

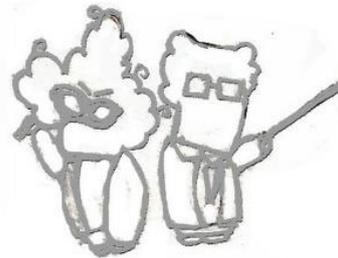
# INFORMATION & MEDIA LITERACY

## EXECUTIVE SUMMARY

SECOND LEARNING, TEACHING AND TRAINING ACTIVITY

3-6 OCTOBER 2016

FALTICENI, ROMANIA



## SUMMARY

This time, 20 students and 15 teachers gathered for the second learning, teaching and training activity to focus on information and media literacy. Regrettably, it was impossible for the Turkish team to attend. The five days together were spent on the following activities:

1. General concepts of information and media literacy
2. Solving real-world problems
3. Techniques to create the news; recognising media manipulation
4. Media stereotyping
5. Creativity versus plagiarism
6. Romanian culture and heritage
7. The project website
8. E-book
9. Project quality assessment

The students learned how to ask right questions, choose appropriate sources, find information, assess the value and reliability of the information found, blend the new with the old, share their new understandings and, as a result, improve their learning skills. In addition, the participants honed their skills in accessing, analysing, evaluating and creating media.

Each partner school team had prepared case studies on real-world issues of young Europeans, and on typical media stereotypes. Transnational teams then introduced and debated those studies, and eventually came up with a new understanding of the topics raised. Not less importantly, the participants created quite a few unspeakable intercultural moments together.

Our students had plenty of possibilities to express themselves on matters they cared about. They also showed their understanding of working with ample information through the case studies they had prepared at home. When it comes to crossing cultural and linguistic differences, we did rather well. Everyone had a chance to present their country and culture; everyone had a chance to learn about other countries and culture; everyone could practice their English skills in a friendly and supportive atmosphere.

The students formed lasting friendships, as well as interacted interculturally quite intensively. They developed their teamwork, public speaking and presentation skills, gained new knowledge of working with information and media, and learned how to avoid plagiarism. The participants agreed that their new understanding of information and media literacy would be quite helpful in their future studies.

The teachers considered the content and the activities of the LTTA truly relevant, and they highly appreciated the variety of didactic sessions, workshops, social and cultural activities organized by the host school. It was suggested, however, that the time management of the next LTTA should be more effective, the (homework) tasks better explained/earlier assigned, and the catering more carefully organized.

In conclusion, the participants agreed that the topics of this project are extremely relevant, and our students and teachers working together in all kinds of ways – professional, friendly, innovative, serious, funny – is a true evidence of European initiative acted on.

## GENERAL CONCEPTS OF INFORMATION AND MEDIA LITERACY

**Information literacy** is generally defined as recognising the need for information, researching effectively, assessing, analysing and synthesizing the information found, and creating new information effectively. Information literate people are described as true lifelong learners who know how to achieve their personal, social, professional goals by applying their integrated information skills ethically in communities of learning.

Among others, we examined [the Big Six Skills<sup>®</sup>](#) by Eisenberg and Berkowitz (1998) and [the Model of the Information Search Process](#) by Carol Collier Kuhlthau to develop our students' information literacy skills. While the former focuses on task definition, information seeking strategies, location and access, use of information, synthesis and evaluation, the latter calls attention to initiation, selection, exploration, formulation, collection and presentation of information.

[Penny Moore](#) draws our attention to the fact that modern technology does not necessarily help us understand our world better. On the one hand, unlimited (online) information is available to students all the time. On the other hand, they often misjudge its relevance, objectivity and authority. Different schools pursue different goals under information literacy: for some it means ICT knowledge; others focus on library skills (organisation and control of information); still others speak about learning processes (knowledge construction). Whichever their focus, reading, mathematics and science skills are not enough anymore. So educators must do everything they can to help their students understand how to “retrieve resources from complex storage systems, to shift and evaluate the authority and objectivity of those resources and their contents, and to construct answers from the fragments of the relevant information they *may* contain.” (Ibid.)

**Media literacy** is described as the ability to read electronic, digital, print and artistic visuals, to encode and decode the symbols transmitted via media, in addition to analyse, synthesize and produce mediated messages. Media are constructions and their meaning is always negotiated by audiences. Furthermore, media always have commercial, social and political implications. The content of media depends on the nature of the medium. See for more information at [MediaSmart](#)

[UNESCO](#) explains the essence of media and information literacy through five laws:

1. Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development.
2. Every citizen is a creator of information/knowledge and has a message.
3. Information, knowledge and messages are not always value neutral, or always independent of biases.
4. Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if he/she is not aware, admits or expresses that he/she does.
5. Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.

The President and CEO of the Center for Media Literacy (CML) [Tessa Jolls](#) claims that media literacy is a foundation for anywhere and anytime learning. Jolls describes media literacy as an effective education strategy, which must be consistent, measurable, replicable, and scalable. Moreover, students need to become effective information managers, savvy consumers, responsible producers and avid participants in media culture in order to exercise active citizenship. Jolls recommends teachers approaching media with healthy scepticism and stimulating

more questions about the matter. "I don't know: How could we find out?" a true media literacy mantra should sound.

### *SOLVING REAL-WORLD PROBLEMS*

#### Objectives:

- Identifying and describing European youth problems
- Working on perfect driving questions
- Designing problem scenarios
- Studying different possible solutions to the problems posed and questions asked

Skills: teamwork, creative thinking and communication skills

#### Outcomes:

- The participants developed their skills in critical thinking, creativity, and problem solving
- The participants developed their teamwork and communication skills.
- The students increased their motivation by realising how they can use any new piece of information in real life.
- The teachers learned how to support their students as partners and facilitators through active learning experience.

Despite some confusion related to homework tasks, the transnational teams of students and teachers worked together with great enthusiasm and efficiency. As everybody had prepared themselves thoroughly at home, they eagerly shared their ideas and provided ample input to the joint, highly productive activities.

**The Activities Plan** [http://clickerasmusplus.eu/wp-content/uploads/2016/06/Activities\\_plan\\_RO-4.10.pdf](http://clickerasmusplus.eu/wp-content/uploads/2016/06/Activities_plan_RO-4.10.pdf)

**Six case studies** <http://clickerasmusplus.eu/students-corner/>

## TECHNIQUES TO CREATE THE NEWS & RECOGNISING MEDIA MANIPULATION

### Objectives:

- Familiarizing the participants with the basic rules and principles of writing audio-visual and online news
- Recognizing the elements of media manipulation

Skills: communication and writing skills in English

### Outcomes:

- The participants learned about the role and use of different news items as information tools.
- The participants learned how to distinguish between the 'right' and the 'wrong' news, as well as how one and the same piece of information can be turned into radically different news items for manipulation purposes.
- The participants grew more conscious media users and responsible citizens willing and being able to the change the behaviour of media institutions for public good.

The activity was successful thanks to a great guest speaker Elena Ghenghea, motivated participants, as well as well-prepared materials by the host team. We truly learned something new during the session, and we grew more conscious about things we actually knew before.

**The Activities Plan** [http://clickerasmusplus.eu/wp-content/uploads/2016/06/Activities\\_plan\\_RO-4.10.pdf](http://clickerasmusplus.eu/wp-content/uploads/2016/06/Activities_plan_RO-4.10.pdf)

**Twelve media messages** <http://clickerasmusplus.eu/students-corner/>

## MEDIA STEREOTYPING

### Objectives:

- Identifying what a media stereotype is
- Presenting and discussing typical cases of media stereotyping
- Practicing media stereotyping techniques as a fun activity

Skills: teamwork, creative thinking and communication skills

### Outcomes:

- The participants raised their awareness of the authorship, format, audience, content and purpose of news items.
- The participants learned to ask critical questions about techniques media uses to attract attention; about values, lifestyles and viewpoints media communicates; about hidden agenda and true reasons a media item is created.
- The students increased their motivation by realising how they can use media for learning purposes.
- The teachers learned how to support their students as partners and facilitators through active learning experience.

Again, we can talk about a successful activity. Thanks to relevant preparations at home, an environment conducive to learning and overall positive attitude of the participants we all learned a great deal.

**The Activities Plan** [http://clickerasmusplus.eu/wp-content/uploads/2016/06/Activities\\_plan\\_RO-4.10.pdf](http://clickerasmusplus.eu/wp-content/uploads/2016/06/Activities_plan_RO-4.10.pdf)

**Six case studies** <http://clickerasmusplus.eu/students-corner/>

## CREATIVITY VERSUS PLAGIARISM

### Objectives:

- Finding and evaluating different sources, as well as organizing ways of research
- Learning about different types of information
- Learning about the problems with plagiarism
- Promoting creativity and learning how to cite correctly and create a reference list

Skills: teamwork, creative thinking and communication skills

### Outcomes:

- The participants learned to define a task, choose a proper strategy for seeking the needed information, locating and accessing the information, as well as using it effectively.
- The participants learned how to synthesize and evaluate the new piece of information created.
- The participants grew more aware of plagiarism and how to avoid this.
- The students improved their learning skills by practicing information literacy skills in informal context.
- The teachers learned how to support their students as partners and facilitators through active learning experience.

This activity served its purpose very well. The participants were clearly shown the challenges and “stumbling blocks” in working with information, but agreed that it will take time and lots of practice before they can consider themselves fully information literate.

**The Activities Plan** [http://clickerasmusplus.eu/wp-content/uploads/2016/06/Activities\\_plan\\_RO-4.10.pdf](http://clickerasmusplus.eu/wp-content/uploads/2016/06/Activities_plan_RO-4.10.pdf)

**Plagiarism** [http://clickerasmusplus.eu/wp-content/uploads/2016/06/WEB\\_Plagiarism.pdf](http://clickerasmusplus.eu/wp-content/uploads/2016/06/WEB_Plagiarism.pdf)

## ROMANIAN CULTURE AND HERITAGE

See the presentation at <http://clickerasmusplus.eu/transnational-activities/learning-teaching-and-training-activity-2/>

## PROJECT WEBSITE

The URL of our project website is [www.clickersasmusplus.eu](http://www.clickersasmusplus.eu).

- The site was designed and built by Vihmategija OÜ (Estonia) in close collaboration with Tartu Tamme Gümnaasium.
- This is a WordPress website.
- The website will be webhosted by Infobit OÜ (Estonia) 14/06/16 – 14/06/19.
- Our domain has been registered for the same period.

### Appearance

- Default colour scheme: blue, grey, yellow
- Fonts and font size: Trebuchet MS, Mistral, 13px
- Many thanks to our Turkish students for the drawings on the homepage!

### Website usability

- Fast-loading pages
- Minimal scroll
- Consistent layout
- Descriptive link text
- Cross-platform/browser compatibility

Google Chrome  
Mozilla Firefox  
Safari

Microsoft Edge  
Internet explorer  
Smart phones

Opera

Tablets

*LAUNCHED!*

*E-BOOK*

### Target group

- practicing teachers all over Europe, interested in our topics, and willing to use the activities we recommend in their daily practice

### Format

FRONT MATTER	MAIN TEXT	END MATTER
<ul style="list-style-type: none"> <li>- Title page</li> <li>- Copyright Page</li> <li>- Foreword</li> <li>- Table of Contents</li> </ul>	<ul style="list-style-type: none"> <li>- Three chapters divided into three subchapters</li> </ul>	<ul style="list-style-type: none"> <li>- Appendices</li> <li>- Bibliography</li> <li>- Endnotes</li> </ul>

### Contents

DIGITAL & TECHNOLOGY LITERACY	INFORMATION & MEDIA LITERACY	POLITICAL & INTERCULTURAL LITERACY
<ul style="list-style-type: none"> <li>- Concepts &amp; context</li> <li>- Learning Objectives &amp; Activities</li> <li>- Practical Classroom Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts &amp; context</li> <li>- Learning Objectives &amp; Activities</li> <li>- Practical Classroom Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts &amp; context</li> <li>- Learning Objectives &amp; Activities</li> <li>- Practical Classroom Activities</li> </ul>

### Type

- A PDF converted into an online book with ISSUU

### Partner schools' responsibilities

- General design by 10iCampus in collaboration with Tevfik Seno Arda Anadolu Lisesi
- A template for 'Learning Objectives & Activities' (based on the activities plans of the LTTAs) by Colegiul Tehnic Mihai Bacescu
- A template for 'Practical Classroom Activities' by CFPIMM

- Content for 'Concept and Context' written by TTG
- Pictures by C.E. Rivas Luna

*IN PROCESS!*

## *SOME EXTRACTS FROM THE PROJECT QUALITY ASSESSMENT AS OF OCTOBER 2016*

### **Project idea**

The partners have known each other since 2012. They have common concerns, such as negative attitudes towards school, lack of learning skills, and controversial understandings of the process of learning. Also, the schools draw from the EU priorities, such as a) developing basic and transversal skills by using innovative methods, b) supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of academic spectrum, c) strengthening the profile of the teaching professions.

### **Partner schools**

**CFPIMM** has 25 years of experience students and staff used to foreigners; change in subjects; digital literacy; trainers more informed; dissemination is important; image and prestige

**Colegiul Tehnic Mihai Bacescu** sees CLICK as an interesting project (subjects, political situation, intercultural aspects, tolerance, sharing various extremely diverse experiences)

**C.E. Rivas Luna** keeps learning new things and considers tis project a mind-opening experience (students and families are really interested in the project, European citizenship, togetherness with partners).

**10iCampus** has a specific international profile, so Erasmus+ projects are a great benefit (local government is interested; school branding; better at disseminating; every year new students - a challenge)

**Tartu Tamme Gümnaasium** has developed their project management, public speaking and copywriting skills a great deal (agreements, reports, negotiations, time, resources, the project website, etc.)

### **Student outputs**

- Simple web pages (the links to be displayed on our website) and e-CVs
- 24 case studies (6+6 in Romania; 6+6 in Denmark)
- 12 media messages (6+6 in Romania)
- A selection of presentations (oral and/or web-based)

### **Teacher outputs**

- One reflection paper in form of a blog post per partner school (altogether six posts)
- Six open classes, one per school, carried out locally
- Three lesson plans (for a single class) per school (altogether 18 lesson plans to be presented in the project e-book.
- One report of the open class per school (altogether six reports)

### **Partner school outputs**

- Curriculum adjustments (elective courses and/or project-related activities carried out in partner schools locally)
- Dissemination activities

### **Impact**

- Students develop their language and communication, public speaking, collaboration and self-regulation, socialising and travelling skills, as well as tolerance and respect towards other cultures
- Teachers grow professionally, develop their autonomy along with transnational networking skills

- Each partner school earns a reputation of an institution that holds European dimension in high regard.
- All together, they thrive on intensive intercultural interaction and on living European values by their very nature.

### **Some constructive ideas**

- More students should get involved in the activities
- Homework tasks should be quite specific, given well in advance, as many as absolutely necessary and duly completed.
- During a five-day period maximum outputs/outcomes should be achieved thanks to excellent planning, well-disciplined participants and collective effort.
- While pursuing the objectives set in the application the working programme of each LTTA should have enough space to allow spontaneous activities and unexpected outcomes.

### **Some nice moments in Romania, captured by Camilla**

Movie 1: [https://youtu.be/\\_BxDjim9iMk](https://youtu.be/_BxDjim9iMk)

Movie 2: <https://youtu.be/GLatAesH0Po>

Movie 3: <https://youtu.be/lCzl48JPves>

Movie 4: <https://youtu.be/lnU0LuGI7>

## LIST OF ACTIVITIES

### SESSIONS

1	Pre-test	yes
2	School presentations (20 students and 15 teachers)	yes
3	Hopes and fears (20 students and 15 teachers)	yes
4	Next steps: LTTA 3 and the final project meeting (core team)	yes
5	Activity 1 (20 students and 15 teachers)	yes
6	Activity 2 (20 students and 15 teachers)	yes
7	Activity 3 (20 students and 15 teachers)	yes
8	Activity 4 (20 students and 15 teachers)	yes
9	Feedback session (20 students and 15 teachers)	yes
10	Post-test	yes

### CULTURAL ACTIVITIES

1	Visiting Falticeni: The Town Hall, the Water Museum and The Ion Irimescu Museum (the whole group)	yes
2	A trip around BUCOVINA UNESCO heritage (the whole group)	yes
3	Enjoying local folk dance traditions (the whole group)	yes

### ROUND-TABLES

#### Teachers (core team)

1	Quality assessment	yes
2	The website	yes
3	The e-book	yes

#### Students (20)

1	Workshops	yes
2	Student round-tables	yes
3	e-CVs	yes

4	Nest steps (LTTA 3 and the last project meeting in Valencia)	yes
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