

Methodological Reflections on Observing the (Co-)Construction of (Dis)information Literacy Through Interactions Between Adolescents and Journalists



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General Context

- Three initiatives in media and information literacy
 - Focus on encountering (secondary) classes
 - Journalists and journalism in the center of the process
 - Workshops reflecting on media and information
- Work together in an European project (EDMO BELUX):
 - Focus on disinformation mitigation
 - Want to « evaluate » their practices
 - Hired a researcher to design the methodology of this evaluation



JEC - AJP



Belgium-Luxembourg
Digital Media and
Disinformation Observatory

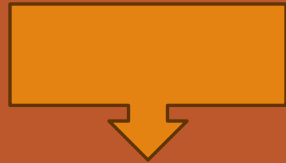


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First: define the objectives

- **Common understanding and area of interest for the partners:**

- Participants' attitudes, representations and perceptions towards journalism and information ;
- Functioning of pedagogical settings in workshops



- **Research questions :**

- 1) What are the social interactions between the different agents during educational media education workshops for teenagers?
- 2) What knowledge about information is mobilized during these social interactions?



Methodological design process

- Respond to the research objectives
- Accessible and usable
- Responding to constraints and demands (time, not scholars, framework, etc.)

Theoretical Anchors

- Knowledge co-construction happens **through social interaction** (Valdivia-Barrios et al., 2018)
- Media literacy = social process linked to adolescents' development (Pfaff-Rüdiger & Riesmeyer, 2016)
- Observation must cover multiple domains:
 - Emotional & relational
 - Pedagogical
 - Didactic-epistemic (Altet, 2017)



Methodological Design

- 1. Mostly through observation**
- 2. Participatory approach**

Observation Method

Social interactions + context		
Context		
Pedagogical activities		
Interaction		
Potential	effects	on
knowledge		

Mobilized knowledge
Nature of information
Actors of information
Production process of information
Production context of information
Mediatization of information
Reception, reactions and usage of information
Information content

- Non-participant, semi-structured observation (Clark et al., 2009)
- Focus:
 - Social interactions
 - Mobilized knowledge
- Grid designed to capture micro-level dynamics
- Complements possible (short interviews, focus groups, etc.)

Participatory approach

Participatory aim:

- Practitioners reflect on their own practice
- Co-construction of knowledge about literacy interventions

Accessibility and flexibility of the methodology and tools

- Response to potential difficulties or changes
- Variety of approach of note taking

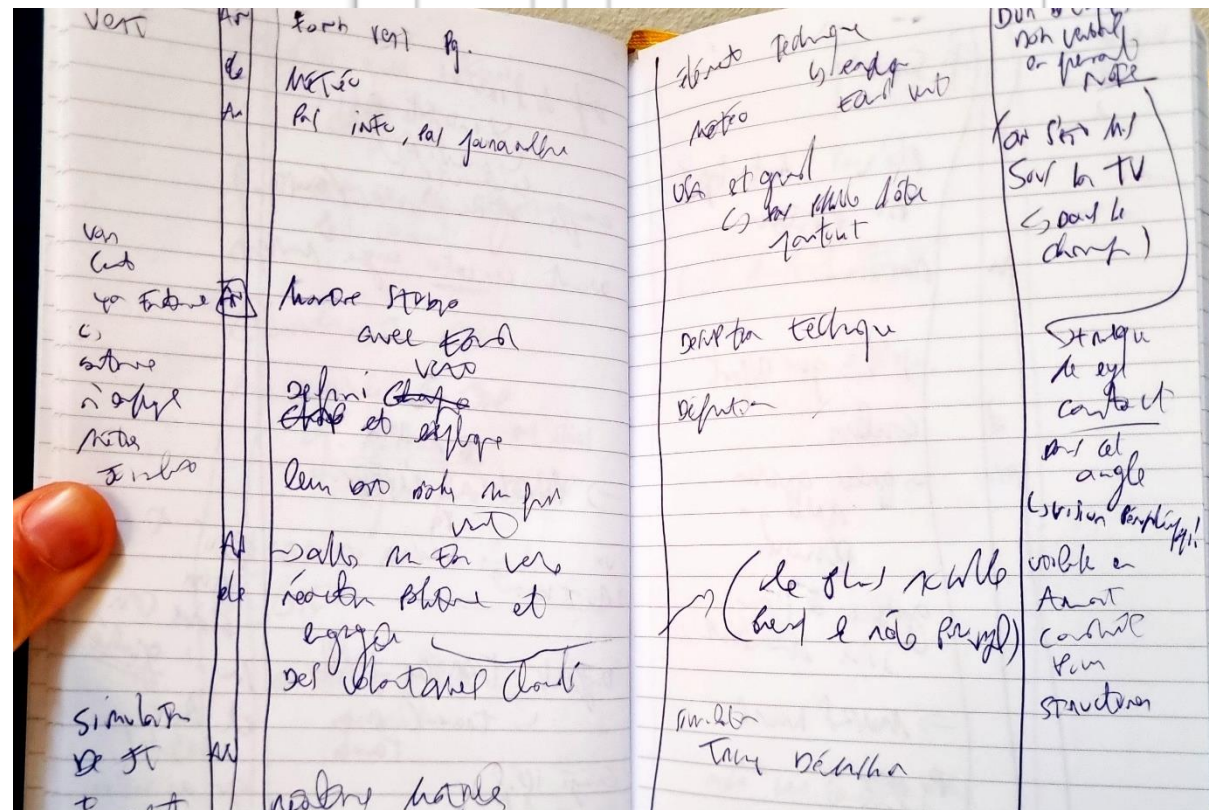
Research process vulgarization and appropriation

- Vulgarization of the solicited literature
- Explanation of the whole process of research and their (potential) role

Support :

- Guide (what to observe, how to prepare, how to observe, how to gather and analyze data)
- Training, follow-up

Activité	Type d'interaction	De	Vers	Description de l'interaction	Effets sur	Catégorie connaissance	Description connaissance	Commentaire
Présentation des définitions clés								
	discussion unidirectionnelle	Animateur	Elève(s)	uniquement les lieux populaires et susceptibles de recevoir par cum				



Conclusions: Fitting Methodology ?

- The “hard way”
- Effects on the participants (?)
- Waiting for the results..

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