

Teachers Perceptions on their role in Digital Media Education when integrating technology in their class

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French-speaking Belgian context

- Great evolution of education through the reform “Pact for excellence in education”
 - ◆ New common curriculum for K-3 to K-15
 - a specific focus on **digital literacy** education based on the European framework on digital skills (DigComp 2.0)
 - ◆ The integration of digital technologies into educational practices is also considered a major challenge (digital strategy for education, 2019)
- Media literacy at school today
 - ◆ Political discourse supports the development of **media literacy**
 - ◆ No formal media literacy education in schools and in the new curriculum
 - ◆ No formal teacher training, only 20h/3 years in some initial teacher training
 - ◆ Master's degree in media literacy education, no recognition in status

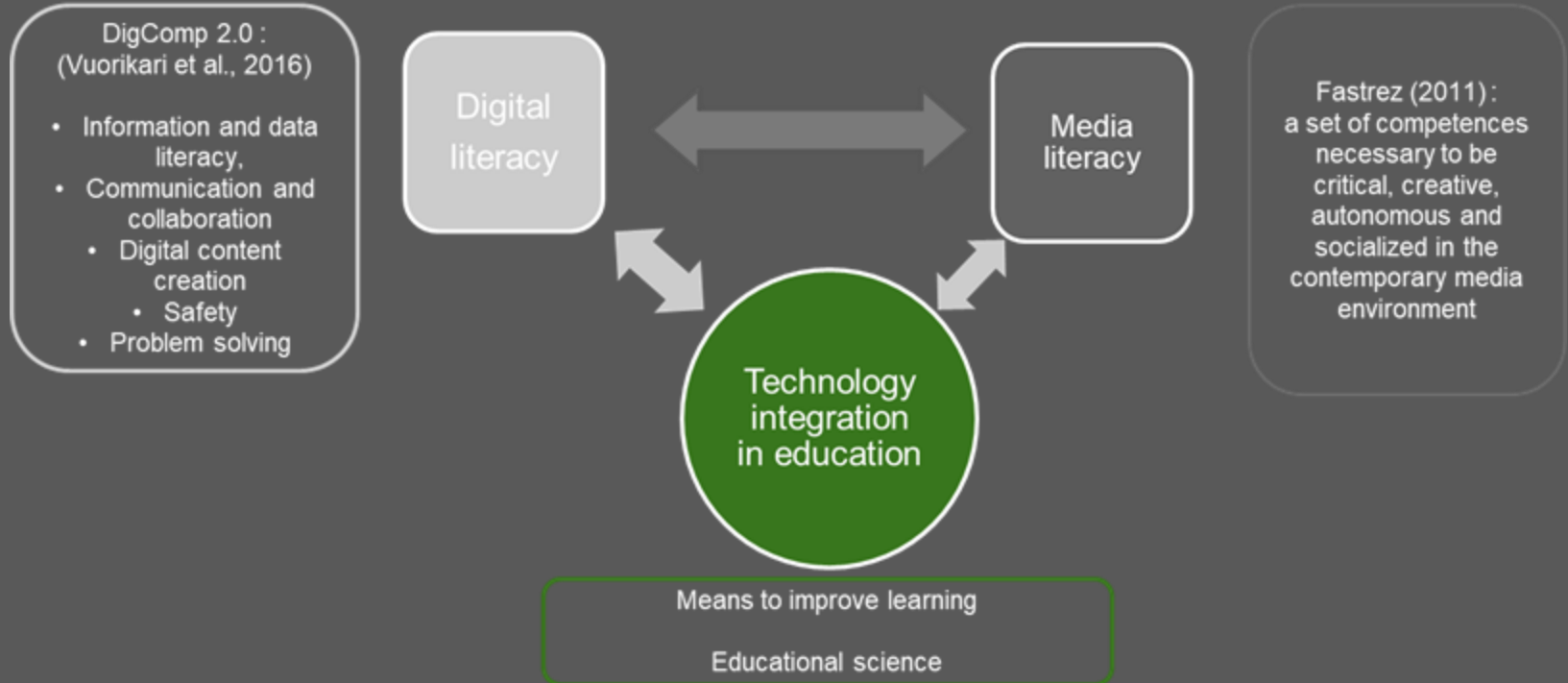
Research question

What are the teachers' representations and practices on the development of students' digital media literacy when introducing digital tools in their classroom ?

First research objective:

I **identify** the main issues from the **exploration** of teachers' representations and declared practices

Technology integration and digital media literacy



Method

Online semi-structured interviews

4 teachers in primary school (Y6-12)

- Presentation of a sequence of digital uses in their class
- Questioning their relationship to digital and media literacy

Content analysis

- Mainly inductive and comprehensive approach
- Based on thematic from interviewees' discourse (Lejeune, 2019)

Results

Léa

Profile (school and teacher)	Digital practices in class
• Students: 8-12 years old • No internet connexion • Tools : interactive whiteboard, computer equipped with speakers • Self confidence : should be trained	• Limited use of interactive whiteboard • Students don't use digital media • Targeted disciplinary competences • Relevancy - pedagogical added value
Discourses on digital media literacy practices	Representations on digital media literacy
• Doesn't develop digital competences • Exploitation of the media instead of education • Missed opportunities	• Not her role <-> a necessity at school • Parallel with citizenship education • Need to have a list of competences

Results

Olivia

Profile (school and teacher)

- Students : 8-9 years old
- No internet connexion
- Tools : interactive whiteboard

Digital practices in class

- Limited use of interactive whiteboard
- Students use a little bit digital technology
- DigComp : low diversity (1)
- Objective : making learning fun
- Digital technologies used with fun and an trial & error method

Discourses on digital media literacy practices

- Objective : show different uses than private ones
- Not transferable class practice

Representations on digital media literacy

- Not the role of the school
- Competences to develop alone at home
- Disagree with moralizing speeches

Results

Tom

Profile (school and teacher)	Digital practices in class
• Students : 9-10 years old • No internet connexion • Tools : interactive whiteboard, computer • Self-confidence : low	• Limited use of interactive whiteboard → describes its use as “very basic” • Students use digital technology • DigComp : low diversity (2) • Relevancy - pedagogical added value
Discourses on digital media literacy practices	Representations on digital media literacy
• Thinks that he doesn't develop digital competences • Focused on technical dimensions • Safety moralizing discourses	• A necessity at school • Ambivalent discourses : no help at home vs need to ask parents when using digital technologies

Results

Yann

Profile (school and teacher)

- Student : 10-11 years old
- Tools : tablets, projector, internet connexion
- Self-confidence : geek

Digital practices in class

- Contextualised technology integration, in the daily life of the class.
- Students use digital technology
- DigComp : high diversity (6)

Discourses on digital media literacy practices

- Mediatic competences in the targeted competences of the lessons
- Implicit, contextualized and spontaneous practices
- Question the practices in a transversal and spontaneous way

Representations on digital media literacy

- A necessity at school
- Disagree with moralizing speeches
- Experiencing digital media literacy instead of theorising about it

Discussion

Profile and digital practices in class

- **Teachers without an internet connexion and low diversity of digital skills mobilized.**
 - Are materials constraints a barrier to media literacy education at school ?
- **High self-confidence and implicit, contextualized, natural and spontaneous practices**
 - Is there a link between teacher self-efficacy beliefs and teaching practices (Poulou, Reddy & Dudek, 2019) ?
 - Could training help to be more confident in media literacy education ?

Discussion

Discourses on digital media literacy practices

- “Exploitation of the media”
 - The media is viewed as a tool, without critical approach to the media (Funk, Kellner and Share, 2016).
 - Technical learning
- Willing to **show different uses**
 - Digital media used with purpose digital media literacy purpose.
- Reflection about the **transfer** in “non school” context
 - Could the possibility of a transfer be a prerequisite for digital media education
- Awareness of digital media education

Representations on digital media literacy

- Different representations of the way of doing digital media education
 - Need to consider the representations.

Limits

Exploratory research based on a very limited number of interviews

- but there is a variety of profiles
- identify the logics to be studied in greater depth rather than aiming at representativeness.

Interview guide based on teachers' definition of students' digital media **competencies**

- the difficulty of understanding the question is a result in itself.

Conclusion

- Importance of the way teachers conceive digital media literacy education and the place they give it in their digital teaching practices
 - **Go further: deepen the analysis of these representations**
- Going beyond the competency-based approach to understand what is really at stake in digital media literacy at school
 - **See "in the wild"**
- Approach situated in the school context
 - **How do students connect what they do at school and at home with the digital media?**

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