



Short story about media literacy. Main conclusions from the report.

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Watching videos like a historian.

STATE OF THE FIELD REPORT ON MEDIA LITERACY SUPPORTED BY AV COLLECTIONS

The project is conducted by: EuroClio (The Netherlands), Europeana Foundation (The Netherlands), Netherlands Institute for Sound and Vision (The Netherlands), Fundacja Centrum Cyfrowe (Poland), Corporació Catalana De Mitjans Audiovisuals (TV3) (Spain), Webtic (The Netherlands)



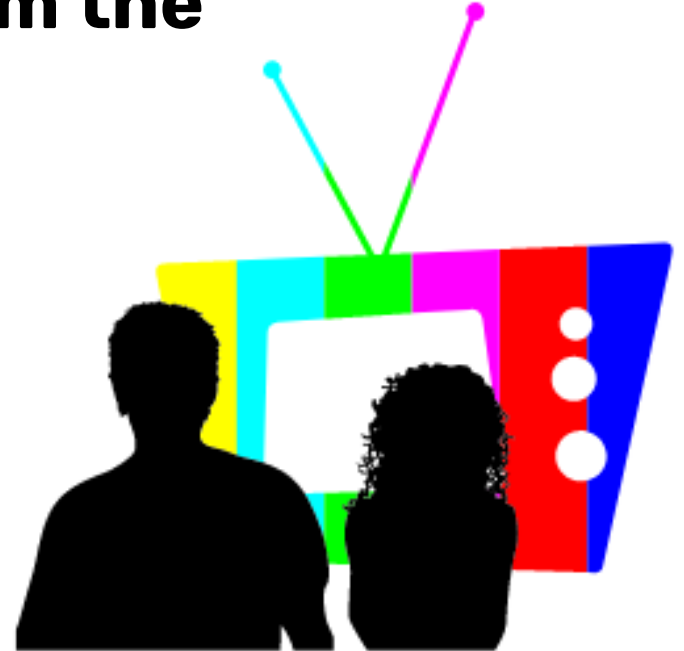
Methodology

- **desk research** - based on a corpus of publications on media literacy, digital skills, critical thinking, and education supported by AV materials
- **two online surveys** with open-ended questions: teachers who teach media literacy, and one addressing employees of cultural institutions defined as archival audiovisual collection holders.
- **two focus group interviews (FGIs)**: one included teachers and educators, the second one – secondary school students.
- **two educational materials** on AV and media literacy practices were chosen to be deeper analysed as already applied practices. As a base for evaluation, the competence framework, developed by EuroClio, was used.





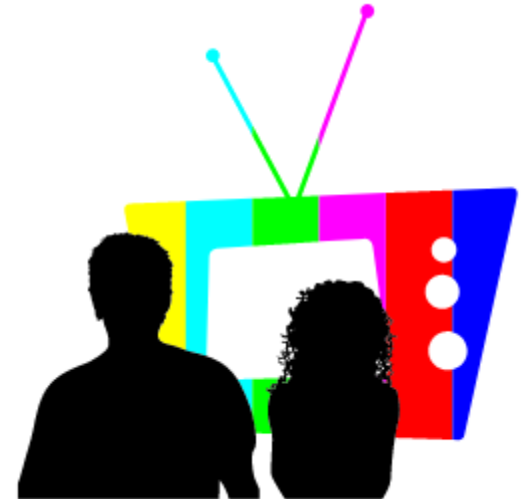
Main results from the Report



ROLE OF MEDIA LITERACY IN EDUCATION

Media literacy can be defined as

“the ability to identify different types of media and understand the messages they’re sending. It is broadly considered a **crucial skill** for contemporary citizens to critically navigate information sources.”

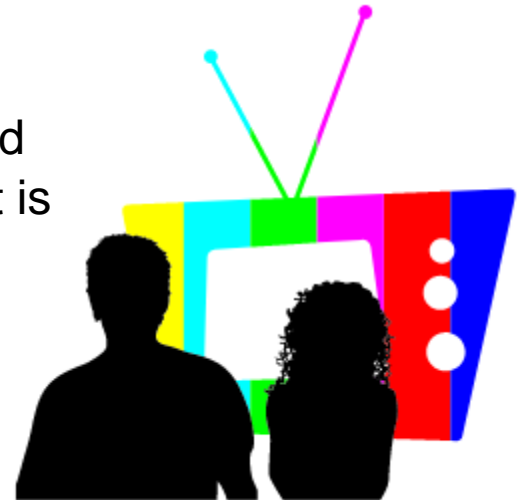


ROLE OF MEDIA LITERACY IN EDUCATION

Crucial Skills connected to media literacy in the development of students as conscious citizens (according to teachers):

- ability to critically analyse information
- recognise the difference between opinion and facts
- effective and safe media use
- create one's own content

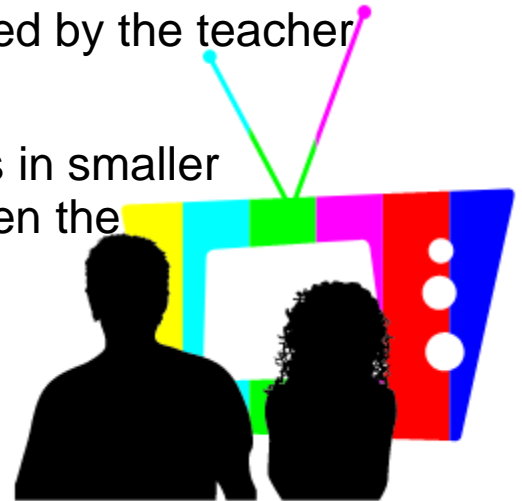
Media literacy is not explicitly included in the curricula, and even if it is, its importance is often not stressed enough. It is mostly the teachers' initiative to incorporate elements of media literacy into their classes.



MEDIA LITERACY SUPPORTED BY ARCHIVAL AV MATERIALS

THE WAY OF USE:

- Some teachers declared that they allow students to choose the AV material to be watched in the classroom. Such encouragement was considered to be a good practice
- Usually the whole group watches AV material pre-selected by the teacher (with breaks for explanations and questions).
- After the screening, students work on given assignments in smaller groups and are often given homework that aims to deepen the understanding of the topic.



MEDIA LITERACY SUPPORTED BY ARCHIVAL AV MATERIALS

Teachers view:

- including archival audiovisual materials can contribute to **broadening student's knowledge**
- serves as a tool for developing critical thinking, strengthening the ability to recognise different interpretations and **evolving empathy**
- can be a good opportunity to develop online **searching skills** and make students **create** their own AV resources including their own narrative and commentaries.
- the current frequency of AV materials use depends on a teacher's interest and capacity in media.



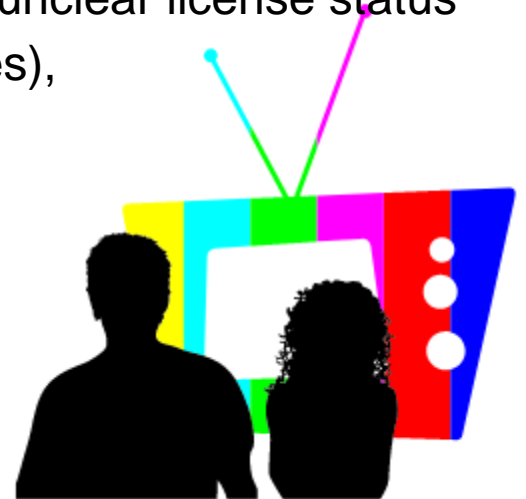
Student perspective

- watching archival AV materials at school encourages them to develop interest and search for more resources on their own.
- they would like to be more exposed to AV archival content in the class, as it makes the lesson more engaging and also helps them to retain certain information.
- They would like the school to help them develop their digital competences in general, including those directly related to AV format, e.g. video and audio editing.



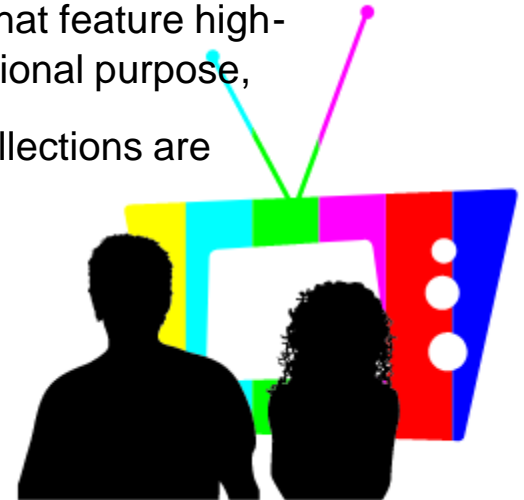
Obstacles

- shortage of technical equipment in the classrooms,
- deficit of technical and pedagogical skills among teachers and educators,
- difficulty in finding adequate AV materials (mainly because they are highly dispersed, unavailable in the needed language, with unclear license status or lacking permission for use for educational purposes),
- scarcity of supporting educational materials



Conducive factors

- better integration of AV materials with education:
- proper training for teachers and educators (on the importance of the topic itself, media literacy and searching for appropriate materials, copyright),
- technical and pedagogical support on how to use audiovisual materials,
- providing access to online collections of archival AV materials that feature high-quality metadata, can be freely used and reused for any educational purpose,
- high-quality educational materials, on websites on which the collections are presented
- materials should meet Web Content Accessibility Guidelines.

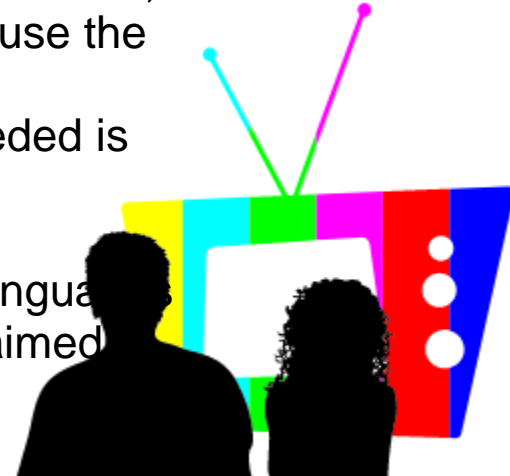


GOOD PRACTICES – THE MODEL RESOURCE

Checklist of features that a “model” educational resource based on AV materials should include.

General features:

- the educational resource is connected with the relevant curricula,
- learning outcomes and pedagogical assumptions are well described,
- the resource contains clear guidance for teachers on how to use the material,
- possible to accomplish during one school lesson (or time needed is well described),
- age of the target group (students) is well described,
- the educational resource is multilingual (available in all the languages that are used in the communities at which the materials are aimed)



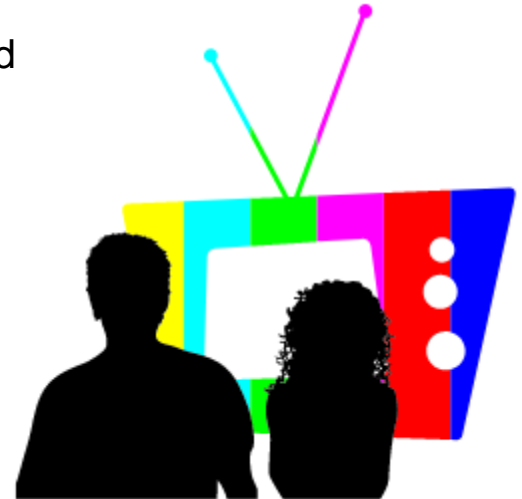
GOOD PRACTICES – THE MODEL RESOURCE

Form and design:

- the materials feature form and visual design that are attractive and engaging,
- the educational resource meets accessibility guidelines.

Elements:

- the resource incorporates diversified activities of developing and presenting information by students,
- includes various types of knowledge transfer materials e.g. infographics, maps, raw footages, diagrams & schemes, etc.,
- includes ready-to-use materials for students, like worksheets, self-check knowledge testing tasks, g contains a glossary of terms used in the materials,
- contains bibliography and links for further individual exploration of the topic for students (and teachers).



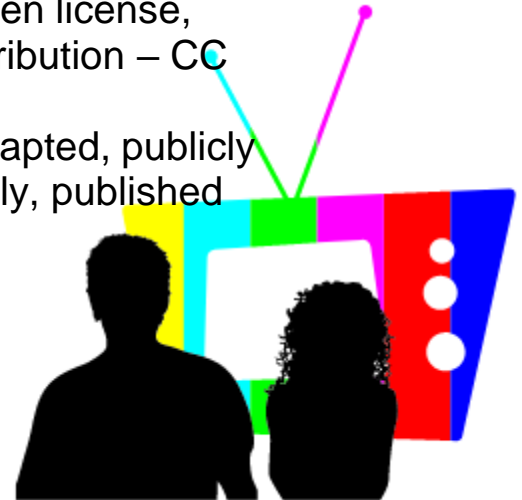
GOOD PRACTICES – THE MODEL RESOURCE

Publication:

- the material can be used and watched directly on the Web (on the website), as well as prepared and catalogued for download in several file extensions

Copyright:

- if possible, the educational materials are published under an open license, allowing free sharing and adapting (e.g. Creative Commons Attribution – CC BY),
- AV resources on which the material is based can be reused, adapted, publicly performed and disseminated for any educational purpose (ideally, published under open license or as public domain)





Thank you!

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