

Do future media educators increase their media literacy and media education competences during their curriculum?

Camille Tilleul

Université catholique de Louvain

camille.tilleul@uclouvain.be

Institutional context

1. Empirical evaluation
2. Part of a **scientific tutoring**
from a new Master's degree

3. The logo for the Brussels School of Journalism & Communication (IHECS). It features the text "BRUSSELS SCHOOL" in a light blue sans-serif font above the acronym "IHECS" in a large, bold, dark blue sans-serif font. Below the acronym, the words "Journalism & Communication" are written in a smaller, dark blue sans-serif font.
Journalism & Communication

Presentation plan

1. Theoretical framework
2. Assessment method
3. Results of the two first tests

1. Theoretical framework

Media Literacy and Media Education

Media literacy

- A set of **themes or transversal key concepts** that can be **applied across a wide range of media**, to be mastered by individuals
- A **set of competences to be developed by them**. In this second approach, common definitions include the ability to 'access', 'analyze and evaluate', and either 'communicate' or 'create' media messages

Media education

- A set of activities implemented to develop competences in media literacy
- Ability to design and implement efficient media education initiatives

2. Assessment method

Final report of the year
Conclusions and
recommandations for
the next year

Transversal Tests 1

Analysis of
transversal tests'
results

September

October to
December

July and
Augustus

Analysis of
transversal tests'
results

Interviews with
teachers of first
semester

January

Transversal Tests 2
and interviews
with students

June

February

First intermediate
report

March to
April

Mei

Interviews with
teachers of second
semester

Firsts tests

September 2013 and June 2014

- 13 students
- 2 hours
- 5 tasks
- recorded on Morae
-

First task

(media education competences)

Instructions to the students :

"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 'avatar education**, or how to design one's image on social networks'. **Please define and justify :**

- the diagnosis regarding your students' needs and the scope of the activity
- 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. "

First task

(media education competences)

Evaluation method :

- Task instructions specified different dimensions explicitly.
- A rating between 0 and 2 was assigned to each student's answer

Four next tasks

Media literacy competences

	Informational	Technical	Social
Navigating			
Reading			
Organizing			
Writing			

A matrix of media literacy competences (Fastrez and De Smedt, 2012)

Four next tasks

(navigating, reading, organizing and writing competences)

	Informational	Technical	Social
Navigating	Students were asked to browse a database and select five to ten documents that seemed most relevant to be used as part of their activity		
Reading	Students had to read and explain the various possible comparisons between two documents.		
Organizing	Students were asked to organize documents from the database by using different criteria		
Writing	Students had to imagine a media in response to a specific situation and describe the design choices		

A matrix of media literacy competences (Fastrez and De Smedt, 2012)

Four next tasks

Dimensions

Informational Dimension	Technical dimension	Social dimension
• topic of the document • languages and representations • form of the document	• techniques used to produce the document • technical qualities of the document	• author(s) of the document • intentions of the author(s) • intended audience(s) of the document • potential effect(s) of the document.

Four next tasks

Evaluation method

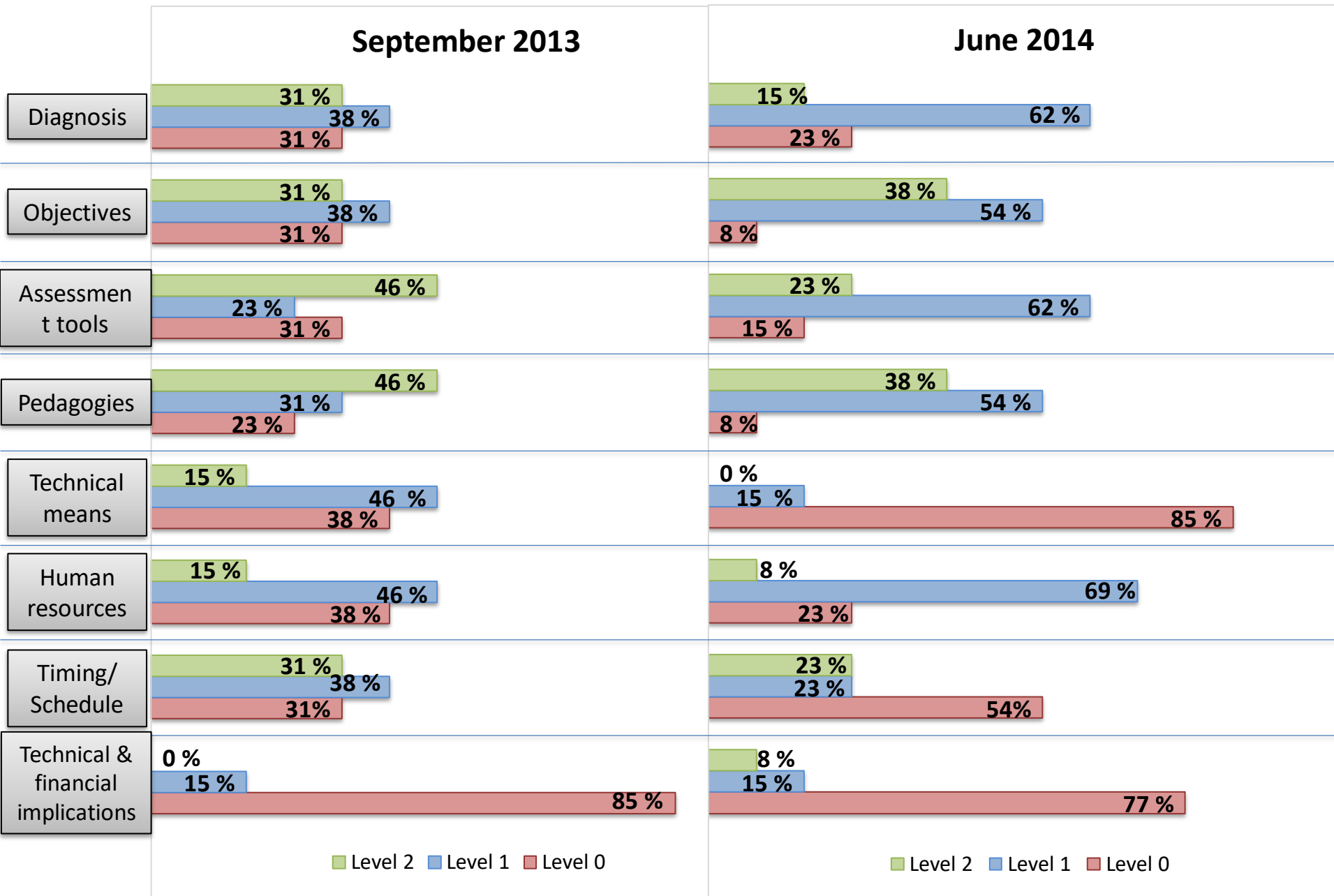
Rating	Rationale
2	The student's spontaneous answer includes the dimension , and treats it thoroughly, accurately, and consistently with the other dimensions
1	The student's spontaneous answer includes the dimension, but treats it only partially or is inconsistent with respect to the other dimensions; or the student considers the dimension only after being prompted by the interviewer .
0	The student is unable to consider the dimension even after being asked to do so.

3. Results

First findings

- Results show an increase in the students' competences
- No significant difference between the students' profiles

Media education competences



Informational dimension

September 2013

Level 2 Level 1 Level 0

Topic

73%

19 %

8 %

Languages,
representations

17 %

46 %

37 %

Form

58 %

36 %

6 %

June 2014

Level 2 Level 1 Level 0

90%

10 %

0 %

40 %

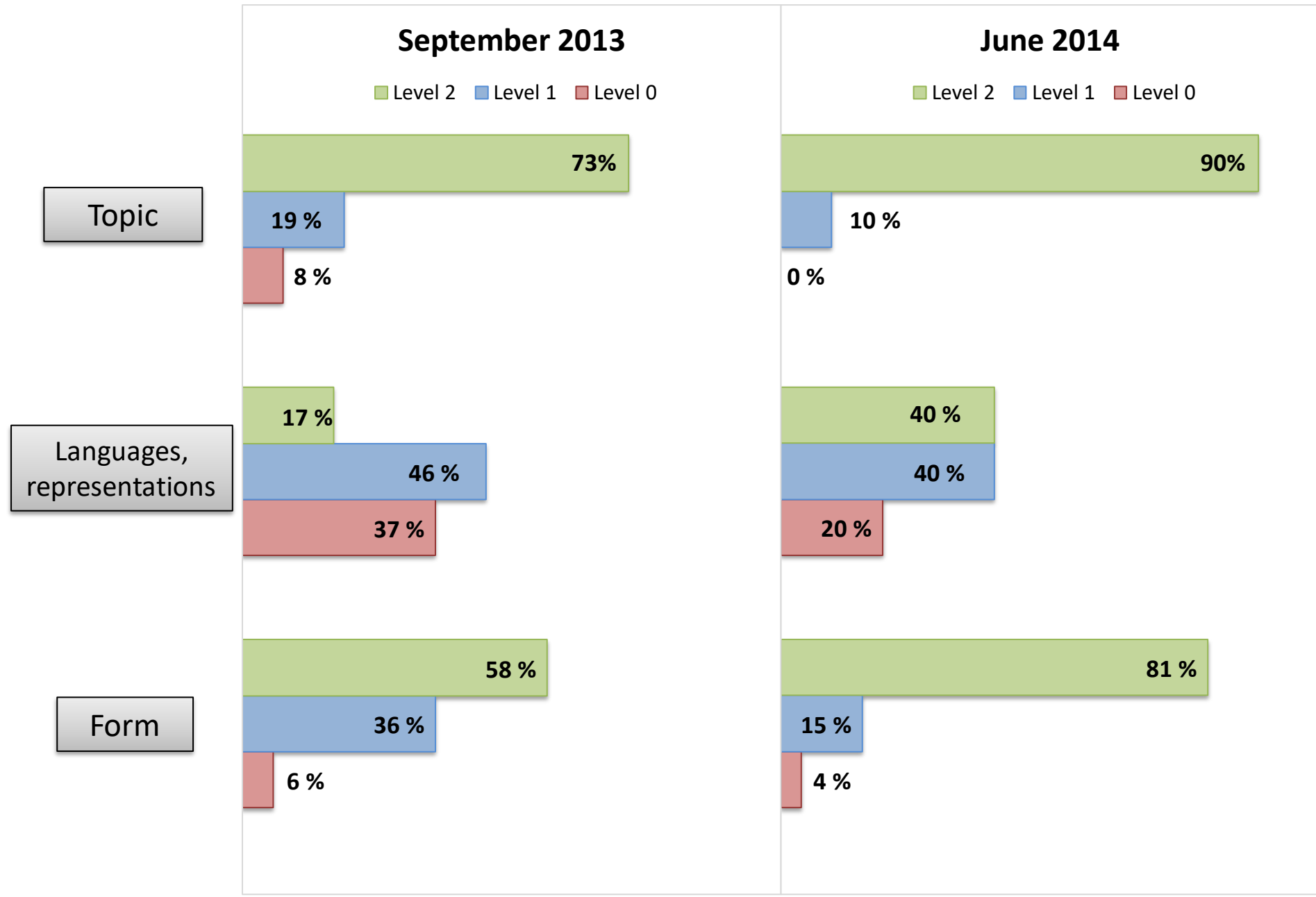
40 %

20 %

81 %

15 %

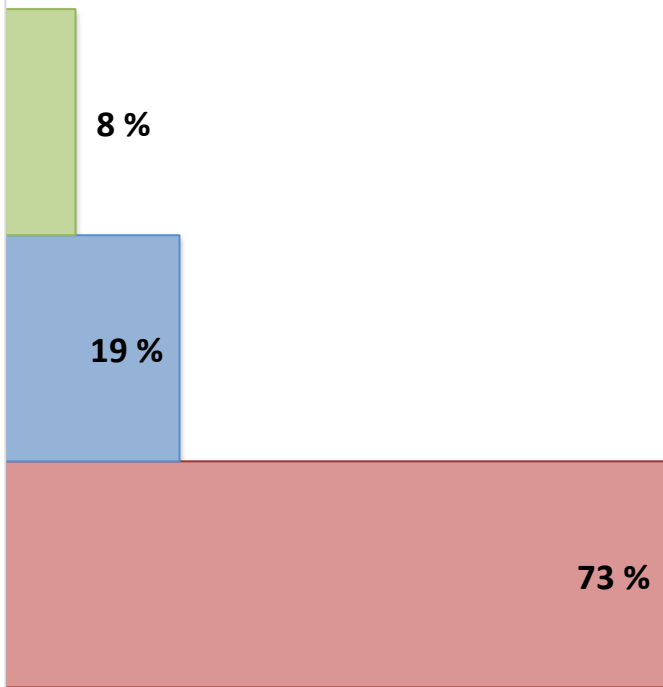
4 %



Technical dimension

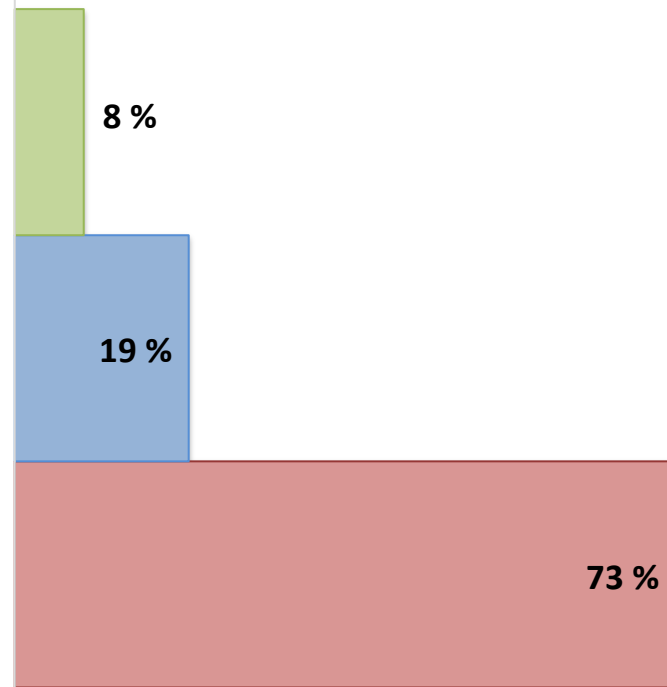
September 2013

Level 2 Level 1 Level 0



June 2014

Level 2 Level 1 Level 0

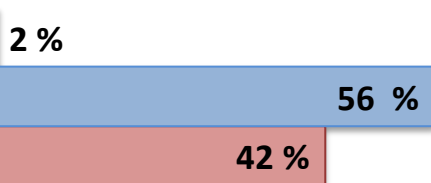


Social dimension

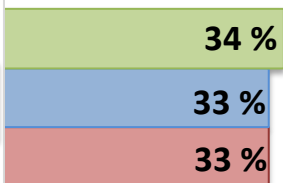
September 2013

Level 2 Level 1 Level 0

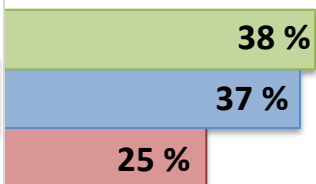
Authors



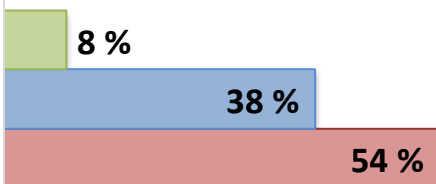
Intentions



Audiences

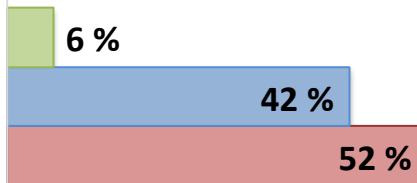
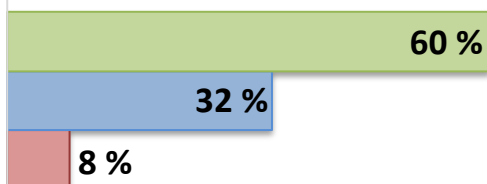
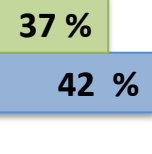


Effects



June 2014

Level 2 Level 1 Level 0



Conclusion

- Limited progress in the media education competences
- favorable development of the student's competences in media literacy...
- ... except in the technical dimension

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catholique
de Louvain

Thank you for your attention!

Camille Tilleul
camilletilleul@uclouvain.be

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