



# Media Coach

## How to introduce Mobile learning within adults media literacy training

Workshop in Belgium, March - October 2011

### **Média Animation asbl**

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## Target group : age and size

The target group consisted of 11 adults aged between 25 and 60.

They were working as teachers, educators, social workers and librarians and involved within the Belgian second edition of Media Coach project ([www.media-coach.eu](http://www.media-coach.eu)). In March 2011, 11 people subscribed and participated to the first day of the project. In September 2011 9 people presented a project and were assessed for it.

**Media Coach** is a transnational initiative of media resource centres in Europe for the increasing of media literacy through professional media coaches.

Media Coach offer training opportunities for the professional and educational staff of libraries, adult education organizations, teachers primary and secondary education, youth workers and staff of parent organizations. Media literacy is a fundamental competence for the young generation but also adults, elderly people, parents, teachers and media professionals. The Media Coach partnership considers media literacy as an important factor for active citizenship in today's knowledge and information society.

## Setting and duration

The workshop in Belgium was organized in parallel with a training program Media Coach.

The program began on March 2011 and finished on October 2011.

The Media Coach program in Belgium is organized around:

- 5 days of general training about media and media education;
- 2 days of technical training to choose between:
  - \* the moving image,
  - \* media audio (sound, radio, podcast, ...),
  - \* information: learn, speak in the media,
  - \* create, editing on Internet;

The major contents of the Media Coach project are given by an "ex cathedra" model. Participants are invited to attend some plenary lessons which are given by professional of media and of media education. This process is accompanying by practical exercises and by a final work.

This model worked during the first project (Media Coach 1 in 2009 was created within a European framework), but we aimed to add a mobile dimension to allow participants to be involved more actively in this process thank to mobile technologies.

The mobile dimension was included within that program by the elaboration of a Moodle platform. The aim of this platform was to allow participants, experts and media professional to exchange about the general and technical training, but also about their practices outside the training time, their personal project and the external evaluation by a jury of media education professionals and an internal evaluation by the participants. Globally the goal was not to create relationships but to share documents, tools, resources and practices and to give the opportunity to the participants to "work" and discuss online after each plenary session.

The team of Media Animation had analyzed different way to allow participant to have access to "mobile Media coach". Tools like Spruz ([www.spruz.com](http://www.spruz.com)), Ning ([www.ning.com](http://www.ning.com)), Tumblr (<http://www.tumblr.com/>), Toonti (<http://www.toonti.com/>) have been analyzed and tested to try to find the better social network which will allow us to share information, but the one who will be easy to be use on different devices (laptop and mobile phones). Those tools did not succeed to convince us. We thought about using Facebook ([www.facebook.com](http://www.facebook.com)). We did not keep this option because we were not sure that the participants would like to share some private information within that professional project.

Finally, we decided to use Moodle ([www.moodle.com](http://www.moodle.com)) platform for those reasons:

- Moodle seems to be a complete tool in terms of settings, connectivity, privacy of data.
- Moodle is free.
- Moodle can be a good platform to be used by the participants after the project.
- Moodle seems to be more adapted to our needs and participants needs (in their professional training context).

The Moodle address is: <http://www.media-coach.eu/moodle/>.

Each of the MyMobile partner have received an access to the platform and to the works of each participants.

After this workshop we concluded that it is important to know different platform and to be able to analyze advantages and disadvantages of them in regards with the project.

### Didactic/learning focus and purpose of activity:

The main objective of the project was to train people to become media coaches. By this way, we thought that they will be able to be media literate and competent to literate their public to media critical mind after the training period.

The aim of the workshop was the production by each participant of a final project focused on media literacy within their profession and adapted to their public. Participants were free to use audio, scripto, visual and multimedia devices and languages but also to produce report, radio reportage, video, website, social network, mobile app, etc..

Participants had to follow a series of "ex cathedra" lectures days were experts and practionners in the field of media and/or media literacy were main issues of media landscape and media literacy, analysis tools and practical exercises on multiple thematic.

In the same time, participants were trained to use Moodle and were made aware of Mobile learning. This objective was added to the global and initial objective of Media Coach. This second objective was to enable sharing of resources and practices between participants and between participant and professionals on a tool that can be reach by everybody on every kind of device (laptop, notebook, tablet, Smartphone, computer).

We also concluded that this choice of a specific platform was very important for the success of a project and that mobile objectives must be thought at the beginning of the project and as a whole.

### The main design features of the workshop

The workshop was designed on the framework of the Media Coach program and follow that program.

Media Animation organized the Media Coach program in partnership with:

- Action Ciné Médias Jeunes (ACMJ)
- Centre bruxellois pour l'action interculturelle (CBAI)
- Resonances asbl
- Association des journaux francophones belges (JFB and AJP)
- La Médiathèque
- Radio et Télévision belge francophone (RTBF)

The agenda for Program 2011 (10 participants):

- March 4, 2011: Media and Issues

- March 15, 2011: Information journalistic / Audio-Visual
- April 7, 2011: Media - Culture - Leisure
- May 5, 2011: Media and Diversity
- May 20, 2011: Media Advertising
- June 2011: two days of technical workshops
  - Audiovisual media: shooting, sound, storytelling, scenario, podcast, etc.
  - Information: to be informed and express itself in media
  - Create and edit on the Internet
- 8 and 29 September 2011 : additional half-days
  - Rumors and conspiracy theory
  - Youth and media productions
- October 11, 2011: final evaluation meeting

Moodle platform, its objectives and functionalities was explained to the participants during the first session. Media Animation created and installed the platform. Participants were invited to use and discover this tool to exchange about the content of the training but also about other content, tips, information that should be useful for the Media coach project. The community is composed of 33 persons (participants, Media Animation and partners who are experts in media literacy, MyMobile partners, members of the jury).

A first step of the project was theoretical training. Moodle was use to announce the subjects of the training, to give practical information, but also to allow speakers to put their PowerPoint, texts or other material. Participants were happy to have a place where to find the information. We also ask to them to comment presentations, to discuss (through forum or blog within Moodle) about the themes they had discussed during the session.

A second step was the elaboration of participants own projects. We proposed to each participant to eventually put information or ask question about their subjects.

The third step was the evaluation of participants works. We allowed each participant to put their work on Moodle. We also offer an access to the member of the Media Coach jury. The official jury took place in October. We also had the pleasure to invite Maria Ranieri and Daniel Zils to attend this assessment session.

## Intended learning outcomes

Two outcomes were defined:

- To become a media coach
- To use mobile devices in participant professional life

The first outcome was succeed by a large number of participants but the second not really.

As mentioned before the Media coach project was thought at the beginning without including mobile dimension. We put that dimension after and without thinking enough to special needs of the training and special needs of participants.

Moodle was a opportunity to use mobility for learning and a challenge for the project.

First, participants were adults and not “digital natives”. They are not used to learn through some kind of e-learning or mobile learning. We presented to them the mobile dimension of the project like an experience. So they were not obliged to use it, and it has no consequences on their media coach training.

Participants were happy to participate to this pilot workshop and asked if they can have access to information from the presentation. They were not especially curious about this tool (except one participant).

We observed advantages and disadvantages of Moodle:

- Advantages of Moodle :
  - Accessibility of the information.
  - Dialogue with other people involved in the project.
  - Opportunity to use the information in a mobile context.
  - Possibility to have diverse types of interaction (consulting information, blog, forum, questionnaires).
- Disadvantages of Moodle:
  - Not easy to install by yourself (need of a expert in computer skills).
  - Not a intuitive device to use.
  - The interface is not smart.
  - The device is adapted to big structure (like a school, university, library), but not to a small group.
  - The “alert” system is not available (to say to participants when a new content is putting on Moodle).

When we asked to participants why they use or not Moodle, they explained that they don't have the time to learn a new tool. Indeed, they don't use it for their professional activity, and there is no specific training during the Media Coach sessions. They thought that this is a little bit complicated to add a new tool to another that some of them already have. They are not used to work and learn with new technologies, even for private activities.

Within Media Animation, this Moodle platform asked a organization between the MediaLab team (computer and internet professionals), trainers and partners. All those people need also to learn about a totally new tool. There is a lack of time, and no possibility to organize a training session with all the actors of the project.

The result is that Moodle was used by Media Animation trainers, a little bit by some participants, but not by other partners. Participants reacted like viewers more that like actors of their training. The mobile device did not reach a biggest interactivity between people involved in the project.

Participants did not use mobile devices to build their final project.

### Type and number of phones used incl. apps, mode of data transmission

Each participant had to use its own device. Moodle was accessible on Mobile phone, but no participant declare to use it on Mobile phone during the training session.

### Additional media (computer software, projector, IWB ; etc.)

Computers and projector during the session in the computer room and the presentation from the jury. Participants worked on their own laptops.

## Procedures : description of practical realizations and lessons learnt

### 1. Face to face training sessions

General training days about media literacy issues and technical training days were delivered by face to face training sessions. Each participant was invited to attend those training session and to practice

some technical tools of grid of analysis. Those training sessions were prepared by Media Animation with the collaboration of other partners.

We paid attention to use an active methodology. We tried to do links between each different training session thanks to Moodle platform.

## **2. “Work at home”**

Each participant was invited to prepare and present a personal work about a media literacy project he aims to implement within its organization/association. He had to mobilize all the matters, example and competencies he had learned during the training session. The project had to be think with keeping in mind the public, the objectives and the feasibility of the activity. Moodle was also at the disposal of the participants to allow them to share and comment their work.

## **3. Mobile Moodle use**

We offer the opportunity to use Moodle to participants during all the project. We also proposed them to realize personal works about mobile learning. The mobile learning dimension was experimental.

## **4. Participants production**

Each participant performed a personal work. Each work was relative to media literacy issue or activity. We put each work on Moodle and jury’s members can consult them by this way. The productions were reports, video and audio material.

## **5. Evaluation**

The evaluation was internal and external.

A jury of media professional had analyzed and assessed each work. Participants had to present their work to the jury in October. After this presentation, members of jury gave their opinion and rated each work. This year, each participant has succeed the media coach program and be graduated.

On another way, each participant was invited to fill out an evaluation form and give its feed back to the program.

## **Possible follow-up and variations and transferability (tools for assessment)**

This workshop was the opportunity to think about and use mobile and elaearning tools with training sessions about media literacy. We thought that even if the target group was not use to work with mobile devices, they were working with young and/or disadvantaged people that use it.

At the end of the workshop we had define those issues:

What is the best tool to use?

- Platforms: focusing on resources,
- Social networks: focusing on relationships

Finally, we chose Moodle because the objective was not to build a community (Mediacoch has a tool for this) but was to provide and share resources and organize training (file sharing, forums, diary management training, ...). We did not choose Facebook because participants (and professionals in formal and informal education) were not regular users of it.

We concluded that it is very important to choose the right tool which has to be consistent with the objectives of the project and of the mobile opportunities The tool must be useful for participants (as they were invited to use this tool there context). Before the workshop we were not able to identify our expectations. Now, we can do it. Therefore we conclude that for a project of a limited duration, it

is important to use tools easy to install and use and/or known by participants (example: dropbox, google doc, Facebook). Trying to choose the best tool; we had identify some criteria:

- what needs are related with the objectives?
- what is the level of control by the participants?
- what kind of tools are available?
- are they partially adequate or inadequate, and why ?
- should we use together different tools (mail, platform, application ...)

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