

Creativity through critical media literacy

Learning scenario

Exploring representations in the digital world



Autori

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Introduction

For decades now, the growing and widespread use of digital media has pervaded all areas of social life and influenced the communicative behavior of citizens belonging to different age groups, changing the way in which knowledge is generated and shared, as well as the creation and the production of various discursive genres. Within such a complex scenario, multimodal analysis proves to be a fertile approach to media-educational practices, as it favors the development of preparatory skills for critical media literacy. Specifically, it offers tools and concepts for studying how semiotic resources are used to create meaning in digital artifacts.

The pilot scenario on creativity, entitled “Exploring representations in the digital world”, was designed by combining Media Education tools and practices with multimodal analysis. In particular, the training objectives were selected from the Media and Intercultural Education Framework (MIEF) – developed in the project “MEET-Media Education for Equity and Tolerance” (<https://meetolerance.eu/>) (Erasmus+, KA3, 2016-2018), which combines media education with critical intercultural studies. The objectives identified in the three dimensions of “understanding”, “expression” and “engagement” were adapted to include elements of digital communicative competence from a multimodal point of view. The objective is to bring the two perspectives into dialogue through the critical development of media, intercultural and semiotic knowledge and skills that allow action in the social environment.

The learning scenario was implemented as part of the "Multimodal Discourse Analysis" course, delivered in the Master's Degree Course in "Public and Political Communication Strategies" of the University of Florence.

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Part I - Learning scenario “Exploring representations in the digital world”

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Identification of the partner	
<i>Country</i>	Italy
<i>Status /Institution</i>	University of Florence
<i>Participants</i>	Higher education students
<i>Comments about experimentation context</i>	This learning scenario will be tested at the University of Florence (Italy), School of Political Sciences, Master Degree in Institutional and Political Communication Strategies. The class participating in the project belongs to the course in Multimodal Discourse Analysis (6 ECTS).

Conditions for upscale	
<i>Logistics</i>	Indoor activities x Rows/Columns (Teacher-centred instruction)
<i>Teachers' expertise</i>	Basic knowledge of audio-visual grammar
<i>Students' prerequisites</i>	Use of Internet browser Taking pictures with a mobile phone Making a short video with a mobile phone Use of the Internet, including social media platform, for information search
<i>Institutional support</i>	<ul style="list-style-type: none"> ● For administrative issues x Collecting informed consent for the use of

	images x Collecting informed consent for the use of the participation in the project
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Learning Scenario description

<p><i>Title</i></p>	<p>Exploring representations in the digital world</p>
<p><i>Abstract</i></p>	<p>This learning scenario aims at promoting learners' critical understanding of representations in digital media, in particular representations of identities that can be found on the video sharing platform YouTube around social themes such as climate change, migrations, gender equality, globalization, disabilities, civic participation, digital transformation. It also aims at promoting their capacity to illustrate such issues to a selected audience through the creation of video-essays.</p> <p>The learning scenario is divided into four parts, as follows:</p> <ol style="list-style-type: none"> 1. Introductory phase (4 hours) 2. Analytical phase (6 hours) 3. Group work phase (6 hours) 4. Concluding phase (2 hours) <p>In the introductory phase (4 hours), learners are provided with basic notions of representation in the digital sphere, of audience selection as well as with basic elements of multimodal analysis. In the second phase (6 hours), learners are asked to choose and individually analyze, according to pre-give criteria, one representation of identities on YouTube that deals with the pre-mentioned themes. In the third phase (6 hours), learners are organized into groups, themes they have chosen, and are asked to select an audience and to create a video-essay where they illustrate the representation issue, they have dealt with to that audience. The learning scenario concludes with the publication of the video-essay</p>

	and with an individual reflection of the work done.
<i>Key concepts</i>	<p>Representation</p> <p>The concept of representation dates back to (at least) the 1970s with the rise of Cultural and Media Studies. The underlying idea is that the media do not represent reality, even when they deal with real life events, but they represent reality through a selection of aspects of it, reporting some opinions rather than others and so on.</p> <p>Digital Identities</p> <p>In the learning scenario we are interested in the representation of identities conveyed by digital media. We aim to focus learners' attention on the point of view(s) offered in digitally mediated representations by providing tools for them to reflect on the processes of making meaning.</p> <p>Multimodal Analysis</p> <p>Multimodal analysis offers tools to investigate how representations are created through the use of semiotic resources (e.g. words, images, sounds...). The sets of semiotic resources for meaning making are referred to as "modes" and are socially and culturally shaped within given communities of practice. By employing multimodal analysis, learners can gain an understanding of how digital identities are constructed both at the level of content and at the formal level of communication.</p>
Participants	
<i>Target group</i>	Postgraduate students (aged from 22)
<i>Ideal number of students</i>	Up to 50 students

Aims	
<p><i>MIEF Frame 1</i></p> <p><i>Understand & Analyze + Recognize & Decenter</i></p>	<p>1.1. Understanding the relationship between the media and the reality and how media claim to 'tell the truth' about the world</p> <p>1.2. Problematizing the process of media representation to uncover and discuss issues of ideology, power and pleasure</p> <p>1.5. Reflecting on the different people and interests involved in media production processes</p>
<p><i>MIEF Frame 2</i></p> <p><i>Understand & Analyze + Dialogue & Engage</i></p>	<p>2.2. Recognizing that audiences may be diverse, including social, gender and cultural differences, that they may respond in diverse and unpredictable ways and why this can occur</p> <p>2.3. Developing awareness about the linguistic and cultural conventions and the ways these can be played with, challenged and subverted</p> <p>2.4. Mastering the range of resources, tools and constraints that shape our processes of meaning making, across different media languages, to make our voices heard</p>
<p><i>MIEF Frame 3</i></p> <p><i>Create & Reflect + Recognize & Decenter</i></p>	<p>3.1. Becoming more reflective in identifying and explaining your responses or interpretations and what makes you respond in the way you do</p> <p>3.2. Making more critical judgements and more active use of your experience of the world and of other (media) cultures</p> <p>3.4. Becoming more confident in discussing the relationships between media texts/practices and issues of social justice</p>

<p><i>MIEF Frame 4</i></p> <p><i>Create & Reflect + Dialogue & Engage</i></p>	<p>4.1. Making or remixing media texts to facilitate communication and dialogue across cultures</p> <p>4.3. Advocating intercultural values and social justice through your media practices in your everyday life</p> <p>4.5. Sharing your (media and semiotic) knowledge and expertise to solve problems in your own social environments</p>
<p>Organisation</p>	
<p><i>Duration</i></p>	<p>Total of hours for the LS = 18 h</p>
<p><i>Planning</i></p>	<p>Four phases divided as follows:</p> <ol style="list-style-type: none"> 1. Introduction phase (4 hours) 2. Analytical unit (6 hours) 3. Group work (6 hours) 4. Final reflections (2 hours)
<p><i>Technical tools</i></p>	<ul style="list-style-type: none"> ● Interactive whiteboard ● Computers & Internet ● Social network sites

Content Development

Structure

PHASE 1 – INTRODUCTION

Unit 1 – Representation of Identities in Digital Environments

Introduction – Problematization of the issues of identities' representation in digital environments in relation to socio-political themes (about 20 min)

Activity – Analysis of examples (40 min)

Conclusion – Presentation of the results and discussion (20 min)

Unit 2 – Elements of Multimodal Analysis of Videos

Introduction – Introduction of basic elements of the multimodal analysis of videos (about 20 min)

Activity – Analysis of examples (40 min)

Conclusion – Presentation of the results and discussion (20 min)

Unit 3 – Target Audience and Sender's Image

Introduction – Introduction of basic concepts of audience selection and creation of sender's image (about 20 min)

Activity – Analysis of examples (40 min)

Conclusion – Presentation of the results and

	<p>discussion (20 min)</p> <p>PHASE 2 – ANALYTICAL PHASE</p> <p>Unit 4 – Video Analysis</p> <p>Introduction – Students individually select the theme and the related YouTube videos they want to analyze (about 30 min)</p> <p>Activity – Each student analyzes the videos related to representation issues (5 hours)</p> <p>Conclusion – Presentation of the results and discussion (30 min)</p> <p>PHASE 3 – GROUP ACTIVITY</p> <p>Unit 5 – Creating video-essays</p> <p>Introduction – Creation of the groups based on the chosen theme and the selected audience (about 30 min)</p> <p>Activity – Each group creates a video-essay where they illustrate to a selected audience the social issue related to the digital representation of identities (5 hours)</p> <p>Conclusion – Publication of the videos and discussion (30 min)</p> <p>PHASE 4 – CONCLUSION</p> <p>Unit 6 – Reflections and evaluation</p> <p>Introduction – Debriefing on the group activities</p>
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	<p>and video-essays (about 60 min)</p> <p>Activity – Each learners performs a self-assessment on the work done so far (30 min)</p> <p>Conclusion – Discussion and final evaluation (30 min)</p>
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Phase no. 1: INTRODUCTION

<p><i>Description</i></p>	<p>This phase aims at giving students the basic tools for the entire activity of exploring representations in the digital world both at content level and a formal/semiotic level. It starts by asking them to reflect on the story that is being told by the YouTube video sources they use to be informed in terms of, among others, context, participants, communicative scope. It then proceeds to investigate the formal/semiotic realization of the same video sources to stimulate awareness in learners on meaning making processes. It ends with a reflection on how the image of senders are semantically and semiotically shaped on YouTube and how messages are crafted for intended target audience.</p>
<p><i>Specific objectives</i></p>	<ol style="list-style-type: none"> 1) To understand the complex relationship between the media and reality 2) To learn to describe and interpret media representations of reality 3) To learn to reflect upon one's own media interpretations by comparing them with those of other people
<p><i>Evaluation</i></p>	<p>Formative evaluation (i.e. feedback provided during the process)</p> <p>Peer evaluation (e.g. mutual evaluation among students)</p>
<p><i>Technical support</i></p>	<ul style="list-style-type: none"> • Interactive whiteboard (when possible) • Internet connection

	<ul style="list-style-type: none"> • Smartphones or tablets or PCs
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Sequence no. 1	
<i>Time</i>	Duration: 80 min
<i>Pedagogical methods</i>	<p>Direct teaching (e.g. teacher giving a lecture to introduce key concepts)</p> <p>Group work (e.g. students working in small groups to pursue a common objective)</p> <p>Discussion (e.g. students engaged in an open debate on a certain topic)</p>
<i>Instructions</i>	<p>The teacher introduces the lecture by giving some basic concepts of content analysis of YouTube video sources. After this general introduction, in pairs students are invited to select some video sources and to analyze them on the model of what has been done previously. The aim is to highlight, among others, elements such as context, participants, communicative scope of the selected sources.</p>
<i>Teaching resources</i>	Appendix 1.1

Sequence no. 2	
<i>Time</i>	Duration: 80 min
<i>Pedagogical methods</i>	<p>Direct teaching (e.g. teacher giving a lecture to introduce key concepts)</p> <p>Group work (e.g. students working in small groups to pursue a common objective)</p> <p>Discussion (e.g. students engaged in an open debate on a certain topic)</p>
<i>Instructions</i>	The teacher introduces the lecture by giving some basic concepts of formal/semiotic analysis of YouTube video sources. After this general introduction, in pairs students are invited to take into account video shots from the source they have chosen and investigate how the participants are represented in such videos.
<i>Teaching resources</i>	Appendix 1.2

Sequence no. 3	
<i>Time</i>	Duration: 80 min
<i>Pedagogical</i>	Direct teaching (e.g. teacher giving a lecture to

<i>methods</i>	<p>introduce key concepts)</p> <p>Group work (e.g. students working in small groups to pursue a common objective)</p> <p>Discussion (e.g. students engaged in an open debate on a certain topic)</p>
<i>Instructions</i>	<p>The teacher introduces the lecture by giving some basic concepts of how the image of senders are semantically and semiotically shaped on YouTube and on intended target audiences. After this general introduction, in pairs students are invited to examine the YouTube pages of the video sources that had chosen and to explore how the image of the senders is created there. In addition, they are asked to select a target audience and write a brief text in which they explain the main issue of the video they have chosen to them and discuss it with the other learner.</p>
<i>Teaching resources</i>	<p>Appendix 1.3</p>

Phase no. 2: ANALYTICAL PHASE

<i>Description</i>	This phase focuses on an in-depth analysis of YouTube videos of their choice, that learners individually perform based on the notions explored in the first unit and leveraging the teaching resources that they are given (R1 + Grid). Their work is constantly supervised by the teacher, who offers feedback during the process. The phase ends with the presentations and discussion of students' analyses to their peers.
<i>Specific objectives</i>	<ol style="list-style-type: none"> 1. To become actively familiar with the basic notions of content and formal/semiotic analysis 2. To understand how meaning is created using meaning making resources offered by YouTube 3. To become aware on how biased messages are shaped by the use of media languages
<i>Evaluation</i>	<p>Formative evaluation (i.e. feedback provided during the process)</p> <p>Peer evaluation (e.g. mutual evaluation among students)</p>
<i>Technical support</i>	<ul style="list-style-type: none"> • Interactive whiteboard (when possible) • Internet connection • Smartphones or tablets or PCs

Sequence no. 1	
<i>Time</i>	Duration: 30 min
<i>Pedagogical methods</i>	Direct teaching (e.g. teacher giving a lecture to introduce key concepts)
<i>Instructions</i>	The teacher explains the details of the activity and the key concepts it involves, then the learners are invited to choose a YouTube video where identities are represented dealing with social themes like climate change, migrations, gender equality, globalization, disabilities, civic participation, digital transformation.
<i>Teaching resources</i>	

Sequence no. 2	
<i>Time</i>	Duration: 5 hours and 30 minutes
<i>Pedagogical methods</i>	Guided discovery based on learners' individual work (e.g. student working on media analysis) Discussion (e.g. students engaged in an open debate on a certain topic)
<i>Instructions</i>	The learners are then asked to individually analyze the video according to the criteria they are given in the

	teaching resources. In the end students share and discuss their results with the class.
<i>Teaching resources</i>	Reflection Tool 1 (Appendix 2.1) Grid for Multimodal Media Analysis (Appendix 2.2)

Phase no. 3: GROUP WORK

<p><i>Description</i></p>	<p>In this phase, learners are organized into groups, according to the social themes they have chosen (climate change, migrations, gender equality, globalization, disabilities, civic participation, digital transformation). Each group is then asked to select an audience and to create a video-essay where they illustrate the representation issue they have dealt with to the chosen audience. The phase ends with the presentations and discussion of students' analyses to their peers.</p>
<p><i>Specific objectives</i></p>	<ol style="list-style-type: none"> 1. To become familiar with the genre of video-essay 2. To become actively familiar with the basic notions of audience 3. To craft their message for an intended audience
<p><i>Evaluation</i></p>	<p>Formative evaluation (i.e. feedback provided during the process)</p> <p>Peer evaluation (e.g. mutual evaluation among students)</p>
<p><i>Technical support</i></p>	<p>Interactive whiteboard (when available)</p> <ul style="list-style-type: none"> • Internet connection • Smartphones or tablets or PCs

Sequence no. 1	
<i>Time</i>	Duration: 30 min
<i>Pedagogical methods</i>	Direct teaching (e.g. teacher giving a lecture to introduce key concepts)
<i>Instructions</i>	The teacher illustrates basic notions of the video-essay genre to the learners. Then the teacher divides the learners into groups (max 4 people for group) according to the social justice themes they have dealt with during the individual analysis of the YouTube videos. Each group is then asked to select an audience and to create a video-essay to explain them the social justice issue they have explored.
<i>Teaching resources</i>	Video-essay Form (Appendix 3.1)

Sequence no. 2	
<i>Time</i>	Duration: 5 h
<i>Pedagogical methods</i>	Group work (e.g. students working in small groups to pursue a common objective)
<i>Instructions</i>	The students work in their groups to create a video-essay that illustrates a social justice issue to the audience they have chosen leveraging the teaching

	resources they are given. In the video-essay, the students have to provide evidence to what they are saying. The evidence is given by the individual analysis of YouTube videos they performed during phase 2, which must be integrated in the video-essay as proofs.
<i>Teaching resources</i>	Creating a Video Essay: Work Planning Sheet (Appendix 3.2) Storyboard (Appendix 3.3)

Sequence no. 3	
<i>Time</i>	Duration: 30 min
<i>Pedagogical methods</i>	Discussion (e.g. students engaged in an open debate on a certain topic)
<i>Instructions</i>	The learners submit their video essays and then share and discuss their results with the class.
<i>Teaching resources</i>	

Phase no. 4: CONCLUSION

<i>Description</i>	This unit focuses on the learners' self-assessment process, followed by a collective discussion on the experience and by the teacher's final assessment of the activities.
<i>Specific objectives</i>	<ol style="list-style-type: none"> 1. To develop awareness about their own learning process 2. To favor learner's knowledge appropriation for knowledge transfer 3. To understand the assessment process
<i>Evaluation</i>	<p>Peer evaluation (e.g. mutual evaluation among students)</p> <p>Teacher's evaluation (i.e. final assessment)</p>
<i>Technical support</i>	<ul style="list-style-type: none"> • Interactive whiteboard (when possible) • Internet connection • Smartphones or tablets or PCs

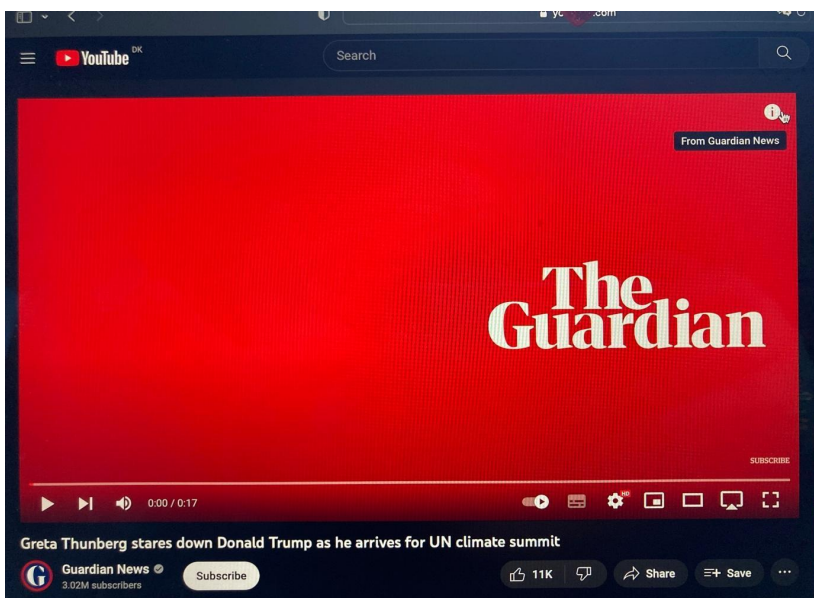
Sequence no. 1	
<i>Time</i>	Duration: 2 hours
<i>Pedagogical methods</i>	Discussion (e.g. students engaged in an open debate on a certain topic)

<i>Instructions</i>	The learners are asked to fill in the R2 document with the self-assessment of their work done during phase 2 and phase 3. The phase concludes with a collective discussion on the experience and with the teacher assessing the student according with the Assessment Guidelines and with the Final Assessment Grid
<i>Teaching resources</i>	<p>Reflection Tool 2 (Appendix 4.1)</p> <p>Reflection Tool 1/Reflection Tool 2/Video-Essay Assessment Guidelines (Appendix 4.2)</p> <p>Final Assessment Grid (Appendix 4.3)</p>

Appendices

UNIT 1

Appendix 1.1



Watch the video entitled “Greta Thunberg stares down Donald Trump as he arrives for the UN climate summit”

https://www.youtube.com/watch?v=zmXOPrCr_F4

Answer the following questions:

What kind of story is being told?
What is the context?
Who are the participants?
What is the main communicative scope?
Who is the sender?

Is it formal or informal?
Whose point of view is the viewer asked to adhere to?
What is the social issue at stake in the video?
What does the video say about Greta Thunberg?

LEARNERS' ACTIVITY

Choose a YouTube Video that talks about Greta Thunberg and answer to the following questions (work in pairs):

What kind of story is being told?
What is the context?
Who are the participants?
What is the main communicative scope?
Who is the sender?
Is it formal or informal?
Whose point of view is the viewer asked to adhere to?
What is the social issue at stake in the video?
What does the video say about Greta Thunberg?

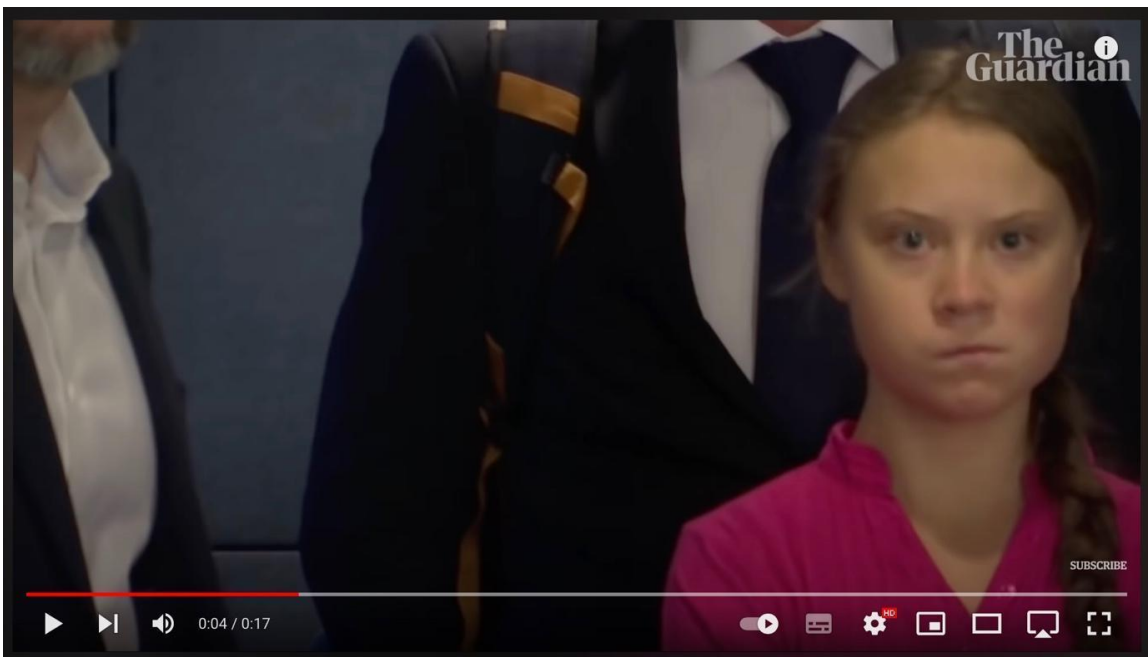


Appendix 1.2

Consider the two following screenshots from the video “Greta Thunberg stares down Donald Trump as he arrives for the UN climate summit”

https://www.youtube.com/watch?v=zmXOPrCr_F4

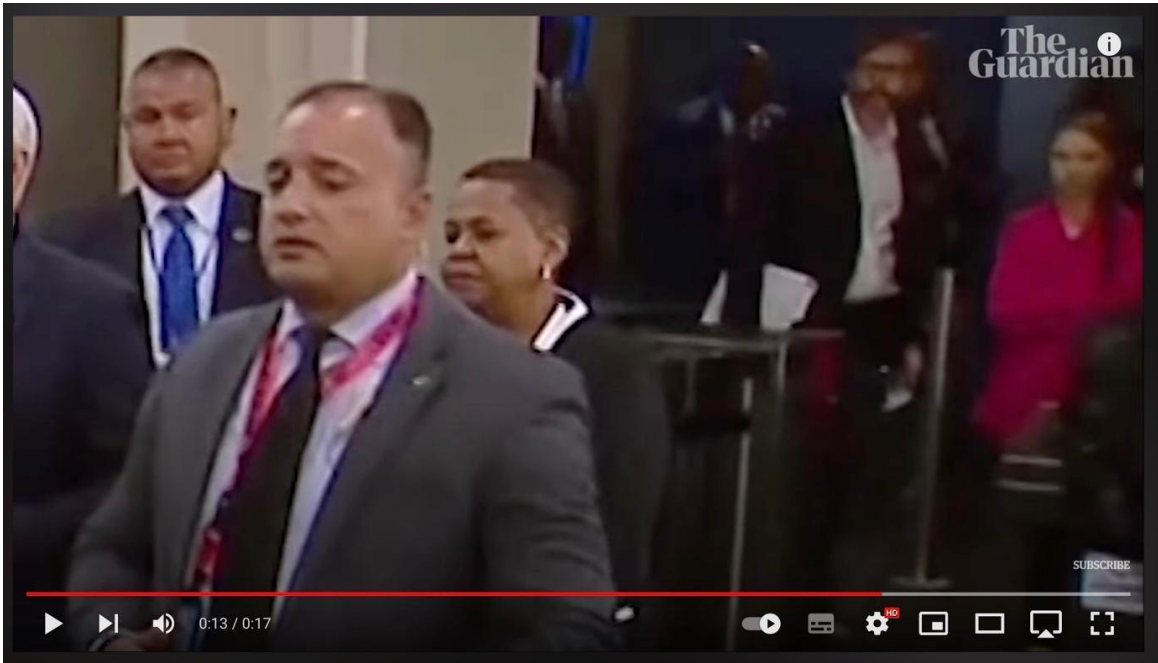
SCREENSHOT 1



How is the image of Greta visually constructed? What kind of relationship is created with the viewers?

To answer the questions, consider and describe the layout of the image, the gaze of the represented participant, the camera angle that is used and the kind of shot.

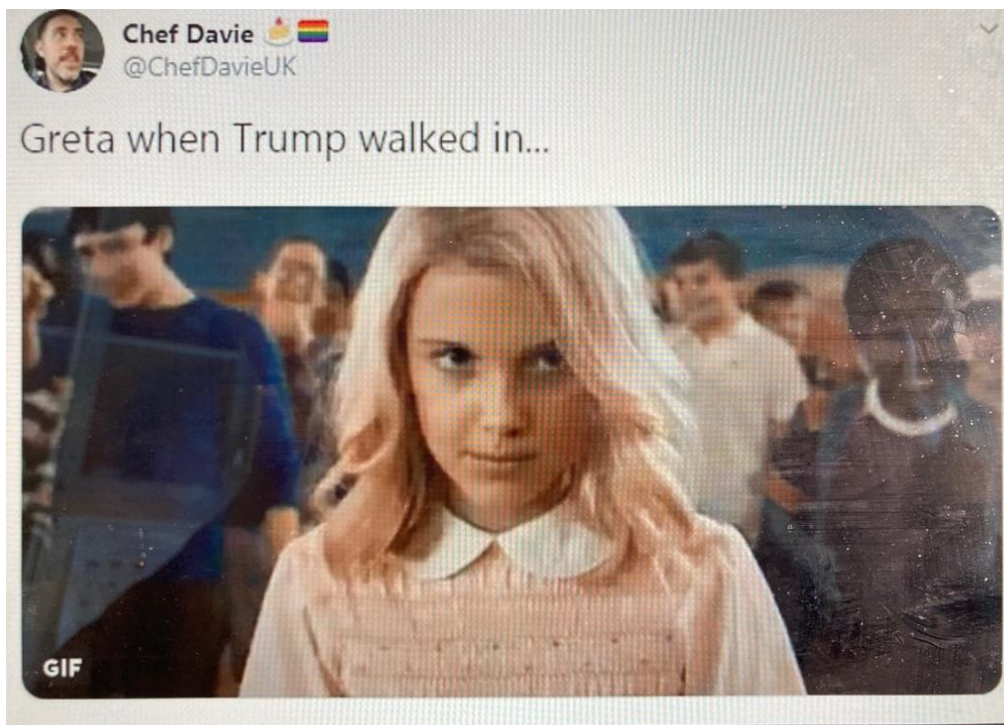
SCREENSHOT 2



How is the image of Greta visually constructed? What kind of relationship is created with the viewers?

To answer the questions, consider and describe the layout of the image, the gaze of the represented participant, the camera angle that is used and the kind of shot.

COMPARE SCREENSHOT 1 TO THE MEME BELOW Describe what are the resemblances at content level and those at formal/visual level



LEARNERS' ACTIVITY

STEP 1 - Go back to the video you chose during the previous activity, select the screenshot that best represents the message that the video aims to associate with Greta.

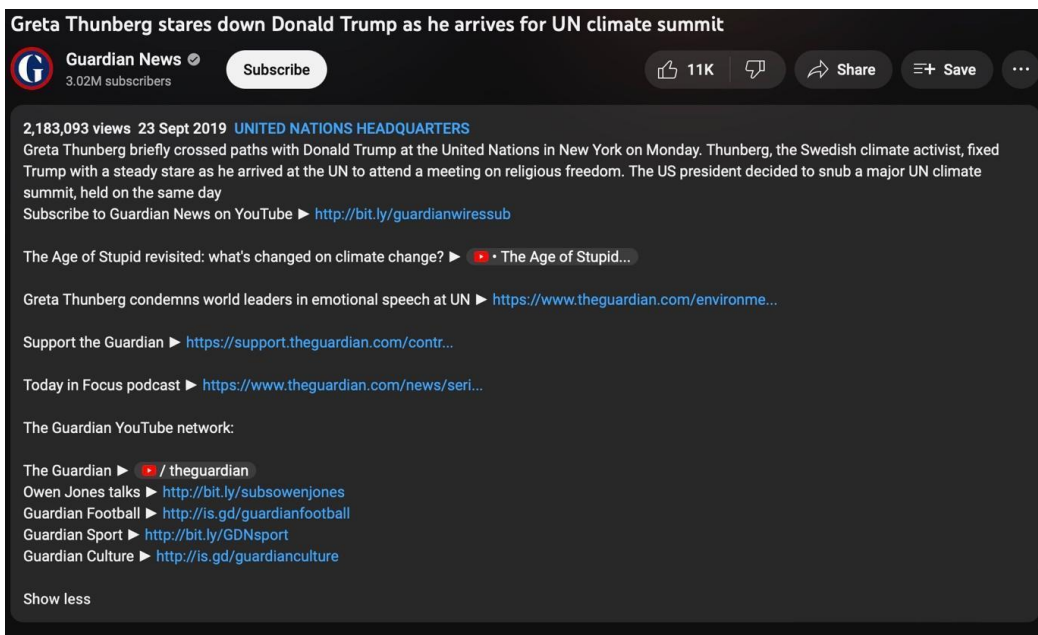
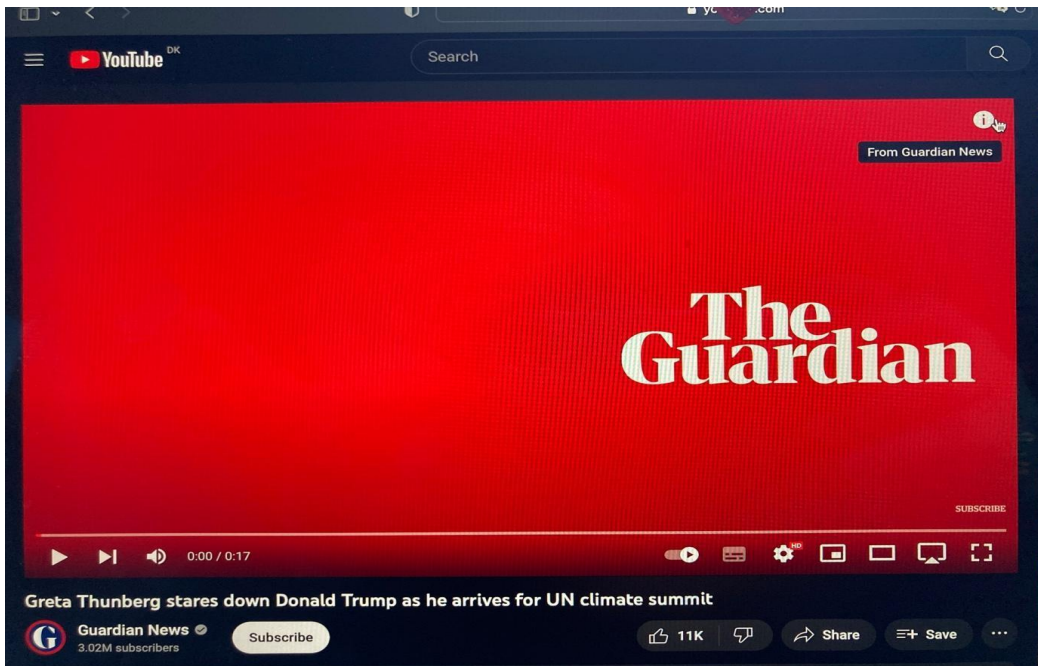
STEP 2 - Answer the following questions:

- How is the image of Greta visually constructed?
- What kind of relationship is created with the viewers?

To answer the questions, consider and describe the layout of the image, the gaze of the represented participant, the camera angle that is used and the kind of shot.

STEP 3 - Working in pairs, compare the images that you have selected in terms of contents and formal visual organization.

Appendix 1.3



Make a list of the elements (e.g. profile image, contextualizing message, links...) in the images above that shape the image of the sender of the message.

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(https://www.youtube.com/watch?v=zmXOPrCr_F4)

Answer the following questions:

- How is the video contextualized at visual, linguistic and conceptual level?
- What is the aimed target audience?

LEARNERS' ACTIVITY

STEP 1 - Go back to the video you chose during the previous activity. Take a screenshot of the YouTube page of the video and make a list of the elements (e.g. profile image, contextualizing message, links...) in your screenshot that describe and define the image of the sender of the message.

STEP 2 - Answer the following questions:

- How is the video you have chosen contextualized at visual, linguistic and conceptual level?
- What is the aimed target audience?

STEP 3 - Working in pairs, select a target audience and write a brief text (max 100 words) in which you explain the main issue of the video you have chosen to them. Read the text the learner you have been paired with has written and discuss the strategies used to adapt the message to the audience.

UNIT 2

Appendix 2.1 – Reflection Tool 1

Section 1 – General Information		
1.1.	Title of the video/URL/ publishing date	
1.2.	What kind of text is it?	
1.3.	Who is the sender?	
1.4.	Analyze the sender profile (name and profile image)	
1.5.	What is its main communicative scope?	
1.6.	What is its main intended audience?	
1.7.	Who are the main represented participants?	
1.8.	Is there a contextualization message?	
1.9.	Is the contextualization message formal or informal?	
1.10.	Are comments enabled?	
Section 2 – Analysis of the Video		
2.1.	Representation: What is the video about?	

2.2.	Orientation: How are characters and viewers positioned?	
2.3.	Organization: How is the filmic text structured?	

Appendix 2.2 – Grid for Multimodal Media Analysis

CATEGORIES	DESCRIPTIONS				
Phase	1	2	3	4	5
Length					
Images					
Engagement (Demand/Offer)					
Social Distance					
Power Relationship					
Metonymic Representation					
Visual effects					
Transition Frames					

Superimposed Text					
Lyrics					
Speech					
Music					
Ambient Sound					
Sound Perspective					
Saliency					
Intersemiotic Relationship/s					

UNIT 3

Appendix 3.1 - Video-essay Form

What is a video-essay? - A video-essay is a non-fiction short video (5-10 minutes) the communicative aim of which is to present an idea or an argument. A basic example of a video-essay is a power point with voice-over.

What are the principal sections of a video-essay?

1. Introduction
2. Presentation of the topic
3. Presentation of the evidence
4. Discussion
5. Conclusion

Mandatory elements - Video-essays for this learning scenario must have:

- An introduction that makes the communicative aim of the text clear.
- A detailed presentation of the topic where the main argument is explained in a way that is suitable for the target audience.
- An evidence section where all the 'voices' of the group members are present and where there is reference to all the members' personal analyses of videos.
- A discussion of the results of the analyses in relation to the main argument of the essay.
- A concluding message to the audience with the main outcome/s of the discussion.

Appendix 3.2 – Creating a Video Essay: Work Planning Sheet

Info About the Video Essay	
<i>Title of the video essay</i>	
<i>Participants</i>	
<i>Main topic</i>	
<i>Format</i>	
<i>Length</i>	
<i>Structure</i>	
<i>Sources</i>	
<i>Video editing software</i>	

Participants' Tasks	
<i>Script</i>	
<i>Realization</i>	
<i>Editing</i>	
<i>Release</i>	

Appendix 3.3 – Storyboard

TITLE OF THE VIDEO ESSAY			
<i>Structure</i>	<i>Written Resources</i>	<i>Visual Resources</i>	<i>Sources</i>
<i>INTRODUCTION</i>			
<i>PRESENTATION OF THE TOPIC</i>			
<i>PRESENTATION OF THE EVIDENCE</i>			
<i>DISCUSSION</i>			
<i>CONCLUSION</i>			

UNIT 4

Appendix 4.1 – Reflection Tool 2

Reflection		
1.	Comment upon the digital identity issue your group has taken into account	
2.	Describe the ways in which you have selected and used the semiotic resources to create your message and how you have adapted the message to your audience	
3.	Explain how you would improve your answers to R1 section 2 questions	

Appendix 4.2 – R1/R2/ Video-essay Assessment Guidelines

R1 ASSESSMENT

Section 1 – General Information												Reference Questions	
1	Is the learner able to identify the kind of text?											1.1./1.2.	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
2	Is the learner able to understand the connotative level of the sender's identity framing?											1.3/1.4.	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
3	Is the learner able to understand the main communicative scope?											1.5	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
4	Is the learner able to identify the main intended audience?											1.6	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
5	Is the learner able to identify the main represented participants?											1.7	

	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
6	Is the learner able to understand the level of formality of the contextualization message on YouTube?											1.8/1.9	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
7	Is the learner able to identify the presence or absence of comments?											1.10	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
Section 2 – Analysis of the Video													
1	Is the learner able to understand the main contents of the video?											2.1 (Representation)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
2	Is the learner able to identify the symmetries/asymmetries in the representation of the participants?											2.2 (Orientation)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
3	Is the learner able to identify the main phases of the video?											2.3. (Organization/GRID)	

	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
4	Is the learner able to identify the main salient resources for each phase and their intersemiotic relationship/s?											2.3. (Organization/GRID)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
5	Is the learner able to connect the textual structure of the video to the representation of its contents and of its participants?											2.1/2.2/2.3	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	

R2 ASSESSMENT

Section 3 - Reflection													
1	Has the learner engaged with the digital identity issue the group has taken into account?											3.1 (Engagement)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
2	Has the learner shown creativity in the use of the resources when adapting the product to the selected audience?											3.2 (Creativity)	

	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
3	Has the learner shown civic and semiotic awareness in their meta-reflective process?											3.3 (Understanding)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	

VIDEO-ESSAY ASSESSMENT

Video Essay													
1	Is the communicative scope of the video-essay clear?											(Understanding)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
2	Is the argumentative structure of the video-essay coherent?											(Understanding)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
3	Have all the sources (R1) been used and integrated in the argumentation?											(Understanding)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
4	Have the semiotic resources been used in an effective way?											(Creativity)	

	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	
5	Have all the learners contributed to the group work?											(Engagement)	
	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	

A= Range (29/30 - 30/30)

B= Range (27/30 - 28/30)

C= Range (24/30 - 26/30)

D= Range (21/30 - 23/30)

E= Range (18/30 - 20/30)

F= < 18 (Fail)

Appendix 4.3 – Final Assessment Grid

N°	
Surname	
Name	
Group	
Voto 1	
Voto 2	
Voto 3	
R1 (50%)	
R2 (30%)	
Video-Essay (20%)	
SUM	

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Part II - Evaluating learning scenario effectiveness

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Overview of the research strategy

	IMPACT ON LEARNERS	IMPACT ON EDUCATORS
EX ANTE	Learners pre-survey	Educators pre-survey
IN ITINERE	Researchers logbook	
EX POST	Educators post-survey	
	Learners post-survey	—
	Media product evaluation rubric	—

Ex ante data collection tools

Learners pre-survey

Section I - General information

1. In which country do you live?

.....

2. In which country were you born?

.....

3. In which year were you born?

.....

4. Are you female or male?

- Female
- Male
- Other
- Do not want to tell

5. What is your highest educational qualification?

- Primary
- Secondary
- High School
- Bachelor or equivalent
- Master or equivalent
- Doctoral degree or equivalent

Section II - Media literacy skills and relationship

6. In relation to the media listed below, please describe your role in terms of

- **passive use** (e.g. I watch television)
- **active use** (e.g. I share and comment on content in social media; I participate in live radio; I rate a movie on Netflix)
- **production** (e.g. I make a video on TikTok)

Television

- Passive use
- Active use
- Production
- I do not use it

Television on demand (e.g. Netflix, Amazon prime video, ecc.)

- Passive use
- Active use

- Production
- I do not use it

Radio

- Passive use
- Active use
- Production
- I do not use it

Youtube

- Passive use
- Active use
- Production
- I do not use it

Tik Tok

- Passive use
- Active use
- Production
- I do not use it

Instagram

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- Passive use
- Active use
- Production
- I do not use it

Facebook

- Passive use
- Active use
- Production
- I do not use it

Twitter

- Passive use
- Active use
- Production
- I do not use it

Twitch

- Passive use
- Active use
- Production
- I do not use it

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Spotify

- Passive use
- Active use
- Production
- I do not use it

Could you provide an example of your interaction with the media that you find particularly significant?

.....

.....

.....

.....

.....

7. How do you rate your ability to critically understand the media?

- Very low
- Low
- Medium
- High
- Very high



Could you provide an example?

.....

.....

.....

.....

.....

8. How do you rate your ability to express yourself creatively with the media?

- Very low
- Low
- Medium
- High
- Very high

Could you provide an example?

.....

.....

.....

.....



.....

9. How do you rate your ability to actively participate in the public discourse through the media?

- Very low
- Low
- Medium
- High
- Very high

Could you provide an example?

.....
.....
.....
.....
.....



Educators pre-survey

Section I - General information

1. In which country do you live?

.....

2. In which country were you born?

.....

3. In which year were you born?

.....

4. Are you female or male?

- Female
- Male
- Other
- Do not want to tell

5. What is your highest educational qualification?

- High School
- Bachelor or equivalent
- Master or equivalent
- Doctoral degree or equivalent

6. How long have you been working in the field of education?

- Less than 6 months
- 6-12 months
- 1-3 years
- 3-5 years
- 5-10 years
- more than 10 years

7. Are you interested in Media Education?

- Not at all
- A little
- Quite interested
- Very interested

8. Have you had previous experience or training in Media Education?

- Yes
- No

If yes, please describe

.....

.....

.....

.....

.....

Section II - Perception and expectations

9. How would you self-evaluate your level of media literacy?

- Very low
- Low
- Medium
- High

10. How would you self-evaluate your capability to teach media literacy?

- Very low
- Low
- Medium
- High

11. What are the main expectations from your involvement in the ICME project?
Please, indicate from 1 to 3 answers

- To improve my capacity to design media education scenarios
- To improve my teaching in the field of media education
- To improve my media literacy and competences
- To improve learners' media literacy and competences
- To promote media education in my school/institution
- To get in touch with other educators interested in media education
- To get in touch with organisations advocating media education at different levels (local, national and European)
- I don't have specific expectations
- Other

If other, please specify

.....
.....
.....

12. What type of competences do you expect to develop through ICME action research in your class/group? *Please, indicate from 1 to 3 answers*

- Technical competences
- Media production competences
- Critical media analysis competences
- Creative media expression competences
- Competences to actively and creatively engage in the public discourse through the use of the media
- Citizenship competences
- Other.

If other, please specify

.....

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.....

ATTENTION! Data must be collected anonymously. However, **each survey** should be **numbered** in order to ensure the matching and allow to **compare** the results.

In itinere data collection tools

Logbook

This tool is intended to support researchers to document learners' and educators' participation in the learning process, as well as to identify possible obstacles preventing understanding, expression and engagement throughout the learning activities. Furthermore, this tool aims at collecting suggestions to improve the educational experience (e.g. alternative media contents or pedagogical methods)

Section I – General information

1. Title of the Learning Scenario

.....

2. Name of the Institution

.....

3. Country

.....



4. Date, time and location

.....

5. Educator(s) Name and surname

.....

6. Researcher(s) Name and surname

.....

7. Learners' age and grade

.....

8. Number of learners

.....



Section II – Setting

9. Layout of the setting - *Please, provide photos if it's possible*

.....

10. Location of participants - *Please, provide photos if it's possible*

.....

11. Equipment, tools and technologies - *Please, provide photos if it's possible*

.....

Section III – Learning situations

12. **Learners' understanding** - Can you identify and describe one or more situations in which learners demonstrated an understanding of media and/or of some specific issue (or topic) addressed in this unit? If yes, please, explain:

- what learners understood
- what favoured the process of understanding
- to what extent the learning situation was inclusive

.....

13. **Learners' expression** - Can you identify and describe one or more learning situations in which you learners' expressed themselves with or without media? If yes, please, explain:

- what learners expressed
- what favoured the learners' expression
- to what extent the learning situation was inclusive

.....

14. **Learners' engagement** - Can you identify and describe one or more learning situations in which learners engaged in a process of community building? If yes, please, explain:

- the specific engagement observed
- what favored learners'/learners engagement
- to what extent the learning situation was inclusive

.....

Section IV – Obstacles and possible improvements

15. **Obstacles to learners' understanding** - Did you encounter any particular barrier preventing learners' understanding, expression and/or engagement?

If not, go to the next line.

If yes, explain it in about 50 words.

ATTENTION: report possible episodes of learners' drop-out during classroom activity

.....
.....
.....



.....
.....
.....

16. Educator's suggestions to improve the learning scenario - How would you change the contents and/or the pedagogical methods of this unit in order to overcome (or mitigate) the obstacles to learners' understanding, expression and/or engagement?

.....
.....
.....
.....
.....
.....

17. Other - Please, add further observations, if necessary.

.....
.....
.....
.....

Ex post data collection tools

Media product evaluation rubric

This rubric aims at evaluating media products.

Categories	0	1	2	3
Content accuracy	The media product is not accurate and does not adequately address the issue	The media product is accurate but does not adequately address the issue	The media product is accurate and adequately addresses the issue	The media product is very accurate and effectively addresses the issue
Originality	The learners assembled the materials without a creative effort in tailoring the message for the audience	Only one or two features of the media product reflect learner(s) creativity in tailoring the message for the audience	Several features of the media product reflect a good degree of learner(s) creativity in tailoring the message for the audience	All the features of the media product reflect an exceptional degree of learner(s) creativity in tailoring the message for the audience
Aesthetic attractiveness	The learners used media languages that often distract from the media content	The learners made good use of media languages but sometimes the media form distracts	The learners made good use of media languages to communicate their message	The learners made excellent use of media languages to communicate their message

Categories	0	1	2	3
		from the media content		
Appropriateness to the target audience	The learners do not demonstrate an understanding of the target audience's communities of practice since their media product does not communicate meaningfully to the audience	The learners demonstrate a poor understanding of the target audience's communities of practice since their media product communicates to them in a limited way	The learners demonstrate a partial understanding of the target audience's communities of practice since their media product is not fully meaningful for the audience	The learners demonstrate an understanding of the target audience's communities of practice since their media product communicates meaningfully to the audience
Multimodal orchestration	The media product does not combine any of the semiotic resources of the text in a way that is appropriate for its communication function.	The media product combines only some of the semiotic resources of the text in a way that is appropriate for its communication function.	The media product combines most of the semiotic resources of the text in a way that is appropriate for its communication function.	The media product combines all the semiotic resources of the text in a way that is appropriate for its communication function.

Categories	0	1	2	3
Advocacy for civic awareness	The media product does not represent a means to advocate civic awareness related issues	The media product partially facilitates dialogue, civic awareness and engagement	The media product sufficiently facilitates dialogue, civic awareness and engagement	The media product facilitates dialogue, civic awareness and engagement

Learners post-survey

1. In your opinion, have the activities we carried out improved your ability to critically understand the media?
 - Very little
 - Little
 - Medium
 - Much
 - Very much

Could you comment on what you said?

.....

.....

.....

.....

.....

2. In your opinion, have the activities we carried out improved your ability to express yourself creatively with the media?
 - Very little
 - Little
 - Medium
 - Much
 - Very much

Could you comment on what you said?

.....

.....

.....

.....

.....

3. In your opinion, the activities we have carried out have improved your ability to actively participate in the public discourse through the use of the media?

- Very little
- Little
- Medium
- Much
- Very much

Could you comment on what you said?

.....

.....

.....

.....

.....



Section I - Efficacy of the learning scenario

1. The learning scenario was helpful in teaching media literacy

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

2. The learning scenario was helpful in strengthening learners' civic awareness

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

3. Media education activities supported learners' critical understanding of media

- Strongly agree
- Agree
- Uncertain

- o Disagree
- o Strongly disagree

4. Media education activities allowed learners to express creatively with the media

- o Strongly agree
- o Agree
- o Uncertain
- o Disagree
- o Strongly disagree

5. Media education activities allowed learners to actively and creatively participate in the public discourse through the use of the media

- o Strongly agree
- o Agree
- o Uncertain
- o Disagree
- o Strongly disagree

6. Media education activities allowed learners to make their voices heard in the media

- o Strongly agree
- o Agree
- o Uncertain

- o Disagree
- o Strongly disagree

Section II - Self-evaluation

7. What hindered your learning about teaching media education?

- o Lack of technical competences
- o Lack of time
- o Workload
- o Lack of technical support from researchers
- o Lack of pedagogical support from researchers
- o Scarce institutional support
- o Scarce collaboration with colleagues
- o I cannot see any specific obstacle

Other. *Please, specify*

.....

.....

.....

.....

.....

8. What competences did you develop through ICME action research?

- Technical competences
- Media production competences
- Critical competencies related to media understanding
- Competences to express creatively with the media
- Competences to actively and creatively participate in the public discourse through the use of the media
- Citizenship competences

Other. *Please, specify*

.....

.....

.....

.....

.....

9. How would you self-evaluate your level of media literacy?

- Very low
- Low
- Medium

- High

10. How would you self-evaluate your capability to teach media literacy?

- Very low
- Low
- Medium
- High

11. How would you self-evaluate your capability to strengthen students' civic awareness ?

- Very low
- Low
- Medium
- High

Section III - General feedback

12. Could you list and explain the strengths and weaknesses of the learning scenario in promoting learners' media competences and civic awareness?

Please, provide an open comment

.....
.....
.....
.....
.....

13. What were the challenges for adapting the pilot to the context?

Please, provide an open comment

.....
.....
.....
.....
.....