Media education contests: promoting digital literacy in a non-formal context

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An effective strategy?

Collecting Contests

Motivation
• Challenge
• Action

2010 - 2015
5 years

Digital Media Skills

Non-Formal Education

Assessment of impact

Implementation of an assessment model

Documents
• Interviews

• Motivation
• Challenge
• Action
MEDIA EDUCATION IN PORTUGAL
DIGITAL LITERACY IN PORTUGAL
How to develop digital literacy?

- **Formal learning** – school context (Smith and Clayton, 2009; Eshach, 2007).

- **Non-formal learning** – It may occur in school but outside the frame of class time.

  Formal and non-formal learning historically were not distinguished.

- **“Informal learning** is distinguished from the other two by having no authority figure or mediator” (Eshach, 2007).

  *Lifelong learning processes and European learning strategy*
MULTI-SCREEN
HOW TO DEVELOP DIGITAL LITERACY?

▪ “A new emphasis on ‘life-wide’ as well as lifelong learning, a strategy to move our conception of learning beyond classroom walls, has refocused attention on informal space. These contexts are sometimes referred to as ‘real-world’ spaces or authentic contexts, but such labels tend to paint harsh contrasts with school-based learning, emphasizing the constraints, motivational challenges and rigid discourses of formal learning institutions.” (Meyers, Erickson e Small, 2013: 356)

Different forms of learning should be combined
(Eshach, 2007; Brites, Jorge & Santos, 2014)
INTERVIEWS

Reasons to promote the initiative

- To increase digital literacy in schools and school libraries
- To facilitate intersection with curricula
- To highlight the good practices
Interviews

Expectations

- Promote the educational toolkits (Media Smart)
- Set a deadline for teachers & students to work on media education during the busy school year

Assessment strategy

- Number of applications
- Subjective analysis of the quality of the proposals
- Comparative analyses of participations

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FINAL POINTS

• Students involvement is not assessed (Are they willing to participate? Or is their participation just instrumental?)

• The motivation of the awards (for schools or students? – negative effects)

• Outcomes orientated – more than focussed on the creative process or critical thinking.
Main Conclusions

- More creative autonomy for students, as main target
- Lack of strategy: isolated initiatives
- The assessment is inexistent, subjective and/or informal
  - Although effects are not immediate
- Projects are interrupted (lack of funding, for instance) without public explanation
- No central coordination – political construction of media education is left to informal coordination (GILM)