



teaM
Network **Lit**



Media & Learning

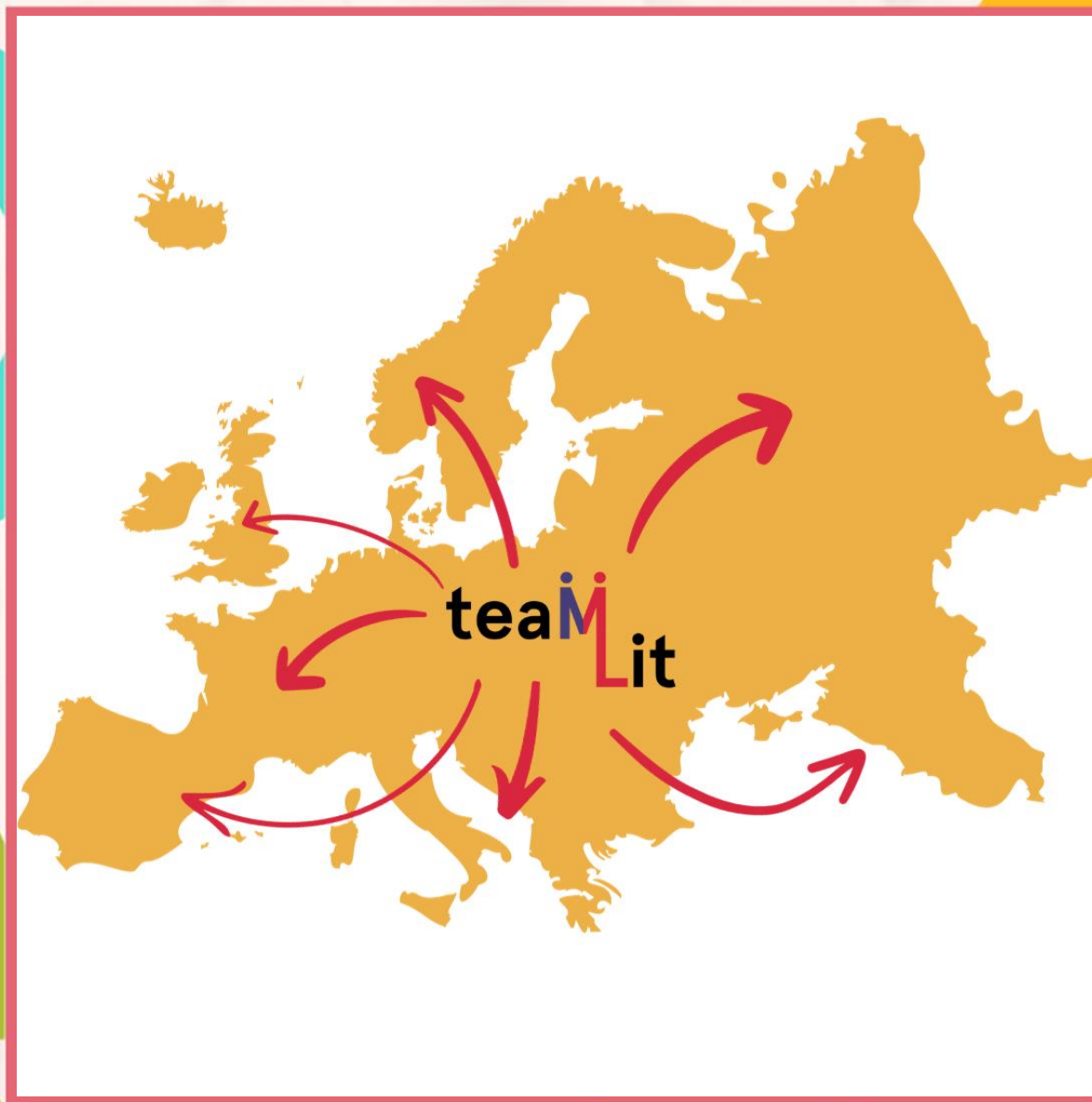
ckmk
Družba za komunikaciju i medijsku kulturu

HSE HEIDELBERG
SCHOOL OF
EDUCATION

mediawijs

DCU Institut DCU um Media, Teadlchad,
Dooilochas agus Sochaí
DCU Institute of Future Media,
Democracy and Society

**FINNISH SOCIETY ON
MEDIA EDUCATION**




WP3: TeaMLit's Teacher Educators Community Network & Practice Scenarios

Teacher education in MIL varies considerably across Europe. While there are dedicated communities of interest in some countries/regions who include teachers, there is no single point of contact for those wishing to benefit from the experience of others specifically in teacher education as well as a remarkable lack of teacher trainers who are knowledgeable and experienced in the field.

Our approach to this gap is to set up a dedicated network which provides value for its members in terms of the opportunities it provides to expand their knowledge, share their practice and access useful resources. At the heart of this network will be the teacher educators/trainers themselves.

59 members, 14 countries (22/11)

Finland
Ireland
Portugal
Belgium
Croatia
Ireland
Serbia
Greece
Italy
Bulgaria
Turkey
Poland
Indonesia
Romania
Estonia

	
RECAP	
THIRD TEAMLIT NETWORK MEETING	
TEAMLIT TEACHER EDUCATION IN DIGITAL AND MEDIA LITERACY: PROVIDING GUIDANCE, RESOURCES AND SUPPORT	
TEAMLIT NETWORK MEETING	
SEPTEMBER 12TH 2023, 5:00-6:30 PM CET	
MEETING AGENDA	
5:00 - 5:10 Welcome to new members	
Igor Kanižaj, DKMK Sally Reynolds, Media & Learning	
5:10 - 5:30 CORE PRINCIPLES OF MEDIA LITERACY EDUCATION 2023	
Megan Fromm, NAMLE	
5:30 – 6:15 Effective methodologies	
Breakout rooms group work	
6:15 - 6:30 Short report from each group	
Moderator: Igor Kanižaj, DKMK	

Members of the Network



- ✓ Master's degree or PhD on media literacy, media and communication etc.
- ✓ In-service educated
- ✓ Non-formal educated from different NGOs like Schoolnet, Mediawijs or DKMK

Our speakers



Nicola Bruno (OPEN THE BOX)



Megan Fromm (NAMLE)



Yonty Friesem, Media
Education Lab director, USA

WP3: TeaMLit's Teacher Educators Community Network & Practice Scenarios

Objectives

To establish and support a network with at least 5 members in each partner country (Belgium, Ireland, Germany, Finland and Croatia) and then extend the network to include members in a further 14 countries/regions;

To identify and pilot a minimum of 10 practice scenarios across regional/national borders;

To support dialogue amongst network members to identify gaps in currently available education and training resources used in teacher education and training in media and information literacy

WP3: TeaMLit's Teacher Educators Community Network & Practice Scenarios

Resource gap identification

As part of the network creation and support, a specific task will be to canvas network members about gaps in available resources in order to identify the general content and purposes of a minimum set of 5 modular resources to be developed in WP4. This will include a thorough needs analysis amongst the initial members of the network.

Strengths

1. What are the strengths of MIL education for teachers in your country/organisation?
2. What advantages are to mention?
3. What do other people say is well in MIL education for teacher educators?
4. What is your greatest achievement on MIL in practice?

S

Weaknesses

1. What could be improved on MIL in your practice?
2. What knowledge, skills and/or resources are lacking with your teacher trainers/teachers?
3. What disadvantages do you notice?
4. In which areas is education more needed?
5. What complaints have you had about your education?

W

Threats

1. What obstacles do educators of MIL face?
2. Who and/or what might cause problems in the future? How?
3. What standards, policies, and/or legislation changes could negatively impact MIL education?
4. Are you competing with others to provide service?
5. Are there changes that could threaten potential success?

T

Opportunities

1. What can we do to turn mentioned strengths into opportunities?
2. What can we do to turn weaknesses into opportunities?
3. Is there a need that no one is dealing with that is lacking from the list?
4. What could we do today that isn't being done?
5. How is the field of MIL changing? How can we take advantage of those changes?
6. How could we support teacher educators?

O

GROUP 3

What core principles you would prioritize of high importance?

HR: 3+4 =
clear what
should be
done

promoting curiosity
= is that enough?
because harsh
trump-supporters
believing
conspiracies can be
curious as well. DO
we understand the
same?

media literacy
education should
take into
consideration
reality: even from a
young age they see
pornographic
images

DE: 10, 9:
questioning
power
relations

extra: education
should take into
consideration effects
of the use of social
media in the class.
e.g.: should we use
Meta knowing that it
is consuming a lot of
data of the pupils?

extra: we
should know
what
companies
know about
us?

BE: good that the
ethical part is in it.
And it is good that it
is not defined what
is the right ethical
way. => one should
decide after having
good discussion

also: what is socially
responsible (10)?
what is ethical
responsibility (6)?

What core principles you would not prioritize?

HR, 7,8,9,1
could be
one
principle

age appropriated =
that is the rule for
all education -->
changing to: it
starts from a young
age

missing: the
law about
media use?
(e.g. what is
allowed?)

NAMLE

Media literacy education:

- 1** **Expands** the concept of literacy to include all forms of media and integrates multiple literacies in developing mindful media consumers and creators.
- 2** **Envisions** all individuals as capable learners who use their background, knowledge, skills, and beliefs to create meaning from media experiences.
- 3** **Promotes** teaching practices that prioritize curious, open-minded, and self-reflective inquiry while emphasizing reason, logic, and evidence.
- 4** **Encourages** learners to practice active inquiry, reflection, and critical thinking about the messages they experience, create, and share across the ever-evolving media landscape.
- 5** **Necessitates** ongoing skill-building opportunities for learners that are integrated, cross-curricular, interactive, and appropriate for age and developmental stage.
- 6** **Supports** the development of a participatory media culture in which individuals navigate myriad ethical responsibilities as they create and share media.
- 7** **Recognizes** that media institutions are cultural and commercial entities that function as agents of socialization, commerce, and change.
- 8** **Affirms** that a healthy media landscape for the public good is a shared responsibility among media and technology companies, governments, and citizens.
- 9** **Emphasizes** critical inquiry about media industries' roles in society, including how these industries influence, and are influenced by, systems of power, with implications for equity, inclusion, social justice, and sustainability.
- 10** **Empowers** individuals to be informed, reflective, engaged, and socially responsible participants in a democratic society.

MIL is a transversal topic/subject : crossover multiple disciplines also CHALLENGE

Thomas More (Belgium): inquiry of students bachelor primary education: talk to people: what is missing in the school? ==> they have to create something from scratch

All the attention given to Disinformation and Fake news means there is more attention paid to Media Literacy

mediacoach in every team = good helpline for those who are not that digital literate

no enough good equipment (hardware) in schools (croatia)

using archive material => you run behind the facts

Weaknesses

Not enough resources (AI)

BROADEN TOPICS: Polarisation and hate speech

More training for educators needed

Lack of pedagogical materials on how to spot fake news & disinfo (Greece)

Effective methodologies: Role playing. Flipped classroom, peer learning

Evolve the conversation on fake news

Language barrier + challenges budget (translating)

Act on preventive MIL

attention to privacy

How MIL can be implemented in different subjects in school --> challenge

Simply raising awareness is already a good thing

no fixed definition agreed which personally I believe to be a strength - this somewhat chaotic situation reflects the chaotic media world in which we live!

the fact that so much of what is good in ML is directly related to the lives of students makes it a 'popular'

media literacy is related to a social aspect (whether you believe e.g. conspiracy theories) --> SEL in combination with ML

BELGIUM - Teachers don't know what media literacy is very well, so this makes it harder to learn and teach about the media

things change rapidly. What is new/unknown/difficult for students one year, is not the next year. What to teach them with eyes on their future job as a teacher within a few years?

ITALY and PORTUGAL - a more systematic approach - there is no continuity or equal access to ML for both teachers and students. It is hard to keep up with the new technologies.

The media literacy field has become so broad, with so many different areas (such as algorithms and AI) that it is difficult to cover all these areas in depth and, as consequence...

we are beginning to introduce data/AI/algorithmic literacy next to media literacy. We should include those as part of media literacy

The constantly changing scenario in terms of legislation, regulation etc.

PORTUGAL - teachers view ML as something related to technology - so many teachers don't understand why they should learn and teach about ML

critical thinking = essential (because apps, social media, ... change all the time)

how to build an effective media literacy activity?

opportunities

reading comprehension is already going done. also need to work on visual and listening comprehension

we need to develop general strategies that work for several literacies (reading, listening, visuals...)

WP3: TeaMLit's Teacher Educators Community Network & Practice Scenarios

Practice scenario

They include training courses and workshops aimed at teachers, courses and schemes set up to motivate, reward or encourage teachers to take part in such learning. They will then establish opportunities for network members to **test** out at least 10 of these practice scenarios in a cross-region or cross-border setting either through twinning, mentoring or piloting



LINA PRANAITYTE, HSE

SPAGHETTI TREE – INTRODUCTION INTO CRITICAL MEDIA LITERACY QUESTIONS

Original language: German

PROGRAM CREATED FOR

- In service teachers in secondary school
- To use with pupils from 9 to 15 years
- Duration: 45 minutes (one school hour)

FORMAT

- Video watching with group work and discussion following
- Short guide how to lead group work and discussion after the video
- Suggested further reading on the topic (for teachers and teacher educators)
- Video (2:38min):
https://www.youtube.com/watch?v=tVo_wkxH9dU

TOPICS OF THE SCENARIO

1. Unpacking a hoax video of the spaghetti harvest;
2. Practicing steps for questioning multimodal media;
3. Questioning the credibility of media messages;
4. Deconstructing design, narration, voice, language, genre;
5. Acquiring skills to apply critical media literacy framework questions.

PRACTICE STEPS

- Video watching (2:38min);
- Short pair exchange;
- Class discussion - sharing the reflections from pair exchange
- Class discussion - teacher leading the discussion in deconstructing the multimodal media language of a hoax video.

HOW TO USE MATERIALS – EXAMPLE PRESENTED IN TEAMLIT NETWORK MEETING

- **Spaghetti tree – introduction into critical media literacy questions (for 9 to 15 year-old pupils)**

Practice scenario from Germany



Pretraživanje



BBC: Spaghetti-Harvest in Ticino | Switzerland Tourism

Practice scenario from Ireland

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LITERACY
IRELAND**

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Workshop in Box

The workshop in a box provides teachers, librarians, community leaders and other learning facilitators with the resources they need to deliver a media literacy workshop. The aim of the workshop is to discuss with participants best practices in engaging with digital media content, and raise awareness about the disinformation problem and its impact on the society.

www.bemediasmart.ie



Workshop-in-a-bo...

1 / 13



51%



Think about your media usage and mental health over the past week.

RELATIONSHIPS AND EMOTIONS

Have I told people that I care about how I feel, either on screen or face to face?

Have I been there for the people who are important to me?

Have I been a part of a group?

HOBBIES AND CREATIVITY

Has my screen time been in proportion to my time spent doing other things?

Have I used my smart device for something that feeds my imagination or creativity?

SLEEP AND REST

Did I sleep well?

Did I resist checking my phone at night?

Was I able to concentrate on things at school or work?

Did I remember to wind down, relax and take breaks during the day?

DIGITAL SKILLS

Do I know how to do life admin tasks online?

Am I willing to learn how to use new digital devices?

Do I know how to take care of online privacy?

EXERCISE AND MINDFULNESS

Have I used smart devices to find ways to exercise that I like?

Have I remembered to be mindful of my body and what it needs?

Do I understand how the media affects my perception of myself and others?

FOOD AND EATING HABITS

When I was eating, did I enjoy the company of others in addition to the food?

Have I been eating regularly?

Have I taken time away from my smart devices to eat in peace?

VALUES affect my choices and what I do.

What is important to me?

What kind of balanced media-related choices did I make today?



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mieli
mieli.fi

Practice scenario from Finland



**MEDIAKASVATUS
SEURA**

ARTIKKELIT

MEDIAKASVATUS

SEURA

MATERIAALIT

TOIMINTA

LIITY

OTA YHTEYTTÄ

IN ENGLISH

Infographic: The hand of mental health and media

A prosperous mind is the cornerstone and a resource of a balanced media behaviour, consisting of many different things. The accompanying infographic The hand of mental health and media encourages and helps young people to identify the factors that affect their media behaviour and well-being from the perspective of mental well-being.

The material has been produced in collaboration with [MIELI Mental Health Finland](#). The material is based on the [Mielenterveyden käsi infographic](#).

ASSIGNMENT

Upcoming TeaMLit Network meeting



Tuesday 9 January 2024: 11:00-12:30 CEST