An interactive tool for evaluation and training

Mònica Figueras Maz
Joan Ferrés Prats

Mittzy Arciniega Cáceres / Amalia Hafner / Julio Mateus / Pablo Andrada / Cecilia Ugalde / Caty González
The project comes from many years of work by an international team led by Joan Ferres at UPF University. Researchers from Ecuador, Chile, Peru, and Argentina have 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.
“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

AESTHETICS

IDEOLOGY

PRODUCTION AND DIFFUSION

RECEPTION

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

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.
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).
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!