on key-competences constituting the heart of the TS and its articulation with the IHECS Master degree. For this reason, these competences are mainly Media Literacy (and more specifically media analysis) competences:

1. **B1112** Produce critical analysis and interpretation of the media content;
2. **B11211** Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses;
3. **B11221** Understand/decode/analyse languages specific to pictures and images;
4. **B13121** Identify and formulate hypothesis about sender's intentions;
5. **B13211** Understand how the notion of audience is and identify the different audiences of a media and characterize them;

One specific media education competence was also tested:

6. **A 2112** Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices.

4. Evaluation method, pre- and post-tests

We performed two competences evaluations tests: the first one at the beginning before the experimentation of the TS (pre-test), and the last one after the experimentation ended (post-test). Both tests were administered online, directly in the e-Lab. Both tests were conceived as identical (except the discussed documents which were specific to each test) to allow direct comparison between *ante* and *ex-post* situations and therefore evaluate the evolution of trainees on the tested competences. Each test had two parts: the first one focused on the tested ML competences, and the second one on the tested ME competence.

4.1. Evaluation of media literacy competences

4.1.1. Test design

The evaluation of ML key competences is based on a unique test giving clues about the way trainees master main analysis competences. The respondent had to analyse a media document with fix image (like an advertising). This analyse is scored and the score reflect a relative level of competence in ML. The test as a "progressive" design: the first question is open and general, next one focus on more precise aspects of the same issue. A very competent person is supposed to give precise answers with the open and general question; the more respondents need extra questions to formulate precise answers, the less they are considered as competent. The scoring method was based on this progressive design.

4.1.2. Scoring:

Each answer was scored to reflect the level of trainees' ML competences on a 4-levels scale where level 0 reflects the lack of the considered competence, and level 3 corresponds to its full mastery.

The indicators used for scoring were following:
• Ability to draw document general sense
• Ability to draw the way the document is constructed
• Ability to envisage various or specific audiences (for the document)
• Ability to envisage precise senders intentions
• Ability to link documents linguistic and semiotic characteristics and intentions/effects

4.1.3. Scoring method:

If the first (and spontaneous) analysis is complete and articulated on every dimension, respondent has a level 3 score in every dimension (in yellow). If level 3 score is not acquired, extra questions (non spontaneous questions) are used to score levels on the various competences, as follows:

Competences	Level 3	Level 2	Level 1	Level 0
B1112 Produce critical analysis and interpretation of the media content	The analysis spontaneously speaks about form, sender, intentions, audience and effects and links it together.	The analysis spontaneously speaks about form, sender, intentions, audience (no links)	The analysis spontaneously speaks of some aspects, without links: form, sender, intentions, audience and effects	The respondent is unable to produce a spontaneous analysis.
B11211 Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses		The respondent speaks about the form of the document (but only answering the extra question)	The respondent speaks about some formal elements but in an incomplete or irrelevant manner	The respondent is unable to speak about document form
B11221 Understand/decode/analyse languages specific to pictures and images		The respondent speaks about the way image documents are a part of the message (but only answering the extra question)	The respondent speaks about image role but in an incomplete or irrelevant manner	The respondent is unable to speak about image role in the document
B13121 Identify and formulate hypothesis about sender's intentions		The respondent is able to identify a sender and its intentions (but only answering the extra question)	The respondent speaks about sender and its intentions but in an incomplete or irrelevant manner	The respondent is unable to speak about the sender and its intentions
B13211 Understand how the notion of audience is and identify the different audiences of a media and characterize them		The respondent is able to identify specific audience (for this message) and message effects on it (but only answering the extra question)	The respondent speaks audience and effects on the audience but in an incomplete or irrelevant manner	The respondent is unable to speak about the audience and the possible document effects on it

4.1.4. Post-test :

The same plan is planned for the post test with a different corpus of documents. Scoring method is the same.

4.1.5. Extra conditions:

- Same evaluator (and same criteria) for the pre- and post- tests;

- Comparable test situation and document for pre- and post- test;

- Individual passation (for trainees).

4.2. Evaluation of media education competences

4.2.1. Method:

The idea was to perform a unique test evaluating the way trainees see a field ME action. Asking trainees to elaborate the plan of an intervention in ME. This method is an adaptation

from Media Animation TS1 evaluation. It consists in asking trainees to describe the way the would conceive a media education intervention on an imposed theme related to the TS (full instructions are in Appendix I). Trainees answers are scored on a scale

4.2.2. Scoring method

Scoring is done by content analysis of trainees answers as follows:

1) Level 3
   ➢ The answer articulates objectives, method, resources and coherent activities planning

2) Level 2
   ➢ The answer fails in articulation of objectives, method, resources and coherent activities planning, but takes all (of most of) these dimensions into consideration

3) Level 1
   ➢ The answer focuses on one or few dimensions of the educative intervention without a coherent view

4) Level 0
   ➢ The answer is out of subject or does not explain any coherent method (i.e.: "I will say them that...")

4.2.3. The post-test

The same plan is planned for the post test with a different mission (different public and different theme for the intervention trainees have to describe). Scoring method is the same.

4.2.4. Extra conditions:

-        Same evaluator (and same criteria) for the pre- and post- tests;
-        Comparable test situation and instructions for pre- and post- test;
-        Individual passation (for trainees).

5. Pre- and post-test analyse

The experimentation took place between October and November 2015 in the class of first year students. There was a total of 16 participants, but only 15 performed the TS entirely. Pre- and post-tests each received 15 answers (but 2 of them were incomplete, probably due to a trainees lack of time). All data were collected and processed by Baptiste Campion, who

combined the roles of trainer and researcher.

5.1. Competences pre-test (before TS experimentation; beginning of October 2015)

The coding of the answers to the first part of the test (media literacy competences) reveals a great convergence in trainees level in media literacy competences. Except two trainees with a significant higher profile on all ML competences, trainees answers are quite similar with a level of 1 or 2 in all considered competences. This score reflects The lower mean level was measured for B13211 competence (Understand how the notion of audience is and identify the different audiences of a media and characterize them; mean = 1,2). The higher mean level was measured for B1112 competence (Produce critical analysis and interpretation of the media content; mean = 1,73).

Trainees answers analysis shows that most of them have what we would call a "spontaneous" media analysis competence, but face great difficulties when the have to explain it with systematic arguments. For example, most of trainees wrote that the document (they had to analyse) is made "for audience awareness", but were unable to explain in a concrete manner the way "awareness" was supposed to arise from the document as designed. For example, the document contains a visual metaphor, but none of the trainees was able to clearly identify it and the way the metaphors was a part of the document meaning.

The answers to the second part of the test show that specific media education competence (that is tested) is unequally distributed across the trainees at the beginning of the experimentation. More than the half of the trainees (7 of the 13 full answers) reached the level 1 (on the 4-levels scales) corresponding to a poor competence in time and space in the classroom organization, using media and new technologies of information and communication, integrating them into the classroom practices (A2112). The other reach the level 2, and a single trainee reaches the level 3 (full mastery of the competence). The low-level answers mainly focuses on the objectives of the training session they had to describe, but very little on the ways to reach it by mobilizing and organizing resources. *"We will explain our pupils that..."* is a common sentence in these answers, without describing the way to explain this concretely, with which medias or tools. The higher level answers focuses on more concrete element of pedagogy experimentation.

This wide range of level is probably a result (and a reflect) of the trainees previous education. Before following IHECS training to become media educators, some of them have a pedagogical cursus and other a communication cursus.

5.2. Competences post-test (after TS experimentation; end of November 2015)

The coding of the answers to the first part of the test reveals that most of the trainees reach level 2 or 3 in all ML competences. The lower score is for B1112 competence (Produce critical analysis and interpretation of the media content; mean = 1,9) and the higher score is for B11221 competence (Understand/decode/analyse languages specific to pictures and images; mean = 2,64).

Most of trainees were able to explain the links between the producers (of the analysed document) intentions and the way the document was designed. They made a distinction between description and analysis, they also were able to use concepts and correct vocabulary in their answers.

The answers to the second part of the test do not show a clear evolution in regard to what has been found in the pre-test. The media education competence is still unequally distributed across the trainees at the beginning of the experimentation. The main difference observed in their answers is that more trainees were able to draw relationships between objectives and possible means and tools.

6. Analyse of the results

Despite some individual variations, the mean competences level after the TS experimentation was higher than that that measured during the pre-test. We notice a progression for all considered competences, with variations from one competence to another (see table below).

Competences	Mean level pre-test	Mean level post-test	Delta post-pre
B1112 Produce critical analysis and interpretation of the media content	1,73	1,93	+ 0,06
B11211 Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses	1,6	2	+ 0,25
B11221 Understand/decode/analyse languages specific to pictures and images	1,53	2,64	+ 0,875
B13121 Identify and formulate hypothesis about sender's intentions	1,47	2,14	+ 0,5
B13211 Understand how the notion of audience is and identify the different audiences of a media and characterize them	1,2	2,21	+ 0,812
A2112 Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices	1,33	1,5	+ 0,0625

Due to the small sample size (16 trainees, 15 x 2 validated questionnaires but only 13 x 2 fully completed), it's not possible to draw fully statistically surveyed conclusions: our data appear to be very sensitive to small individual variations. Nevertheless we can stress some

interesting trends. First, the training scenario appears to have positive effects on trainees' competences. This is clear for B11221 and B13211 competences: most of trainees gain a level on our 4-levels scale. Conversely, the mean progression is really to low to consider that it is significant for competences B1112, A2112 or even B11211. But all these cases have to be considered separately.

Media literacy competences: The progression is the weakest for B1112 and B11211 competences, but we also notice that these had the higher scores in the pre-test. Conversely, the maximum increase is for the lower levels competences from pre-test (B11221, B13211). The interpretation is that the training scenario is well designed to bring trainees' media literacy competences to a medium/high level, and not to the maximal level. The consequence is that the greatest progression is recorded only for low competences (which are bring to a medium level).

Media education competence: the progression is really to weak to consider it is significant. The TS does not seem to produce a real increase in media education tested competence. On one hand, this points to a limit of the TS; on the other hand we have to remember that this progression was not a central goal of the TS (which was designed to articulate with a media language analysis teaching unit). So this conclusion does not appear to be specifically problematic.

7. Bias and limitations

This TS experimentation suffered different possible bias and limitation.

The first one is related to the weak number of participants, which is to weak to provide reliable quantitative data processing. The qualitative differences between trainees and tests are real but it is quite difficult to assess their significance.

The other ones are related to the institutional and material conditions of experimentation:

- Quality of experimentation data: for various reasons[8], there was lot of TS activities which were led by trainees outside of the e-lab (they used other platforms like Facebook), so that not all trainees' activity is documented in e-lab logs;

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[8] Like misunderstandings about the relevant platform to use (because the trainees had to cope with 3 online learning environment: the eMEL e-lab for the TS experimentation, and the IHECS and UCL platforms for their academic programme); e-lab access difficulties; e-lab lack of ergonomics and usability (see Output 4 report).

- Quality of competences tests data: some trainees answers suggests a possible confusion between eMEL TS and the academic cursus in post-test questionnaires, some trainees had real difficulties distinguishing what was related to eMEL and what was not (this confusion is a direct consequence of the choice to test the eMEL TS as a module of the academic programme);
- Variable control: during the experimentation period, trainees had other courses on media languages and media education (Master), so these courses are other possible factors of progression in ML and ME competences.

8. Conclusions

The IHECS TS was experimented with 16 trainees between October and November 2015. Various data were collected during the experimentation, especially data about the trainees' level in media literacy and media education competences.

Comparison of data collected before and after the experimentation allows concluding that the TS arises the trainees ML level to a certain extent (general mean of +0,5 on the 4-levels scale). The TS seems to bring most of the trainees to a medium-high level of media literacy, but not the highest level. This result is coherent with what was expected from the TS context of experimentation. On the other hand, the TS does not seem to bring the trainees to a significant higher level of ME competence (+0,6 on the 4-levels scale; not significant). This can be explained by the specific focus of the TS design on media analysis (ML competences).

This results provide clear recommendation for further TS possible evolution, especially on two points:
- Arise the targeted level in all considered competences;
- Implement specific media education activities in addition to strong media analysis competences.

Finally, the experiment provided valuable data about conditions in which it is desirable to use the e-lab: the more the TS is institutionally separated from other activities, the more it can works without unwanted interactions.

Appendix

Appendix 1 : Pre and post test as they were presented to the trainees

I.1 Pre-test

Question 1. Voici un document médiatique :

Analysez ce document de la manière la plus complète et plus précise possible. Expliquez ce qu'il signifie et comment il s'adresse au public.

Question 2. Qui a produit ce document? Dans quel(s) but(s)?

Question 3. À qui est destiné ce document? Dans quel(s) but(s)?

Question 4. Quels éléments constitutifs du document permettent d'atteindre ce(s) but(s)? Pourquoi?

Question 5. Vous êtes enseignant(e) en sciences sociales dans une école bruxelloise et vous êtes amené(e) à réaliser une intervention pédagogique en sixième secondaire sur le thème suivant: La liberté d'expression et les caricatures: le cas de Charlie Hebdo.
Afin de mener à bien ce projet, décrivez et justifiez les différents éléments constitutifs de votre intervention.

I.2. Post-test

Question 1. Voici un document médiatique :

Analysez ce document de la manière la plus complète et plus précise possible. Expliquez ce qu'il signifie et comment il s'adresse au public.

Question 2. Qui a produit ce document? Dans quel(s) but(s)?

Question 3. À qui est destiné ce document? Dans quel(s) but(s)?

Question 4. Quels éléments constitutifs du document permettent d'atteindre ce(s) but(s)? Pourquoi?

Question 5. Vous êtes enseignant(e) en sciences sociales dans une école bruxelloise et vous êtes amené(e) à réaliser une intervention pédagogique en quatrième secondaire sur le thème suivant: les limites de l'information via les réseaux sociaux (Facebook, Twitter, etc.).
Afin de mener à bien ce projet, décrivez et justifiez les différents éléments constitutifs de votre intervention.

Appendix 2 : Data coding and processing

2.1. Pre-test

#	Produce critical analysis and interpretation of the media content	Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses	Understand/deco de/analyse languages specific to pictures and images	Identify and formulate hypothesis about sender's intentions	Understand how the notion of audience is and identify the different audiences of a media and characterize them	Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices
	B1112	B11211	B11221	B13121	B13211	A2112
1	0	0	0	0	0	0
2	2	3	2	1	1	2
3	3	2	1	3	1	3
4	2	1	3	3	3	1
5	2	1	1	1	1	1
6	2	1	1	1	1	1
7	2	1	1	1	1	2
8	2	2	2	2	1	1
9	2	2	2	2	1	1
10	2	3	3	2	2	1
11	1	2	1	1	2	1
12	1	1	2	2	2	2
13	0	0	0	0	0	0
14	2	2	2	2	1	2
15	3	3	2	1	1	2
16						
MEAN	1,733333333	1,6	1,533333333	1,466666667	1,2	1,333333333

2.2. Post-test

#	Produce critical analysis and interpretation of the media content	Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses	Understand/deco de/analyse languages specific to pictures and images	Identify and formulate hypothesis about sender's intentions	Understand how the notion of audience is and identify the different audiences of a media and characterize them	Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices
	B1112	B11211	B11221	B13121	B13211	A2112
1	0	0	0	0	0	0
2	2	1	3	2	3	1
3	2	3	3	2	2	2
4	3	2	3	3	3	2
5						
6	2	1	3	3	3	2
7						
8	2	2	3	2	2	1
9	2	2	3	3	2	1
10	2	3	3	2	2	3
11	2	2	3	2	3	2
12	2	2	3	2	2	1
13	2	3	3	3	2	1
14	2	2	3	2	3	2
15	2	3	3	1	1	2
16	2	2	1	3	3	1
MEAN	1,928571429	2	2,642857143	2,142857143	2,214285714	1,5

2.3. Post-test/Pre-test Deltas

#	Produce critical analysis and interpretation of the media content B1112	Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses B11211	Understand/ decode/analyse languages specific to pictures and images B11221	Identify and formulate hypothesis about sender's intentions B13121	Understand how the notion of audience is and identify the different audiences of a media and characterize them B13211	Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices A2112	ML DELTA	ME MEAN DELTA
1	0	0	0	0	0	0	0	0
2	0	-2	1	1	2	-1	0,166666667	-1
3	-1	1	2	-1	1	-1	0,166666667	-1
4	1	1	0	0	0	1	0,5	1
5	-2	-1	-1	-1	-1	-1	-1,166666667	-1
6	0	0	2	2	2	1	1,166666667	1
7	-2	-1	-1	-1	-1	-2	-1,333333333	-2
8	0	0	1	0	1	0	0,333333333	0
9	0	0	1	1	1	0	0,5	0
10	0	0	0	0	0	2	0,333333333	2
11	1	0	2	1	1	1	1	1
12	1	1	1	0	0	-1	0,333333333	-1
13	2	3	3	3	2	1	2,333333333	1
14	0	0	1	0	2	0	0,5	0
15	-1	0	1	0	0	0	0	0
16	2	2	1	3	3	1	2,2	1
MEAN	0,0625	0,25	0,875	0,5	0,8125	0,0625	0,439583333	0,0625

eMEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

APPENDIX 4
Finland National report – Part 1 (TS1 Media Cultures)

Reijo Kupiainen

University of Tampere

Output 2 Competencies National Evaluation Report (EDU, Finland)
Training Scenario 1: Media Cultures

Reijo Kupiainen

1. Training context summary

Name of the training scenario: Media Cultures.

Training scenario was included to the course Media and Visual Cultures that belongs to the study model of Multidisciplinary Studies for preservice class teachers in School of Education at University of Tampere. The course belongs to the students' first year studies.

Number of participants was 85 and they studied in five groups including 17-20 students in a group. Each group had three 2-3 hour meetings with the trainer (Reijo Kupiainen) in November and December 2015.

2. Training scenario summary

The training scenario included three units: 1) media practices of children, 2) media analysis and 3) media production.

Unit 1: Trainees gathered information on children's media use and forms of media practices and analysed them using the media practices map available in the e-MEL Moodle. Multiliteracies maps were presented by using online Padlet in small groups.

Picture 1. Padlet of Group B2
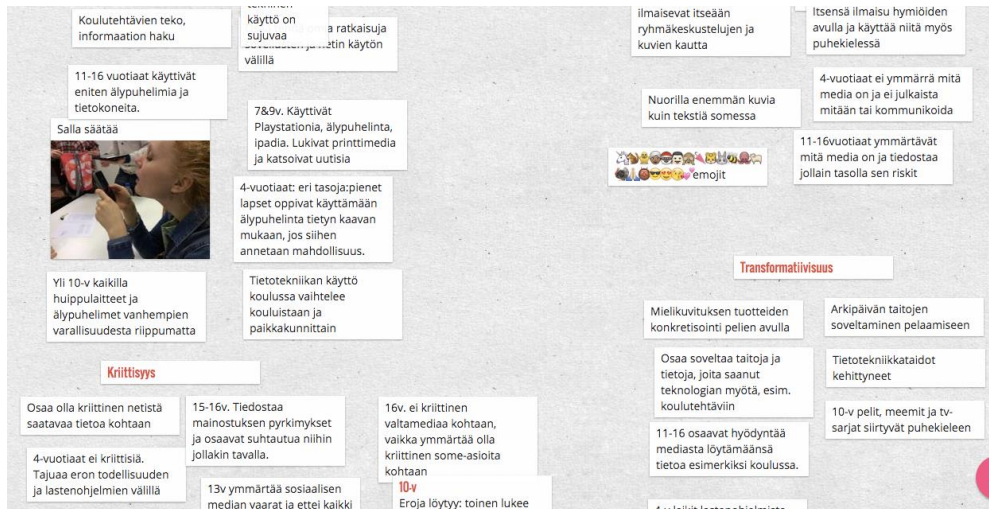
Unit 2: Trainees made media analysis by using key concepts of media education. This was done by using ThingLink as an online workspace in subgroups.

Unit 3: Trainees made a subvertisement in subgroups. The unit required that trainees analyse and product an advertisement in video or print format. Trainees had to analyse their production by using the key concepts of media education. Videos and photos were done by using iPads and different apps and published in ThingLink.

Picture 2. Some students' subvertisements in ThingLink site
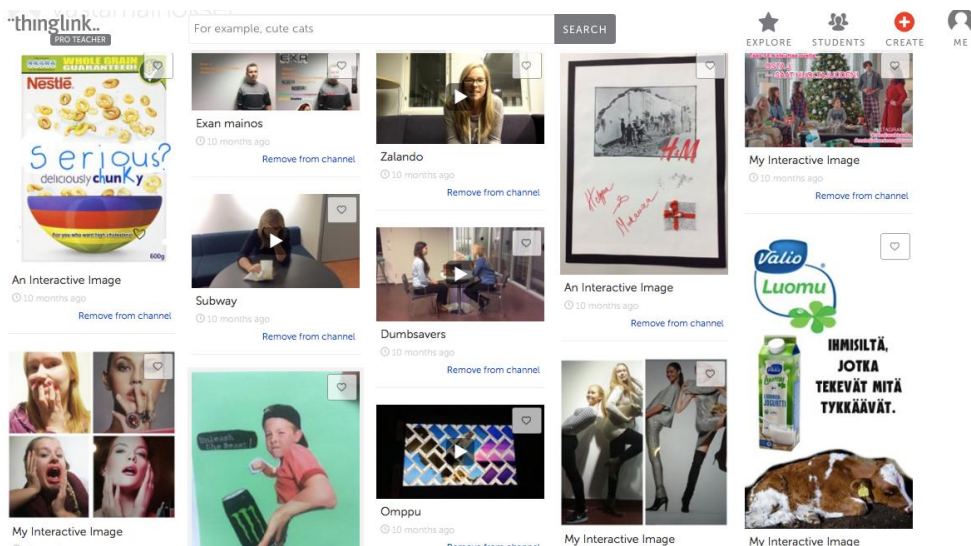
3. **Pre- and post-test presentation**

   3.1 Key competences evaluated

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 2114 Conduct media production projects in classrooms

A 2121 Adapt media education pedagogy to the classroom audience

B 104 Understand relationships between key concept of media and knowledge

B 13131 Critically identify and understand the values, representations and stereotypes conveyed in a media

B.2.1.2. Languages/representations

3.2 Evaluation method presentation

Pre- and post-tests were based on key concepts of media education (David Buckingham, 2003): production, language, representation and audiences. Task for trainees was a short media analysis of two advertisements: 1) https://www.youtube.com/watch?v=CtZKL74LgMg&index=26&list=PL561DBCA5F5ABF5C1 (pre-test); 2) https://www.youtube.com/watch?v=XBm8Hfs-Af4&index=24&list=PL561DBCA5F5ABF5C1 (post-test). Trainees were asked to write max 400 word analysis after watching the advertisement. The task was exactly same for pre- and post-test. The objective for the tests was to measure how trainees conceptualize their experience and are able to analyse media analytically. Pre-test was made before face-to-face meetings and post-test after the course. All together 72 students accomplished both tests.

3.3 Scoring method

The scoring was done exactly in a same way in both tests. Scoring was made by a Reijo Kupiainen. Trainees' observations was marked to the table by recognizing a) genre(s), b) target audience(s), c) audio-visual language, d) production and marketing, e) representation(s), f) means, g) intertextuality, h) metaphor(s)/symbol(s), i) message(s) and j) connotation(s) of the advertisements. Every mention that can be included to some categories mentioned above were marked and are worth of one point. For example, if a trainee have two mentions about genre, he/she got two points etc. Below is an example of the table and remarks (coding). Example is collected from different trainees. In this case trainee get altogether 12 points.

Task to analyse video advertisements were given to trainees without any mention how their papers will be scored or how to make an analysis. Reason for this was an attempt to avoid trainees' calculation for best scores. The task was given in a same way both for pre- and post-test in an e-mediaeducationlab.eu:

"Pre-test. Pre-test is media analysis. Watch the record behind the link, write and return your analysis. Maximum length for the analysis is 4000 words. Write your analysis to a separate word-document. Return your analysis to the "return analysis"-option below. Analysis will be evaluated and used as a part of course rating. Test is used to measure media literacy and development of a media literacy during the course. In the end of the course similar kind of test will be implemented."

Table 1: Pre-test coding. See the advertisement:
https://www.youtube.com/watch?v=CtZKL74LgMg&index=26&list=PL561DBCA5F5ABF5C1

Key aspects	Examples of remarks in the essays:	Scores of the trainee
Genre	"The advertisement is relatively obvious TV-shop parody"	xx
Target audience	"The advertisement is targeted to men and tried to make interesting for them"	x
Audio-visual language (e.g) cut, shot, close-up. Music, lightning	"Music has been used as an effect"	x
Production and marketing	"Aim of the branding is to influence to the buying decision of the customers, and sell the product as much as possible."	x
Representation e.g. stereotypes, gender	"They play with ethnic stereotypes as well. A black guy has of course an enormous ball sack".	x
Means of ads, e.g. emotional appealing, humour, authority, product testing, positive messaging, speech styles	"Most obvious means are humour and indecent allusions."	xx
Intertextuality	"I see the blond co-host as a female tennis celebrity as a reference to famous tennis star Anna Kournikova who came known not only as a good player but posing in the in porn magazines."	x
Metaphors, symbols	"Balls can be seen as symbols of manhood or macho culture as well."	x
Message	"Axe has many same kinds of videos that give an impression that Axe shower wash and deodorant makes all women to fall on your lap, and this video is not an exception."	x
Connotations	"The advertisement gives an impression that women are somehow for the men, cleaning their balls. Women are always "ready for them."	x

Total score of the trainee		X=12

4. Pre- and post-test results and analyse

4.1 Presentation of the results

Different scores between pre- and post-tests should tell something about development of trainees' ability to use key competences of media education in media analysis (Chapter 3.1). However, the results indicate that a short course does not enhance trainees' competences and media literacy. Scores were even lower in a post-test (Table 1) but the decline by the value of Gain is not big (Table 2). Basically, scores in the pre- and post-tests were almost the same.

Table 2. Descriptive statistics for total scores of pre- and post-tests. N=72

Variable	M	SD	Min	Max
Pre-test total	7,5	2,9	2	15
Post-test total	6,3	3,3	1	17

Table 3. Descriptive statistics of Gain (difference between pre- and post-tests) N=72

M	SD	N-Gain %
-0,9	3,5	15

Results indicate also, that only few trainees succeeded to increase their score in the post-test, put some of them very well (Figure 1). Figure 1 includes scores of all trainees. X-axis is about the score of the pre-test and y-axis the score of the post-test. Some scores are same with different trainees and they are not showed separately in the figure. Star in the figure is the mean of pre- and post-tests.

Green circle shows trainees who's scores increased most, for example from 5 to 17 points, that was also to highest score in the tests.

Red ellipse shows the trainees who's scores decreased most, for example from 14 to 6 points. Decreasing scores seems to be dominant trend within the trainees. All together 21 trainees (Table 3) gained their scores in post-test and 46 (33%) had lover scores in the post-test than in the pre-test.

Figure 1. Scores between pre- and post-tests
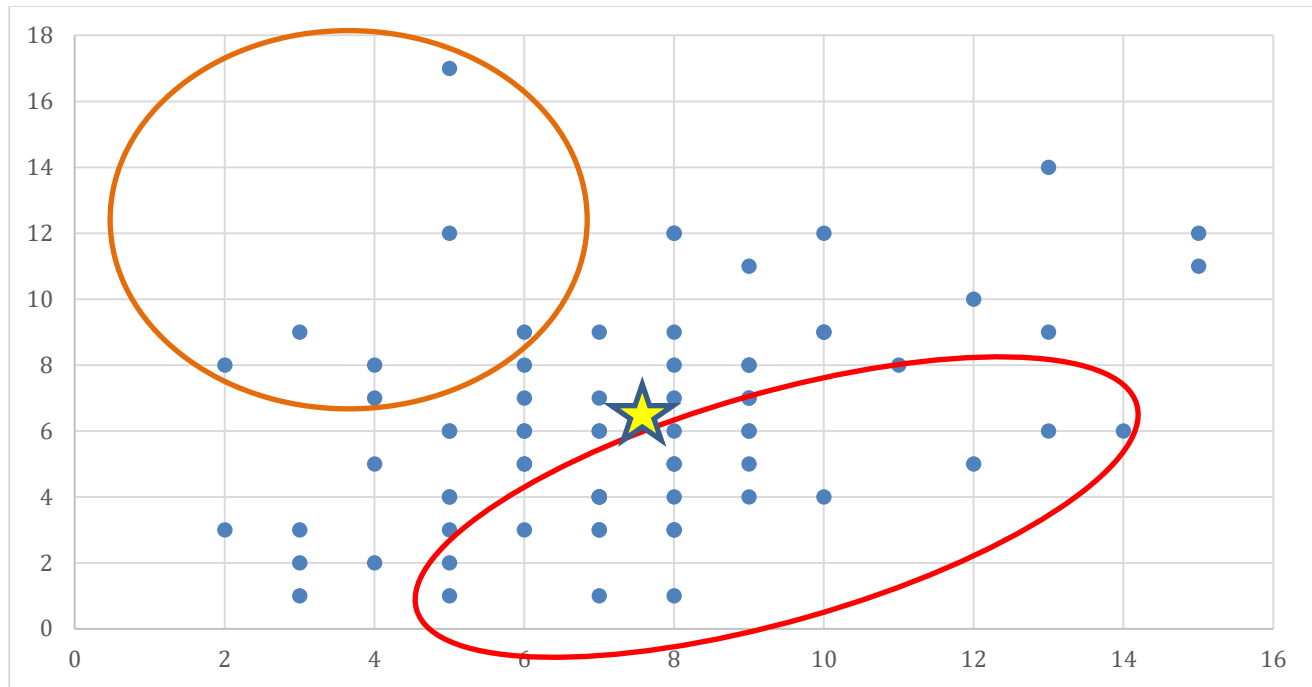
x-axis=score of the pre-test, y-axis=score of the post-test

4.2 Analyse of the results

Any analysable visual data does not include any fixed number of analysable objects and therefore they are not quantifiably comparable. Therefore, we do not have any scientific proof that trainees does have lower competence after the course than before and the value of Gain (Table 2) shows that there is not significant difference between scores of pre- and post-tests.

Moreover, the post-test was more difficult and some trainees expressed this in their essays: "I watched the [post-test] advertisement and I'm wordless. I watched the advertisement at least 15 times and I'm still wordless." Another trainee wrote: "I'm not sure if I'm developed in this course enough because I do not understand this [post-test] advertisement."

However, every audio-visual presentation includes lots of analysable material and trainees had possibilities to concentrate to the analyses and watch the advertisements as many times as they wanted. They were more familiar with some key aspects. All of them, for example, recognized the genre of the analysed presentation and some recognized that the advertisement had allusions to other genres as well.

Figure 2 shows number of aspects trainees recognized in their analyses. Interestingly, there is only a slight difference between pre- and post-tests. Biggest difference is "means of an advertisement". In the pre-test trainees recognized altogether 175 times different means how an advertisement tries to

influence to the audience. They wrote for example about emotional and rational appealing, authority, celebrity, humour, sexuality, easy problem solving etc. In the post-test trainees recognized means of an advertisement 32 times, which is significantly lower.

Figure 2. Number of key aspects recognized in pre- and post-tests
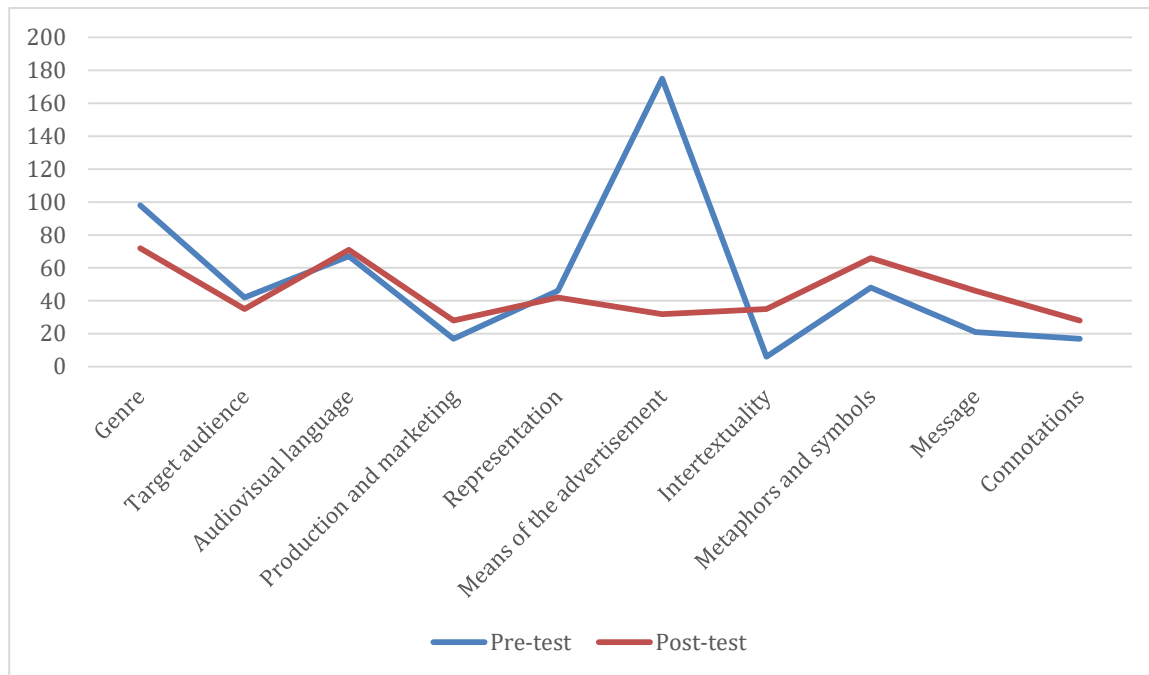
The difference can be explained by the different character of two advertisements. An advertisement in the pre-test was quite traditional when it comes to the means. Trainees have also studied means of advertisement at the secondary and upper secondary school, especially in the mother tongue class. Therefore, they had quite good competences when it comes to analysing different means. Second advertisement (post-test) was quite different and "post-modern". It was based more to the idea of branding than product presentation. Means were hidden and the advertisement was more intertextual. Some trainees recognized intertextual references very well, most of them quite poorly. Best score here was 6 but most of the trainees got 0.

Main result of the analysis are, that a short training does not necessary raise the competences but trainees become more aware of the media and means of the advertisements. Moreover, analysing media as a writing process is something, which have to be practiced more. During the course, analysing was done more orally and by discussing not in written form.

eMEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

APPENDIX 5
Finland National report – Part 2
(TS2 Transcultural Perspectives in Media Education)

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Output 2 - Competences evaluation
TS2 Tampere "Transcultural perspectives in Media Education"

1. Training context summary

TS2 Tampere titled as *Transcultural perspectives in media education* was implemented in the in-service training as the third course from the beginning of the program of the international Master's Degree Programme in Media Education 120 ECTS at the University of Tampere. The course was implemented in January - February 2016. All students had started their studies in the programme in September 2015. The language of teaching was english which was the mother tongue only for two female participants originally from US.

Student participants came from different countries with a bachelor background in media studies, educational studies or such. Fifteen of the participants were female and three male students aged 22-35 years. There were big differences in their working experience as an educator or media professional when some of the students had 5-8 years working experience while others had none. The home countries of the participants were Bangladesh (1), China (1), Finland (3, one the finnish being originally US), Greece (1), Hungary (1), Iran (1), Lebanon (1), Russia (2), South-Korea (3), Thailand (1), US (1), Vietnam (2), totally 18 participants.

2. Training scenario summary

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 and as a pedagogical method. The productive pedagogical perspective is integrated in the tasks and excercices: this integration is the crucial idea of throughout the TS.

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 and, the production of news as a pedacogic method as well.

The course is based on the curricula of the international Masters Degree Program in Media

Education at the University of Tampere producing 5 ECTS including lectures, execices, student work and literature. This experiment was a part of the curricula-based course in the spring fall 2016.

The contents of the TS were divided into four sequences:

Sq1: Understanding the User from transcultural perspectives
Sq2: Media Life Study
Sq3: Design of Video News based on Life Studies
Sq4: Evaluation: How about transcultural media literacies?

The modes of teaching were lectures (4 hours) Sq1, excercies and students' group work and independent work (Sq 2-4) which were implemented with the help of social media like Google Drive and Facebook Group. ***eMel Moodle did not work with this TS in a proper way during the implementation and, we were forced to move the teaching from moodle to a Facebook Group soon after starting the TS. The main problem was that even though students could get in to the platform they were not able to upload nor download anything before the end of the TS. So, there is no diagnosis based on the TS online in the Moodle.***

The students produced media life studies each (total 18), collaborative diaries based on the Media life studies (5), video news based on the media life studies produced in groups (5) and individual learning diaries (18). Video News produced by student groups were published in the closed Facebook Group of TS for Students reflective discussion. Media life studies were shared in small groups of 3-4 students for collaborative Diaries. Media Life studies and learning diaries as final self-evaluations were independent, not shared.

The TS was implemented by professor Sirkku Kotilainen partly with the help of PhD student Minna Koponen. Her task was the creation of the Moodle platform, giving one hour lecture based on her ongoing study on transcultural media competencies and, helping with the analyses of the media life studies and learning diaries.

3. Pre and post test presentation
3.1 Key competences evaluated

The key competencies in this TS were named as 1) media literacy competencies and 2) pedagogical competencies both with the additional *transcultural* aspect.

Regarding the Media Literacy Competencies Framework the focus of the TS is broadly in the Reception contexts of media (B1.3.2), especially the Personal perceptions of the media (B1.3.2.3) and, the Role the media in the society (B1.3.3) together with the more productive Reception contexts of media (B2.3.2), especially "produce/write messages according to specific Audiences.

The Pedagogical Competencies are linked especially to A2.1.1.2 Organize time and space in the classroom, using media and new technologies of information and communication integrating them into the classroom practices together with the diagnosis based on pupils/students in the classroom (A1.1.6).

3.2 Evaluation method presentation

Evaluation of the TS is based on two individual lesson plans written by students as pre-test and post-test. Pre-test was asked to write to Moodle before the TS and post-test was asked to write within a week after TS and send it via email to the teacher, because Moodle did not work.

The instruction for the pre-test was as follows:

"Make a plan for teaching media literacy from transcultural perspective as a lesson of three hours (3 x 45 minutes) to an international group of youngsters aged 15. Write a 800 word lesson plan."

The instruction for the post-test was similar, but the target group of teaching was "an immigrant group of youngsters". See Appendix 1.

3.3 Scoring method

The scoring method of the lesson plan was 0-3. Zero was « nothing visible from pedagogical nor media literacy perspectives ». Number 1 was :

« *lesson plan is pedagogically descriptive, not discussing concepts of media literacy and/or transcultural. It is describing aims, context of learning, methods, implementation and evaluation shortly. None criterion for learning media literacy can be found.*"

Similarly put, number 2 was practically oriented and, number 3 reflective as:

" *discussing several concepts and, it is discussing context of learning, methods, implementation and evaluation as practices in teaching and means of generating learning among students. Several criterion of media literacy can be found and integration with transcultural perspective.* « See Appendix 1.

For analyses the lesson plans were coded by qualitative means :

1) reading the lesson plans
2) giving the scores 0-3 to each based on the scoring levels described above.

After that the lesson plans were coded based on :

3) the second reading
4) giving the scores 0-3 to each based on the media literacy competencies included to the TS, content-based as:

0 = none of the competencies are mentioned in the plan
1 = some are visible in the descprition, but not linked to any excercise or lecture
2 = some or several of the competencies are essential part of the plan
3 = some or several of the competencies form the core of the plan

From totally 18 lesson plans one was not accepted because it was not a complete lesson plan. Two of the students returned only post-test, which were included as post-tests. So, full pre- and post-tests in the analyses were totally 15.

4. Pre and post test results and analyse

4.1 Presentation of the results :

In comparing the pre- and post-tests, one can notice that some scorings have gone better in post-test than in pre-test, while mainly the scorings have stayed the same. More often the scorings in post-tests are better in *media literacy competencies* (reception, perception, society, design, production) than in *pedagogical / overall scorings* (descriptive, practical, reflective).

Students' pre-test scorings 1 as descriptive lesson plan have all stayed the same, when four of the scorings 2 as practical lesson plan have gone better till 3 as reflective lesson plan. All scorings 3 in the pre-test have stayed the same the post test. One lesson plan scored as 2 in the pre-test has got only 1 in the post-test. See Appendix 2 A.

Media Literacy Competencies have changed more during the TS based the pre and post-tests than the pedagogical/ overall scorings.

In post-tests were more visible **Role of the media in society** in totally nine lesson plans (9) than this was in the pre-tests of the same students. Moreover, the **Design and Production media messages according to specific audiences** were more used totally in six post-tests (6) than was the case in pre-tests of the same students. Mostly the change was from the scoring 2 (part of the plan) till 3 (core of the plan) in both Competences.

From 18 students totally 4 developed their skills both in *Role of the media in society* and, *Production media messages according to specific audiences.* Three of them got more more overall / pedagogic scores as well, from scoring 2 in pre-test to 3 in post- test (St4, St6, St15).

Transcultural themes are visible in all lesson plans at the level of **conceptualization** of media literacy. Especially immigrant youngsters are focused pedagogically in the post-tests St2, St3, St4, St6, St7, St8, St10, St11, St12, St13, St15, **totally 11.** Weak understanding of the immigrant youngster are in the post-tests (not mentioned at all and/ or methods used more for adults) St1, St5, St9, St14, St 17 and St18, **totally 6.**

4.2 Analyse of the results

Based on the results the TS produced competencies in both areas of Competencies as Pedagogical and Media Literacy. This evaluation cannot provide any results regarding the Moodle from technical perspective, because it did not work during the TS. Perhaps this : in several of the lesson plans trainees described several technological tools and platforms they would use. So, their braveness of using tools as such was still there. One can ask, if that was

even because of the difficulties with Moodle?

- *Effectiveness / Relevance*

The most significant to the trainees seem to have been those parts of TS in which they experienced themselves : 1) media life study and it's reflection in a group and 2) production of news based on the media life studies in a group. Together these two enhanced a critical awareness of the *Role of the media in a society of their origin* and a kind of *braveness to use Media Production as a pedagogical method* in their lesson plans mostly.

The TS was not effective :

- in producing the insightful knowledge of evaluation of media literacy. Only some of the lesson plans included, for example, a learning diary or reflective discussion at the end of teaching. Nobody was writing about any scorings.

- In developing competencies of those who were already competent based on their earlier experience as a teacher and, of those who were the most in-competent in pedagogies

- *Sustainability*

The face-to-face meetings and lectures were in the beginning of the TS and, mostly supervision online in FB and Googledocs as well as reflection part. Regarding group work this mostly went well because students could agree themselves the using of time and space for excercises. Only the whole reflection part should probably been done as face-to face because trainees understanding of evaluation and reflection seemd to be very light based on the lesson plans.

- *Transferability*

Based on the lesson plans the transferability of TS was ok. All students transfered the TS to 15 year old immigrant students. This happened with over half of the students (11) together with discussion. 6 of the students did not understand the context of a 15 year old, nor an immigrant, so one can not say if this was about the transferability of TS or the lack of broader understanding of these trainees, or not at all concentration to the task of a lesson plan.

4.3 <u>Bias and limitations</u>

The pre- and post-test design was mostly enough strictly testing what was taught in TS. The transcultural perspective came out in tests, and immigrant-based lesson plans were more developed by students as well (11 strong/ 6 weak/none).

The core idea of TS as students learning both media literacy comptencies and teaching methods was not clear enough visible through these tests although both of these areas seemed have been developed during the TS.

More focus should be put on the situation were the tests are written. Now when the Moodle did not work, the tests were done in student's freetime and returned via email. Perhaps in

lecture face-to-face or be certain that online platform works.

5. Conclusions

The most significant to the trainees seem to have been those parts of TS in which they experienced themselves : 1) media life study and it's reflection in a group and 2) production of news based on the media life studies in a group. Together these two enhanced a critical awareness of the *Role of the media in a society of their origin* and a kind of *braveness to use Media Production as a pedagogical method* in their lesson plans mostly.

Transcultural as the core topic of this TS was visible in all lesson plans and, over half of the students were reflecting that and developing well structured lesson plans especially for immigrant youngsters. Only based on this TS and here evaluated tests, one cannot argue if *transcultural* should form a competence area of its own as pedagogical or media literacy competence area. Regarding the context in Europe, more focus on that should be put in teaching of media literacy.

Annexes :

Annex 1. Pre and post test as they were presented to the trainees

Pre-test
Make a plan for teaching media literacy from transcultural perspective as a lesson of three hours (3 x 45 minutes) to an international group of youngsters aged 15.
Write a lesson plan max 800 words.

Post-test
Make a plan for teaching media literacy from transcultural perspective as a lesson of three hours (3 x 45 minutes) to an immigrant group of youngsters aged 15.
Write a lesson plan max 800 words.

Annex 2. Results (coding of pre and post test)

    A. Scores based on the performance in the lesson plans

Score: 0-3 Trainee Score 0: lesson plan has no links to pedagogies, media literacies and it is not discussing   media uses of youngsters from   international perspectives.

Score 1: lesson plan is pedagogically *descriptive*, not discussing concepts of media literacy and/or transcultural. It is describing aims, context of learning, methods, implementation and evaluation shortly. None criterion for learning media literacy can be found.

Score 2: lesson plan is pedagogically *practical* level discussing topic of the lesson and, it is describing context of learning, methods, implementation and evaluation as practices in teaching. Some criterion for learning media literacy and/ or transcultural can be found.

Score 3: lesson plan is pedagogically *reflective* level discussing several concepts and, it is discussing context of learning, methods, implementation and evaluation as practices in teaching and means of generating learning among students. Several criterion of media literacy can be found and integration with transcultural perspective.

Scores	Descriptive	Practical	Reflective
	Pre/ post	Pre/post	Pre/post
St1	1 / 1		
St2		2 / 2	
St3		2 / 1	
St4		**2 /**	**3**
St5		2 / 2	
St6		**2 /**	**3**
St7			3 / 3
St8	1 / 1		
St9		2 / 2	
St10			3 / 3
St11		2 / 2	
St12			3 / 3
St13			3 / 3
St14	1 / 1		
St15		**2 /**	**3**
St16	NOT ACCEPTED		
St17		/ 2	
St18	/ 1		

B. **Media Literacy Competencies visible in the lesson plans, scores 0-3**

	Reception	Perception	Society	Design	Production
	Pre/post	Pre/post	Pre/post	Pre/post	Pre/Post
St1	2 / 2	2 / 3	3 / 2	0 / 0	0 / 0
St2	2 / 2	2 / 2	1 / 1	**0 / 3**	**1 / 3**

St3	2 / 2	2 / 2	**2 / 3**	0 /0	1 / 1
St4	2 / 2	2 / 2	**2 / 3**	0 / 0	1 / 1
St5	2 / 2	2 / 2	**1 / 3**	1 / 1	1 / 1
St6	2 / 2	2 / 2	**1 / 2**	**2 / 3**	**2 / 3**
St7	2 / 2	2 / 2	2 / 2	**2 / 3**	**2 / 3**
St8	2 / 2	2 / 2	**1 / 2**	1 / 1	1 / 1
St9	2 / 2	2 / 2	1 / 1	0 / 0	0 / 0
St10	1 / 2	1 / 2	2 / 2	2 / 2	2 / 2
St11	2 / 2	2 / 2	1 / 1	2 / 2	1 / 1
St12	2 / 2	2 / 2	**1 / 2**	**2 / 3**	**2 / 3**
St13	2 / 3	2 / 3	**1 / 2**	**1 / 3**	1 / 3
St14	2 / 2	2 / 2	**2 / 3**	0 / 0	0 / 0
St15	2 / 2	2 / 2	**1 / 2**	**0/ 3**	**0 / 3**
St16	NOT ACCEPT				
St17	/ 2	/ 2	/ 2	/ 2	/ 2
St18	/ 3	/ 3	/ 3	/ 1	/ 1

Evaluation prototype 1

Prototype abstract

Competence/Dimension: All the analysing competences

Method: 2 media objects to compare in a free page for responding

Scoring method:
1) key words method OR
2) content analysis (by competence)
3)

Scoring indicators:
1) Number of key words found in the answers
2) exhaustiveness of the answer by dimension (ex. for social axis : production context, reception context, role of the media in the society)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Prototype 1 - example of exercise

« Could you **look at** this two **documents that treat about Mc Donald's products**?
- https://www.youtube.com/watch?v=PVgfufulqgQ#t=16
- http://www.lemonde.fr/entreprises/article/2015/05/05/en-perte-de-vitesse-mcdonald-s-prend-des-mesures_4628017_1656994.html

Please explain the various possible readings you can make, specifically on these three fields: **the production context, the reception context and the role of these media in the society.** »

Production context
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Reception context
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Role of these media in the society
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Prototype 1 - Evaluation method

1. keywords scoring method:

a. *Keywords by dimension*

Example of keywords for the production context of a media, competence "Identify the sources and the author of the two documents":
- author(s)
- source(s)
- [name of the author(s)] → several keywords possible
- [name of the source(s)] → several keywords possible

All of the words between […] are to adapt to the content of the media. They can refer to several keywords.

b. *Keywords scoring indicators*

Depending of the competence tested, identify a number of possible keywords.

Example, for the Mc Donald's objects, and for the the competence "Identify the sources and the author of the two documents", here are the possible keywords :
- source(s)
- author(s)
- Mc Donald's (group)
- advertiser(s) who works for Mc Donald's
- Mc Donald's communication department
- Le Monde (entreprise)
- Stephane Lauer
- a (correspondant) journalist, etc.
- ➔ 8 possible keywords.

Then, elaborate a 4-levels scale according to the number of possible keywords for each competence:
For this example
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

2. Content analysis by competence

For each evaluated competence, make a content analyse and evaluate, on a 4-levels scale, the trainees 'answers based on the relevance, the accuracy, the coherence and the exhaustiveness of their speech

	Does the trainee... ?	Level			
		0	**1**	**2**	**3**
Production context	Identify the sources and the author of the two documents				
	Compare the different sources and critically evaluate the reliability of each one				
	Identify and formulate hypothesis about author's intentions of the two documents				
	Critically identify and understand the values, representations and stereotypes conveyed in the two media				
	Explain the place of these media products in wider culture, including its relation to popular culture				
	Explain the role of the prosumer in these media production				
	Explain and mobilize legal and ethical principles linked to the use of media and technologies				
	Explain the notions of censorship and freedom of expression and its variations in time and space				
	Recognize some clues linked to media economy in the media productions				
	Understand and mobilize basic socio-economic structure of the media: the major business and professional media groups				
	Explain and contextualize these media in their political environment: particularly the notions of power, ideology, etc.				
	Explain and identify the role of professionals in these media productions				
Reception context	Identify the different audiences of these media and characterize them (social, cultural and economic issues, age, etc.)				
	Speak about uses /practices around these media				
	Speak about abuses of uses, and distinguish safe from risk behaviours in these media				
	Explain social practices about media: interactivity on social networks, fan fiction communities, etc.				
	Explain the presence of these media in your environment (home, street, school)				
	Critically characterize your own media consumption related to these types of media				
	Take aware decisions in this media consumption (in given places and situations)				
	Speak about influence of this media on our opinions, values, choices and emotions				
	Speak about the potential effect of this media on the different audiences				
Role of media in the society	Distinguish social functions of media : the role of these media in public opinion and political life				
	Characterize the socio-cultural environment of these media (communities, etc.) and characterize the media culture where they appear ?				
	Explain the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization)				

Evaluation prototype 2

Prototype abstract

Competence/Dimension: All the analysing competences

Method: 2 media objects to compare with detailed questions

Scoring method:
1. key words method OR
2. content analysis (by dimension)

Scoring indicators:
1. Number of key words found in the answers
2. exhaustiveness of the answer by dimension (ex. for social axis : production context, reception context, role of the media in the society)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences
Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of exercise

« Could you **look at** this two **documents that treat about Mc Donald's products**?
- https://www.youtube.com/watch?v=PVgfufulqgQ#t=16
- http://www.lemonde.fr/entreprises/article/2015/05/05/en-perte-de-vitesse-mcdonald-s-prend-des-mesures_4628017_1656994.html

Please, could you answer to the different questions below?

Production context	- Identify the sources and the author of the two documents - Compare the different sources and critically evaluate the reliability of each one - Identify and formulate hypothesis about author's intentions of the two documents - Critically identify and understand the values, representations and stereotypes conveyed in the two media - Try to explain the place of these media products in wider culture, including its relation to popular culture - Explain the role of the prosumer in these media production - Explain and mobilize legal and ethical principles linked to the use of media and technologies - From these media, explain the notions of censorship and freedom of expression and its variations in time and space

	- Recognize some clues linked to media economy in the media productions - Understand and mobilize basic socio-economic structure of the media: the major business and professional media groups - Explain and contextualize these media in their political environment: particularly the notions of power, ideology, etc. - Explain and identify the role of professionals in these media productions
Reception context	- Identify the different audiences of these media and characterize them (social, cultural and economic issues, age, etc.) - Speak about uses /practices around these media - Speak about abuses of uses, and distinguish safe from risk behaviours in these media - Explain social practices about media: interactivity on social networks, fan fiction communities, etc. - Explain the presence of these media in your environment (home, street, school) - Critically characterize your own media consumption related to these types of media - Take aware decisions in this media consumption (in given places and situations) - Speak about influence of this media on our opinions, values, choices and emotions - Speak about the potential effect of this media on the different audiences
Role of media in the society	- Distinguish social functions of media : the role of these media in public opinion and political life - From these media, could you characterize their socio-cultural environment (communities, etc.) and characterize the media culture where they appear ? - From these media, could you explain the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization)

Evaluation method

For each asked question, trainees receive a level, based on a 4-levels scale.

Evaluation method can be based on a **keywords evaluation method**, or on a **content analysis by competence.** For these two methods, see evaluation prototype 1.

Evaluation prototype 3

Prototype abstract

Competence/Dimension: All the analysing competences in Media Literacy
Method: Analyse media one by one and respond to some observation questions (according to the evaluated competences)
Scoring method:
1. key words method OR
2. content analysis (by competence)

Scoring indicators:
1. Number of key words found in the answers
2. exhaustiveness of the answer by dimension (ex. for social axis : production context, reception context, role of the media in the society)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences
Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of exercise

Question 1 :

Here is an interactive video: https://www.youtube.com/watch?v=JFVkzYDNJqo
Please take your time to watch the video, to play the game and to read and visit linked information to this video

From this observations, can you:

1) Identify the sources and the author of this documents
2) Identify and formulate hypothesis about author's intentions of the document
3) Identify and explain the values, representations and stereotypes conveyed in the media
4) Try to explain the place of this media product in their socio-cultural context/environment?
5) Explain the role of the prosumer in these media production
6) Identify the different audiences of these media and characterize them (social, cultural and economic issues, age, etc.)
7) Speak about the potential effect of this media on the different audiences

Question 2

Here is another video:
http://www.canalplus.fr/c-emissions/c-le-petit-journal/pid6515-le-petit-journal.html?vid=1258816
Please take your time to watch the video and to read and visit linked information to this video

From this observations, can you:

1) Explain and contextualize these media in their political environment: particularly the notions of power, ideology, etc.
2) Distinguish social functions of media: the role of these media in public opinion and political life
3) Explain the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization)
4) Explain and identify the role of professionals in these media productions
5) Speak about influence of this media on our opinions, values, choices and emotions

Question 3

Here is a video:
http://www.canalplus.fr/c-emissions/c-le-petit-journal/pid6515-le-petit-journal.html?vid=1258816
Please take your time to watch the video and to read and visit linked information to this video

1) Explain and mobilize legal and ethical principles linked to the use of media and technologies
2) From these media, explain the notions of censorship and freedom of expression and its variations in time and space

Evaluation method:

For each sub-question:
a) Identify the number of possible keywords that trainees could mobilize and establish a 4-levels scale based on this number of keywords. Then, evaluate trainees according to these scales.
b) Make a content analysis of each sub-question and determine a 4-levels scale based on the relevance, the accuracy, the coherence and the exhaustiveness of the trainees 'answers. Here is some examples for the question 1 (the three first sub-questions) :

1. Identify the sources and the author of this documents
   - It's the communication service of the Metropolitan Police Service of London who launched the platform droptheweapons.org and a Youtube chain where they put this interactive video (Level 3)
   - It's the platform Droptheweapons.org / It's the police of London / ... (Level 2)
   - It's the project call "choose a different ending" (Level 1)
   - other answers (Level 0)

2. Identify and formulate hypothesis about author's intentions of the document :
   - Convince young people to don't use weapons and to reduce knife crime rate with a cool and interactive video (that suits to young people's practices) (Level 3)
   - Convince young people to don't use weapons and to reduce knife crime rate (Level 2)
   - Encourage young people to be less violent (Level 1)

- Encourage young people to use knifes and weapons or other incorrect answers (Level 0)

3. Identify and explain the values, representations and stereotypes conveyed in the media (!!! depending on the sequence construct by the trainees)
    - Stereotypes about young people suburbs (les jeunes de banlieues) : in groups, listening to rap music, clothings;
    - Stereotypes about police men/ lawyer : non-violent people, paternal people, heroes, "the good ones", etc;
    - All the people represented in the video are in a "good" or a "bad" category, there isn't "mid-people": there are "the good young people and the bad ones" good young people are kind, smiling, dancing, peaceful, cool people... and the bad ones are aggressive, fighting for no reasons, etc.

➔ Identify the number of possible stereotypes that young people have to notice and make a 4-levels scale starting from the number of possible stereotypes.

Evaluation prototype 4

Prototype abstract

Competence/Dimension: All the analysing competences in Media Literacy

Method: Starting from a presentation of a media, analyse its practices and its contexts responding to some observation questions (according to the evaluated competences)

Scoring method:
1) key words method OR
2) content analysis (by competence)

Scoring indicators:
1) Number of key words found in the answers
2) exhaustiveness of the answer by dimension (ex. for social axis : production context, reception context, role of the media in the society)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of exercise

Question 1

Here is a presentation about the media "snapchat".
http://blog.snapchat.com/post/109302961090/introducing-discover
From this presentation and from what you learned, could you:

1. Speak about uses /practices around this media
2. Speak about abuses of uses, and distinguish safe from risk behaviours in this media
3. Explain social practices about media: interactivity on social networks, fan fiction communities, etc.
4. Explain the presence of this media in your environment (home, street, school)
5. Critically characterize your own media consumption related to this types of media
6. Take aware decisions in this media consumption (in given places and situations)

Question 2

Here is a presentation about the media "snapchat".
http://blog.snapchat.com/post/109302961090/introducing-discover
From this presentation and from what you learned, could you:
1) Recognize some clues linked to media economy in this media

2) Understand and mobilize basic socio-economic structure of the media: the major business and professional media groups

Evaluation method

The evaluation method is exactly the same than in the prototype 5.

Evaluation prototype 5

Prototype abstract

Competence/Dimension: Analysing competences, specifically the navigating and selecting competences

Method: Based on a thematic/topic, trainees have to do some research and select a limited number of documents. They have to:

A. Identify criteria AND
B. Argue these criteria

Scoring method:

A. Number of relevant criteria
B. Justification of the criteria

Scoring indicators:

A. Number of relevant criteria
B. Relevancy of criteria (regarding the task)

Scoring levels: 4-levels scale (0, 1, 2, 3)

Conditions:

-   Same evaluator (and same criteria) for the pre- and post-test
-   Comparable test situation for pre- and post-test

Example of exercise

1) Imagine, you have to search about documents that treat about Mc Donald's products.
2) What are the important criteria for your research? Could you argue these criteria?
3) Starting from your research results, select 5 to 10 media objects.

Evaluation method

A. Number of mobilized criteria

Depending of the competence tested, identify a number of possible criteria that trainees have to mobilize in their selection of documents.

Then, according to the number of criteria, establish a 4-levels scale.

By example, if they are 3 criteria to mobilize :

-   Trainees who mobilize the 3 criteria reach the level 3

- Trainees who mobilize only 2 criteria reach the level 2
- Trainees who mobilize only 1 criterion reach the level 1
- trainees who don't respond to the question (or who don't mobilize a relevant criteria) are at the 0-level.

B. Arguing of the criteria

For he arguing of mobilized criteria, make a global content analyse of the trainees' argumentation (for all of the criteria) and evaluate, on a 4-levels scale, the trainees 'answers based on the relevance, the accuracy, the coherence and the exhaustiveness of their speech

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Evaluation prototype 6

Prototype abstract

Competence/Dimension: Analysing competences, specifically the navigating and classifying competences

Method: Based on a thematic/topic, trainees have to organize a selection documents (relevant and not relevant regarding the topic) They have to:

A. Identify categorisation/classification criteria
B. Argue these criteria

Scoring method:
A. Richness/number of relevant classifications
B. Justification of the used classification

Scoring indicators:
A. "Richness" of the classification (number of criteria in the classification)
B. Relevancy of criteria (regarding the task)

Scoring levels: 4-levels scale (0, 1, 2, 3)

Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of exercise

You will find a set of documents related to unhealthy food products.
1) Could you classify these documents: you can make several classifications.
2) Explain and argue the criteria you used for this (these) classification(s)

List of documents:
- *https://www.youtube.com/watch?v=5reebKp80Rs*
- *http://www.consumerclassroom.eu/*
- *https://www.youtube.com/watch?v=I1Lkyb6SU5U*
- *http://www.latribune.fr/blogs/strategie-marketing-en-1min30/20130711trib000775249/marketing-la-revolution-redbull-.html*
- *http://alexandraleduc.com/content/uploads/2010/09/Malbouffe_corr.pdf*
- *http://www.lemieuxetre.ch/nutriwell/frame_nutriwell_malbouffe.htm*
- *http://www.protegez-vous.ca/sante-et-alimentation/nutella-beurre-epais.html*

- *https://www.youtube.com/watch?v=fURbmHdMF2E*
- *https://www.youtube.com/watch?v=nGRCQn2Af-c*
- *https://www.youtube.com/watch?v=AFyMRV3ROIY*

Evaluation method

C. Number of mobilized criteria

Depending of the competence tested, identify a number of possible criteria that trainees have to mobilize in their categorization of documents.

Then, according to the number of criteria, establish a 4-levels scale.

By example, if there are 3 criteria to mobilize :
- Trainees who mobilize the 3 criteria reach the level 3
- Trainees who mobilize only 2 criteria reach the level 2
- Trainees who mobilize only 1 criterion reach the level 1
- trainees who don't respond to the question (or who don't mobilize the correct criteria) are at the 0-level.

D. Arguing of the criteria

For he arguing of mobilized criteria, make a global content analyse of the trainees' argumentation (for all of the criteria) and evaluate, on a 4-levels scale, the trainees 'answers based on the relevance, the accuracy, the coherence and the exhaustiveness of their arguments.

Evaluation prototype 7

Prototype abstract

Competence/Dimension: producing competence on the didactic axis

Method: pedagogical simulation (free page for responding)

Scoring method:
1. key words method OR
2. content analysis (by competence)

Scoring indicators:
1. Number of key words found in the answers
2. exhaustiveness of the answer by dimension (ex. for social axis : production context, reception context, role of the media in the society)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of exercise

Questions for trainees

"*As a Social Sciences teacher, you are asked to* **carry out a pedagogical activity** *in your third-grade general education classroom (fourteen-year-old students).* **The lesson's topic is advertising for unheatlthy products (Mc Donald's, Red Bull, etc.).** *»* **Please define and explain all the components of your pedagogical activity**

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Evaluation method

For each evaluated competences, trainees receive a level, based on a 4-levels scale.
Evaluation method can be based on a keywords evaluation method, or on a content analysis
by competence. For these two methods, see evaluation prototype 1.

Evaluation prototype 8

Prototype abstract

Competence/Dimension: producing competence on the didactic axis

Method: pedagogical simulation with formatted questions (8 elements)

Scoring method:
1. key words method OR
2. content analysis (by competence)

Scoring indicators:
1. Number of key words found in the answers
2. exhaustiveness of the answer by dimension (ex. for social axis : production context, reception context, role of the media in the society)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of exercise

Questions for trainees

"*As a Social Sciences teacher, you are asked to **carry out a pedagogical activity** in your third-grade general education classroom (fourteen-year-old students). **The lesson's topic is advertising for unheatlthy products (Mc Donald's, Red Bull, etc.). »** Please define and explain all the components of your pedagogical activity*:

- *the diagnosis regarding your students' needs and the scope of the activity* and *your diagnosis technique (i.e. the process that led you to make this diagnosis)*
- *the objectives of the activity*
- *the project's assessment tools*
- *the pedagogies you intend to use*
- *the technical means you intend to use*
- *the human resources you intend to involve in your project*
- *the timing / schedule of the activity*
- *the financial and technical implications of the project.*

Evaluation method

For each evaluated competences, trainees receive a level, based on a 4-levels scale. Evaluation method can be based on a keywords evaluation method, or on a content analysis by competence. For these two methods, see evaluation prototype 1.

Evaluation prototype 9

Prototype abstract

Competence/Dimension: producing competence on the didactic axis

Method: analysing and criticizing an existing pedagogical resource

Scoring method:
1. key words method OR
2. content analysis (by competence)

Scoring indicators:
1. Number of key words found in the answers
2. exhaustiveness of the answer by dimension (ex. for social axis : production context, reception context, role of the media in the society)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of question

Please take a look at this media education activity :

http://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-commercial-97.html

Imagine that you have to describe this activity to a colleague in a few main points, what would you say ?
While presenting this activity to your colleague, you also have to establish a critical aspect of this activity.

Evaluation method

1) Trainees are evaluated on their capacity to point out the main and important aspects of a pedagogical activity. Based on the number of possible aspects they have to point out, establish a 4-levels scale.
2) Trainees are evaluated on their capacity to critically speak about (according to the evaluated competences) :
   - Audience of the activity
   - Objectives of the activity
   - Competences developped in the activity
   - Pedagogies/ Working or learning styles described in the activity
   - Support/ tools needed for the activity
   - Duration
   - Evaluation aspects
   - …

For each aspects that trainees mention in their answers (each evaluated competence), they receive a rate between 0 and 3, based on the key-words method or based on a content analyse of their answers (see Prototype 1)

Evaluation prototype 10

Prototype abstract

Competence/Dimension: producing competence on the didactic axis

Method: Adapting an existing pedagogical resource to a specific (new) situation

Scoring method:
1. key words method OR
2. content analysis (by competence)

Scoring indicators:
1. Number of key words found in the answers
2. exhaustiveness of the answer by dimension (ex. for social axis : production context, reception context, role of the media in the society)

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of question

Please take a look at this media education activity:

http://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-commercial-97.html

Imagine that you have to teach this activity to your classroom, in your national education system. What are the adaptations that you could make to this training scenario?

Evaluation method

Trainees are evaluated on their capacity to treat about (according to the evaluated competences):

- the adaptation of the activity to their national curriculum (national competences framework)

- the adaptation of the activity with a school subject (in secondary school only)
- the adaptation of the activity with their audience
- the adaptation of the activity with their technical means
- Adaptation in the pedagogies used
- ...

For each aspects that trainees mention in their answers (each evaluated competence), they receive a rate between 0 and 3, based on the key-words method or based on a content analyse of their answers (see Prototype 1)

Evaluation prototype 11

Prototype abstract

Competence/Dimension: producing competence – Media Literacy competences

Method: produce a scenario presenting a media about (a subject) to (an audience)

Scoring method: content analysis and evaluation based on a set of criterias

Scoring indicators:
- choice of the media regarding the audience and the objective
- "quality" or/and richness of the synopsis/scenario regarding the audience and the objective

Scoring levels: 4-levels scale (0, 1, 2, 3) build on the evaluated competences

Conditions:
- Same evaluator (and same criteria) for the pre- and post-test
- Comparable test situation for pre- and post-test

Example of question

You have to produce a media to develop awareness related to unhealthy food for children aged 10-12 years old.

1. Choose and justify the media you plan to produce
2. Briefly describe both the content and the form of the media you plan to produce (in max 2 pages)

Evaluation method

Trainees are evaluated on their capacity to integrate in their media production (according to the evaluated competences):

- the adaptation of the media content to the characteristics of the audience and the topic
- the adaptation of the media form to the topic and the audience

Each aspect has to be scored on a scale between 0 and 3

eMEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

APPENDIX 6
France National report

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Centre pour l'Éducation aux Médias et à l'Information (CLEMI)

Output 2 - Competences evaluation report

As a partner of e-Mel consortium, the Clemi proposed four different TS: two of them have been developed and experimented with teachers.

A Module 1 EMI

« L'éducation aux medias d'information, un enjeu citoyen »
«News media education as a citizenship challenge»

This first training scenario focused on news media linked to civic competences specifically in primary education.

1 Training context summary

As this topic is one of the main priorities in European education at the moment, it was decided to involve first primary teachers.

One of the main training objectives was both to prove that media education was a basic topic for primary children and easy to develop in the classroom.

The test group was composed of 3 teachers in initial training, 3 teachers in service training, and four teachers involved in training the trainers. All of them were volunteers.

For the first group in initial training, the scenario had been presented during two hours to a twenty persons group within a global presentation about media education, its objectives and the main activities developed in the classrooms. All the teachers were deeply interested but already involved in heavy workloads. Three of them accepted to test the scenario.

The second and the third part of the group were teachers who proposed immediately to be part of the project in order to develop it in different training and teaching circumstances.

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 :

- Discovering pedagogical uses of media
- Identifying ME concepts and guidelines
- Being aware of media presence in children's life
- Distinguish prior objectives for media education

This unit proposes different activities linked to the different aspects. For example concerning the pedagogical uses, the trainees had to view and analyze short videos presenting diverse classroom activities. For the other sequences, there were 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 :

- Awareness of one's own relationship with media
- Characterize media and media languages
- Get informed by media
- The role of media in society
- Production and publication of media messages

For this unit, the main tasks were 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/analyze/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 works 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 (favorite 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 I n 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 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				

Q4 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				
Q5 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				
Q6 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				
Q7 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				
Q8 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				

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	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
Q3.2	Design/produce media messages in a creative way (contents, forms, planning, budget, dissemination)	3	The process is clear and coherent
		2	Some aspects of the process are missing
		1	Some elements of the process
		0	Nothing about this
Q3.3	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
Q4.1	Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities	3	Different levels are clearly presented
		2	Levels are mostly presented
		1	Just some elements
		0	Nothing about this
Q4.2	Organize time and space in the classroom, using media and new technologies of information and	3	A coherent organization is proposed using new technologies
		2	A coherent organization is proposed

	communication, integrating them into the classroom practices	1	**Just some elements of organization**
		0	**Nothing about this**
Q5.1	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**
Q5.2	Write different genres of media messages	3	**Different genre are evoked**
		2	**Some genre are evoked**
		1	**Just some elements**
		0	**Nothing about this**
Q5.3	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**
Q6.1	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**
Q6.2	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**
Q6.3	Explain and identify the role of professionals in media productions	3	**Clearly addressed in the answer**
		2	**Evoked in the answer**
		1	**Some aspects**
		0	**Nothing about this**
Q7.1	Critically argue a personal opinion about a media content	3	**Clearly addressed**
		2	
		1	**Just evoked**
		0	**Nothing about this**
Q7.2	Develop one's own critical thinking	3	**Clearly addressed**
		2	
		1	**Just evoked**
		0	**Nothing about this**
Q8.1	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**
Q8.2	Organize time and space	3	**Appears clearly in the answer**

	in the classroom, using media and new technologies of information and communication, integrating them into the classroom practices	**2**	**Some aspects are missing**
		1	**Just evoked**
		0	**Nothing about this**
Q8.3	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**

4. Pre and post-test results and analysis

4.1 Presentation of the results.

The full results are presented in appendix 2

The training module was tested by ten persons at the beginning. Seven of them accepted to fulfill the pretest, and only five of them fulfilled the post test.

We observed first that the three ones who were not involved at all in the test were the trainers of trainers. They considered that they were part of the e-learning process and they sent some comments regarding the platform, the different resources and activities but they didn't think they had to experiment the module as trainees. We tried without success to convince them to be part of the whole process. Most of them answered they were too busy.

Concerning the pre test

➤ We observe that four of eight questions don't get "3 level" answers.

Three of this four are linked to the classroom organization in media education activities (here video production).

➤ The worst answers concerned question 2: *"How do you represent the global organization required by this production?"*

We chose two competences linked to the question:

Identify methodological and didactic skills for the design, management delivery and evaluation of educational activities: there were five 0 upon 7

Understand the process for media production projects in classroom: there were four 0 upon 7

➤ The best answers concerned question 3: *"What could be the pedagogical process to produce this kind of documents?"*

The different levels were equally distributed from 0 to 3, even if the last competence linked to the question:" *Read/decode/analyze/deconstruct different media messages according to different criteria"* got four 0 upon 7. It seems to indicate that these trainees didn't link analysis and production activities in their representation of the pedagogical process.

Concerning the post test

➢ We observe that the eight questions got" 3 level" answers, and this time four of eight questions didn't get "0 level" answers.

➢ The worst answers concern two sub competences
In question 6: "Explain and identify the role of professionals in media production".
In question 8: "Articulate media education competences with the contents of the school subjects".
The same sub competence was also part of the question 5 linked to the contents of the school subject. In this context , it got excellent answers.

➢ The best answers concern question 3: ***"What could be the pedagogical process to produce this kind of documents?"*** as a whole with a very good "3level"score and question 6 " ***According to you, what media education objectives are targeted by this work?"*** with exception for the sub competence quoted before.

<u>Concerning the progression</u>

We observe a global positive progression. All the results have a better level in the post test. The most important progressions concerned the answers to the questions

> *Q2 How do you represent the global organization required by this production?*
> *Q3 What could be the pedagogical process to produce this kind of documents?*
> *Q5 What kind of link do you notice between this realization and contents of the school subject for pupils from 9 to 12*
> *Q6 According to you, what media education objectives are targeted by this work?*

These four questions are mostly linked to pedagogical process and organization, the school subjects and media education objectives.
All the topics are tightly linked to trainers' professional identity.

If we consider the competences progression for each trainee who participated both in pre and post tests, we observe considering the answers question by question that two trainees got a very important progression from low to highest level.

4.2 Analysis of the results.

As we notice in the previous paragraph the best competences progressions concern pedagogical process and organization, the school subjects and media education objectives.
 All the topics are tightly linked to trainers' professional identity
We can think that these results are connected to the module by itself. Our first preoccupation was to show that media education in primary school classroom was both possible and essential. The trainers position was considered as central (Unit 1).
The training method lying on presentation of example of good pedagogical practices seems to have produced positive results as it appears in the answers. The other activities, especially in Unit 2 were developed too but the "effects "were not so easy to observe in the questionnaire linked to the video.
It seems that three evaluation areas get good scores: effectiveness, relevance,

sustainability.

The comments freely sent by the trainees are testimonies of this. They speak of great interest, desire for developing these activities and even astonishment for this field they never adressed in initial and even in service training. The trainers were of course convinced of the relevance of this topic.

We should need a new evaluation later to get some data about sustainability and transferability.

4.3 Bias and limitations

There are some questions about the test design:

Was it a good idea to choose the same document for the pre and post tests ?

The results were easier to compare, but at the end in the post test we observe that media education was not enough considered in its diversity.

Some trainees decided not to fill the post test because they didn't understand why the very same activity was proposed.

We observe bad results for specific sub competences. Regarding the module, there was no real contents linked to them.

5. Conclusion

This topic and the way we propose it were received in a very positive way. Media education is now a priority in primary school and lower secondary school. The TS has to be experimented with a larger and designated audience to realy improve its modalities.

B. Module 2 ISM

« Les images scientifiques dans les médias »/ « 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) in in service training.

Unfortunately, it was impossible to organize a dedicated training session at this time, even if we tried many times to do it. It could have been possible but only after October 2016.

We tried to involve secondary teachers participating in a media education session and we presented the e-Mel project and especially this module to require their participation.

After this presentation eleven teachers agreed to be part of this experimentation and registered on the platform but at the end only 3 of them participated and even only two of them took part in the pre test and one took part in the post test. It has been a great problem, and we tried to revive the group several times and to get information to understand what was happening. After having a glance at the module, most of the trainees   became conscious that the complete work would require really twenty hours. At the end of May, they considered that their agenda was unfortunately too busy to do it. Speaking with some trainees, it was also possible to consider some other reasons. (See below)

Even if the participants constitute a very small group, we decided to present the results we collected.

This module required 1.30 hours in face to face. For online or individual work, we observed big differences: 10 to 40 hours. For the trainee spending 40 hours it was a personal choice with the objective to reuse this work in trainings sessions and in the classroom.

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, infography, 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 centers, 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 analyze 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, medias 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, taches
	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,
	2	4-5	

	1	2-3	légendes, dates
	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 activitie*s". 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

4. Pre and post-test results and analysis

4.1 Presentation of the results.

As we explained, we have very few results.

Concerning the pre test :

Only two trainees took part in the pre test and uploaded their mind maps.

The best answers, two level 3, was for the ME competence *"Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)".* The less successful answer with two levels 1 was for the ME competence :"Organize time and space in the classroom, using media and new technologies of information and communication, integrating them into the classroom practice". This aspect has not been taken into account at this stage of the work.

Concerning the post test

Just one trainee uploaded his mind map. The results were very good with eight level 3and two level 2.

It's impossible to conclude anything about this. This trainee was completely involved in the TS and wished to experiment it in order to reuse it for training session and in the school with other colleagues.

Concerning the progression

It's impossible to express anything about the progression

4.2 Analysis of the results.

4.3 Bias and limitations

First of all, interacting with some trainees, we observed that a lot of trainees are feared by digital process : platform, mind maps … Even the registration was a problem. It was a

surprise because most of them were supposed to become trainers and because they had accepted to be part of this experimentation.

For the future we are convinced that we have to organize more face to face sessions. All the production phases have to be accompanied at distance and if possible organized in a way trainees could feel coached and get fast feed- back. Concerning the production they had to provide in Unit 2, we had decided to ask something very easy ; a power point presenting scientific news. We observed that they were not comfortable even with that.

5. Conclusion

If we want to spread that kind of training, even if the contents are pertinent and attractive for the trainees, we need first to comfort them concerning the digital tools. The levels of practices are very different and have to be considered.

Appendix Module EMI
" L'éducation aux médias d'information, un enjeu citoyen »/ introducing news media education as a citizenship challenge »

Appendix 1
Pre and post test

Regardez la vidéo avant de répondre au test (http://www.e-mediaeducationlab.eu/draftfile.php/2910/user/draft/312073700/extrait%20JDD.mp4)

Un court extrait d'un Journal TV réalisé intégralement (technique et contenu) par des enfants de CM1/CM2 (9-11 ans).

Q1 Décrire rapidement la séquence observée.

Q2 Comment vous représentez vous le dispositif mis en place pour cette production ?

Q3 Quelle pourrait être la progression pédagogique mise en œuvre pour aboutir à cette séquence ?

Q4 Quelle pourrait être l'organisation de la classe pour cette séquence ?

Q5 Quels liens faites-vous entre cette réalisation et les programmes du Cycle 3 ?

Q6 Selon vous quels objectifs en termes d'éducation aux médias ce travail vise-t-il ?

Q7 Selon vous quels objectifs en termes d'éducation à la citoyenneté ce travail vise-t-il ?

Q8 Selon vous quelles sont les compétences requises pour l'enseignant permettant de mettre en place une séquence de ce type. ?

Appendix 2 : Full results for the EMI TS evaluation tests
Pre test

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 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/analyse/deconstruct different media messages according to different criteria	++++		++	+
Q4 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	+	+++	+++	
Q5 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	+	++++	+	+
Q6 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	+++++	+	+	
Q7 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	+	+++		+++
Q8 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	+	++++	++	

Post- test

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 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/analyse/deconstruct different media messages according to different criteria	+	+		+++
Q4 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			++++	+
Q5 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			+++	++
Q6 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	++	+	++	
Q7 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		+		++++
Q8 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		++	++	+

Appendix : Module ISM
Les images scientifiques dans les médias/ Images of sciences in the medias
Appendix 1

Pre test presentation for the trainees

Avant de démarrer ce module nous vous proposons de vous livrer à un pré-test afin de faire le point sur vos connaissances et vos perceptions à propos de la thématique traitée.

Dans ce cas précis il vous sera demandé de réaliser une carte mentale ou carte heuristique de la question posée dans l'intitulé : "les images scientifiques dans les médias" dans une logique d'éducation aux médias

Les cartes heuristiques présentent l'avantage de faire un brainstorming libre, d'identifier les éléments importants, d'ordonner ses idées et de préparer la présentation d'un sujet sous différents angles.

Au cours d'étapes suivantes elles peuvent être enrichies, modifiées, etc....

Exemple de Carte mentale : NetPublic - Cartographie des médias en ligne en France (Collégiens de St Sulpice, Tarn)

Tutoriel pour utiliser Framindmap / mindmeister

Vous déposerez votre carte mentale dans la section "rendu pré-test" figurant ci-après

Post test presentation for the trainees

Pour finir ce module nous vous proposons de vous livrer à un post test afin de faire le point sur vos nouvelles connaissances et vos nouvelles perceptions à propos de la thématique traitée.

*Dans ce cas précis il vous sera demandé de réaliser à nouveau une **carte mentale ou carte heuristique** mais la question posée sera celle que vous aurez choisi de traiter en U2-S1*

Tutoriel pour utiliser Framindmap / mindmeister

Vous déposerez votre carte mentale dans la section "rendu post-test" figurant ci-après

Results for ISM tests
Pre test

Does the trainee	Level			
	0	**1**	**2**	**3**
ME competences				
Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)				++
Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students	+			+
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		+	+	
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 practice		++		
ML competences				
Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)	+		+	
Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)		+		+
Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms			+	+
Identify/recognize an author/ a source		+	+	
Other objectives				
Be conscious of the importance of a relevant scientific information				
Develop pleasure and curiosity for sciences				

Key competence	*Level*			
ME competence	**0**	**1**	**2**	**3**
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities		+		+

Post test

Does the trainee	Level			
	0	**1**	**2**	**3**
ME competences				
Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)				+
Use one's own media literacy knowledge (informational, technical and social analysing and producing competences and critical thinking) to teach them to students				+
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				+
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 practice			+	
ML competences				
Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)				+
Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)				+
Distinguish with critical awareness reliable/not reliable information (according to their languages/representations and forms				+
Identify/recognize an author/ a source				+
Other objectives				
Be conscious of the importance of a relevant scientific information				
Develop pleasure and curiosity for sciences				

Key competence	*Level*			
ME competence	*0*	*1*	*2*	*3*
Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities				+

eMEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

APPENDIX 7
Italy National report – Part 1
(TS1 Digital Storytelling as self-representation and social/civic agency)

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Erasmus+

Output 2 - Competences evaluation
Report UNIFI - TS1

1. Training context summary

The TS "Digital Storytelling as self-representation and social/civic agency" has been delivered between September and November 2015 within the context of the course in Educational Technology at the Faculty of Primary School Teachers Education of the University of Florence. More than one hundred students attended the training scenario. Detailed information about trainees are provided in the table below (Tab. 1)

Tab. 1 – Trainees involved and their characteristics (Number of participants = 108; Number of respondents= 95)

Trainees' Group	Number	Age	Gender	Education	Previous online learning experience	ML competences
TS1	**95** *(100%)*	**90 → 21-24 (95%)** **4 → 25 - 28 (4%)** **1 → 34 (1%)**	**95 → F** *(100%)*	**91 → high school degree (96%)** **2 → bachelor (2%)** **2 → master degree (2%)**	**31 (33%) → yes** **64 (67%) → no**	**1 (1%) → Very Low** **33 (35%) → Low** **59 (62%) → Good** **2 (2%) → Very Good**

2. Training scenario summary

The TS aims at enabling trainees to understand and manage the whole process of Digital Storytelling (DS) in educational settings. Here DS is conceived as a potentially powerful mean of self-representation, self-expression and civic/social agency. Hence, the TS is intended specifically to promote creative, media narrative and citizenship skills. The TS relies on a 'learning by doing' approach (or strategy) through which trainees are constantly engaged with individual media production exercises to create a personal DS, as well as with group work to produce collaboratively a social/civic DS. However, the TS combines this active pedagogy with a more informative approach to DS since it includes theoretical insights and information on why and how DS can be used in primary school.
The TS consists of an introduction unit and 4 thematic unit for a total workload of 23 hours.
– Unit 0 - eMel Project context (1h 30min)
– Unit 1 - Introducing Digital Storytelling (3h)
– Unit 2 - Story Writing (2h 30min)

- Unit 3 – Multimedia and Storytelling (3h)
- Unit 4 – Creating a DS in a community of (civic) practices (13h)

The experimentation was mainly carried out online, using the eLab platform. There have been only 4 face-to-face meetings: the initial presentation, the creation of working groups, an extra lesson dedicated to reviewing an analysis exercise and the final meeting to present group products.

3. Pre and post test presentation

3.1 Key competences evaluated

The key competences assessed within the common competences framework are described below.

A] ANALYSING COMPETENCES

Informational axis

Content/thematic

   B 1111 Recognize different types of information brought by media

   B 1112 Produce critical analysis and interpretation of the media content

Languages/representations

   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 11221 Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)

Form

   B 1131 Recognize several media formats available in the media context and the characteristics of each one

Between languages/form

   B 1141 Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)

Social axis

Production context

   B 13111 Identify/recognize an author/ a source

   B 13121 Identify and formulate hypothesis about sender's intentions (commercial, political, environmental intentions, etc.)

Reception context

   B 13211 Understand how important the notion of audience is and identify the different audiences of a media and characterize them (social, cultural and economic issues, age, etc.)

   B 13232 Critically characterize one's own media consumption (reception modes, duration, frequency, simultaneity, involvement)

B] PRODUCING COMPETENCES

Informational axis

 B 201 Design/produce media messages in a creative way (contents, forms, planning, budget, dissemination)

 B 202 Collect, archive and organize data according to different criteria (contents, audiences, periodicity, support, duration etc.)

Languages/representations

 B 21201 Develop expression skills when producing media content

 B 21211 Develop textual/linguistic expression skills (e.g. rhetoric argumentation)

 B 21221 Develop visual expression skills (master the framing and composition to give a coherent meaning to an image)

Form

 B 21301 Communicate ideas through a variety of expressive codes (photography, cinema, multimedia languages, internet, theatre)

Between languages/form

 B 2141 Write different genres of media messages

Social axis

Production context

 B 23111 Enhance and promote one's own media production

 B 23121 Master the framing and composition to give a coherent meaning to the image

Reception context

 B 23211 Produce/write media messages according to specific audiences

C] DIDACTIC COMPETENCES

Analysing competences

 A 1112 Articulate Media Education competences with the contents of the school subjects

 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 1141 Understand advantages and constraints of ICT in the educational process and its transformative potential on how to learn

 A 1151 Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)

 A 1161 Identify the students/pupils media literacy competences to develop

Producing competences

 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

    A 2131 Build relevant evaluation of the student's competences

    A 2132 Build relevant evaluation of teaching and learning (Practices, supports, diagnosis, etc.)

3.2 Evaluation method presentation

We developed a specific test for each area of competence.

Analysis test asks to compare two different videos by answering questions about author, audience and use of multimedia language:

1. Who is/are the author/s of the videos? How do they differ in terms of intentions and in what context were they produced?
2. What are the targets of the videos? How influent was the reference to an audience during the production process in both videos?
3. How have the two stories been represented through the audio-visual language? Please, make some considerations about music, sounds, images, rhythm

Production test asks trainees to develop a multimedia message about a given topic and for a specific audience. In pre-test, trainees have to develop a message for a Twitter campaign against cyberbullying, while in post-test they have to choose the means of communication they prefer to design a communication campaign about correct lifestyles.

In the didactic test, trainees are asked to fully design a pedagogical activity involving their students in a multimedia production activity. Also for this task, topics are given, while the school context changes: for pre-test trainees have to imagine to be teacher in a primary school, while in the post-test they teach in a high school. Students have to define and explain all the components of their pedagogical activity:

- the diagnosis regarding your students' needs in relation to the scope of the activity
- the objectives of the activity
- the project's assessment tools
- the pedagogies you intend to use
- the technical means you intend to use
- the human resources you intend to involve in your project
- the timing / schedule of the activity.

3.3 Scoring method

The pre- and post-test's results have been independently evaluated by two researchers on the basis of a shared rubric which included 9 criteria for the analysis test, 4 criteria for the production test and 7 criteria for the didactic test. For each criterion a score ranging from 0 to 3 could be attributed.

More analytically, the analysis test consisted of the following indicators relating to languages, context of production and reception (Table 2):

Table 2 – Evaluation Rubric for the analysis test

	Does the trainee… ?	Level			
		0	1	2	3
Production context	Identify the author of the two videos				
	Formulate hypothesis about author's intentions of the two videos and compare them				
	Identify and compare the two different socio-cultural production context				
Reception context	Identify the different audiences of these media and characterize them (social, cultural and economic issues, age, etc.)				
	Speak about the potential effect of this media on the different audiences				
	Explain the influence of the audience during the production process				
Languages	Recognize specific genres of a media (digital storytelling, short movie)				
	Explain how data of various types can be represented in sounds and pictures				
	Explain the linguistic structure of media messages in the two videos and recognize different kind of discourses (rhetoric, narrative, argumentative, descriptive)				

For the production tests, provided indicators were related to the content and media forms (Table 3 and 4):

Table 3 – Evaluation Rubric for the production pre-test (Twitter message)

	Does the trainee… ?	Level			
		0	1	2	3
Media content	Adapt media content to the characteristics of the audience				
	Create an original content on the topic				
Media form	Produces a content suitable for the media format given (e. short communication)				
	Effectively uses the media format given to address his audience				

Table 4 – Evaluation Rubric for the production post-test (Communication campaign)

	Does the trainee… ?	Level			
		0	1	2	3
Media content	Adapt media content to the characteristics of the audience				
	Create an original content on the topic				
Media form	Choose an appropriate format according to the characteristics of the argument				
	Choose an appropriate format according to the characteristics of the audience				

Finally, the didactic test included indicators about media education pedagogies, diagnosis and evaluation (Table 5):

Table 5 – Evaluation Rubric for the didactic test

	Does the trainee… ?	Level			
		0	**1**	**2**	**3**
Media Education Pedagogies	Justify his/her pedagogical choices in relation to the classroom audience				
	Identify project's objectives including media literacy objectives				
	Identify the resources necessary to carry out the project, selecting media supports/tools based on pedagogic/educational criteria				
	Explain the organizational aspects (time and costs) taking into account advantages and constraints of ICT in the educational process				
Diagnosis	Identify student's needs in relation to the scope of the activity				
	Identify the students/pupils media literacy competences to develop				
	Explain the diagnosis methods adopted				
Evaluation	Explain the assessment tools adopted to assess students' competences including media literacy competences				
	Explain the assessment tools adopted to evaluate teaching and learning including media literacy knowledges				

Before starting the evaluation, the rubric has been the object of a long process of negotiation: first of all, researchers agreed on the meaning of the indicators, then they evaluated the first twenty tests and returned to discuss on the meaning actually attributed to them during the evaluation process, in order to reach the greatest possible consensus and continue with the evaluation activities. Further exchanges between the evaluators took place by email or in face to face meeting to tackle emerging doubts.

At the end of the analysis, we calculated the Kappa coefficient of Choen to measure the agreement level between the two researchers and the results were positive, revealing a degree of agreement amounting to 0.62 for the pre-test (good agreement) and 0.57 for post-test (moderate agreement).

4. Pre and post test results and analyse

4.1 Presentation of the results

The possible improvement of media literacy competences was detected comparing pre- and post-test results through the Wilcoxon signed-rank test. Though the tests were carried out by all participants, only 85 were considered for statistical analysis since the remaining were incomplete or off topic. Results show an overall improvement of participants' media competences, although it is not homogeneous in the three areas: the analytical competences improved significantly, while media production and teaching competences did not (Table 6). Compared with the trainees responses, the course shown to be effective only for one of the expected area of competence.

Table 6 - Wilcoxon signed-rank test for analysis, production and teaching competences

Criterion	z-value	Mdn (ott)	Mdn (nov)	p-value	r-value

Total	3.7	13.5	16.25	.000*	.40
Analysis	4.91	5.25	8	.000*	.53
Teaching	-0.64	4.5	4.5	.526	
Production	1.76	4.5	4.5	.079	

In the Table 7, results are reported for each parameter used for evaluation. We can observe high improvement in two criteria of the analysis test (Production context 2 and Languages 1) and a medium change for Reception context 1 and 2, but also for criterion Diagnosis 2 in teaching test and Media Form 2 in the production test. Results show also significant worsening such as for criterion Languages 2 (Analytical domain), Media Pedagogies 1 (Teaching domain) and Evaluation 2 (Teaching domain).

Table 2 - Wilcoxon signed-rank test criterion per criterion

Test	Criterion	z-value	Mdn (ott)	Mdn (nov)	p-value	r-value
Analisys	Production context 1	0.54	2	1.75	.587	
	Production context 2	5.97	1	1.5	.000*	.65
	Production context 3	-1.17	0.5	0	.242	
	Reception context 1	3.17	0.5	1	.002**	.34
	Reception context 2	3.17	0.25	0.5	.002**	.34
	Reception context 3	-0.62	0	0	.537	
	Languages 1	7.25	0.5	2	.000*	.79
	Languages 2	-1.97	0.5	0	.049***	-.22
	Languages 3	-0.22	0	0.5	.828	
Teaching	ME Pedagogies 1	-2.07	0	0	.038***	-.23
	ME Pedagogies 2	0.92	1	1	.358	
	ME Pedagogies 3	-0.15	1.5	1	.879	
	ME Pedagogies 4	-0.732	0.5	0.5	.464	
	Diagnosis 1	1.73	0	0.5	.084	
	Diagnosis 2	2.71	0	0	.007**	.30
	Diagnosis 3	.734	0	0	.463	
	Evaluation 1	1.62	0	0	.104	

	Evaluation 2	-5.80	1	0	.000*	-.63
Production	Media Content 1	1.15	1	1	.25	
	Media Content 2	-0.59	0.5	0.5	.552	
	Media Form 1	1.88	1.5	1.5	.06	
	Media Form 2	3.84	1	1	.000*	.42

4.2 Analyse of the results

From the analysis of results it emerges that the training scenario had a significant impact on one competence area, that is media analysis, especially referring to:
- Production context 2: Identify and formulate hypothesis about sender's intentions (commercial, political, environmental intentions, etc.)
- Languages 1: Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses (rhetoric, narrative, argumentative, descriptive)
A positive impact has been registered also for further analytical skills:
- Reception context 1: Understand how important the notion of audience is and identify the different audiences of a media and characterize them (social, cultural and economic issues, age, etc.)
- Reception context 2: Critically characterize one's own media consumption (reception modes, duration, frequency, simultaneity, involvement)
and production skills
- Media Form 2: Choose an appropriate format or use a given format according to the characteristics of the audience
and didactic skills:
- Diagnosis 2: Identify the students/pupils media literacy competences to develop
It is also worth observing that results show significant worsening for one parameter of the analytical area, that is
- Languages 2: Understand/decode/analyse languages specific to pictures and images (e.g. connotation/denotation)
and two parameters of the didactic area, that are
- Media Pedagogies 1: Justify his/her pedagogical choices in relation to the classroom audience
- Evaluation 2: Explain the assessment tools adopted to evaluate teaching and learning including media literacy knowledges

An explanation for these differences in terms of trainees' performance could be that trainees better performed in those areas where they were involved in practical exercises specifically dedicated to the purpose. For example, while in unit 3 trainees had to produce individually an analysis of a selection of images and videos focusing on specific aspects, in unit 2 they received only theoretical content on how to conduct a digital storytelling at school. In other words, when trainees were provided not only with theoretical inputs but also with opportunities to practice, they obtained better results. Therefore, if one wants to improve trainees' skills in the didactic area, more practical exercises on teaching design for media

literacy should be included in the training scenario.

Another consideration refers to the way trainees worked. Almost all the exercises on media analysis were individual exercises, while the activities related to media production were mostly based on group work. To some extent, during the collaborative process of media production, the trainers lost the control over the process since trainees worked through face to face meetings and informal channels of communication such as Whatsapp, Facebook and so on. This made difficult to provide them prompt formative feedback, although intermediate verification were foreseen by the training scenario. This does not necessarily mean that collaborative work had a negative impact on the learning results, but it might be that a higher level of coaching would have better supported students with positive results.

Finally, it is worth observing that in certain areas trainees obtained worst results when compared to the results of the pre-test. As discussed in the next paragraph, it seems that overall trainees perceived the post-test as a mere and unuseful duplicate of the pre-test, whose results would not have influenced the final note. In the following we provide some suggestions to overcome this limitation.

4.3 Bias and limitations

From the analysis of the evaluation tools, some limitations emerged about the design of the test and its delivery. The tests were administered online, students had a deadline of one week for pre-test, while for the post-test the delivery was extended to two weeks.
First of all, it should be noted that the competence tests were quite complex for students, especially for the novelty of issues and activities. Many students said they had no previous experience about media analysis and production, so the compilation of the proofs resulted more demanding than expected, requiring more than one hour. From platform data, it clearly emerges that many students started the test but completed it after hours or even days, because they did not expect such a long work online.
Furthermore, it should be emphasized that the post-test was structured in a manner similar to the pre-test, and this has been interpreted by some students as a repetition, and therefore a loss of time. In addition, we must underline that the tests were part of the activities to be carried out compulsorily for completing the course, but did not contribute to the formation of the final grade: this has probably affected the attention during completion, especially for the final test which overlapped with others academic commitments. These elements thus led us to conclude that trainees performed that final test with less accuracy and engagement.
For a future edition, the evaluation method should be deeply revised as suggested follow:
1. before full administration of the tool, conduct a pilot test with a small group of students to verify the reliability of the test and make sure its understandability;
2. reduce the number of competences tested selecting them in deep relation with the training scenario objectives and activities;
3. simplify the test by reducing the workload to maximum one hour for completion;
4. administer the test during the initial and final face-to-face meetings in order to be sure that all trainees dedicate the same time to the task;
5. immediately evaluate the test results in order to give a feedback to the students about their initial level of competence and their final improvements;
6. better explain (and if necessary recall) the aims of the project to increase trainees' involvement in the testing activities.

5. Conclusion

From the analysis of the evaluation tests, it clearly emerges that acquiring competences in the fields of media literacy and education is a challenging process, which requires a preliminary analysis of trainees' needs and level of background knowledge and skills. Trainees involved in the Italian experimentation had little previous experiences, which might explain the reason why the pre- and post-tests were so demanding for them. They showed also a low level of pedagogical and didactic competences, while they were supposed to be more prepared since they were attending a programme for teachers education. We might assume that, besides their low level of competence in the field of media literacy, they did not pay enough attention to the execution of the tests, especially to the final test, in so far as there was no note influencing the final score of the exam.

As far as the activities proposed during the training scenario are concerned, starting with exercises of media analysis proved to be an effective approach since this provided trainees with the opportunity to practice visual literacy skills that they then applied in the production process. In terms of competences' development, individual exercises were more effective, especially because it was easier for the trainer to monitor the process and give a formative feedback.

In order to improve the training scenario, some changes could be done by:

- adding a specific unit about media education, focusing on how to design and implement a didactic activity through Digital Storytelling at school;

- involving students in propaedeutic production exercises to be carried out individually;

- structuring the group work with periodic review of work and collaboration dynamics, in order to improve the level of coaching and verify that all students are active and involved.

Annexes:
- Pre and post test as they were presented to the trainees
- Results (coding of pre and post test)

eMEL Output 2
• Annex 1 – UNIFI TS1 Evaluation Devices

PROVA ANALISI TS1

Pre-test Exercise

Ti chiediamo di guardare i seguenti video e di comparali rispondendo alle tre domande che trovi nei box sottostanti (risposta aperta, max 10 righe a domanda).

- • Maria Eugenia
- • Colombia's Invisible Crisis

Post-test Exercise

Ti chiediamo di guardare i seguenti video e di comparali rispondendo alle tre domande che trovi nei box sottostanti (risposta aperta, max 10 righe a domanda).

- • Mastercard priceless elephant

Mylligan

1. Chi è/sono l'autore/gli autori dei due video? Quali differenze ci sono in termini di intenzioni e in quale contesto sono stati prodotti i video?

2. Qual è il target dei due video? Durante il processo produttivo, quanto ritieni che sia stato forte il riferimento all'audience?

3. Come è stato utilizzato il linguaggio audiovisivo? Per favore, fai delle considerazioni su immagini, ritmo della narrazione, musica, suoni ecc.

PROVA DIDATTICA TS1

Pre-test Exercise

In qualità di insegnante in una scuola primaria, ti è stato chiesto di preparare una attività pedagogica per la tua classe quinta sulla pubblicità. Il tema che avete deciso di affrontare è quello della salvaguardia dell'ambiente.

Definisci e spiega tutte le scelte della tua attività pedagogica:
- l'analisi dei bisogni della tua classe in relazione all'attività
- gli obiettivi dell'attività
- gli strumenti di valutazione
- le pedagogie a cui fai riferimento
- gli strumenti tecnici a disposizione
- le risorse umane da coinvolgere nel progetto
- le fasi dell'attività
- eventuali implicazioni finanziarie o tecniche

Post-test Exercise
In qualità di insegnante in una scuola secondaria di secondo grado, hai proposto alla tua classe quinta di partecipare a un concorso nazionale sulla sicurezza online, producendo un breve spot con i tuoi studenti. Definisci e spiega tutte le scelte della tua attività pedagogica:

- l'analisi dei bisogni della tua classe in relazione all'attività
- gli obiettivi dell'attività
- gli strumenti di valutazione
- le pedagogie a cui fai riferimento
- gli strumenti tecnici a disposizione
- le risorse umane da coinvolgere nel progetto
- le fasi dell'attività
- eventuali implicazioni finanziarie o tecniche

PROVA PRODUZIONE TS1

Pre-test Question
Devi produrre uno spot online da far circolare attraverso Twitter per far crescere la consapevolezza in merito al tema del cyberbullismo tra i giovani di età compresa tra i 13 e i 18 anni.
- scrivi un breve testo (140 caratteri) sul cyberbullismo
- seleziona un'immagine da pubblicare insieme al testo
(l'immagine può essere copiata nell'editor di testo, inserita cliccando sul tasto immagine in alto a sinistra, allegata come file al compito)

Post-test Question
Devi produrre una campagna di comunicazione rivolta a bambini e ragazzi di età compresa tra i 10 e i 16 anni sui corretti stili di vita.
- scegli il mezzo di cui intendi avvalerti per veicolare la campagna e spiega perché
- descrivi brevemente il contenuto e la forma della campagna
(massimo 30 righe)

eMEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

APPENDIX 8
Italy National report – Part 2
(TS2 Make Map Talking about Arts)

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Output 2 - Competences evaluation
Report UNIFI - TS2

1. Training context summary

The TS "Make Map Talking about Arts" has been delivered between September and November 2015 within the context of the course in Educational Technology at the Faculty of Primary School Teachers Education of the University of Florence. 85 students attended the training scenario. Detailed information about trainees are provided in the table below (Tab. 1)

Tab. 1 - Trainees involved and their characteristics (Number of participants = 85; number of respondents to the pre-survey = 73)

Trainees' Group	Number	Age	Gender	Education	Previous online learning experience	ML competences
TS2	**73** *(100%)*	**67 → 20-24 (92%)** **3 → 25 - 30 (4%)** **3 → +30 (4%)**	**71 (97%) → F** **2 (3%) → M** *(100%)*	**65 → high school degree (89%)** **2 → bachelor (3%)** **6 → master degree (8%)**	**36 (49%) → yes** **37 (51%) → no**	**2 (3%) → Very Low** **31 (42%) → Low** **38 (52%) → Good** **2 (3%) → Very Good**

2. Training scenario summary

The TS aims at improving the capacity to listen to and communicate through audio-languages and developing knowledge and competences in the use of location aware media. The rise of tools like mobile devices provides new opportunities to combine old media literacy practices (e.g., audio-languages) with new literacies linked to geotagging and mobility. The TS relies on a 'learning by doing' approach and, then, provides trainees with examples of educational practices to be analysed and tested. Trainees are engaged with individual exercises to analyse and create audio contents, as well as with group work to produce collaboratively a multimedia map.
The TS consists of an introduction unit and 3 thematic unit for a total workload of 27 hours.
- Unit 0 - eMel Project context (1h 30min)
- Unit 1 - Listen to and record (7h)
- Unit 2 - Geotagging at a glance (4h 30 min)
- Unit 3 – Create your geotagged audio-guides (14h)

The experimentation was mainly carried out online, using the eLab platform. There have been only 4 face-to-face meetings: the initial presentation, a lecture about audio listening and analysis, the creation of working groups and the final meeting to present group products.

3. Pre and post test presentation

3.1 Key competences evaluated

The competences that have been evaluated are described below.

A] ANALYSING COMPETENCES

Informational axis
Content/thematic
B 1111 Recognize different types of information brought by media
B 1112 Produce critical analysis and interpretation of the media content
Languages/representations
B 11211 Understand and explain the linguistic structure of media messages in different media and recognize different kind of discourses (rhetoric, narrative, argumentative, descriptive)
Form
B 1131 Recognize several media formats available in the mediatic context and the characteristics of each one
Between languages/form
B 1141 Recognize different genres of media (press genres, film genres, advertising genres) and explain their characteristics (languages and forms)

Social axis
Production context
B 13111 Identify/recognize an author/ a source
B 13121 Identify and formulate hypothesis about sender's intentions (commercial, political, environmental intentions, etc.)
Reception context
B 13211 Understand how important the notion of audience is and identify the different audiences of a media and characterize them (social, cultural and economic issues, age, etc.)
B 13232 Critically characterize one's own media consumption (reception modes, duration, frequency, simultaneity, involvement)

B] PRODUCING COMPETENCES

Informational axis
B 201 Design/produce media messages in a creative way (contents, forms, planning, budget, dissemination)
B 202 Collect, archive and organize data according to different criteria (contents, audiences, periodicity, support, duration etc.)
Languages/representations
B 21201 Develop expression skills when producing media content
B 21211 Develop textual/linguistic expression skills (e.g. rhetoric argumentation)
Form

B 21301 Communicate ideas through a variety of expressive codes (photography, cinema, multimedia languages, internet, theatre)

Between languages/form

B 2141 Write different genres of media messages

Social axis

Production context

B 23111 Enhance and promote one's own media production

B 23121 Master the framing and composition to give a coherent meaning to the image

Reception context

B 23211 Produce/write media messages according to specific audiences

C] DIDACTIC COMPETENCES

Analysing competences

A 1112 Articulate Media Education competences with the contents of the school subjects

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 1141 Understand advantages and constraints of ICT in the educational process and its transformative potential on how to learn

A 1151 Search, select and evaluate media supports/tools based on pedagogic/educational criteria (suits the best to learning objectives)

A 1161 Identify the students/pupils media literacy competences to develop

Producing competences

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

A 2131 Build relevant evaluation of the student's competences

A 2132 Build relevant evaluation of teaching and learning (Practices, supports, diagnosis, etc.)

3.2 **Evaluation method presentation**

We developed a specific test for each area of competence.

Analysis test asks to compare two different radio transmissions by answering questions about author, audience and use of audio language:

• Who is/are the author/s of the two transmissions? How do they differ in terms of intentions and in what context were they produced?

• What are the audiences of the videos? Can you formulate an hypothesis on the receiving

context and try to characterize the audiences in terms of social, cultural, economic attributes?

- How have been used the audio language? Make considerations on used elements and their effects

Production test asks trainees to develop a multimedia message about a given topic and for a specific audience. In pre-test, trainees had to choose the means of communication they prefer to promote environment safeguarding with teenagers, while in post-test they have develop a message for a Twitter campaign to promote correct lifestyle with young people aged 16-24 years.

In the didactic test, trainees are asked to fully design a pedagogical activity involving their students in a multimedia production activity. Also for this task, topics are given, while the school context changes: for pre-test trainees have to imagine to be teacher in a primary school, while in the post-test they teach in a high school. Students have to define and explain all the components of their pedagogical activity:

- the diagnosis regarding your students' needs in relation to the scope of the activity
- the objectives of the activity
- the project's assessment tools
- the pedagogies you intend to use
- the technical means you intend to use
- the human resources you intend to involve in your project
- the timing / schedule of the activity.

3.3 Scoring method

The pre- and post-test have been independently evaluated by two researchers on the basis of a shared rubric which included 9 criteria for the analysis test, 4 criteria for the production test and 7 criteria for the didactic test. To each of the criteria could be given a score from 0 to 3.

More analytically, the analysis test consisted of the following indicators relative to the context of production and reception (Table 2):

Table 2 – Evaluation Rubric for the analysis test

	Does the trainee… ?	Level			
		0	1	2	3
Production context	Identify the author of the two transmissions				
	Formulate hypothesis about author's intentions of the two audios and compare them				
	Identify and compare the two different socio-cultural production context				

Reception context	Identify the different audiences of these media				
	Characterize audiences with social, cultural and economic attributes				
	Identify and compare reception context and practices				
Languages	Recognize specific genres of a media (radio drama, journalism...)				
	Explain how data of various types can be represented in sounds and music				
	Explain the linguistic structure of media messages in the two audios and recognize different kind of discourses (rhetoric, narrative, argumentative, descriptive)				

For the production test, provided indicators were related to the content and media forms (Table 3 and 4):

Table 3 – Evaluation Rubric for the production pre-test (Communication campaign)

	Does the trainee… ?	Level			
		0	1	2	3
Media content	Adapt media content to the characteristics of the audience				
	Create an original content on the topic				
Media form	Choose an appropriate format according to the characteristics of the argument				
	Choose an appropriate format according to the characteristics of the audience				

Table 4 – Evaluation Rubric for the production post-test (Twitter message)

	Does the trainee… ?	Level			
		0	1	2	3
Media content	Adapt media content to the characteristics of the audience				
	Create an original content on the topic				
Media form	Produce a content suitable for the media format given (e. short communication)				
	Effectively use the media format given to address his audience				

Finally, the didactic test included indicators about media education pedagogies, diagnosis and evaluation (Table 5):

Table 5 – Evaluation Rubric for the didactic test

	Does the trainee… ?	Level			
		0	1	2	3
Media Education Pedagogies	Justify his/her pedagogical choices in relation to the classroom audience				
	Identify project's objectives including media literacy objectives				
	Identify the resources necessary to carry out the project, selecting media supports/tools based on pedagogic/educational criteria				
	Explain the organizational aspects (time and costs) taking into account				

	advantages and constraints of ICT in the educational process				
Diagnosis	Identify student's needs in relation to the scope of the activity				
	Identify the students/pupils media literacy competences to develop				
	Explain the diagnosis methods adopted				
Evaluation	Explain the assessment tools adopted to assess students' competences including media literacy competences				
	Explain the assessment tools adopted to evaluate teaching and learning including media literacy knowledges				

Before evaluation, the rubrics have been subjected to a long process of negotiation: first of all, researchers agreed on the meaning of the indicators, then they evaluated the first twenty tests and returned to discuss on the meaning attributed to them effectively during the assessment process, in order to reach the greatest possible consensus and continue with the evaluation activities. Further exchanges between the evaluators took place by email or in the presence for the doubts emerged during the process.

At the end of the analysis, we calculated the Kappa coefficient of Choen to measure the agreement level between the two researchers and the results were positive, revealing a degree of agreement amounting to 0.62 for the pre-test (good agreement) and 0.57 for post-test (moderate agreement).

4. Pre and post test results and analyse

4.1 Presentation of the results

The possible improvement of media literacy competences was detected comparing pre- and post-test results through the Wilcoxon signed-rank test. Though the tests were carried out by all participants (85), only 77 were considered for statistical analysis since the remaining were incomplete or off topic.

In the following tables, we report the value of the test (z-value), its significance level (p-value; significance level = .05), the median in October and November. When the Wilcoxon test results significant, we also report the effect size (r-value) to determine the measure and direction of the change: positive values indicate an improvement, negative values indicate a worsening.

The Wilcoxon test resulted not significant both for the total pre- and post-test, and for the partials of each competence (Table 6).

Table 6 - Wilcoxon signed-rank test for analysis, production and teaching competences.

Criterion	z-value	Mdn (ott)	Mdn (nov)	p-value	r-value
Total	0.41	21.5	21	.684	
Analysis	1.65	9	9.5	.100	
Teaching	0.60	5.5	6	.553	

| Production | -1.83 | 6.5 | 5.5 | .067 | |

In the Table 7, we report the Wilcoxon test results for each evaluation criterion. We can observe improvement in three criteria of the analysis test (Production context 2, Reception context 1 and Languages 2), and also for criterion Diagnosis 1 in the teaching test. Results show also significant worsening such as for criterion Production context 1 and 3 in the analysis test, and Media Form 2 in the production test.

Table 7 - Wilcoxon signed-rank test criterion per criterion

Test	Criterion	z-value	Mdn (ott)	Mdn (nov)	p-value	r-value
Analisys	Production context 1	-5.15	1.5	0.5	.000*	-.59
	Production context 2	3.54	1.5	2	.000*	.40
	Production context 3	-3.04	0	0	.002**	-.35
	Reception context 1	3.19	1.5	2	.001**	.36
	Reception context 2	1.54	2	2	.123	
	Reception context 3	0.67	0	0	.504	
	Languages 1	0.40	1	1	.668	
	Languages 2	4.98	0	1	.000*	.57
	Languages 3	-1.46	1	1	.145	
Teaching	ME Pedagogies 1	-0.68	1	0.5	.498	
	ME Pedagogies 2	-0.26	1	1	.796	
	ME Pedagogies 3	0.09	1	1	.927	
	ME Pedagogies 4	-1.58	0.5	0.5	.114	
	Diagnosis 1	2.60	0	0.5	.009**	.30
	Diagnosis 2	0.62	0	0	.535	
	Diagnosis 3	-0.64	0	0	.525	
	Evaluation 1	2.41	0.5	0.5	.016	
	Evaluation 2	0.57	1	1	.571	
Production	Media Content 1	-0.68	1.5	1.5	.494	
	Media Content 2	0.55	1	1	.580	
	Media Form 1	0.29	2	2	.776	
	Media Form 2	-5.61	1.5	1	.000*	-.64

4.2 Analyse of the results

From the analysis of results, it clearly emerges that the training scenario have had a positive impact only on some specific skills, mainly related to competences of analysis:
Production context 2 - Formulate hypothesis about author's intentions of the two audios and

compare them

Reception context 1 - Identify the different audiences of these media

Languages 2 - Explain how data of various types can be represented in sounds and music.

We can explain these improvements with the specific activities that the training scenario proposed. Indeed, the first face to face lesson was dedicated to introduce trainees to the audio language through a listening activity and media analysis task. They were asked to listen to four radio broadcasts corresponding to different genres and formats of media product addressing specific audiences (radiodrama/informative/entertainment broadcast; adults/children). For each program, the trainer asked trainees to reflect and discuss on how voice, music and sounds were used to produce meanings and effects on the audience. A similar media analysis exercise was also included in unit 1 (exercise 1 – listening to): trainees worked individually to deepen their understanding of how authors used audio language for their purposes. This probably explains why improvements relates only to some of the evaluation criteria, that is those criteria strictly linked to the exercises the trainees were involved. Indeed, trainees were not directly asked to reflect on specific genres or on reception contexts.

We should also consider that some of these analytical competences have been also improved through the production activity (unit 3) where trainees had to design, record and edit their own audio contents to be geotagged on their map. Many groups succeeded in using appropriately the audio elements, also referring to the characteristics of their audience.

As for the didactic test, findings show very low level of competences, which is very surprising when considering that trainees were students of education. Indeed, it is worth underlining that many students planned their pedagogical activity focussing on the given topic (environment protection, online safety) and not on the involved media education activity. Even if they were asked to realize a spot, trainees did not plan to introduce their students to advertising and multimedia communication, and did not consider media literacy competences as a possible objective of an educational activity.

In the training scenario, unit 2 was completely dedicated to present previous pedagogical experiences with maps and multimedia contents, and trainees where asked to reflect on the pedagogical affordances of technologies used and to evaluate the final productions. Considering the low initial level of didactic competences, we can hypothesize that the exercises proposed in the training scenario were too complex for trainees, and were not effective in terms of developing competences.

As for the production test, only a worsening about the media format criterion was recorded. To explain it, we have to consider that in the pre-test trainees could choose the media they considered more suitable for the given target and topic, while in the post-test they had to use Twitter. From the test, we found a poor knowledge of Twitter features: many trainees did not respect the limit of 140 words, or they did not use any hashtag to spread their communication campaign.

In the training scenario, both individual and group activities of media production were included, but they mainly focussed on audio language, and for the competence test none of the trainees utilized this specific language. We can make the hypothesis that trainees have such a poor experience on media production that they were still not able to transfer production competence from one language to another (from audio to pictures or social media).

4.3 Bias and limitations

From the analysis of the evaluation tools, some limitations emerged about the design of the test and its delivery. The tests were administered online, students had a deadline of one week for pre-test, while for the post-test the delivery was extended to two weeks.

First of all, it should be noted that the competence tests were quite complex for students, especially for the novelty of issues and activities. Many students said they had no previous experience about media analysis and production, so the compilation of the proofs resulted more demanding than expected, requiring more than one hour. From platform data, it clearly emerges that many students started the test but completed it after hours or even days, because they did not expect such a long work online.

Furthermore, it should be emphasized that the post-test was structured in a manner similar to the pre-test, and this has been interpreted by some students as a repetition, and therefore a loss of time. In addition, we must underline that the tests were part of the activities to be carried out compulsorily for completing the course, but did not contribute to the formation of the final grade: this has probably affected the attention during completion, especially for the final test which overlapped with others academic commitments. These elements thus led us to conclude that trainees performed that final test with less accuracy and engagement.

For a future edition, the evaluation method should be deeply revised as suggested follow:

- before full administration of the tool, conduct a pilot test with a small group of students to verify the reliability of the test and make sure its understandability;
- reduce the number of competences tested selecting them in deep relation with the training scenario objectives and activities;
- simplify the test by reducing the workload to maximum one hour for completion;
- administer the test during the initial and final face-to-face meetings in order to be sure that all trainees dedicate the same time to the task;
- immediately evaluate the test results in order to give a feedback to the students about their initial level of competence and their final improvements;
- better explain (and if necessary recall) the aims of the project to increase trainees' involvement in the testing activities.

5. Conclusion

From the analysis of the evaluation tests, it clearly emerges that acquiring competences in the fields of media literacy and education is a challenging process, which requires a preliminary analysis of trainees' needs and level of background knowledge and skills. Trainees involved in the Italian experimentation had little previous experiences, which might explain the reason why the pre- and post-tests were so demanding for them. They showed also a low level of pedagogical and didactic competences, while they were supposed to be more prepared since they were attending a programme for teachers education. We might assume that, besides their low level of competence in the field of media literacy, they did not pay enough attention to the execution of the tests, especially to the final test, in so far as there was no note influencing the final score of the exam.

As far as the activities proposed during the training scenario are concerned, starting with exercises of media analysis proved to be an effective approach since this

provided trainees with the opportunity to practice visual literacy skills that they then applied in the production process. In terms of competences' development, individual exercises were more effective, especially because it was easier for the trainer to monitor the process and give a formative feedback.

In order to improve the training scenario, some changes could be done by:

- adding a specific unit about media education, focusing on how to design and implement a didactic activity using mobile devices at school;

- involving students in propaedeutic production exercises to be carried out individually;

- structuring the group work with periodic review of work and collaboration dynamics, in order to improve the level of coaching and verify that all students are active and involved.

Annexes:
- Pre and post test as they were presented to the trainees
- Results (coding of pre and post test)

eMEL Output 2

Annex 1 – UNIFI TS2 Evaluation Devices

PROVA ANALISI TS2

Pre-test Exercise
Ti chiediamo di ascoltare due trasmissioni audio e di compararle rispondendo alle tre domande che trovi nei riquadri sottostanti (risposta aperta, max 10 righe per ciascuna domanda).
1. Short radiodrama https://soundcloud.com/user546429389/estratto-da-il-giardino-di-gaia-di-massimo-carlotto
2. News program http://podcast.radiopopolare.it/notiziario_18_09_2015_08_30.mp3

Post-test Exercise
Ti chiediamo di ascoltare due trasmissioni audio e di compararle rispondendo alle tre domande che trovi nei riquadri sottostanti (risposta aperta, max 10 righe per ciascuna domanda).
610 - Fiore Calabro
Estratto puntata di Laser del 2 novembre 2015

Chi è/sono l'autore/gli autori delle due trasmissioni? Quali differenze ci sono in termini di intenzioni e di contesto di produzione?

Quali sono le audience delle due trasmissioni? Puoi fare un'ipotesi sul contesto di ricezione e provare a caratterizzare le audiences in termini di differenze sociali, culturali, economiche ecc.?

Come è stato utilizzato il linguaggio audio? Fai delle considerazioni sugli elementi utilizzati e i loro effetti

PROVA DIDATTICA TS2

Pre-Exercise
In qualità di insegnante in una scuola primaria, hai proposto alla tua classe quinta di partecipare a un concorso nazionale sul tema della salvaguardia dell'ambiente, producendo un breve spot con i tuoi studenti.
Definisci e spiega tutte le scelte della tua attività pedagogica:
- l'analisi dei bisogni della tua classe in relazione all'attività
- gli obiettivi dell'attività
- gli strumenti di valutazione
- le pedagogie a cui fai riferimento
- gli strumenti tecnici a disposizione

- le risorse umane da coinvolgere nel progetto
- le fasi dell'attività
- eventuali implicazioni finanziarie o tecniche

Post-Exercise

In qualità di insegnante in una scuola superiore di secondo grado, ti è stato chiesto di preparare una attività pedagogica per la tua classe del secondo anno sulla pubblicità. Il tema che avete deciso di affrontare è quello della sicurezza online.

Definisci e spiega tutte le scelte della tua attività pedagogica:

- l'analisi dei bisogni della tua classe in relazione all'attività
- gli obiettivi dell'attività
- gli strumenti di valutazione
- le pedagogie a cui fai riferimento
- gli strumenti tecnici a disposizione
- le risorse umane da coinvolgere nel progetto
- le fasi dell'attività
- eventuali implicazioni finanziarie o tecniche

PROVA PRODUZIONE TS2

Pre - Question

Devi produrre una campagna di comunicazione online rivolta a giovani di età compresa tra i 13 e i 18 anni sulla salvaguardia dell'ambiente.

- scegli il mezzo di cui intendi avvalerti per veicolare la campagna e spiega perché
- descrivi brevemente il contenuto e la forma della campagna

(massimo 30 righe)

Post - Question

Devi produrre uno spot online da far circolare attraverso Twitter rivolto a giovani di età compresa tra i 16 e i 24 anni sul tema dei corretti stili di vita.

- scrivi un breve testo per lo spot (140 caratteri)
- seleziona un'immagine da pubblicare insieme al testo

eMEL PROJECT – OUTPUT 2
TRANSNATIONAL EVALUATION ANALYSIS REPORT

APPENDIX 9
Portugal National report

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Erasmus+

Output 2

Competences Evaluation

University of Minho

October 2016

COMPETENCES EVALUATION

OUTPUT 2

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Universidade do Minho

October 2016

1 - Training context summary

The two Training Scenarios (TS) initially involved a total of 63 inservice teachers. As 8 gave up during the training process, a total of 55 completed the TS – 25 completed TS1 and 30 completed TS2 (Table 1). Only one teacher participating in TS1 didn't fill in the pre-test.

	TS1	TS2	Total
Teachers enrolled	25	86	111
Teachers selected	28*	35	63
Teachers who gave up	3	5	8
Teachers who completed TS	**25**	**30**	**55**

*Three teachers enrolled on TS2 come to TS1.

Table 1 – Number of teachers by Training Scenario

According to the pre survey, TS1 teachers (N = 27[9]) were mainly women (22) and had an average age of 46. 15 had a Master's degree and 12 a Bachelor's degree. The entire group lectured 16 different subjects, with the most common being Portuguese as Mother Tongue (six answers). On average, these teachers had 21 years of service. Their main activities were teaching in the classroom (from 25, 16 of them have taught for 10 or more years) and working at the school library (from 22, 14 of them have worked there for 5 or more years). Most of them were quite (nine) or very (17) interested in Media Education and 19 declared having previous experience in teaching Media Education. The majority of these teachers believed they had a low (13) or a medium (14) Media Literacy level.

In the same way, TS2 teachers (N = 35) were mostly women (29). The majority (24) had a Master's degree or equivalent and the others had a Bachelor's degree. They lectured 15 different subjects and Portuguese as Mother Tongue was again the most common (14 answers). In general, they were older and had more professional experience, compared to their TS1 colleagues: the mean age was 49 years old (considering the mean year of birth – 1967) and they had on average 24 years of service. As in TS1, their main activities were teaching in classroom (from 31, 25 of them have taught for 10 or more years) and working at the school library (from 25, 20 of them have worked there for 5 or more years). Even if almost all of them (29) had a big interest in Media Education, with the remaining six having a moderate interest, only 18 stated they had previous experience in teaching Media Education. Most of them (27) believed they had an average Media Literacy level.

2. Training scenario summary

Both training scenarios had eight sessions each: two of them face-to-face (the first and the last session) and six online. TS1 theme was **'Understanding the Current World'** and TS2 was entitled **'Media Uses and Audiences in a Digital Environment'**. In spite of being essentially different, they shared a couple of purposes: to understand and to discuss Media Literacy concept and aims and to introduce and analyse the Portuguese Media Education Guidance approved in 2014 by the Portuguese Ministry of Education. In particular, TS1 aimed to increase the understanding of national and international current affairs, encouraging

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[9] 28 teachers were selected but only 27 completed the pre survey. This missing teacher told us later that he/she had given up.

a critical reading of journalism and media news; to promote methods and techniques to address media in school contexts; and to foster better communication environments in schools using school media. TS2 focused on media reception and audiences and it pursued five specific objectives: to address the transformation of media audiences brought about by digital technologies and platforms in order to discuss the dynamics of media consumption; to understand the difference between audience as public and as market/commodity; to identify some main features of each kind of audience: contexts in which audiences are social groups, sharing meanings and participating, and contexts in which they are 'the product'; to analyse how people access and use media in their daily lives, giving especial attention to children and young people's media habits and practices; to debate the new media ecology and the challenges, threats and opportunities faced by individuals and social groups in the new media landscape.

The Tables below sum up the contents and the activities planned for each TS:

SESSION	CONTENTS	DATE	DURATION/ MODALITY
1	– Introducing trainers and trainees (game); – Pre survey; – Pre-test; – Presentation of eMEL project; organization of the TS; – Short introduction to Media Literacy concept and aims.	6/02/2016	4h Face to Face
2	– Media Literacy: contexts and lines of development.	11/02/2016	2h Online (and Forum)
3	– Portuguese Media Education Guidance; – Pedagogical and didactic aspects of Media Education.	18/02/2016	4h Online and synchronous chat
4	– Media access, uses and practices and habits of information consumption.	25/02/2016	3h Online (and Forum)
5	– The construction of reality by media; – How young people are informed about the world (introduction)	4/03/2016	3h Online and synchronous chat
6	– How young people are informed about the world.	10/03/2016	3h Online (and Forum)
7	– How and why to approach current affairs at school; – Participate in school through school media.	15/03/2016	3h Online and synchronous chat
8	– Post-test; – Presentation of school media experiences; – TS qualitative evaluation; – Post survey.	19/03/2016	3h Face to Face

Table 2 - TS1 Contents

ACTIVITIES/ASSIGNMENTS	DATE	DURATION/ MODALITY
1. Watching and analysis of the video 'A Journey to Media Literacy' (EAVI)	11/02/2016	Forum
2. Analysis of the Portuguese Media Education Guidance	18/02/2016	Synchronous chat Written assignment
3. How young people are informed about world current affairs.	25/02/2016 03/03/2016	Synchronous chat Working Group Written summary of the WG

| 4. How to approach current affairs at school | 10/03/2016 | Activity proposal |
| 5. Survey and analysis of school media | 15/03/2016 | Synchronous chat Presentation at final session |

Table 3 - TS1 Portfolio of Activities/Assignments

SESSION	CONTENTS	DATE	DURATION/ MODALITY
1	– Introducing trainers and trainees (game); – Pre survey; – Pre-test; – Presentation of eMEL project; organization of the TS; – Short introduction to Media Literacy concept and aims.	02/04/2016	4h Face to Face
2	– Media Literacy: contexts and lines of development; – Portuguese Media Education Guidance.	07/04/2016	3h Online (and Forum)
3	Publics, audiences and Media Literacy.	14/04/2016	2,5h Online and synchronous chat
4	Media access.	21/04/2016	2,5h Online (and Forum)
5	Media uses and practices.	28/04/2016	3h Online
6	Young people's access to information and daily consumption habits.	05/05/2016	4h Online Working Group
7	How to explore young people media experiences at school.	10/05/2016	3h Online and synchronous chat
8	– Post-test; – Presentation of school media experiences; – TS qualitative evaluation; – Post survey.	14/05/2016	3h Face to Face

Table 4 – TS2 Contents

ACTIVITIES/ASSIGNMENTS	DATE	DURATION/ MODALITY
1. Analysis of the Portuguese Media Education Guidance	11/04/2016	Written assignment
2. Publics and Media Education	14/04/2016	Forum
3. Research work on access to media	21/04/2016	Written assignment
4. Digital Diary: children and young people's media uses and practices	28/04/2016 05/05/2016	Synchronous chat Working Group Written summary of the WG
5. How to explore media practices at school	14/05/2016	Working Group Presentation at final session

Table 5 – TS2 Portfolio of Activities/Assignments

As Tables above show, each training scenario proposed five different activities based on the contents. TS1 activities entailed the carrying out of an individual written assignment and a working group, the elaboration of an activity proposal to explore current affairs at school, and the participation in synchronous chats and forums. The TS2 involved two individual written assignments, a working group (divided into two tasks), and the participation in synchronous and chats and forums.

3. Pre and post-test presentation
3.1 Key competences evaluated
TS1 pre and post-tests sought to evaluate seven different key competences:
1. Develop one's own critical thinking;
2. Search, select and evaluate media supports/tools based on pedagogic/educational criteria (which best suit the learning objectives);
3. Distinguish with critical awareness reliable/non reliable information (according to its languages/representations and forms);
4. Understand key concepts of media culture;
5. Critically identify and understand the values, representations and stereotypes conveyed in a medium;
6. Search, select and evaluate media supports/tools based on pedagogic/educational criteria (which best suit the learning objectives); and
7. Articulate Media Education competences with the contents of the school subjects.

The first question (with two sub-questions) covered the first two competences. The second question (with three sub-questions) tried to evaluate the first, the third, the fourth and the fifth key competences. The third and last question addressed the last three competences.
TS2 pre and post-tests aimed to evaluate six different key competences:
1. Develop one's own critical thinking;
2. Recognize common uses /practices of information technology;
3. Understand the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization);
4. Understand the influence of family cultures on media uses and practices by children and young people;
5. Understand how important the notion of audience is;
6. Articulate Media Education competences with the contents of the school subjects.

Considering just the pre-test, the first of five questions was dedicated to the first three competences. The second sought to evaluate the fifth competence. The third competence was addressed by a pair of exercises: the fourth and the fifth questions. The last question was centred on the sixth competence. Regarding the post-test, the first question also covered the first three key competences. The second question was particularly devoted to the fifth competence and the third question to the third and sixth competences. The fourth and last question aimed to evaluate the fourth key competence.
Considering the six main Media Education and Literacy competences presented in UMinho Output 3, only two weren't evaluated in TS1 pre and post-test (Develop one's own responsible citizenship and Distinguish with critical awareness reliable/non- reliable information [according to its languages/representations and forms]). TS2 pre and post-test

also didn't evaluate two out of the five main competences presented in UMinho Output 3 (Identify the socio-cultural diversity and different media practices of students in order to better support their project [or media education learning] and Understand and explain social practices about media: interactivity on social networks, fan fiction communities, etc.). However, these competences were developed during the two training scenarios.

Detailed diagrams on the questions asked, the competences evaluated and the scoring method used in all pre and post-tests are attached to this Report.

3.2 Evaluation method presentation

For elaborating pre and post-tests questions for each training scenario five broad criteria were followed:

- Criteria for analysing quality media and news;
- Importance and impact of traditional and new media on society and in particular on children's and young people's lives;
- Concepts of public and audience and its importance for media and media education;
- School media (press, radio, TV, blogs…) production and participation in school;
- The application of media and media education in schools.

TS1 pre and post-tests were very similar. They had six questions and sub-questions. The first one was related to school media. Divided into two sub-questions, we started to ask what kind of roles trainees thought this sort of media could perform. Then we moved to the dimensions the learners believed would be most relevant in the conception and production of school media. This question (and its sub-questions) was shared by both pre and post-tests.

The second question was also similar in both pre and post-tests, but it was adapted to the training calendar. It dealt with the first pages of two Portuguese quality papers, therefore they were different in the pre and the post-tests as they weren't from the same day. They were the starting point for three sub-questions. We started by asking for three key ideas originated by the comparison of the two front pages. After this, the trainees had to discuss the criteria they believed were underlying the headlines on each front page. In the final task, the learners had to choose their headline, simulating the editor's job. They were required to justify their options.

In the last question of TS1 pre and post-tests, the trainees had two tasks: after choosing one of two different pieces of news, they had to justify if the subject deserved or not to be addressed in the schools. The journalistic pieces presented weren't the same in the pre and post-tests.

TS2 pre and post-tests had a distinct structure. Considering the pre-test, the first question showed the trainees the notorious Time magazine cover that elected 'YOU' as the person of the year. Teachers had to present two arguments in favour and two against this editorial choice, after reading an extract of the magazine's justification. In the second question, the learners had to present two features that could distinguish two related concepts: audiences and publics. The third question asked the learners to complete a diagram with six relevant variables they believed to influence media uses and consumption. The fourth question presented two different tasks: the trainees had to identify the kind of mediation illustrated in a cartoon and then identify other forms of mediation. Learners had to consider this brief definition of mediation which was provided: mediation as the different ways to manage the relation with media. The fifth and last pre-test question asked the learners to indicate some ways in which schools could exploit the students' media practices and experiences.

The post-test started by providing the trainees with a small introduction to the prosumer

logic granted by spaces like Facebook, which can make ordinary people capable of influencing the traditional media agenda. The learners had to present two arguments in favour and against this idea and to state their own opinion. In the second question, the trainees had to associate a word to the concepts of audience and publics. Then they also had to agree or disagree with three different statements, justifying their option. The statements can be summarized as: the importance of considering publics as a complex, therefore plural, concept; the commercial origin of the notion of audience (as a market sold by media to gain advertising), and the incoherence of public broadcasters that show advertising. The third question presented two antagonistic pieces of news. The first one linked videogames with the increase of violence. The second one dismissed the previous link. The trainees had two tasks: they had to identify the arguments presented in both articles and they also had two indicate a way to address this theme in school with the students. In the last question of the TS2 post-test the trainees had to elaborate two different conclusions based on the analysis of data related to mediation in the family as perceived by children.

3.3 Scoring Method

Two broad criteria to elaborate the scoring method were followed. As the competences of analysis and critical thinking increased, the points related to the questions increased too. The same happened to the complexity of the questions: the ones that were more complex got more points. Every pre and post-test had a total of 20 points to be split by its questions. For more information check the pre and post-tests in attachment.

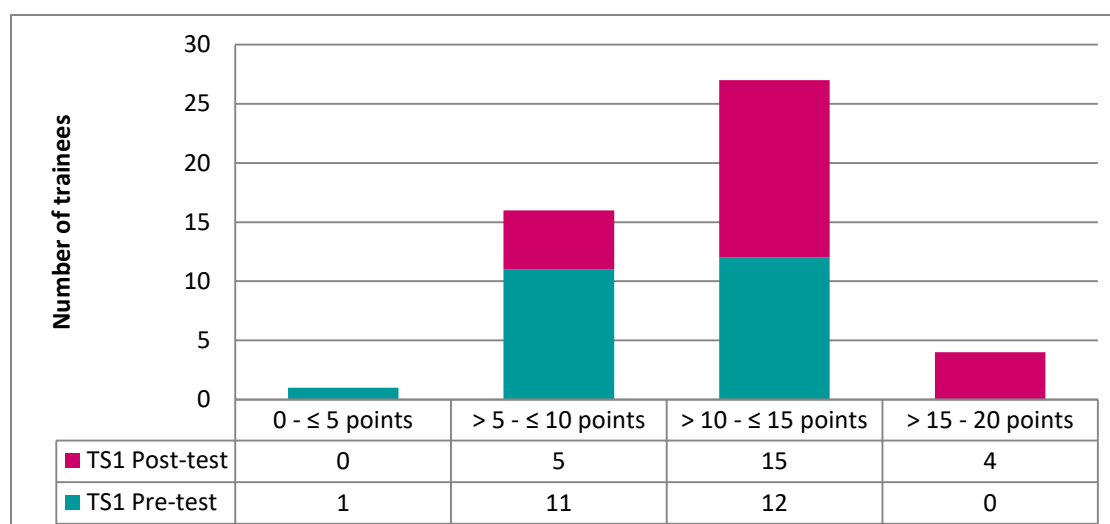## 4. Pre and post-test results and analysis

4.1 Presentation of the results

In both training scenarios a positive progression of the trainees' quantitative outcomes was observed (between the pre ant the post-test). In TS1, the pre-test scores' mean were 10,2 (20 points scale) while in post-test the mean evolved to 12,5 (N=24). Regarding TS2, the mean increased from 12 to 14,3 points (N=30) (Graph 1).
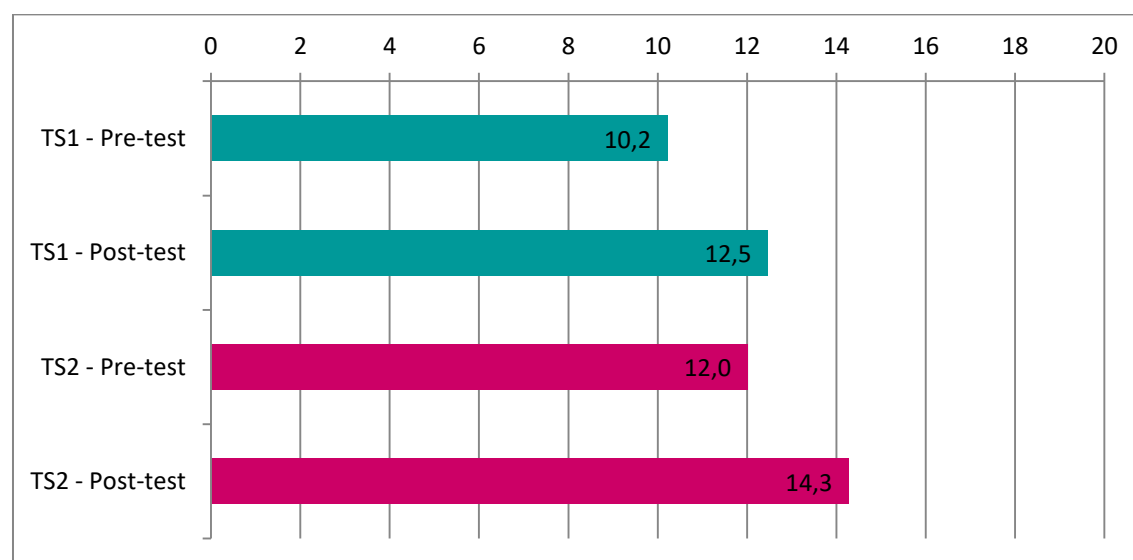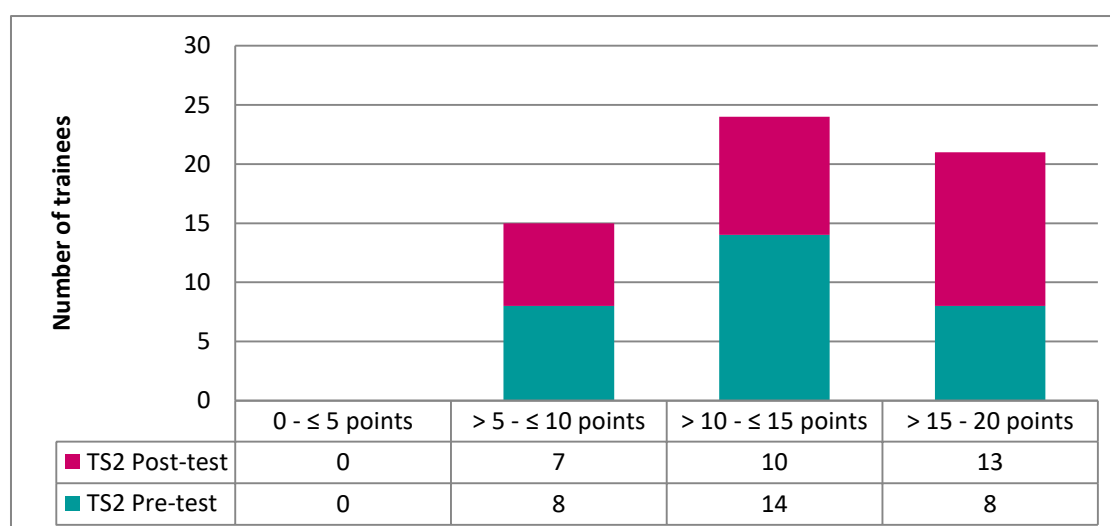

Graph 1 – TS1 and TS2 mean scores (20 points scale)

Graphs 2 and 3 present the points achieved by trainees on a scale of 20 points here represented in 5 point intervals.

	0 - ≤ 5 points	> 5 - ≤ 10 points	> 10 - ≤ 15 points	> 15 - 20 points
■ TS1 Post-test	0	5	15	4
■ TS1 Pre-test	1	11	12	0

Graph 2 - TS1 Trainees' scores and progression

	0 - ≤ 5 points	> 5 - ≤ 10 points	> 10 - ≤ 15 points	> 15 - 20 points
■ TS2 Post-test	0	7	10	13
■ TS2 Pre-test	0	8	14	8

Graph 3 – TS2 Trainees' scores and progression

In TS1, the highest pre-test mark was 15 points and the lowest was just 5. The TS2's best and worst evaluations were 20 and 6 points. Three trainees earned the last mark in this training scenario pre-test. The other grades were achieved once. In the TS1 post-test, 19 points were the maximum and 8 points the minimum and both appeared once. In the TS2 post-test, five trainees had 20 points and two achieved the lowest mark: 8 points.

Considering only the results inferior to 10 points, nine trainees were below this level in TS1 pre-test. In the post-test, this number decreased by seven , with only two trainees having scores below 10: one had 8 and 9 points: the first trainee had 1 point less, when compared to the pre-test mark, and the second one had 4 points more. So, almost all of the trainees (19 out of 24) had better results in the post test compared to the ones got in the pre-test (a growth of 3,11 points in mean). Only three had a lower outcome, but the decrease wasn't big: 1 point in two cases and 3 points in one. Two of them remained above the 10 points mark.

Regarding TS2, everyone who had a grade below 10 points in the pre-test - and they were eight – overcame this line in the post-test. Nevertheless, the post-test registered three marks under 10 points: all of them were at a positive level in the pre-test, but had a drop of 4 and 3,5 points (this last one in two cases). The majority of the trainees had an upgrade of their
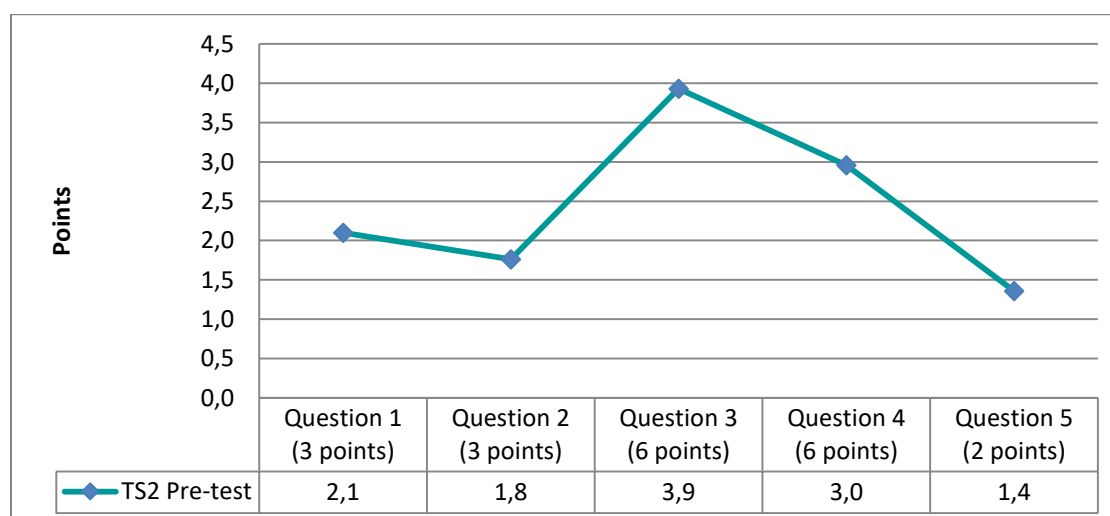
grades (20), with more 4,5 points on average. The remaining ten split in half: five had a lower mark and the other five had the same.

Concerning the questions raised in TS1, it is possible to identify that the third and the last questions are the reason for teachers' progression. This happened for two reasons. First, the results were considerably higher, as the mean of this question was just 2 points (N=24) in the pre-test and 3, 7 (N= 24) in the post-test. Second, the difference between the pre and post-test outcomes in the remaining questions were lower than 0,1 points in question 1, and 0,4, in question 2 (Graph 4). We should also consider the fact that the last question was worth 8 of the 20 points of the evaluating scale.

	Question 1 (4 points)	Question 2 (8 points)	Question 3 (8 points)
TS1 Pre-test	1,7	4,9	2,0
TS1 Post-test	1,8	5,3	3,7
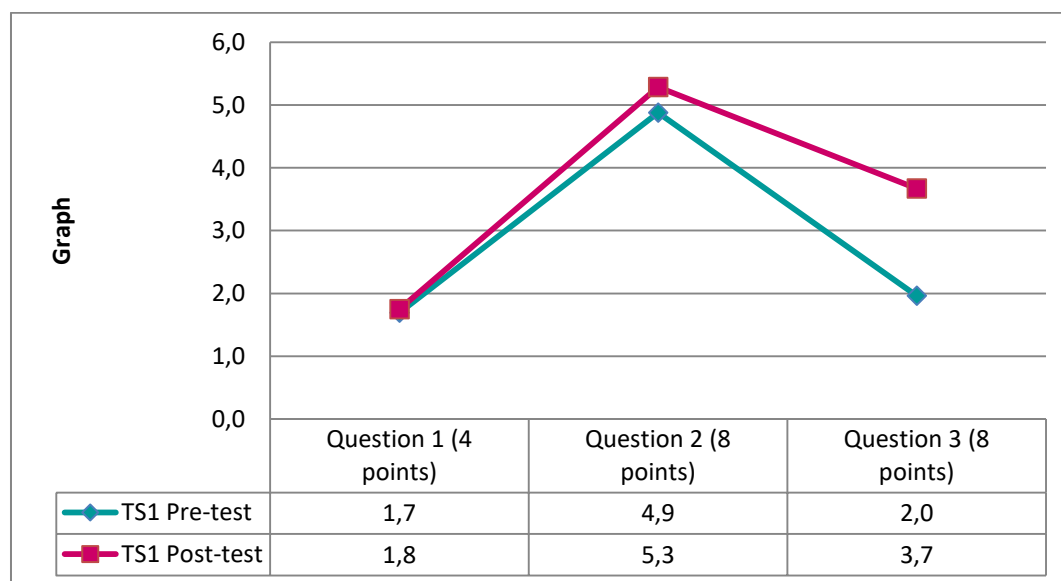
Graph 4 – Mean scores of TS1 pre and post-test questions

As TS2 pre and post-tests were considerably different - the number of questions, their rating, etc. - it is difficult to establish this kind of comparison. But there was, as in the TS1, a general upgrade of the results, as shown below (Graphs 5 and 6).

	Question 1 (3 points)	Question 2 (3 points)	Question 3 (6 points)	Question 4 (6 points)	Question 5 (2 points)
TS2 Pre-test	2,1	1,8	3,9	3,0	1,4

Graph 5 – Mean scores of TS2 pre-test questions

	Question 1 (3 points)	Question 2 (4,5 points)	Question 3 (7,5 points)	Question 4 (5 points)
TS2 Post-test	2,5	3,5	4,7	3,6
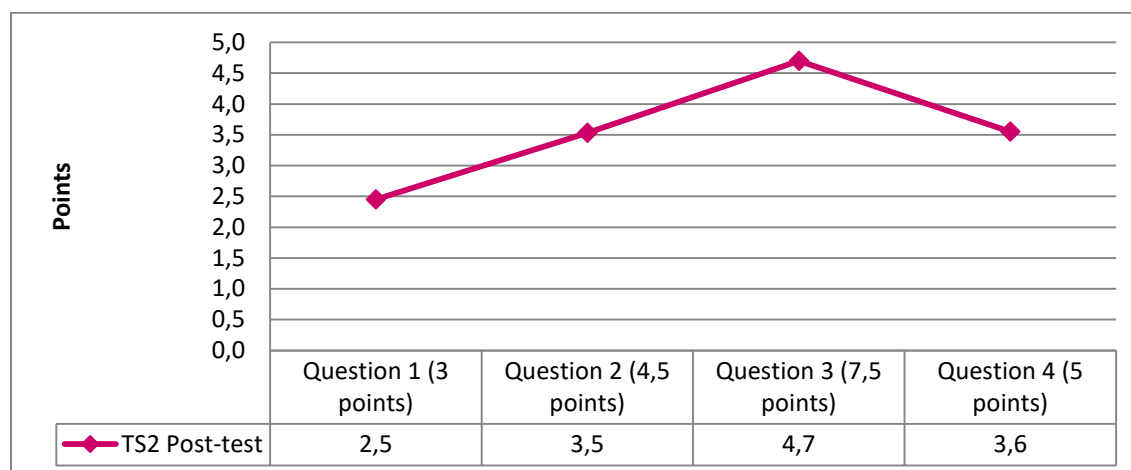
Graph 6 – Mean scores of TS2 post-test questions

In the case of TS2, as mentioned before, it should be analysed in a different way since we can't establish a direct comparison between questions. Anyway it's possible to conclude that the issue of mediation of the media (for instance, parental mediation) was one that registered a significant progression. In pre-test teachers could identify some forms of mediation but they used common sense language and ideas; in post-test the majority were able to use the terms and the concepts addressed in the training and they were able to characterize them. There is no doubt that there was a great evolution in this matter. Another issue that deserves attention concerns question 5 of the pre-test and question 3b of the post-test, both related to presenting proposals to explore media and children's media experiences at school. In the post-test teachers were more accurate in proposing activities, they had more ideas for activities.

The problematic question, both in the pre or post-test concerns the presentation of arguments for and against regarding the topics presented – in the pre-test, the topic was the choice of 'YOU' by the Time Magazine as the person of the year in 2006; in the post-test, trainees were called to reflect on Facebook. In both questions the arguments were very weak, not very reflective, not going beyond common sense knowledge. Of course there were teachers who presented reasoned arguments, but they were the exception rather than the rule. In those cases, it was not the training that made the difference but teacher's personal and professional education and training. Perhaps at this level, online training has been an obstacle to the development of reasoning competences.

4.2 Analysis of the results

Considering the TS1 and the peculiar case of question 3, it was clear there was an evolution on how media, and specifically the schools' media, were viewed by the trainees. The last question of both pre and post tests asked how a news article could be dealt with in schools and with what purposes. Every single trainee said they recognized the importance of the theme, almost all of them were able to present an argument, with varying degrees of sophistication, on how that particular subject could be interesting to their students. However, in the pre-test, this was, in the majority of the answers (15), all we got. This means the media and the articles presented were just an excuse to talk about the subject, being just the starting point to present their views. In those 15 answers, the media and their articles were forgotten the moment they started to write. Only eight trainees mention the usefulness of using the articles presented as a tool to address the subjects with students (through analysis

and debates, mainly). With the post-test, this scenario changed: the last kind of answer became the most common and there were five answers evaluated with the highest rank. It was so because those answers mention the willingness to reflect upon media practices with students and/or to produce some kind of media product based on the articles presented. This is a substantial evolution on trainees' perceptions: after the training scenario, they - the majority, at least - seemed to be more willing to work with media products and, in five cases, to think about or to produce media content, they seemed to be more aware of the importance media can have as a pedagogical tool and as a subject of analysis.

In the remaining two questions of the first training scenario there was a less obvious evolution. Both exercises were more related to specific media concepts, such as news values and media production. Common sense prevailed, as well as brief answers, which made our analyses difficult. Considering, for instance, question 1.2, regarding the dimensions trainees thought to be more relevant in the conception and production of media in schools, most answers in the pre and post-tests pointed to the importance of informing the overall school community and the learning experience the students' participation could become. Those were valid arguments, but they were also far from showing more knowledge on how media works. This conclusion encompasses also the second question and its sub-questions. Using the last one as example, very few arguments were more complex than "because it is the most important for the Portuguese people".

Considering this, we believe the trainees' evolution in the TS1 was interesting in some areas, namely in the way media became a possible subject and tool for their schools activities, and it was less remarkable in others, such as their knowledge of proper concepts of the media field.

In the case of TS2, trainees' experiences, participation and involvement have contributed, in part, to the results achieved. In this group, the discussions were most heated and interesting. Every day they were using the Forum to share ideas and resources related to training. In TS2 there was a greater exchange between trainees, which was very rewarding for them, for trainers and for the Scenario. The results achieved were undoubtedly different among trainees, but in all, even in those who obtained a high score in the pre-test, there is some progress and a better grasp of certain competences in Media Education field.

The least accomplished question is, with no doubt, the one presented first in both scenarios. The argument level is very basic and faltering, which leads us to assume a low level of reflection on media and its role in society and in our lives.

The distinction between the concept of public and audience was well assimilated, although some trainees answered incorrectly, as if they had never discussed the matter. This discussion on the concept of public and its characteristics contributed to understanding the role of Media Education in empowering the public and promoting a participatory culture.

Factors to keep in mind when we plan to study and to analyse children's relationship with media and to identify media mediation forms are the good examples of learning outcomes achieved in this training scenario. Also the questions related to the presentation of proposals to explore media issues at school registered some improvement. For example, in one case, the starting point given to teachers were two pieces of news about videogames, one presenting a perspective against gaming and other offering a viewpoint in favour of the games. All teachers agreed with addressing this topic at school, but some can't give an example of an activity to explore it. Incidentally, this is a good example to talk about two ideas that emerged during the training process:

  – the majority of the proposals presented is in order to protect children and adolescents from the risks of the media. Few suggest activities to empower children and to prepare

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them to deal with media. Media threats and risks are still very present in teachers' discourses (and supposedly in their practices);

– The second idea comes from the first: teachers were participating in a training session related to Media Education but the media are still seen by many as a threat, something that we have to learn to defend ourselves from.

Coming to the end of this point: considering the list of competences presented before, which ones, from our point of view, were the most and the least developed in each TS?

Training Scenario 1	
Competences most developed	**Competences least developed**
– Develop one's own critical thinking; – Search, select and evaluate media supports/tools based on pedagogic/educational criteria (which best suit to the learning objectives); – Critically identify and understand the values, representations and stereotypes conveyed in a medium; – Articulate Media Education competences with the contents of the school subjects.	– Distinguish with critical awareness reliable/non reliable information (according to its languages/representations and forms); – Understand key concepts of media culture.

Training Scenario 2	
Competences most developed	**Competences least developed**
– Develop one's own critical thinking; – Recognize common uses /practices of information technology; – Understand the influence of family cultures on media uses and practices by children and young people; – Understand how important the notion of audience is; – Articulate Media Education competences with the contents of the school subjects.	– Understand the evolution of digital media and their implications in different behaviours (social construction, responsibility and organization).

To conclude, here are some points that the results allow one to highlight:
– There was, as already mentioned, an improvement in the performance of trainees from pre-test to post-test, as far as it is possible to compare. By analysing Graphs 2 and 4, it is possible to observe a shift of the results to values close to very good and even excellent and, accordingly, a significant reduction in lower scores.

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– As it appears evident, there is a significant difference between TS1 and TS2. It does not seem possible to attribute this difference to a single factor, whether the subjective characteristics of the group, the theme addressed, or how the training developed. Probably all factors had a certain weight.

– With regard to competences, the analysis focuses particularly on TS1, since, as stated, the comparison between the pre and post-test of TS2 is not linear. In any case, it is possible to establish a general conclusion: there seems to be a more positive result when it comes to establishing a relationship between media education and its application in school context and contents.

– On the other hand, the appreciation of the development of criticism and the ability to distinguish what is and what is not trustworthy and reliable in the information also seems to have had positive results when comparing the pre and post-test.

4.3 Bias and limitations

When the pre and the post tests were elaborated, we thought that it would be better if some questions were different from the pre to the post test. So, some questions of the post-test were modified. However, after having analysed the two tests we realized that this was not a good strategy. It would have been better to apply the same test before and after the training. Thus, it would have been easier to understand the competences progression. Due to the different versions of the tests, we had some difficulties, mainly in TS2, in evaluating the competences development. This difficulty was aggravated by different scores ascribed to questions that aim to evaluate the same competences. In our opinion these are some aspects that we should pay more attention to in the test design.

With respect to the test implementation, we tried to create a pleasant atmosphere and to mitigate the meaning of the word 'test' but the moment of its implementation (first and last face-to-face sessions) may have generated some tension and created some constraints in trainees. They seemed to be less tense in the post-test than in the pre-test. The latter confronted them with a set of issues that some of them had never discussed before. This should have been a positive aspect, they could have been more confident, but reading some answers we confirmed there was little commitment by some trainees.

Other aspects that deserve mentioning:

- At the beginning of the tests, trainees were informed that what was most important was their knowledge on the subject and that there is no need to search on the Internet. We encouraged them to write what they knew. However, some searched and cited sources; others searched but didn't cite the sources; others wrote based on their knowledge. This created some problems in the tests assessment.

- Pre and post-tests were implemented in the face-to-face sessions but some (few) trainees missed them, so they filled in the pre or the post test at home. They had opportunity to search on the Internet and also to consult notes. This situation can create an imbalance among trainees.

Lastly, a final note to say that this kind of method may not be the most suitable for in-service teachers training.

5. Conclusions

These Training Scenarios followed the Portuguese Media Education Guidance approved by the Ministry of Education in April 2014. Each one explores a theme of the twelve that comprise that Guidance. TS1 and TS2 were a good opportunity to put into practice those Guidelines directed to in-service teachers, from pre-school to secondary school, in the Media Education field. They also represented a challenge to bring attention to something which is still recent and new for teachers in Portugal.

This training process could be analysed from at least two points of view:

1. Its role in sensitizing teachers to the importance of Media Literacy and in developing strategies to bring Media Literacy into the field;

2. Addressing and exploring contents related to media analysis and production with a view to developing Media Literacy competences.

Considering the first point, we consider that it was achieved. The oral evaluation that trainees made in the last face to face session; the testimony left on post-it in that session; the comments in Forums; the assignments they did; the presentations in the final sessions, all give evidence that teachers learned about the importance of promoting Media Education at school and about the crucial role teachers play. When we hear trainees saying "I'll never look at the newspaper produced in my school in the same way" or "I finally realize media can't be left outside school", we quickly realized that the message was received. We don't know what they actually will do in their contexts but they bring something new and sooner or later we expect that they will put it into action.

We are not so optimistic in relation to the second point. First of all, it is necessary to have more time, more hours of training, to digest all the information received and shared. This was a criticism pointed out by trainees and they are absolutely right. The duration of the TS was not to enough to read, to analyse, to discuss and to assimilate the contents. Some teachers were dealing with them for the first time. So as far as the development of specific competences is concerned, we observed progression but not in all trainees and not at the same level. Both TS reveal some cases of trainees that must be analysed in more detail. For instance, teachers more familiar with media education projects are those who not only seem to perform better but are also those who seem to make more progress and reach the learning outcomes.

All in all, as trainers we evaluate these training experiences as very positive. Maybe we have to start by the objectives mentioned in the first point above and, after that, after having sensitized teachers to this area, we have the necessary conditions to proceed to the following objectives. Considering the diversity of trainees' experiences in both TS, the trainers had to invest in preliminary aspects that couldn't be taken as acquired. Given this framework, we tried to cover various dimensions: a) an introduction to Media Education field (concepts, guidelines, policies, methodologies, resources); b) an approach to a theme selected from the 12 topics of the Portuguese Media Education Guidance; c) aspects related to a contextualized application of the learning outcomes, taking into account the institutional dimension (school, group of schools) and the classroom.

It's also important to keep in mind that the training scenarios took place in a challenging context: work on Media Education in Portuguese schools is still incipient or non-existent and most of times teachers confuse media with technology and Media Education with Educational Technology. There is therefore a long way to go and the Outputs of eMEL project can make an important contribution.

The two Training Scenarios were accredited by the Portuguese Scientific and Pedagogical Council of in Service Training. Once the trainers were accredited by this Council, they submitted the two courses for accreditation, so teachers could receive credits for their

professional career (although the progression has been frozen for years). It was not a mandatory process; teachers who wanted to get the credits needed to register. They had also to do some assignments which were assessed by trainers. After that, they received a Certificate with the correspondent grade. All the participants in TS1 and TS2 signed up to receive the training credits.