

Media literacy program and material for adult educators

Theme 1: INTRODUCTION TO THE COURSE



Project APRICOT:

Attentive parental education for wise being and co-being in changing times

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Chapter 2: Theme 1: Introduction into the Course

2.1 Introduction into the theme

The aim of this theme is to present & discuss the conceptual background of the course, *namely*: to get acquainted with the course, to be aware about the learning process, to get deeper into the main course, to clarify the target audience of adult learners, to get familiar with the framework methodology of the course.

AE will learn:

- how the APRICOT project defines media literacy, critical thinking, parental / grandparental education, disadvantaged groups of learners;
- to apply the framework methodology for teaching target groups in practice;
- to reflect upon the learning process;
- to plan their own teaching-learning process, while introducing the course for specific target groups.

2.2 Main principles working with target groups

8 basic principles for work with AE

We follow 8 basic principles for work with AE:

1. *Autonomy and self-direction* - AE will be introduced to the project and the course and will be fully aware of the purpose of their learning – what they will learn and the benefits of that learning;
2. *Learning by doing* - AE will be engaged in an active, experiential learning process;
3. *Relevance* –the content and form of learning will be adequate to AE needs, professional realities;
4. *Experience* – AE will be able to build their learning based on their personal and professional experience;
5. *Multi-sensory* - Audio, video, and practical hands-on activities will be used amongst other resources in the learning process to ensure a multi-sensory and varied experience;
6. *Practise* – AE will have time to test course materials in their professional environments by completing individual tasks;
7. *Personal development* – the course will contribute to personal development as well as improving professional skills
8. *Involvement* - AE will be actively involved not only in the process of learning, but also in the process of course development. Their examples, teaching tips, and feedback will be used for course improvement. AE are treated as co-authors of the course.

Teaching disadvantaged people

In adult education¹, attention should always be paid to disadvantaged participants from difficult social backgrounds. There are many types of disadvantage: e.g. disadvantage due to origin (migration), disadvantage due to low income (economic background), disadvantage due to psychological or physical limitations, disadvantage due to low educational attainment and low social status. It is important to specifically address these socially disadvantaged participants and to integrate them into the group.

In our project "APRICOT - Attentive parental education for wise being and co-being in changing times" we would like to pay special attention to the group of socially disadvantaged, low-skilled people and enrich the training concept accordingly.

This group of learners often lack basic key skills, and so before concepts such as media competence or critical thinking can be addressed, more general basic competences - such as personal, social and self-management skills - come into play.

Personal, social and self-management skills influence the motivation to learn and actively participate in the course. This is where the trainer's skills are required.

It is important to be mindful of social context during a training session. Participants may have concerns regarding the learning process or their behaviour being observed and evaluated, particularly where there is a lack of self-confidence.

Another aspect of motivation concerns the values and identity of a person. Disadvantaged people often have a value system that differs from or contradicts the values of "established" social groups. This own identity contributes to maintaining their self-esteem and dignity. For the trainer this is a special challenge.

Motivation of the target group

It is very important to organise a preparatory meeting with the individual participant before the start of the training in order to inform him/her about:

- basic skills
- the goals and methods of the training
- the rules as well as time and place of the training
- their role during the training.

¹ This document is based on the elaboration of a European project:
EUROPÄISCHES PRO-SKILLS Projekt 230054-CP-1-2006-1-LU-Grundtvig-G1 www.pro-skills.eu

Prerequisites and general conditions of the training

Training for the disadvantaged does not differ significantly from other training if modern didactic principles are taken into account. However, the didactic and pedagogical expertise of the trainer is more in demand with this target group. Motivation, group dynamics, communication and cultural aspects come more to the fore.

The Trainer

For a positive and successful implementation of the training, the trainer's competences, characteristics and tasks are important.

The trainer should bring the following additional competences:

- Sensitivity for cultural aspects (especially for the social culture of the target group)
- Ability to arouse and maintain the motivation of the participants
- Observation skills (observation of group dynamics and the whole training process)
- Flexibility to adapt the training to the respective group of participants and their needs
- expertise in (interactive) pedagogical approaches
- Abilities to encourage participants to participate and take active action

Some of these competences are necessary for any training, regardless of the participants, but are particularly important when dealing with the target group of disadvantaged people, especially if they have unfavourable previous experience with traditional education systems.

The trainer is responsible for the following general aspects of training with disadvantaged people:

- A clearly defined framework and clear and realistic goals should be made transparent to the participants.
- He/ She should work with the participants' resources and adapt the training to their experience and previous knowledge.
- He/ She should observe and evaluate the training process and adapt it to the needs of the participants if necessary.
- The training process should be comprehensible for the participants so that they can become aware of their experiences in the group.
- The trainer should be aware of his or her role and especially of his or her limitations within the training context.

The Training

It is very important for the participants to feel accepted and to gain confidence in the trainer and the training.

This can be promoted in the following ways:

- The training should always take place under the umbrella of a well-known organisation or institution and should not be the personal responsibility of an individual trainer.
- It can be helpful for the participants to get to know the trainer and the premises in advance of the training. They will become familiar with the facility and feel a little more confident at the beginning of the training. People who do not feel safe can cancel their participation in the training without losing face.
- The participants should be informed in detail about the content, methods and rules of the training in advance.

Acceptance and group atmosphere

A good atmosphere in the group and mutual acceptance among the participants are essential for a successful implementation of the training, especially if the target group experiences rejection and social exclusion in their daily life.

This requires some basic regulations:

- The group atmosphere has first priority. Conflicts among the participants should be addressed immediately – these situations give an opportunity to practice the application of important social skills
- Some basic rules should be agreed at the beginning of the training, for example feedback rules, accepting different opinions and previous experiences etc. Depending on the group and the time frame, these rules can be developed together with the participants.
- The training should be fun. There should be enough time for breaks, relaxation or warm- up games and exercises.

Taking into account the needs of the participants

The training should take into account the needs and specifics of the participants*:

- At the beginning of the training the participants should have the opportunity to express their needs and expectations.
- The participants should be actively involved in the design of the training.
- The design and methods of the training should be in accordance with the cultural and social background of the target group.
- The learning process should include small steps from known to unknown and from simple to more challenging content. It is the trainer's responsibility to ensure that each participant can follow the learning process.
- The questions and expectations of the participants should be answered.

2.3 Getting familiar with framework methodology

Short theoretical introduction

- The learning is based on the CEA approach and ERR framework (evocation/realization of meaning/reflection) for teaching and learning processes.

Evocation – is the stage where learners are invited to use their prior knowledge, experience before stepping into the new material. This stage aims to evoke learners' interest in the new theme and get ready to learn more.

Realization of meaning – is the stage where learners get acquainted with new material and get actively involved in its comprehension;

Reflection - is the stage where learners connect their prior knowledge and experience with newly acquired information and reflect upon it and the overall process of learning

- The learning employs a variety of strategies and methods such as interactive lectures, individual, pair and group work;
- The duration of delivery of this theme is 4 hours

Table 3. Overview of the theme

Learning objectives	Content	Activities/methods	Material	Time	Learning outcomes
To present & discuss conceptual background of the project	Overview of the course: what and how we will learn	Interactive lecture and group discussions	Multimedia	15 min.	Clear understanding of the course aims and nature
	Parental education	Reading, talking & writing <i>Brainstorm, K-W-L</i>	Handouts, multimedia Flipchart, markers	15 min	Getting acquainted with the concept
	Work with disadvantaged groups (Basic competences, pedagogical approaches, training concept)	lecture through presentations; interactive lecture and group discussions	Multimedia (Projector) Handout, Worksheets, Flipchart, markers	30 min.	Getting acquainted with target groups

Learning objectives	Content	Activities/methods	Material	Time	Learning outcomes
	ML&CT concepts	Reading, talking & writing <i>I.N.S.E.R.T²/ Jigsaw</i>	Handout, multimedia Flipchart, markers	40 min.	Getting acquainted with the concept
To get acquainted with methodical framework of the course	The research about how adults learn best	Interactive lecture and group discussions	Review of scientific articles, multimedia	10 min.	Getting acquainted with the framework
	ERR framework	Process analysis & reflection Individual & group discussions	Flipchart, markers	10 min.	Getting experience of the ERR framework and Reflection upon learning process and its replication in natural contexts

Part I. Presentation of Model Activity

Step 1

The workshop participants are involved in 1-2 minutes “warm-up” activity, after the session leader introduces the aim of the session & briefly describes what will happen during it.

Step 2

Task 1: The course participants are asked to think of an example of a positive learning experience they have had as parent or grandparent. When was it? What was it? How did it happen? What was learned? If some from the group are not parents, they are invited to think about their own parents or grandparents.

All examples & stories are listened to, written down on flipchart paper, later grouped into several categories according to their nature. The experience of each group member will be used later, discussing another theme “How adults learn best”.

Task 2: The first task serves as an introduction into the parental education theme. The second task leads into deeper inquiry on the topic. Participants have to think about parental education in connection with critical thinking & media literacy concepts. The course

² Interactive Noting System of Effective Reading and Thinking

participants' experience is used for filling in the first column of the K-W-L (Know- Would like to know- Learned) chart (Ogle, 1986).

KNOW	WOULD LIKE TO KNOW	LEARNED

The presenter discusses with participants what they know about parents' education. Answers are written in the first column. The second step involves finding out what participants would be *interested to know* – and filling in the second column of the table.

At the conclusion of the session, the participants will return to the K-W-L & decide what they have learned. Some of their questions may have remained unanswered, and there also may be new questions. If so, these questions can be the basis for further inquiry.

Task 3: The participants are given the text “**Media Literacy for Clinicians and Parents**” (Olson C.K, Beresin E.V., Schlozman S.C.) Text is presented in the Annex 1.

The text is divided into 6 parts & analyzed using Jigsaw (Slavin, 1990) method. Part 1: “How young children perceive and use media”; Part 2: “Preschool years”; Part 3: “How school age children and adolescents perceive and use media”; Part 4: “Family context and media”; Part 5: “Understanding media content”; Part 6: “The striving family. Difficulties with peer relations”.

Step 3. Jigsaw Method

1. Participants will be responsible for learning all parts of a given text, but each person will become an expert on one part of the text & will teach others about it.
2. Everyone is assigned to a so-called “home group” of 6 members. Each “home group” member gets different parts of the same text.
3. “Home group” members are sent out to “expert groups” – those who read the same part of the text.
4. Every “expert” gets a copy of the article & an expert sheet. It contains questions to guide that person’s reading of the text. The expert sheets differ, because later each person will be responsible for helping the others in the home group learn about the aspects of the reading covered by his or her expert sheet.
5. Everyone reads the article for 15-20 minutes. Everyone pays attention to the material that answers the questions on his or her expert sheet.
6. Experts study & discuss the text in expert groups. Discussions are led by a leader for each expert group. The group agrees on what the question means or what the task is before answering. Clarify anything that participants are unsure of. The expert groups discuss their questions and answers for about 10-15 minutes. The leader of the session circulates among the expert groups to provide any further necessary

clarification. Experts have to be ready to teach “home groups”, so need to decide upon the most suitable form of explanation. The expert’s task is not just to read or report word by word, but to use simple and clear language to transfer the main message and most important ideas of the specific text they were given.

7. Experts return back to “home groups” and teach their colleagues. Each participant takes no more than 5 minutes to present to the others what she/ he learned in the “expert group”.
8. Participants evaluate the process of teaching & learning.

Task 4: Participants fill in the last column of the K-W-L chart individually. Then share what they have learned & check nothing has been left unanswered in the middle column.

Part II. Analysis of the Process

1. Recalling the learning process - what, when, how.
2. Reflection upon the learning process – what learners felt, experienced, learned.

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts.
2. Development of a draft plan for implementation.

Possible adaptations

If adult educators plan to work with disadvantaged groups of parents/grandparents, we recommend:

- to use short texts or/and more visual materials (in case of low education/poor reading and writing skills);
- to apply pair to pair or small group work (in case of low self esteem, socio-emotional skills);
- to use native language texts (in case of multi- national audiences with low language skills of the residence country).

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