

1. **Name of the initiative:**

Media education and citizenship education: How to enhance the use of digital at school

2. **Target:**

Pre-school teachers, Basic Education teachers, Secondary Educations teachers, Special Education teachers, and Teacher-Librarians.

The initiative has been designed for a maximum of 20 trainees.

This initiative is aligned with the areas of continuing education (particularly *g*) and with the broader area of Communication Sciences, which includes the specificities of journalism, citizenship education, and digital education. It aims to reinforce the knowledge teachers have on the intrinsic connection between media education and citizenship, using practices and dynamics which involve the media as learning tools (Brites et al, 2017; Tomé, 2016; Brites, 2015). The proposal stems from the identification of gaps at the level of media education and citizenship education connected with the use of digital media (Brites, 2015) and which need to be bridged. The core idea of the initiative is to contribute to train teachers in the field of media education and citizenship education, with a special focus on the digital. This training encompasses a two-fold meaning: on the one hand, it aims to foster and stimulate the possibility of target teachers themselves becoming multipliers and trainers among their peers after the being trained; and, on the other hand, foster an improved application of the acquired knowledge in their own activities and teaching planning with students, thus reinforcing the students' own knowledge.

In recent years, the importance of training and fostering the existence of citizens capable of critically and contextually putting into practice the media and the new technologies in particular has assumed greater emphasis and is considered to be a public necessity (Brites, 2015; Brites & Pinto, 2017; Brites & Torres da Silva, 2017; Referencial De Educação Para Os Media, 2014). The GDE, through the services of the Educational Resources and Technologies Team - ERTT, the Network of School Libraries, and the National Reading Plan have concentrated their efforts into reinforcing teachers' competencies in this area. The need to focus on this field of media education has been identified, for instance, in the successive evaluations of the application of the benchmark Aprender com a Biblioteca Escolar (AcBE) (2013-14; 2014-15; 2015-16). Moreover, the guidelines and suggestions of the Referencial de Educação para os Media are also crucial, as it points to the need to expand media literacy in schools, in an in-depth and interdisciplinary way, in mandatory schooling, in line with what Vítor Tomé (2016) advocates. One of the literacies considered a priority by the Plano Nacional de Leitura 2027 is precisely digital literacy.

The National Strategy for Citizenship Education regards the media one of the strategic groups, acknowledging that it must be considered in at least two cycles of Basic Education. This also ties in with the Conceptual Scheme of Students' Profile as They Exit Mandatory Schooling, in that it is urgent to develop such áreas as Information and Communication, critical and creative thinking, the ability to solve problems and languages and texts, among others, which directly intersect media education. Also the MILD - Manual de Instruções para a Literacia Digital points to the care, practices and knowledge necessary to expand in the network and in articulation with citizenship education.

Other sectors of civil society, such as journalists', have also been committed in recent years to facilitate and focus on media education, as indicated, for instance, by the final resolution of the 4<sup>th</sup> Congress of Portuguese Journalists (Sindicato dos Jornalistas, 2017) regarding the need to emphasize media education, with particular acuity in the journalistic element, starting at the moment of the school

socialization and learning context.

However, let it not be thought that the concern with media education and citizenship education, as well as the fruitful use of digital tools and multiplatform is merely a national concern. It is also apparent on other levels and European countries such as Spain, the United Kingdom and France. In particular, we would like to draw attention to the French case, with CLEMI, which has been a historic example of the success of using school journalism and also the use the school should make of the media, especially digital media, to shape citizens capable of facing today's challenges (<https://www.cleml.fr>). It is also noteworthy that these national and international references intersect directly with the core international documents, as, for instance, the Convention of the Rights of the Child (1989) and the declaration of the United Nations (2016) which states that access to the internet is a basic human right.

In this sense, the goal is that the contents of the training initiative contribute to improve and/or change competencies and attitudes in the school context, as regards media education and citizenship education, with a focus on the digital. Most particularly, it is important to consider that the need to understand media processes is, as mentioned above, taking on the public agenda, from the perspective of various sectors, from the Network of School Libraries (for example, the Media@çã competition), to the General-Directorate for Education (in particular through the Educational Resources and Technologies Team - ERTT, with such projects as Plataforma de Jornais Escolares, Catálogo de Blogues Educativos, Rádios e Televisões Escolares na Net, Conta-nos uma história and the National Reading Plan.

Considering the previous indicators, the need to improve, build and broaden knowledge, practices and tools to be used depending on the gaps identified in Portugal seems evident. A field has been opened up which needs to be reinforced and reformulated for it to advance in school terms.

This training initiative also has as already instituted basic tools, the website MediaInAction and the website ANLiteMedia, both created by the proposed trainer. The former was created within the scope of the European project Media In Action, funded by the European Committee, through the Directorate-General for Communications Networks, Content and Technology (DG CONNECT), and it includes five countries (the UK, Portugal, Spain, Italy and Malta). It was established precisely to create resources for teachers and other instructors in the areas of media education, news education and digital storytelling, and also to develop training initiatives for teacher in these areas in each country. The latter website was created within the scope of an ongoing research project (ANLite 2014-), in the field of Communication Sciences, providing a vast array of tools, bibliography, projects, resources as well as different support elements which are thus available to trainees. The website can also be used to disseminate the work created. It contains various useful resources for anyone wishing to implement training initiatives of this kind.

The goal of the school of the present and the future is to contribute decisively to prepare instructors in the field of media education, with a focus on journalism, citizenship and digital storytelling and, consequently, train responsible and committed students, at curricular and extracurricular level, in activities and/or projects. In our current society, the school should not be seen merely as a place where more conventional subjects are taught and learned, but rather as a place where skills for today's digitalized society are created, where digital media play a major part.

A – General goal:

- At the end of the Workshop, trainees must be able to understand media education and citizenship education in the digital age, as well as know how to use the inherent tools, to improve school practices (Tomé, 2016). With this training initiative, we aim that teachers improve their own practices and those of their colleagues to form links with the young citizens they are shaping.

B – Specific goals:

- To identify and be able to use acquired concepts related to media education and citizenship education in the digital context;
- To understand how the tools derived from the knowledge on media education and citizenship education in the digital context can be transferred to the school community, to create dynamic projects with the students;
- To understand the dynamics inherent to the presence of the media, especially digital media, in society, and how today they are inherent to the processes of building daily citizenship;
- To identify digital and journalism tools used during training so that trainees can use and apply that knowledge in their future work with their school communities;
- To enable trainees to give training to colleagues, using what they have learnt and replicating it in a snowball kind of system;
- Starting from the experiences in training context (theoretical and practical) and also with the complementarity of handouts in the sessions, to enable trainees to build new structures, tasks and activities to address critically media education in the digital context. These new structures are directly associated with new methodologies, improvement of existing ones, and procedures derived from knowledge acquired and which can be used in the context of the classroom and in extracurricular activities;
- To improve the way media- and journalism-related topics are approached in the context of the classroom, of the school library and of extracurricular activities. The training techniques and resources make it easier to adopt new approaches and also specific approaches, going beyond the use of journalism that is over focussed on teachers' actions, but rather creating structures for students, and overcoming the notion that working on journalism at school is teaching students to write journalistic texts.

C – After the goals have been identified, some of the expected changes are presented, especially in the classroom activity or similar activities at school level:

- To know and use the suitable terminology within the scope of media education in the digital context;
- To use dynamic methodologies related to media education in the digital context;
- To use new digital tools that are useful for the curricular and extracurricular contexts;
- To create and/or improve the School media - for example, radios, newspapers or television channels;
- To expedite dynamic processes to connect media and active citizenship;
- To be able to use school media in a transmedia way, developing synergies among the various media (radio, newspaper, television, internet, starting from concepts such as storytelling or from tools such as podcasts or content management systems such as Wordpress);
- To create conditions to enable teachers to train other teachers.
- To be familiar with alternative funding sources.

#### TOPICS TO BE COVERED IN **FACE-TO-FACE WORK** (25 hours):

##### 1 . Media Education (5 hours)

- History and context;
- What is media skill and why it is important in education;
- Media literacy: interpreting, understanding and critically evaluating the media:
  - The present specificities of information and journalism;
  - Media and digital competency;
  - The close relation with citizenship education.
- Pointers for the future, examples of worksheets.

##### 2. Digital technologies and Media Education (5 hours)

- Concepts of digital storytelling;
- New media ecosystem and convergence theory;
- Telling a story using journalistic techniques related to interview, news article and research;

- Tools for storytelling;
- Copyrights and legal rights.
- Pointers for the future, examples of worksheets.

### 3. Digital Storytelling at school (7 hours)

- Good practices;
- Using mobile as a tool for creating digital storytelling;
- Podcast in the educational context [relation with, among others, some already existing resources: *RTEscolares (DGE)* + *Concuso media@ção (RBE)*];
- Creating blogs as didactical strategy in media education [relation with, among others, these existing resources: *Plataforma dos jornais escolares (DGE)*];
- Digital storytelling in social media: telling stories in hybrid channels [relation with, among others, some existing resources: *Conta-me uma história (DGE)*; videoblogs (YouTube, *Projeto booktrailer (RBE)*, Flimora), Animations (Powtoon), comics and infographics; interactive (Socrative, Kahoot), gaming];
- Curating and aggregating contents for multiplatform distribution [relation with, among others, some existing resources: MILD - PNL].
- Pointers for the future, examples of worksheets.

### 4. Project and integrated project management (4 hours)

- How to think project application;
- Coordinating and delegating:
  - the role of players;
- Possible theme intersections of media use and citizenship education;
- Sustainability and funding.
- Pointers for the future, examples of worksheets.

### 5. Evaluation (4 hours)

- After trainees have applied the contents on the school community, be it in curricular or extracurricular activities and/or projects, but always with the students, they must show the elements attesting the application they did. This evaluation space also serves to reflect and find room for improvement and adjustment in the work carried out at school, which must later be submitted as a formal individual written report.

## ACTIVITIES TO BE IMPLEMENTED AS **AUTONOMOUS WORK** (25 hours) IN THE SCHOOL CONTEXT:

Individual and group projects/essays.

Trainees' monitoring, guiding, discussion, sharing and reflection will be fostered, with follow-up work, should it be necessary, by the trainers, on a face-to-face basis, through e-mail and/or Google Drive, a free-access tool which can be used for school tasks.

1. 3 hours of autonomous work about questions raised for reflection, analysis and debate throughout the training sessions (1., 2., 3. and 4.), with follow-up, should it be necessary, by the trainers, on a face-to-face basis, through e-mail and/or Google Drive.
2. 10 hours autonomous work with the students in a curricular and/or extracurricular

context, taking into account what was done throughout the training sessions (1., 2., 3. and 4.).

3. 3 hours autonomous work to design a plan to improve and readjust the way media education and media and digital tools are already being used in the curricular and/or extracurricular context, with follow-up, should it be necessary, by the trainers, on a face-to-face basis, through e-mail and/or Google Drive.
4. 8 hours to write the individual report of critical reflection at the end of the initiative, which covers the 3 previous items. Reports should be 6-10 page long, using *Times new roman* 12, and 1.5 line spacing.

The training sessions will be theoretical-practical in nature, and it is essential that all trainees get along from the start, become involved in the activities and enjoy the opportunity to question, practice the techniques used, fully assimilating the guiding principles of a type of learning steered towards improving and changing practices, all this grounded in peer, group and individual work involving research and presentations. To this end, we propose the following pedagogic methods:

- Lectures;
- Questioning;
- Activities.

With the following pedagogic techniques:

- Lectures;
- Topic analysis;
- Case study;
- Brainstorming;
- Viewing of videos or podcasts;
- Role-plays;
- Questions;
- Group dynamics;
- Practical exercises.

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**Recursos:**

22. [ANLiteMedia](#)
23. [MedialnAction](#)
24. Referencial Aprender com a biblioteca escolar (AcBE)
25. [Aprender com a Biblioteca Escolar](#)
26. [Referencial De Educação Para Os Media](#)
27. [Agenda de atividades de literacia digital](#)
28. [25 + UM: Agenda de atividades de educação para os media](#)
29. [Propostas Congresso Jornalistas](#)
30. [Os media e a crise dos refugiados: Agenda de atividades](#)
31. [Recursos DGE/ERTE](#)
32. [Rádios e Televisões escolares/DGE/ERTE](#)
33. [Plataforma Jornais Escolares DGE/ERTE](#)
34. [DGE/Educação para os media](#)
35. [Portal do Jornal Escolar](#)
36. [UNESCO Media Literacy Exercises](#)
37. [Portal da literacia mediática](#)
38. [CLEMI](#)
39. [Ensina RTP](#)
40. [Media Education Lab](#)

41. [RBE](#)
42. [MILD - Manual de Instruções para a Literacia Digital](#)
43. [Plano Nacional de Leitura 2027](#)
44. [Teaching social media 1: production](#)
45. [2018 Digital Storytelling Contest](#)
46. [Facebook guide for educators: A tool for teaching and learning](#)
47. [Educational Uses of Digital Storytelling](#)