



EDUMEDIAtest

An interactive tool for evaluation and training

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BACKGROUND

- The project comes from many years work of an international team led by Joan Ferrés at UPF University.
- Researchers from Ecuador, Chile, Peru and Argentina had worked and continue working on the design and improvement of the questionnaire.
- The first objective was **to design a not perceptive media competence evaluation tool and at the beginning it did not consider training tools.**
- EDUMEDIATEST is an opportunity to expand the scope of implementation and give added training value to the original project.

BACKGROUND

DOSSIER

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Media Competence. Articulated Proposal of Dimensions and Indicators

La competencia mediática: propuesta articulada de dimensiones e indicadores

ABSTRACT

The changes occurring in the media environment over the last decade force us to revise the parameters from which media education is to be implemented today, in a new age of communications. This article seeks to provide some criteria that media education or media literacy should follow, and especially a coordinated proposal of dimensions and indicators to define the new media competence. The proposal has been made by the authors of this article from the contributions made by 50 renowned Spanish and foreign experts in Media Literacy. The proposal focuses on six major dimensions: languages; technology; interaction processes; production and dissemination processes; ideology and values, and the aesthetic dimension. And it is structured around two areas of work in every dimension: the production of their own messages and the interaction with outside messages. We propose to develop this media education in the context of participatory culture, combining critical and aesthetic thinking with the expressive capacity; the development of personal autonomy with social and cultural commitment. Finally, we propose to combine technological revolution with neurobiological revolution, assuming changes produced in the conception of the human mind, especially as regards the importance of emotions and unconscious processes over reasoned and conscious ones.

"The analysis of the meaning of the message is of no use if it does not come with the analysis of the media effects on the person who receives that message. And the deep analysis of what the person thinks about the media product has no validity unless it comes with an equally profound analysis of what he or she feels about it.. " (Ferrés y Piscitelli, 2012)



GENERAL OBJECTIVE

Increase the level of media competence -and their awareness of it- among high school students from (minimum) 35 high schools from **Croatia, France, Greece, Ireland, Portugal, Slovakia and Spain**, through the **implementation of an interactive evaluation and training tool developed as a website**, available in different languages. After testing this tool, **it will be freely available as a training resource for other students and educators in their respective contexts.**



SPECIFIC OBJECTIVES AND OUTPUTS

Evaluation

Design an interactive tool as a website with a double character: recreational and evaluative **-not self-perception based-**, in order to measure the degree of media competence in a number of dimensions.

Output: free online evaluation tool



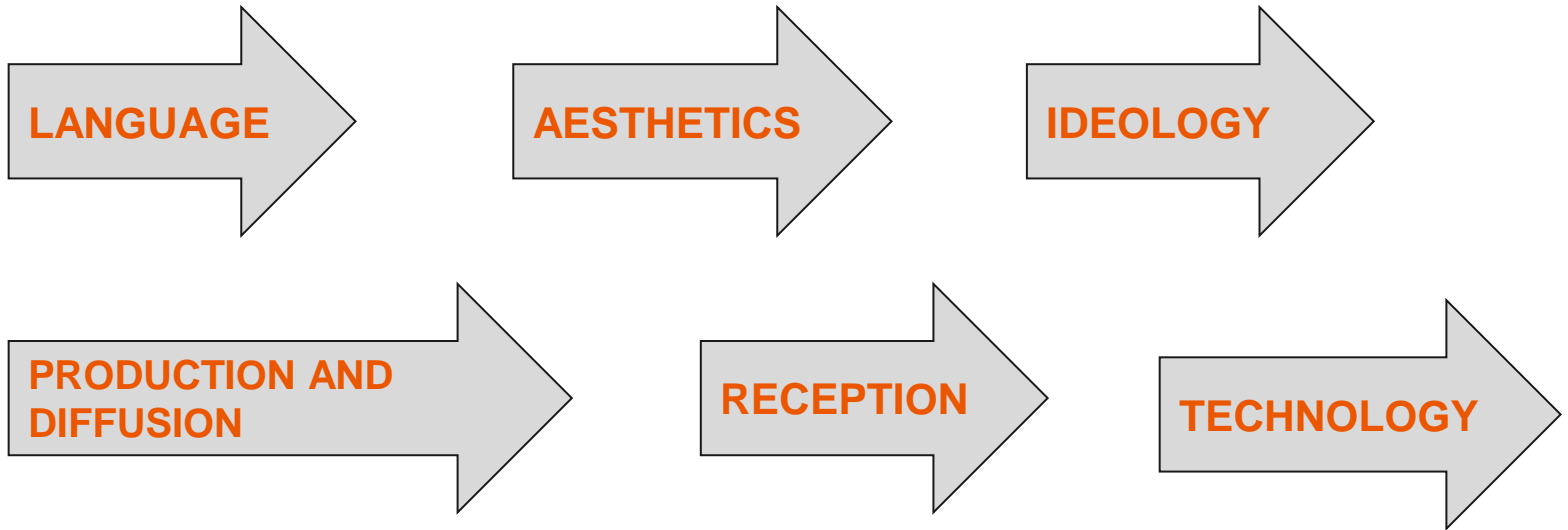
Validation

Training

Propose training activities in media education that teachers can implement within their classrooms on the basis of the data obtained from the evaluation stage. **Output: a set of training activities**



DIMENSIONS










LANGUAGE DIMENSION - indicator

- Interpret and evaluate the various codes of representation and the function they perform in a message.
- Analyze and evaluate messages from the perspective of meaning, narrative structures and gender and format conventions.
- Understand the flow of stories and information.
- Express oneself through a wide range of systems of representation and meaning.
- Choose between different systems of representation and different styles depending on the communicative situation, the type of content to be transmitted and the type of interlocutor.
- Modify existing products, giving them a new meaning and value.

LANGUAGE DIMENSION - question

If you wanted to transmit a feeling of harmony, which colour combination would you choose? Select one option.

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LANGUAGE DIMENSION - training material

Proposal to work on meaning and meaning, as well as codes of representation:

Choose logos from well-known brands in the country and analyze them by the color they use, you can also use images of characters such as those shown in this [Pantone initiative](#):

To analyze the images we can ask: What does the brand look for when using these colors? What emotions do you seek to convey?

QUESTIONNAIRE

EDUMEDIAtest

What do you know about how the media work to communicate and interact with us?

EduMediaTest allows you to test your knowledge and abilities to identify disinformation, detect hidden interests in sources, spot stereotypes, behave responsibly when it comes to copyright, etc.

Audiovisual media regulators and public institutions in seven European countries have developed this interactive tool, EduMediaTest, to evaluate and improve media education for European pupils aged 14 to 18 thanks to the partially funding received from the European Commission under the Media Literacy for All programme.

My account

Username

Password

Log in

Consortium Partners



TRAINING MATERIALS

Training materials

The EduMediaTest team has put together downloadable training materials to improve the media competence of your students. They are organised by each of the competencies of media education and available for free (in PDF format).

Technology



Reception



Production & Diffusion



Language



Ideology



Aesthetics



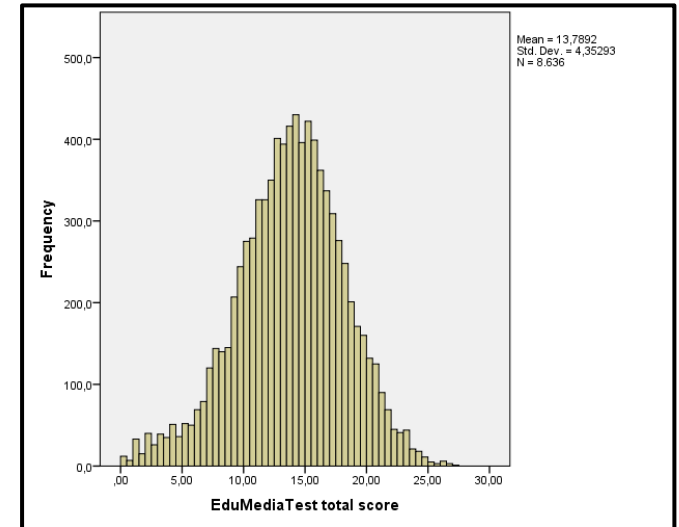
RESULTS 1: Test reliability

Distribution of the final score

Normal distribution and standard deviation



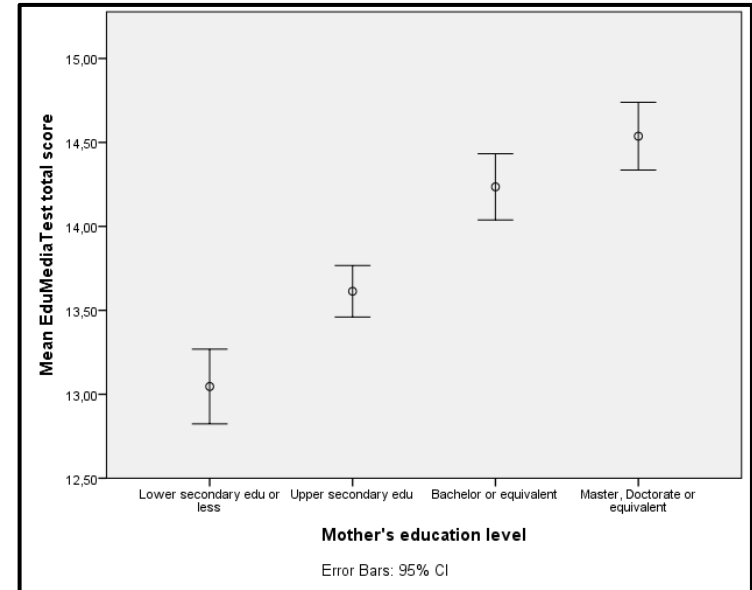
Design an interactive tool as a website with a double character: recreational and evaluative -not self-perception based-, in order to measure the degree of media competence in a number of dimensions. **Output: free online evaluation tool**



RESULTS 2: Correlations

Mother's education level

Correlation between the degree of people's skills and the educational level of the mother. It is shown significant, linear, and positive influence of the mother's educational level on the results. The higher the mother's educational level, the better the student's media skills.



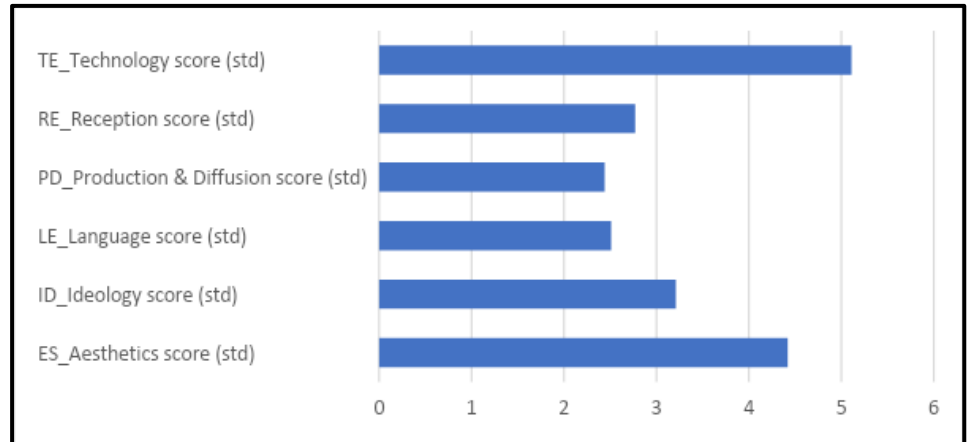
RESULTS 3: Dimensions (1)

Standardized mean value of each of the 6 dimensions

The highest levels of literacy are found in the **dimension of technology**.



Contradiction of schools reducing media literacy to merely a digital skill (essentially its instrumental dimension)



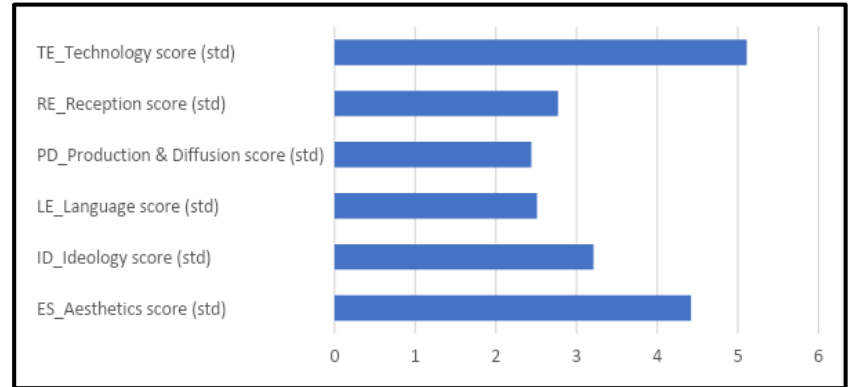
RESULTS 3: Dimensions (2)

Standardized mean value of each of the 6 dimensions

The most challenging dimensions were Production & Diffusion, Reception, and Language.



Pupils are not familiar with how media organisations and content platforms operate, how media messages are produced according to certain rules, etc.



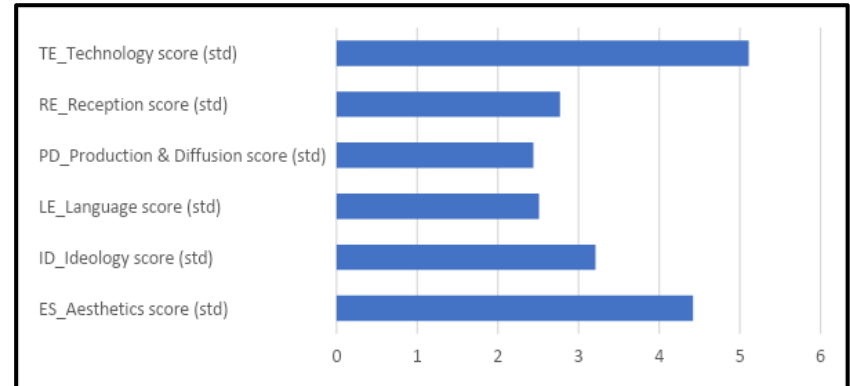
RESULTS 3: Dimensions (3)

Standardized mean value of each of the 6 dimensions

The lowest scores occurred in the **Production & Diffusion dimension**.



Even they are familiar producing media content (Tik Tok, Instagram photos, etc.) in their daily lives, they are not actually trained in terms of production techniques, identity, private data, factors that affect media messages, etc.





THANKS!



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