



Assessing in-service teacher training in MIL: a proposal from the field

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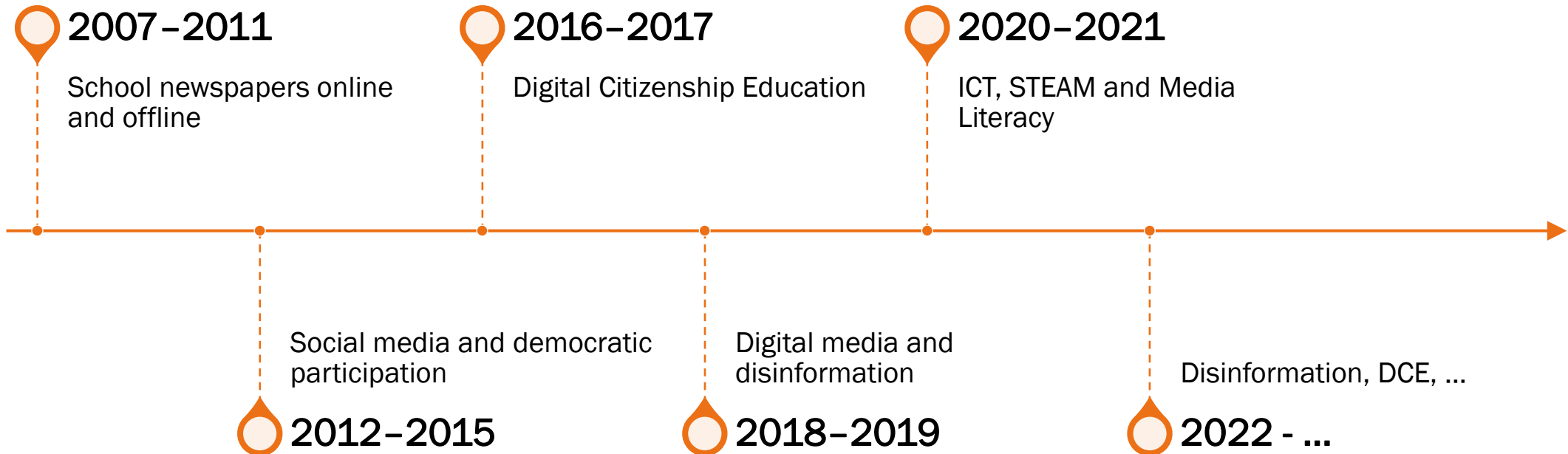
3. The strategy in action

- A participatory process

1. Teacher training

LESSONS LEARNT (2007-2022)

Training teachers in DMIL



Course features

Certification

- At the national level (Portugal) courses were certified by the MoE – crucial for career advancement

Duration

- Up to 6h (f2f & online) / 15h (online) / 25h (f2f/online) / 20+20h (f2f & online)

Teachers

- Pre-school + k12 + Special needs + Vocational

Structure

- Short courses (concepts + focus + group work + discussion & debriefing)
- Middle courses (concepts + focus + group work + planning + presenting + discussion & debriefing)
- Long courses (concepts + focus + templates + planning + implementing + reporting - including assessment and sustainability plan + presenting + discussion & debriefing + sharing replicable practices)

Lessons learnt (2007-19)



Teachers are able to develop Media Literacy activities with their pupils, using traditional and/or digital technologies, especially during in-service teacher training courses.



During training courses, teachers should be invited to present the activities developed with students, because this is an effective way of sharing knowledge and practices among them.



Teachers are able to overcome the lack of technologies in their classrooms by using their own devices or pupils' devices (BYOD).



Media Literacy activities become richer and more effective if they are developed by small groups of teachers, preferably from several school levels and/or several scientific fields.

Lessons learnt (2020-22)



It is crucial to train trainers and trainees about online learning



Teachers must be involved in the production of planning and reporting templates, data collection instruments & assessment tools, and trained on how to apply them



Activities/projects move more easily and faster when someone from the school board is attending the training;



Activities/projects implemented need regular monitoring;



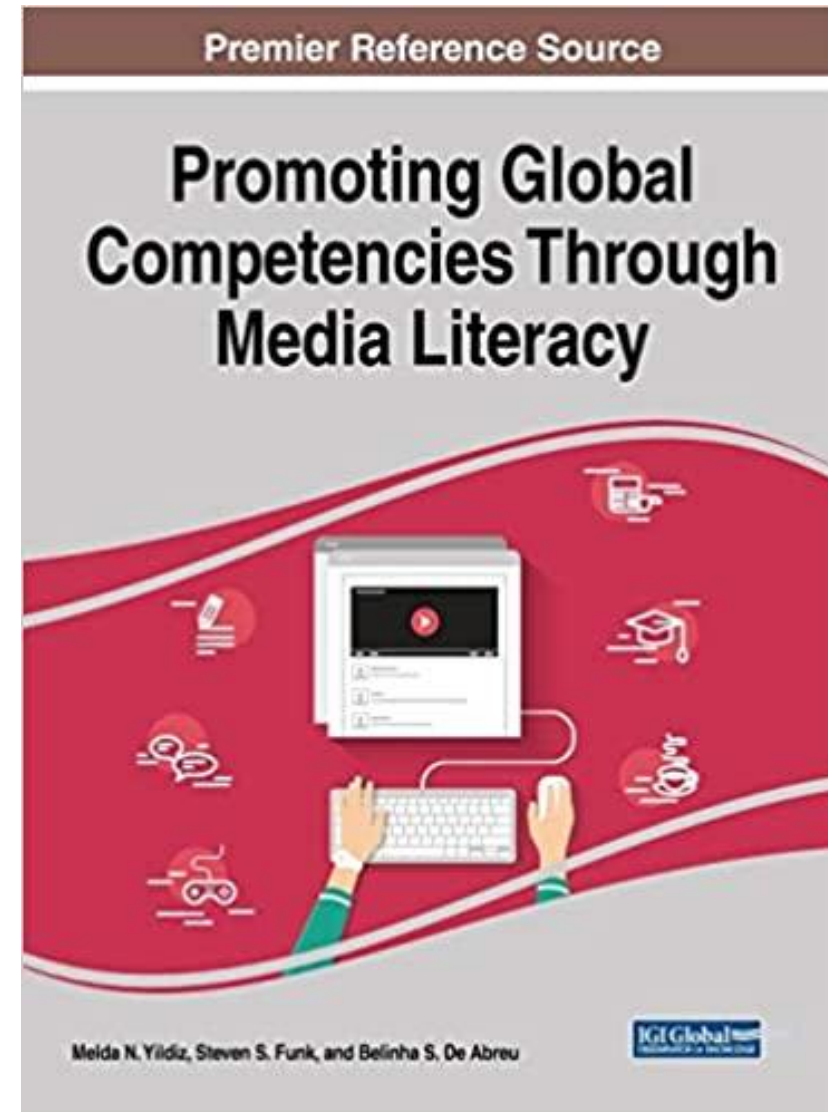
Most of the planned/developed activities are original and replicable, and must be shared online and/or in hard copy

2. *Assessment*

A STRATEGY EMERGING FROM THE FIELD

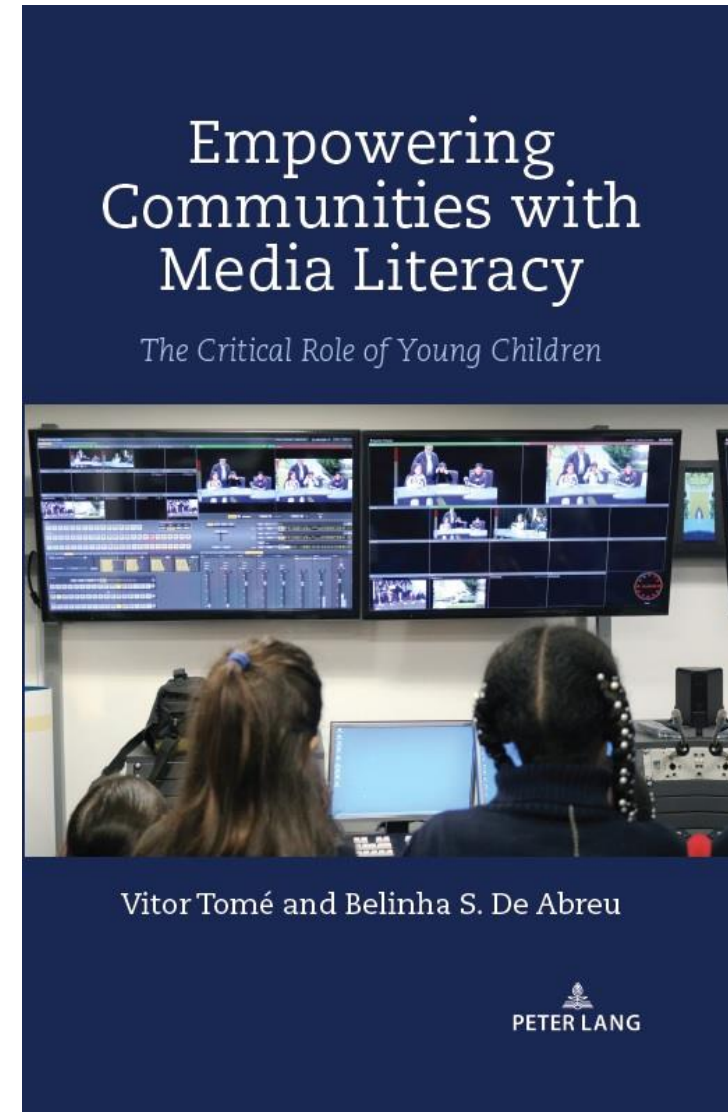
Strategy 1.0

- Tomé, V. (2018). **Assessing Media Literacy in Teacher Education**. In Melda N. Yildiz, Steven S. Funk & Belinha S. De Abreu (Eds.), *Promoting Global Competencies Through Media Literacy* (pp. 1-18). Hershey (PA): IGI Global.



Strategy 2.0

- Tomé, V. & de Abreu, B. (2023). **Empowering Communities with Media Literacy: The Critical Role of Young Children**. Peter Lang: New York.



Level 1 – Organization

Trainees/teachers:

- Organized Media Literacy activities with their students? Yes/No
- Organized themselves in small working groups? Yes/No
- Organized groups involving teachers from different educational levels, scientific fields (interdisciplinary/ transdisciplinary)? Yes/No
- Co-produced planning and reporting templates, data collection instruments & assessment tools? And learned how to apply them? Yes/No

The trainer:

- Answered teachers' requests efficiently and effectively? Yes/No

Level 2 - Development

Trainees/teachers:

- Developed Media Literacy activities with their students? Yes/No
- Overcame the lack of resources (if it was the case)? Yes/No
- Integrated those activities in their previous pedagogical plans without major changes? Yes/No
- Applied data collection instruments & assessment tools? And shared data with the trainer? Yes/No
- Involved other people in the activities (e.g.: parents, local community ...)? Yes/No

The trainer:

- Answered teachers' requests efficiently and effectively? Yes/No

Level 3 - Evaluation

Trainees/teachers:

- Produced a thorough report on the activity (structure: activity name, time used, objectives, data on students involved, procedure, results and outputs)? Yes/No
- Identified the weaknesses and strengths of their procedure, identifying remediation strategies? Yes/No
- Evaluated the in-service teacher training course through a participatory strategy? Yes/No

The trainer:

- Improved the in-service teacher training course having in mind the teachers' evaluation? Yes/No
- Produced a set of lesson plans or handbook based on the teachers' reports in order to disseminate the practices developed? Are the practices replicable? Yes/No
- Produced a thorough report on the training course, including future monitoring? Yes/No

3. In action

IMPLEMENTING A STRATEGY THROUGH A PARTICIPATORY PROCESS

The chosen example

In-service teacher training course (20+20 hours) attended by 29 teachers (Preschool, Primary school, Middle school) – Sep-Dec 2020 - Online



Plan, implement and assess STEAM/ML workshops related with the community context and aimed to solve local problems

Organization 1

- Teachers organized in small groups and produced ML/STEAM activities using a template in whose production they were involved.

Workshop 4 - "Era uma vez..." – representação em sombra chinesa

<https://youtu.be/wV6bV3hefVU>



Maria João Proença e Sandra Andrade



Público-alvo

Pré-escolar – 4/5/6 anos.

Palavras-chave

História, imagens das personagens/cenário das sombras chinesas, ensaios, representação, diálogo.

Finalidade

Contribuir para as aprendizagens essenciais, facilitando o acesso à arte e à cultura artística.

Competências do Perfil do Aluno

As competências associadas à sensibilidade estética e artística implicam que sejam capazes de:

- Reconhecer as especificidades e as intencionalidades das diferentes manifestações culturais;
- Experimentar processos próprios das diferentes formas de arte;
- Desenvolver a criatividade e o sentido estético;
- Consciência de si, do seu papel social e das relações com os outros.

Objetivos de aprendizagem

- Desenvolver a capacidade expressiva, através da exploração e produção plástica;
- Alcançar uma progressiva habilidade e agilidade manual (motricidade fina);
- Adquirir noções de espaço e tempo;
- Saber memorizar;
- Ter o desejo de comunicar;
- Desenvolver o jogo dramático (linguagem não verbal);
- Ser capaz de ter confiança e segurança básica (comunicação dos próprios gostos e tomada de decisão);
- Ser capaz de adquirir autonomia e responsabilidade nas suas decisões e ser capaz de se autodisciplinar (saber esperar pela sua vez, fazer silêncio).

Descrição da atividade

Fase 1

- Leitura feita pelo adulto da história "Corre, corre cabacinha";
- Ver e ouvir a história no computador;
- Reconto da história, dando importância aos diálogos das personagens.

Fase 2

- Explicitação ao grupo de crianças o que é um teatro de sombra chinesa, que materiais são necessários para a sua realização, através de um vídeo (disponível [aqui](#));
- Distribuição das imagens das personagens a cada criança e a explicação do seu papel dentro da história;
- Memorização da história, e as falas das personagens.

Organization 2



- Teachers co-produced data collection instruments & assessment tools.

EVALUATION FORM TO BE COMPLETED BY YOUNGER STUDENTS

Name: _____

Workshop title: _____

Date: _____ School: _____

I am  

I'm _____ years old

You enjoyed participating in the workshop (please tick one option out of the three below)

Not at all 😞 More or less 😐 Not much 😊

Paint according to the legend: 1 = Not at all 😞; 2 = More or less 😐; 3 = A lot 😊

I enjoyed working in groups with my colleagues	😞	😐	😊
I learned new things	😞	😐	😊
I helped my colleagues solve problems	😞	😐	😊
I didn't give up in the face of hardship	😞	😐	😊
I felt that my opinions mattered to my colleagues	😞	😐	😊
I worked, but I also had fun	😞	😐	😊
We created something new	😞	😐	😊
I would like to participate in more workshops like this	😞	😐	😊

Now draw a picture (on the back of this sheet) that shows what you have most enjoyed learning about this activity.

Thanks for your participation!

Development 1

- Developed planned activities without changing their previous pedagogical plans while overcoming the lack of resources.



Development 2

- Planned activities involving pupils, also parents and other community members



Evaluation 1

- Teachers produced thorough reports (using an agreed template) referring weaknesses, strengths and identifying remediation strategies.

Factsheet STEAM/Media Literacy Workshop

- a) The report should be three to five A4 pages (Trebuchet MS, size 12, 1.5 spaced), identified and not bound.
- b) May have attachments (photo, videos on CD, sentence record, student products);
- c) It is developed in group but presented individually.

Title

Fulfilment of the planning stages

- a) From when to when did
- b) Contact hours with students related to the workshop
- c) Complied/not complied
- d) Strengths
- e) Possible constraints
- f) Strategies adopted for problem solving

Workshop evaluation strategy

- a) By the teachers:
- b) By participants/students:

Results

- a) Reached
- b) Not reached + justification

Post-training workshop sustainability proposals

- a) Continuity of the workshop (next phases)
- b) Reuse of materials and equipment purchased under the project

Annexes

- a) Workshop form
- b) Presentation
- c) Links (to outputs created within the workshop, if any)
- d) (In)formative information sheets
- e) Other documents used

Evaluation 2

- The training was assessed following a participatory process:
- Self-assessment (ALL) +
- Teachers assessed students, trainer and practices +
- Trainer assessed teachers and practices +
- Pupils assessed practices

EVALUATION FORM TO BE COMPLETED BY TEACHERS

Workshop title: _____

Date: _____ School: _____

Number of participants: _____ Male _____ Female

Age of participants: _____ Year of schooling: _____

To what extent did the workshop meet your expectations?

Not at all Partially Very Completely

Rate each of the following items according to the scale: 1 = Not at all / 4 = Completely

	Circle the chosen option	Comments
The objectives of the workshop were achieved	1 2 <u>3</u> 4	
Students have developed competences referred to in the "Student Profile".	1 2 <u>3</u> 4	
Students developed socio-emotional skills	1 2 <u>3</u> 4	
The opinions of each student were respected in the group work	1 2 <u>3</u> 4	
Students were resilient in the face of difficulties	1 2 <u>3</u> 4	
There was mutual help in solving problems	1 2 <u>3</u> 4	
Students worked, but also had fun	1 2 <u>3</u> 4	
This workshop has potential for replication	1 2 <u>3</u> 4	

Evaluation 3







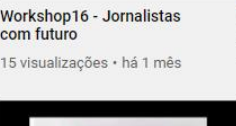
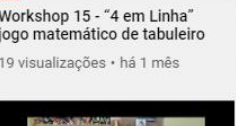

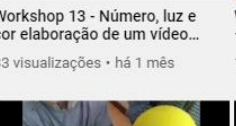
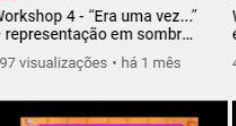







- The trainer was available (Zoom, e-mail, WhatsApp, mobile phone) during the whole process.
- The trainer co-produced, with the teachers, a sense-making practices handbook and a YouTube channel.

O Cusco - jornal escolar
16 subscritores

PERSONALIZAR CANAL GERIR VÍDEOS

INÍCIO **VÍDEOS** LISTAS DE REPRODUÇÃO CANAIS DISCUSSÃO ACERCA DE

Carregamentos REPRODUZIR TODOS ORDENAR POR

 Amizade de notícias 2:54	 Workshop 15 - "4 em Linha" jogo matemático de tabuleiro 3:31	 Workshop 14 - Dez dedos dez segredos construção de um... 1:56	 Workshop 13 - Número, luz e cor elaboração de um vídeo... 4:22	 Workshop 4 - "Era uma vez..." - representação em sombr... 4:36	 Workshop 11 - Para uma escola segura ruas melhores 2:37
 Workshop 16 - Jornalistas com futuro 15 visualizações · há 1 mês	 Workshop 9 - Sólidos Geométricos: quizz... 30 visualizações · há 1 mês	 Workshop 1 - Sentir a música 38 visualizações · há 1 mês	 Workshop 2 - "Pau de chuva" instrumento musical de... 132 visualizações · há 1 mês	 Workshop 3 - Uma viagem ao Sistema Solar 43 visualizações · há 1 mês	 Workshop 5 - O Nabo Gigante 44 visualizações · há 1 mês
 Workshop 6 - Vamos experimentar 17 visualizações · há 1 mês	 Workshop 7 - Geometria a brincar 17 visualizações · há 1 mês	 Workshop 8 - Exposição sobre o sistema digestivo 31 visualizações · há 1 mês	 Workshop 10 - Portugal e as suas bandeiras a nacional e... 41 visualizações · há 1 mês	 Workshop 12 - Prevenção rodoviária de Caneças a... 18 visualizações · há 1 mês	 Workshop 17 - "Tricotando... histórias": uma entrevista d... 24 visualizações · há 1 mês

Concluding

THREE FINAL THOUGHTS

Teacher education in MIL must be:

Conceived and envisioned as a key-process and not as a phase of a project or as a one-shot intervention without follow-up, monitoring and/or sustainability plan;

Planned, implemented and assessed following a strategy shared with and assumed by all participants (trainers, teachers, pupils/students, other), since everyone has a role from the very beginning to the after-training period;

Organized in order to improve the training in itself and to produce replicable practices that can be shared online and/or in hard copy.