



Pestalozzi

Training Resources

Media Literacy (ML)

Learning about and making friends with new technologies

by

Author: Ivo Piperkov - Bulgaria

Editor: Ildikó Lázár



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

Media Literacy (ML)

Learning about and making friends with new technologies

by

Author: Ivo Piperkov - Bulgaria

Editor: Ildikó Lázár

Last edition: **April 2012**

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Multimedia educational projects for learners and teaching strategies for analyzing social media from the perspective of human rights

Expected outcome

- to raise awareness of and promote education for the responsible use and production of content in today's media environment
- to design a project as a teaching aid to develop media literacy based on human rights among young people;
- to enable teachers to create and produce multimedia educational materials for learners on the theme "Human rights and Web 2.0"

Target group

Type of training	School level	Subject area
pre- and in-service teacher training	Primary and secondary	All subjects

Brief description of the unit

New technologies have changed the global infrastructure of the media and the ways and forms of communication. There have also been changes in gathering and spreading information in our professions. As a result, traditional lessons and courses in education have been facing the need to change as well. Our young students show a lot of interest in acquiring practical skills that enable them to play, study or work on the Internet but many of them only keep looking for new applications and do not necessarily understand the inherent risks. These new tools can become dangerous because our learners (as digital natives) are very often our teachers from a technological point of view but it is also necessary to develop their knowledge about the risks of the new media. The development of media literacy based on the recognition of human rights can help prevent the dangers. Designing and using good multimedia educational products, this training session may be a little step in this direction.

Methods/techniques used

Presentations and group discussions following a "Challenge cycle" (see description in the Tips to trainers section of Activity 2), individual research and materials production

Time 3x3 lessons, individual work for 2 weeks, and 2 hours for presentations and final debriefing

Activity 1: Introducing the training session	▶ 45 minutes
Activity 2: Analyzing resources prepared for HR education	▶ 90 minutes
Activity 3: Knowledge and understanding in the social media landscape	▶ 135 minutes
Activity 4: Preliminary design of a multimedia project for Web 2.0 and HR	▶ 135 minutes
Activity 5: Designing the educational multimedia project	▶ 2 weeks (at home)
Activity 6: Presentations of the educational multimedia projects	▶ 120 minutes

Resources

Computers, projector, internet access, a Moodle platform (see also <http://demo.moodle.net/>), links to HR materials



Tips for trainers (or teachers):

- The timing of the training session is based on 3x3 45-minute lessons possibly on different days but obviously this can be modified depending on the context and the number of participants;
- Double check if you have all the necessary materials, resources and equipment for the training;
- Learning by doing is the most important method for participants in this project.

Activity 1 Introducing the training session “Learning about and making friends with new technologies”



45 minutes





	Notes
<p>► Specific aims:</p> <ul style="list-style-type: none"> ➢ to understand the aims of the training ➢ to understand the plan (contents, objectives, requirements) ➢ to learn to work on a Moodle platform for project needs 	
<p>► Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ elicitation, presentation, individual online discovery 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➢ a projector and a laptop ➢ computers (internet, multimedia) for individual work ➢ a Moodle platform (created before the first meeting) where participants will have the opportunity to communicate, ask questions and share materials 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The training has to take place in a multimedia lab with computers with internet connection for the whole group (and also for individual work). ➢ The trainer needs to upload educational materials and presentations for the participants on the Moodle platform in advance. 	
<p>► Grouping:</p> <p>  (whole class) and  (individual) </p>	

<p>► Instructions/procedure:</p> <ol style="list-style-type: none"> 1. Welcome and introductions. If the participants don't know each other, a 5-minute ice-breaker could be for everyone to say their first name and a multimedia-related word that they don't fully understand. Everyone has to memorize at least three names and the mysterious multimedia words of the same people. (The trainer should take notes so the group can later become clear about the meanings of these words.) 2. The trainer asks participants if they know of online educational projects and the group should listen to the members' short accounts of these. 3. The trainer also gives examples for online educational multimedia projects (see an example in Appendix 1, figure 1); 4. The trainer informs participants about the aims of the training and the scheme of creating their own individual multimedia educational projects (Appendix 1: <i>Guidelines for the development of a multimedia educational project</i> and figure 2); 5. The trainer informs participants about the timeline for developing their projects; 6. Participants may ask questions to clarify tasks and deadlines; 7. The trainer presents the Moodle platform where the participants will have the opportunity to communicate, ask questions and share materials during the following weeks; 8. The participants do their registration on the Moodle platform and post a comment or question to the trainer. 	
<p>► Tips to trainers:</p> <ul style="list-style-type: none"> ➤ Inform the group that the training will combine theory and practice and will gradually go from a preliminary design of the multimedia project to its implementation (Appendix 1, figure 2); ➤ Inform participants that new educational materials will become available on the Moodle platform during the training course. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What do you think young people primarily use the Internet for these days? ➤ To what extent do you think your students are concerned about human rights issues? ➤ What is your first idea for an in-class activity about human rights and using Web 2.0? 	



90 minutes

Activity 2 Analyzing resources prepared for human rights education















	Notes
<p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ to define what is human rights education and its long-term aims ➤ to raise awareness of what the different components are that make up a culture of human rights (Towards a human rights culture - COMPASS) ➤ to define the necessary knowledge and understanding, skills, attitudes and values ➤ to develop ideas to introduce human rights education for young people 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Video-projector and laptop to show PowerPoint presentation ➤ Computers (internet, multimedia) for individual work ➤ Presentation materials organized in a challenge cycle (Appendix 2, fig. 3), part of an educational product created for this course before the meeting ➤ Added materials for participants on the Moodle platform (The European Convention on Human Rights: Starting Points for Teachers) ➤ COMPASS (link) - A Manual on Human Rights Education with Young People ➤ The European Convention on Human Rights: Starting Points for Teachers (link or appendix missing) 	
<p>► Practical arrangements:</p> <p>The training requires a multimedia lab.</p>	
<p>► Grouping:</p> <p>  (whole class)  (individual)  (group work)  (whole class) </p>	

<p>► Instructions/procedure:</p> <ol style="list-style-type: none"> 1. The trainer presents the major topics of human rights education; 2. The participants work in a challenge cycle (Appendix 2, fig. 3) where they can individually gather information from previously prepared resources (hyperlinks to The European Convention on Human Rights, Starting Points for Teachers, COMPASS, etc.); 3. The participants choose one of the human rights and write down their initial thoughts on how they can use the multimedia tools to present this human right to their students at school; 4. The participants discuss the results in small groups and write their best ideas on computers (into a wiki or assignment in Moodle); 5. The small groups present the results of their discussions; 6. Encourage participants to ask questions for clarification. 	
<p>► Tips to trainers:</p> <ul style="list-style-type: none"> ➤ The concept of “Challenge cycle” is demonstrated in Appendix 1, figure 1 (second part). It starts with a short movie with instructions about what to look out for. Figure 3, figure 4 and figure 5 illustrate four types of “Challenge cycle”. They all begin with a “Challenge movie” to activate participants. In “Initial thoughts” participants must write down their first ideas in a Word document. After some group discussions and reading resource materials, participants revise their initial ideas. All the necessary files can be uploaded on each computer in Moodle in advance. In the “Conclusion” stage all the groups present their results for feedback and comments from the others. The structure is flexible as we can always put the latest and most appropriate documents – new texts, new movies, or clips from local TV into “Resources”. We can also include links to useful websites. ➤ Inform participants that they can use a challenge cycle as a structural model in their projects if they wish. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What do you understand by human rights education? ➤ What type of knowledge is necessary for young people to gain a deeper understanding of human rights issues? ➤ Which skills and attitudes will be essential for them to help in the defense of human rights? ➤ Where do you recognize violations of human rights in using the Internet? 	

Activity 3 Knowledge and understanding in the social media landscape



135 minutes





	Notes
<p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ to understand the use of different kinds of social networking sites ➤ to develop ideas to exploit the educational possibilities of the new media ➤ to gain insights into which Web 2.0 tools the students of the participants know well and how they use them ➤ to develop ideas/strategies to make young people understand the potential dangers of Web 2.0 tools 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Video-projector and laptop for presentation ➤ Computers (internet, multimedia) for individual work ➤ Scheme of Social Media Landscape with hyperlinks to different kinds of social tools (Appendix 3, Social Media Landscape) ➤ Challenge movies, presentations, flash – organized in Challenge cycles in next module (Appendix 3, fig. 4.1, fig 4.2 and see also http://demo.moodle.net/) 	
<p>► Practical arrangements: The training requires a multimedia lab with computers and Internet access.</p>	
<p>► Grouping:</p> <p>      (whole class)  (individual)    (group work)      (whole class) </p>	

<p>► Instructions/procedure::</p> <ol style="list-style-type: none"> 1. The trainer gives the challenge movie for one of the social sites (Appendix 3, fig. 4.1); 2. The participants choose different Web 2.0 tools (Publish, Share, Discuss, etc.) and with the help of the hyperlinks they surf individually for their applications on the social media landscape (Appendix 3, Social Media Landscape); 3. The participants note down their initial thoughts individually and discuss (in small groups) the possible uses of social networking in education; 4. Then they present the results of group work to the plenary; 5. The trainer gives the challenge movie and participants note down individually their initial thoughts for methods that can be used to understand which Web 2.0 tools their students know and how to organize a discussion with them about the potential dangers (Appendix 3, fig. 4.2); 6. The trainer helps participants to organize the role play for understanding which Web 2.0 tools their students use and how to organize discussion with them; 7. The participants note (individually) any new reflections they may have and then discuss these (in small groups); 	
<p>► Tips to trainers (or teachers)/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Be ready to moderate the discussions with all the groups and if necessary give a few ideas to keep them going. 	
<p>► Debriefing/reflecting – Follow up activity:</p> <ul style="list-style-type: none"> ➤ How many types of Web 2.0 tools do you know well? ➤ How many of these do you use in education? ➤ Which Web 2.0 tools are new to you and what is your first impression about their possible use in education? ➤ What methods can we use to learn which Web 2.0 tools our students use and how they use them? ➤ How can we organize the discussion with our students about the potential dangers of using the new media? 	

Activity 4 Preliminary design of an educational multimedia project for Web 2.0 and HR



135 minutes

	Notes
<p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ to define the topic of the teachers' multimedia projects and the target audience ➤ to define the major goals and tasks of the project ➤ to select the key components of the project's content ➤ to establish the modular structure according to the type of project ➤ to learn to use expressive means (audio and visual, static and dynamic components) to have an effect on potential consumers of the final product ➤ to design the means of navigation and level of interactivity in the multimedia product 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Video-projector and laptop for presentation ➤ Computers (multimedia) for individual work ➤ Presentations for the expressive means of a multimedia project - audio and visual, static and dynamic components (<i>See examples ...</i>) ➤ Software for editing expressive means of the multimedia (audio and visual, static and dynamic components) (<i>Types of software that would be useful to have...</i>) ➤ On Moodle platform - added material for participants 	
<p>► Practical arrangements: The training requires a multimedia lab with computers and Internet access.</p>	
<p>► Grouping:</p> <p>  (whole class)  (individual)  (whole class)  (whole class) </p>	

► Instructions/procedure::

1. The trainer shows the challenge movie for social media and HR (Appendix 4, fig. 5);
2. The participants brainstorm ideas about the topic of their multimedia project;
3. The participants select the key components of their project's content;
4. The participants try to realize their first idea and plan a simple structure of their multimedia project;
5. The trainer presents examples of good practice for using audio and visual, static and dynamic components like expressive means of the multimedia (Appendix 4, fig. 6) and necessary software for producing and editing these components;
6. The trainer presents examples of good practice for navigation and interactivity in multimedia products (Appendix 4, fig. 7);
7. The participants may ask questions for clarification that have come up after the presentations;
8. The participants try to implement some of their ideas for presenting the key components of their projects on computers;
The participants discuss how they can use these components for the presentation of the problems of human rights and Web 2.0 opportunities;
9. Time for another question & answer session.

► Tips to trainers (or teachers)/anticipated difficulties:

- Remind participants that the content of their projects can include one or more HR and one or more media tools;
- Prepare presentations that show examples of content which is on the theme of HR and Web 2.0;
- Be ready to moderate a discussion with the whole group about using audio-visual resources for presenting HR and the possibilities of Web 2.0;
- Prepare notes about the programs;
- Be ready to talk with every one of the participants about how they will present the Web 2.0 and HR training resources and help them with possible ideas;
- Inform participants that during the next two weeks (the time for implementing the projects) they can use GSM, e-mail and the Moodle platform to ask for your help;
- Show participants the criteria for assessing the multimedia projects (Appendix 5).

► **Debriefing/reflecting:**

- Where are the connections between HR and social networking in your project?
- What do you think are the best ways to present HR and social networking to your students?
- How can you use your project to organize the discussion with your students about avoiding the risks of social networking?
- What are the best techniques to present HR with social networking to develop your students' knowledge and teach them about preventing the risks?

Activity 5 Designing the multimedia project



2 weeks


► **Specific aims:**

- to find ways to bridge knowledge about Human Rights and use of Web 2.0 in teaching
- to explore good practice based on media literacy
- to develop ideas to design educational materials
- to develop teachers' own knowledge and skills for creating educational products
- to become comfortable with technologies necessary for Web 2.0

► **Resources:**

- Moodle platform
- Materials presented and created during the course
- Information about websites, blogs, etc.
- Additional materials shared by participants
- Any added components: pictures, audio, videos, etc.
- Step-by-step instructions for programs and training materials for the participants



Notes

<p>▶ Practical arrangements:</p> <p>Participants will design their multimedia projects individually on their own computers but they should have access to the multimedia lab for work with specific programs during these two weeks.</p>	
<p>▶ Grouping:</p> <p> (individual)</p>	
<p>▶ Instructions/procedure (for participants to follow individually):</p> <ol style="list-style-type: none"> 1. Draw up the final project's scenario and selection of components in the presentation 2. Plan the overall structure of the multimedia project 3. Structure the presentation of information by educational modules 4. Incorporate interactivity in the multimedia modules 5. Test the modules for preliminary assessment and corrections 6. Connect the modules within an overall structure 7. Test the complete multimedia project (correction and optimizing the expressive means and the level of interactivity) 8. Prepare the methodological documentation for using the multimedia product in education 9. Ask questions from the trainer or each other on the Moodle platform at any stage of your work 10. The trainer posts comments and answers to the participant or to the whole group 11. Send CD/DVD with their educational multimedia project three days before its presentation 12. Feedback: the trainer posts comments for last corrections to participants if necessary 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ Prepare notes about the programs; ➤ Be ready for prompt reactions with possible ideas and decisions for individual questions; ➤ Inform participants again about the criteria of assessing their multimedia projects. 	

Activity 6 Presentation of the educational multimedia projects by course participants



120 minutes

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ to present participants' own multimedia educational projects ➢ to do the "defense" of these projects 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Video-projector and computers (internet connection, DVD, multimedia) for the presentation of individual projects ➢ Participants' educational projects ready for presentation 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The "defense" will take place in a multimedia lab with computers (internet, multimedia) for the whole group and a computer (internet connection, DVD, multimedia) with a video-projector for the presentation of individual projects 	
<p>▶ Grouping:</p> <p> (individual) and  (whole class)</p>	
<p>▶ Instructions/procedure:</p> <ol style="list-style-type: none"> 1. The trainer introduces the themes/topics of participants' projects; 2. Participants present their projects; 3. The "defense" of the educational multimedia projects means that every course participant is allowed to ask questions from the presenter; 4. Assessment of the participants' educational projects (Appendix 5). 	

<p>► Tips to trainers:</p> <ul style="list-style-type: none">➤ Make sure that all the participants have equal time to present and to defend their projects.	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Do you have new ideas how to further develop your project later?➤ Whose project would you like to try out with your students (apart from your own)? And why?	

Evaluation and assessment

The evaluation (and self-assessment) of the educational projects that the participants created was included in Activity 6.

A workshop evaluation questionnaire may include the following questions:

1. Write down something you found particularly useful in this workshop:

.....

2. Write down something you learned about or learned to do while you were attending the face-to-face sessions:

.....

3. Write down an interesting idea or reflection you had while you were working on your multimedia project individually:

.....

4. Please comment on anything that seemed unclear or was missing from the workshop:

.....

5. Write down in a few words what you would like to use/change in your own teaching on the basis of what you experienced in this workshop:

.....

References

Basic literature

- Council of Europe Publishing, 2004, COMPASS – A Manual on Human Rights Education with Young People (in Bulgarian)
- Council of Europe Publishing, 2006, The European Convention on Human Rights – starting points for teachers
- Vaughan. Tay, 2004, Multimedia: Making It Work, Sixth Edition, Osborne/McGraw-Hill

Websites

- http://www.coe.int/T/E/Com/About_Coe/Brochures/fichedh_IndexE.asp (this link doesn't work anymore unfortunately)
- <http://www.eycb.coe.int/compass/en/contents.html>
- http://www.eycb.coe.int/Compass/en/chapter_2/2_1.htm (link doesn't work)
- <http://www.fredcavazza.net/2008/06/09/social-media-landscape/>

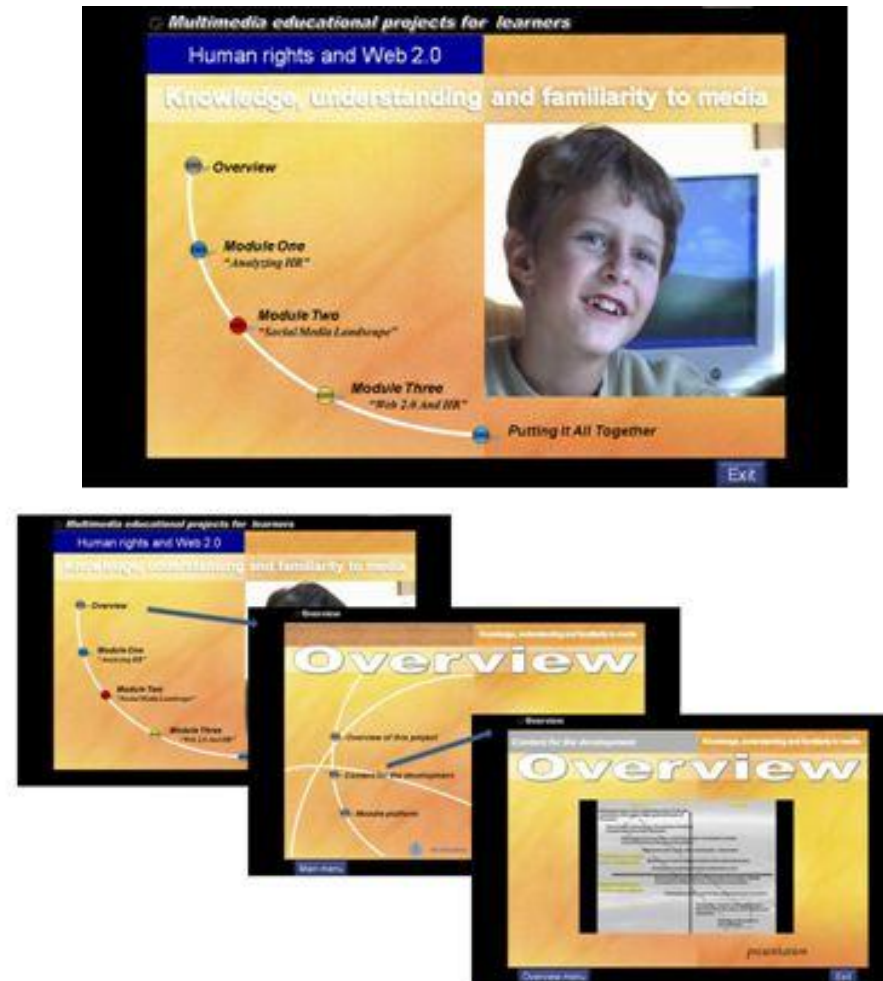
Multimedia products

- Microsoft Program Partners in Learning - School Leader Development: Building 21st Century Schools (original and localization in Bulgarian)
- Cisco Systems, CISCO CITY big picture multimedia

Additional literature

- Piperkov, Ivo. 2004, A model for the development of a multimedia educational project // Training and education, Sofia, pp. 433-435 (in Bulgarian)
- Piperkov, Ivo. 2009, Media and human rights // Training, profession implementation and social status of social worker, Sofia University "St. Kliment Ohridski", pp. 469-473 (in Bulgarian)

Appendix 1:



*This Overview has three parts: Overview movie with instructions; Overview presentation for steps in work (fig. 2); and Overview for Moodle.
Figure 1 Educational multimedia project*

Guidelines for the development of a multimedia educational project:

- Defining the topic of the multimedia project, the potential consumers of the final product, major goals and tasks of the project
- Designing the text scenario of the project
- Selecting key components of the content of the project
- Defining the structure of the multimedia project: possibly establishing a modular structure
- Planning the expressive means of the multimedia: audio and visual, static and dynamic components
- Integrating all the components in the multimedia project, examining interrelations between audio and visual, static and dynamic components
- Building up a communication model in the multimedia project
- Defining the means of navigation and level of interactivity in the multimedia product
- Drawing up the project's scenario: selecting expressive components – variations in the presentation
- Forming the overall structure of the multimedia project: designing a graphic representation of the project
- Structuring the presentation of information by modules: spatial and temporal structuring of the multimedia presentation
- Building up interactivity in the multimedia modules: deciding about the means and opportunities to ensure interactivity.
- Testing the modules for preliminary assessment and corrections, assessing the efficiency of the modules developed
- Connecting the modules within an overall structure, checking and correcting the links
- Testing the complete multimedia project, assessing the means of navigation and interaction
- Making corrections following the testing of the project, optimizing the use of expressive means and the interactivity
- Drawing up the project's documentation: preparing the documentation accompanying the multimedia product.

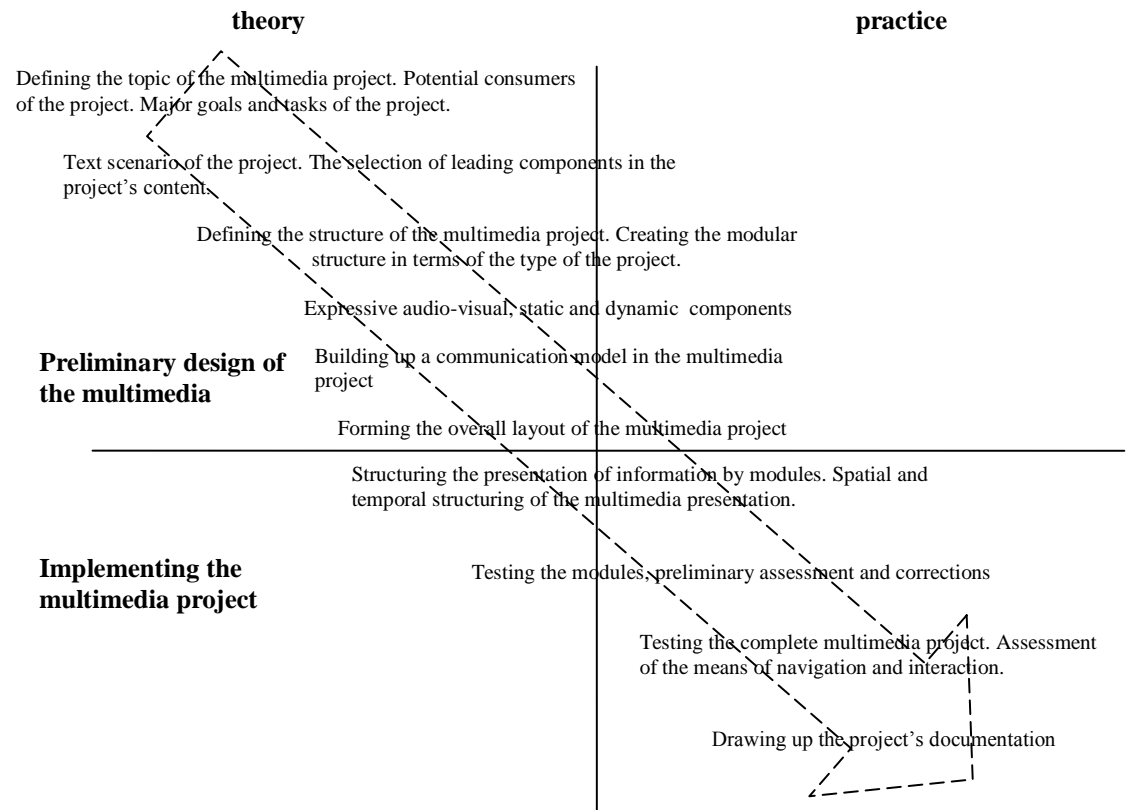


Figure 2 Scheme of creating and producing multimedia educational project

(See: Piperkov, I. 2004)

Appendix 3:

Social Media Landscape

- **Publication tools** with blogs ([Typepad](#), [Blogger...](#)), wikis ([Wikipedia](#), [Wikia](#), [Wetpaint...](#)) and citizen journalism portals ([Digg](#), [Newsvine...](#))
- **Sharing tools** for videos ([YouTube...](#)), pictures ([Flickr...](#)), links ([del.icio.us](#), [Magnolia...](#)), music ([Last.fm](#), [iLike...](#)), slideshows ([Slideshare](#)), products reviews ([Crowdstorm](#), [Stylehive...](#)) or products feedbacks ([Feedback 2.0](#), [GetSatisfaction...](#))
- **Discussions tools** like forums ([PHPbb](#), [vBulletin](#), [Phorum...](#)), video forums ([Seesmic](#)), instant messaging ([Yahoo! Messenger](#), [Windows Live Messenger](#), [Meebo...](#)) and VoIP ([Skype](#), [Google Talk...](#))
- **Social networks** ([Facebook](#), [MySpace](#), [Bebo](#), [Hi5](#), [Orkut...](#)), niche social networks ([LinkedIn](#), [Boompa...](#)) and tools for creating social networks ([Ning](#))
- **Micropublication tools** ([Twitter](#), [Pownce](#), [Jaiku](#), [Plurk](#), [Adocu...](#)) and alike ([twitxr](#), [tweetpeek](#))
- **Social aggregation tools** like lifestream ([FriendFeed](#), [Socializr](#), [Socialthing!](#), [lifestrea.ms](#), [Profilactic...](#))
- Platforms for **livecast** hosting ([Justin.tv](#), [BlogTV](#), [Yahoo! Live](#), [UStream...](#)) and there mobile equivalent ([Qik](#), [Flixwagon](#), [Kyte](#), [LiveCastr...](#))
- **Virtual worlds** ([Second Life](#), [Entropia Universe](#), [There...](#)), **3D chats** ([Habbo](#), [IMVU...](#)) and teens dedicated virtual universes ([Stardoll](#), [Club Penguin...](#))
- **Social gaming platforms** ([ImInLikeWithYou](#), [Doof...](#)), **casual gaming portals** ([Pogo](#), [Cafe](#), [Kongregate...](#)) and social networks enabeled games ([Three Rings](#), [SGN](#))
- **MMO** ([Neopets](#), [Gaia Online](#), [Kart Rider](#), [Drift City](#), [Maple Story](#)) and **MMORPG** ([World of Warcraft](#), [Age of Conan...](#))

Two Challenge Cycles for participants



Figure 4.1



Figure 4.1

Appendix 4:



Figure 5 Challenge movie for social media and HR



Figure 6 Resources structure



Figure 7 Example of good practice for navigation

Appendix 5:

Assessment of the participant's educational project:

- The amount of content covered by the project – minimum threshold if the creation of a multimedia within a module
- Complexity and variations of the multimedia structure established
- Adequate visualization and information presentation
- Types of means used (texts, graphics, pictures, animation, sound and video) and in appropriate proportions
- An appropriate combination in the integration of audio and visual means
- Technological complexity (technologies applied) of the project
- The ratio between the independently created and the adapted but ready-made expressive elements
- Correct interactive links, their clear application, and in adequate quantity

Assessing the defense of the multimedia project:

- Presentation of the project
- Assessing the educational and methodological components
- Assessing the print materials accompanying the project