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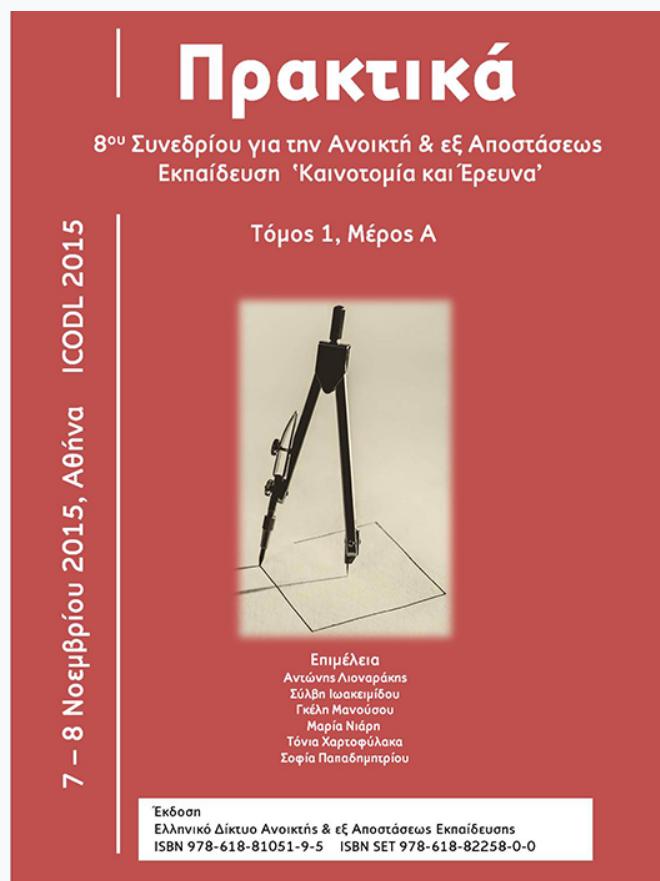
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Training Teachers in Media Literacy: Conclusions from the Workshops in the framework of the MEDEAnet Project in Greece

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Εγγραμματισμός στα Μέσα: Συμπεράσματα από τα Workshops Επιμόρφωσης Εκπαιδευτικών στο πλαίσιο του MEDEAnet

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Abstract
Media literacy programs aim to teach young people to be active participants and critical users in Media communication and not passive absorbers of information by accessing, analyzing and creating Media in various contexts. Teachers should perceive the potential of Media and do not simply dismiss them as dangerous. Implementing Media literacy programs requires teachers' constant training, towards all changing directions in 21st century. Three workshops were organized by the Educational Radiotelevision in the framework of the MEDEAnet project (2011-14) regarding Media literacy addressed to teachers of primary, secondary and post secondary vocational education level. The paper describes the methodologies, the results, the material produced and lessons learned after the implementation of three workshops. Furthermore statistics regarding teachers' evaluation from all workshops are provided and also conclusions and proposals for organizing future Media literacy workshops.

Key-words: *Workshop, Media literacy, Media education, teachers' training, Medeanet*

Περίληψη
Τρία workshops οργανώθηκαν από την Εκπαιδευτική Ραδιοτηλεόραση στο πλαίσιο του ευρωπαϊκού έργου MEDEAnet (2011-14) σχετικά με τον αλφαβητισμό και την εκπαίδευση στα Μέσα στοχεύοντας στους εκπαιδευτικούς Πρωτοβάθμιας, Δευτεροβάθμιας και μεταδευτεροβάθμιας Εκπαίδευσης (ΙΕΚ). Το άρθρο περιγράφει τις μεθοδολογίες, τα αποτελέσματα, τα υλικά που παράχθηκαν και την εμπειρία που αποκτήθηκε. Ακόμη, παρουσιάζονται στατιστικά στοιχεία της αξιολόγησης των συμμετεχόντων στα βιωματικά εργαστήρια και συμπεράσματα/προτάσεις για τη διοργάνωση άλλων βιωματικών επιμορφώσεων.

Λέξεις-κλειδιά: *Workshop, αλφαβητισμός στα Μέσα, εκπαίδευση στα Μέσα, επιμόρφωση, Medeanet*

Introduction
In 2007, the EC adopted a *Communication on Media Literacy in the Digital Environment.* Greece, participated in the *First Media Literacy Expert Group,* where

the first official text "*the European Recommendation*" of the Commission was presented to clarify the content and the basic parameters of Media. According to the text of the Recommendation, Media literacy is "the ability to access, to understand and to critically evaluate different aspects of the Media and Media contents and to create communications in a variety of contexts". It includes all forms of education in Media Communication: press and photography, television and radio (Media literacy), cinema (film education), the internet and new technologies (digital literacy), advertising Media (commercial literacy) and any form of expression and communication in the modern digital age. The workshops mentioned below, focused on understanding, analysis and critical evaluation of messages in audiovisual Media and also on personal expression and creativity by producing a documentary.

This paper focuses on three workshops organized by the Educational Radiotelevision during the MEDEAnet project (2011-14) regarding Media literacy and Media education. The first workshop entitled "Developing documentaries in schools" was organized on 5-7 April 2013 in Athens and it was dedicated to primary and secondary teachers who already have a prior experience in video production. The workshop supported teachers to:

- focus on methodologies related to documentary analyzing critically images and videos
- indicate how documentary can be a multimodal, strong, informative and expressive medium
- explore how various tools and resources can be used to enhance creativity in schools
- refine their shooting and editing techniques, approach art techniques
- focus on methodologies and educational content that could make teaching exciting and attractive to young people
- learn and exchange the experience of creating videos with European teachers

The workshop "Developing documentaries in schools" was organized once again on 22-24 November 2013 in Thessaloniki focusing on teachers of Northern Greece after the high impact of the first workshop in Athens and many requests on behalf of them. A third MEDEAnet workshop entitled **"Co-creation Methodology"** was organized on 10 May 2014 in Athens, and it was dedicated to teachers of post secondary vocational education and was held in Greek. The workshop supported teachers to:

- focus on co-creation methodology
- use Media resources to test and apply "Flipping the classrooms" methodology
- learn from and exchange their teaching experience in group work
- explore how various tools and resources can be used to enhance creativity
- focus on methodologies and educational content that could make teaching exciting and attractive to young people.

Organizing the Workshop "Developing documentaries in schools"

The course methodology was implemented according to the following steps:

1. Introduction
   - Introducing the group and the language of images through a practical and personal still photography activity.
   - Introducing and developing on the documentary genre through short extracts of professional documentaries and one minute youth videos.
2. Workshop projects
   - Research and brainstorming in small teams (3-5 participants)
   - Subjects, group ideas and collaboration are tested through a visual synopsis
3. Technical issues

- ▪ Shooting drafts
- ▪ Sound, camera movements, relation of still to moving image

4. Organizing issues
  - ▪ Projection and feedback from the other teams
  - ▪ Reshooting and refining

5. Synthesis - Presentation
  - ▪ Defining participants needs in the synthesis of materials (whether technical or conceptual)
  - ▪ Presentation of drafts and final versions to other teams - Refining
  - ▪ Presentation of dissemination methods, publicizing platforms of final works

During the first session, the MEDEAnet project was presented. Participants and trainers introduced themselves through a game with digital cameras. Afterwards, they commented on the outcomes while introduced and critically discussed the main concepts of the language of images. Professional video extracts were projected introducing, analyzing and developing on the documentary genre.

During the second session, video extracts were projected, introducing documentary made by/with students. Afterwards a teleconference took place including an introductory presentation from the project coordinator and two teachers from Italy and Romania presenting how they use video in their classrooms. In particular, the recordings of Science experiments in a classroom in Italy, and the use of video in a vocational school of Romania, were presented. Furthermore, during the first day of the workshop a Greek teacher talked via Skype, about his experience as a MEDEA awards winner in User Generated Media category in 2012, showing videos and how he works with his pupils in the classroom. Vivid discussions were developed, providing opportunities for questions about best practices of integrating video in the curriculum and the relevant challenges that are emerging.

After the discussion with European teachers, the participants' work begun by proposing a subject, research and brainstorming in small teams with 3-5 members, using alternative brainstorming techniques. The third session introduced the technical overview, the sound, shooting drafts, projection and feedback from the other teams, reshooting and also refining draft material. During the fourth session, participants were attended editing as an art and a craft through projection of selected extracts and how to define their needs in the synthesis of materials whether technical or conceptual (Leonida, 2012). Afterwards they edited drafts videos and audios. Finally at the fifth session, each team presented its drafts to other teams aiming to refine them and after that they presented their final versions. Dissemination methods, publicizing platforms of final works were presented and a group editing game took place.

Learning materials which have been developed throughout the workshop are reference texts for organizing visual activities, explaining and communicating visual language, recording sound, and editing video. Furthermore, guidelines in video format were developed for filming / shooting and refining video, capturing sound and editing video. Six leaflets with respective storyboards, six documentaries developed by each working group and a general video of the overall process were the products, which have been developed throughout the workshop. They all are available on the respective URLs:

Storyboards on Dropbox	Documentaries on YouTube
Doc in doc_Storyboard	Doc in doc
Remembering_Storyboard	Remembering
Looking_for_Storyboard	What are you looking for in the MoE?

Outside_Stoeryboard	**Outside the MoE**
Metadoc_Storyboard	**Metadoc**
Contrasts_Storyboard	**Contrasts**

Videos

The official video "Developing documentaries in schools" from Educational Radiotelevision and the playlist included all videos developed from 6 groups on YouTube channel are available on the following web addresses:

Short version, Long version, The playlist

Lessons Learned

The main **lessons learned** from the participants and the experts as well as from the practical work from both workshops are the following:

- The level of experience of the teachers involved created fruitful discussions, quite different from what occurs in other beginners' groups. The practical results revealed from day one that there was already a consciousness of visual language and an ability to develop on it. On day 3, while all the intensive experience was coming to an end they showed a very good level of understanding the problems and seeking new ideas for solutions in their projects. However, we consider that, from a strict point of view, teachers who already have some experience in video production still have a lot to learn concerning film language itself and in designing a project so that it leads both to a balanced AND interesting audiovisual work.
- It is not very clear how to combine the research / content (or even curriculum) elements with the communication elements.
- Teachers participated with great enthusiasm and revealed strong interest in continuing their training. It was both younger and older ones that had this attitude. They also developed excellent group dynamic and creativity although most of them had no prior relations to each other.
- Teachers asked for more ideas and guidance to combine curriculum and educational elements with Media production.
- Teachers expressed their high interest to develop their own Professional Learning Networks towards their personal/professional improvement following the relevant educational challenges that are emerging.

The discussions with the participants evolved around four main issues:

- brainstorming and researching towards a concrete script idea,
- deconstructing film language in its essential parts (grammar of images, sounds and words),
- the "secrets" of film language that make something coherent and expressive,
- possibilities, solutions, which teachers can find with their students in video making groups,
- technical, resources, equipment issues.

Feedback from the evaluation

Asked about what participants liked most in the workshop, all of them mentioned interactivity, collaboration, practice and the new ideas (in contrast with an old educational system). Furthermore they noticed that they liked the hands on approach, the experiential approach and meeting teachers who approach the matter of film making in schools with respect to the video art. Regarding the mixture of knowledge delivery and practical exercise, teachers thought it was completely appropriate. Some additional comments were "absolutely, perfect, brilliant, fulfilled my expectations".

**Figure 1, 2:** *Has the session achieved its stated objectives?*

Athens workshop	Thessaloniki workshop
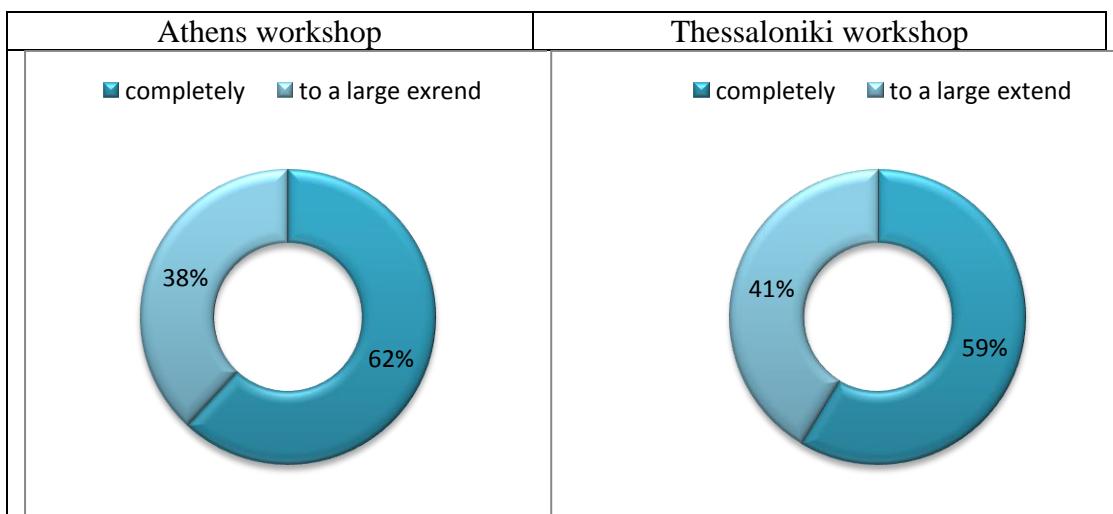
Figure 3, 4: *Do the practical exercises enable you to use documentary films in further education?*

Athens workshop	Thessaloniki workshop
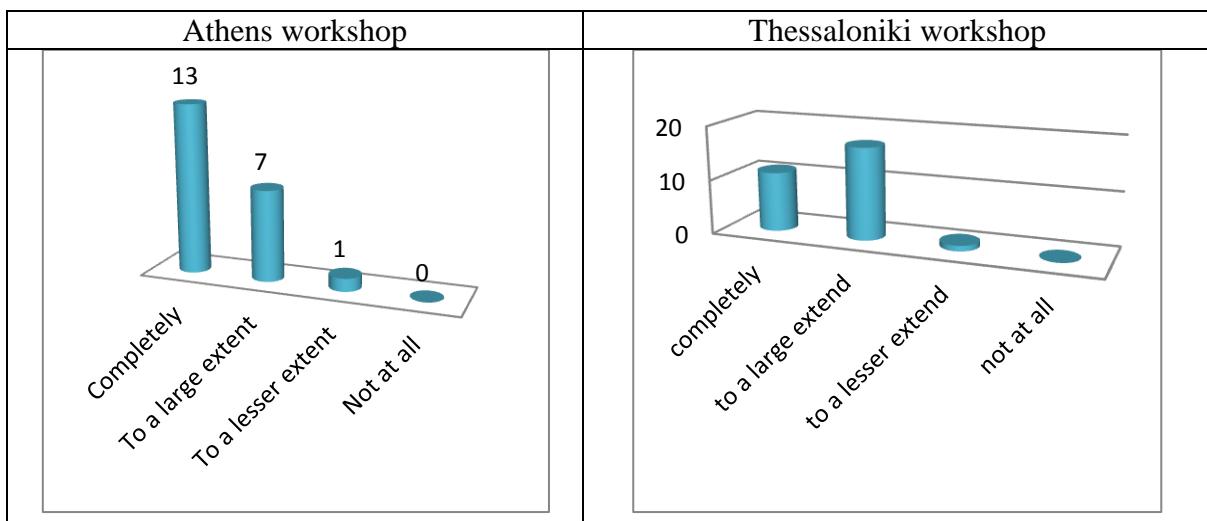
Figure 5, 6: *How satisfied are you with the general workshop conditions?*

Athens workshop	Thessaloniki workshop
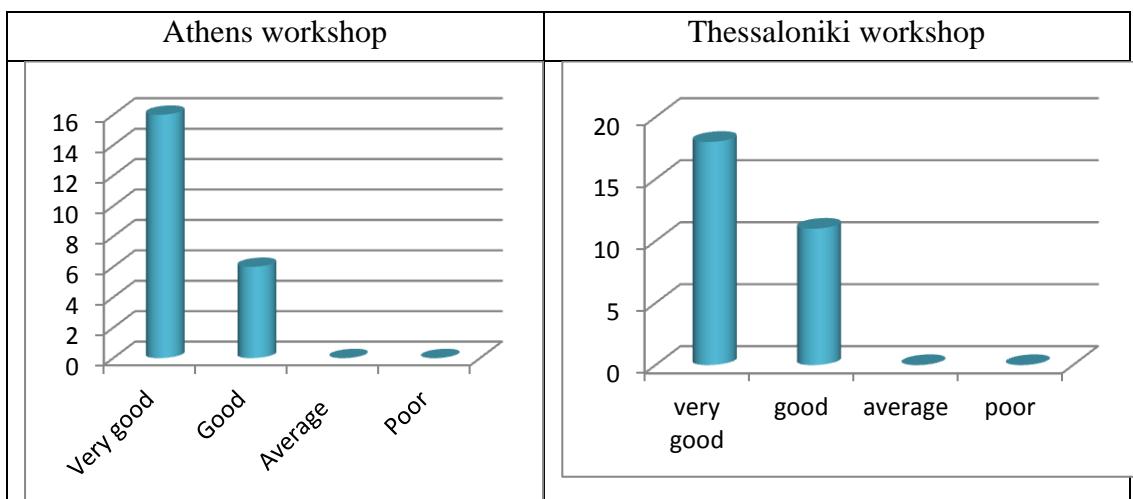
Figure 7, 8: *Please give your overall impression of the MEDEAnet workshop*

Athens workshop	Thessaloniki workshop
Excellent ▪ Very good ▪ Good ▪ Poor	very good ▪ good ▪ average ▪ poor
4% 0% 23% 73%	4% 0% 41% 55%
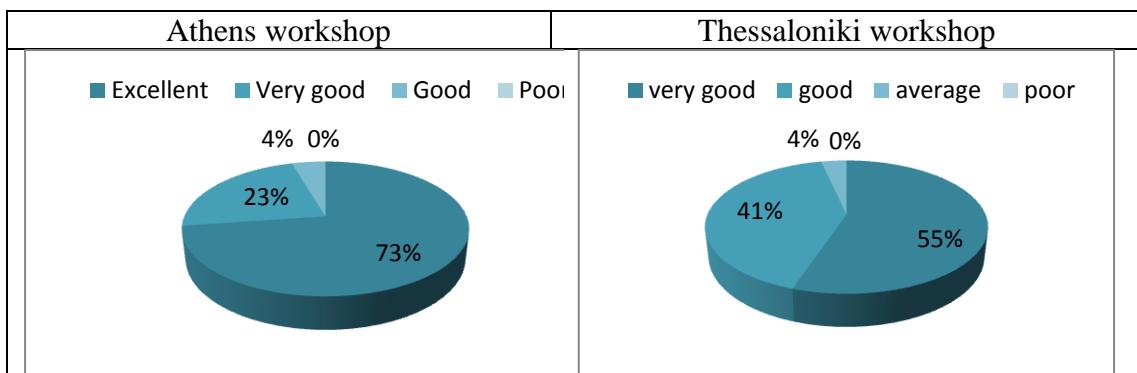
Figure 9, 10: *How did you get to know about the workshop?*

Athens workshop	Thessaloniki workshop
MEDEAnet website / Media & Learning Newsletter / Other source	MEDEAnet website / M&L newsletter / other source
32% 64% 4%	3% 21% 76%
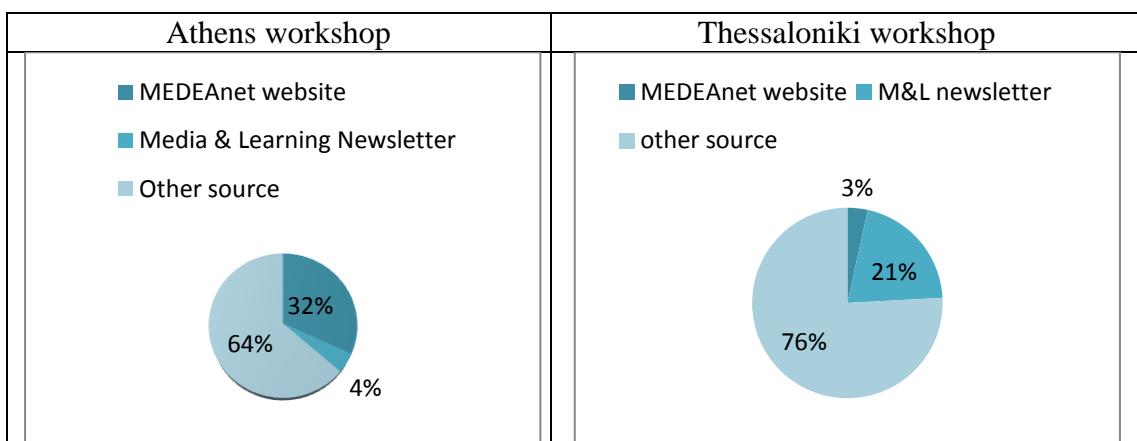
Figure 11, 12: *Other sources*
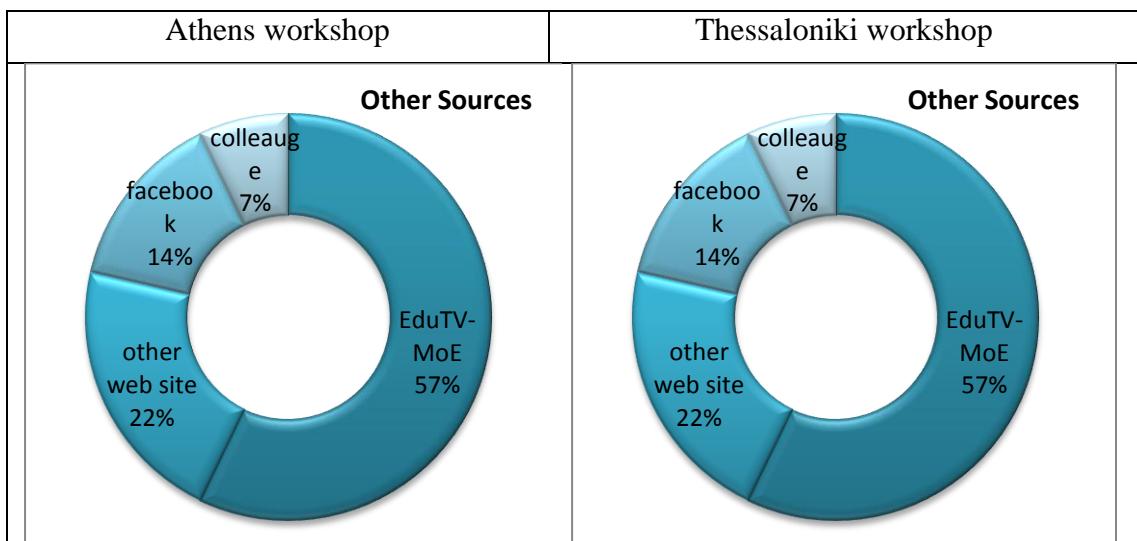
| Athens workshop	Thessaloniki workshop
Other Sources	**Other Sources**
colleauge 7% / facebook 14% / other web site 22% / EduTV-MoE 57%	colleauge 7% / facebook 14% / other web site 22% / EduTV-MoE 57%

Organizing Future Workshops

The format was suitable to a large extend and the participants worked on their video projects with enthusiasm and enjoyed it mostly. A point which should be adapted in future workshops is having teleconferences sessions in the beginning or before closing the workshop so as participants can completely concentrate on their creative

work. The workshop was promoted via MEDEAnet, EduTV websites (www.edutv.gr, www.i-create.gr), and its Social Media accounts on Facebook, twitter, scoopit. A document from the Ministry of Education (MoE) was sent to all Primary and Secondary level schools in Greece calling teachers with previous experience in creating videos in class to participate filling the relevant Google form. 195 teachers had submitted the application showing high interest to participate in the workshop and expand their knowledge on creating documentaries in the classroom. Both channels i.e. MEDEAnet, EduTV' s Digital/Social Media and the official document from the MoE attracted this big number of participants. A number of 282 teachers had submitted the application for the second workshop. Participants can completely concentrate on their creative work since teleconference sessions were put before closing the workshop as mentioned in previous workshop experiences. The knowing-each-other experiential activity in the beginning of the workshop had a positive impact and created an initial good feeling among adult learners.

Re-organizing the workshop in Thessaloniki
A different experiential activity to know each other was used at the second workshop. The course methodology was the same with the first one including only one webinar with the Medea awards winner presenting in details how he works with his pupils.
The products, which have been developed throughout the workshop were six leaflets with respective storyboards, six documentaries developed by each working group and a general video of the overall process. They all are available on the respective URLs:

Titles of Documentaries	URL on YouTube
Το κλίμα ... της κλίμακας	The climate of the stairs
ΓΕΜΙΖΟΝΤΑΣ ΤΟ ΚΕΝΟ	Filling the void
Πάρτι συνθημάτων	Party of slogans
ΕΙΣ ΜΑΤΗΝ	In vain
Η ιστορία ενός μπουφέ	The history of a buffet
Καλλιγραφία	Calligraphy

Feedback from the evaluation
Asked about what participants liked most in the workshop, all of them mentioned rich interactions and a positive spirit of collaboration among them. Furthermore they noticed "The hands on approach, the experiential approach, meeting people with common visions, analyzing and restructuring short videos, Continuous connecting with school daily life, The positive attitude and the commitment by trainers and organizers, Constant encouraging of the trainees, The discussion about best practices of integrating video in the curriculum which took place during the skype conference. Furthermore they mentioned the exchange of ideas with teachers who make videos in schools, and Creating a project with colleagues. In particular they mentioned: "*The challenge of creating a project with foreign was an interesting experience*".A participant commented *"it was not only thoroughly appropriate, it was also very interesting and helpful to find out how practice serves theory and vice versa".*
What many participants did not like about the overall workshop was that it lasted only 3 days, and they felt pressure due to the limited time factor. A participant commented "*It's not really a dislike, but it's a great opportunity now to declare that I would like more days in the seminar, more specific seminars".* Another teacher asked for a prior guided activity before implementing their own project.

Regarding the mixture of knowledge delivery and practical exercise, teachers thought it was completely appropriate. Some additional comments were:
- *"Relevance of practical exercises and the acquiring knowledge"*
- *"Useful for applying this practice in the classroom"*
- *"Theory and practice were both equally shared and appropriate"*

Videos

The official video "Developing documentaries in schools" - Thessaloniki 22-24 November 2013from Educational Radiotelevision is available at the following web address on the YouTube channel: https://www.youtube.com/watch?v=idHqA3KrG28

The play list included all videos developed from 6 groups of teachers during the workshop can be found at the following web address on YouTube channel: http://www.youtube.com/watch?v=idHqA3KrG28&list=PL2J_qoFbHd56F8UdDlaOe QF5RpnYDll9

Organizing the Workshop "Co-creation Methodology"

Target audiences / Participants

The workshop was dedicated at post secondary vocational education teachers who come from different disciplines. In particular there were five participants from each of the following disciplines: ICTs, Communication and Media, Design and Applied Arts. In addition there were two from each of the following disciplines Tourism and Transportation, Culture, Physical education, Foreign languages, Financial, Medicine, Social Services.

Course methodology

The course methodology was implemented according to the following steps:

Flipping the classrooms

During the presentation "Flipping the classrooms", participants familiarised to use Media for learning in order to support students studying in their homes and to activate them in the class. In the beginning, the flipping trend was introduced following the questions below:

Introducing the trend
- What is this? Which is the pedagogical rationale behind it?
- Why to flip my classroom? Which are the benefits?

Proposals for implementation
- How can I apply "Flipping" in my class? What resources will I need?
- Where can I find them? Are there any models on "Flipping"?
- Are there analytics on using "Flipped classrooms"?

Co-creation Methodology

Co-creation takes place when we have many no-pre-defined problems. Co-Creation can be understood as a new process to address in new ways real local or global challenges, addresses difficult and complex problems and delivers fundamental life-changing results. "Flipping the classrooms" was the challenge to shape groups from different disciplines and co-create "flipped lessons"(University of Northern Colorado, 2013). The Co-creation Methodology was introduced and implemented following the steps below:

Introduction
- Exploring the concepts of collaboration and co-creation, pre-defined and no-pre-defined problems.
- Prototyping problem insights. Which are the benefits?

Brainstorming
- Participants brainstorm in small teams on ideas how to flip their classrooms and propose subjects in their disciplines or combining them.

Presenting and selecting the ideas - Pitching the ideas
Participants
- Present their ideas to the plenary. The educators pitched the following ideas to start their project: "App 4 accreditation, Safer internet, Metropolitan city guide, Acropolis museum, Phototherapy versus traditional medicine, Euro or drxs? debating the economy, Media noise and photography, Kitchen plot, Skin tech, Keep up appearances, Think tank".
- Vote for the proposed ideas selecting 6 of them.
- Shape 6 groups for each idea.

Building and Working in groups for Workshop projects
Participants working in groups:
- Define their needs in the synthesis of technical or conceptual materials.
- Plan extensively - experimentation in progress.
- Get mentoring.
- Develop their ideas in projects collaborating.
- Discuss and select platforms to publish their final works.

Synthesis – Presentation – Discussion -Evaluation
- Groups present final versions to other teams – feedback and discussion.

The discussions with the participants during the workshop evolved around three key issues:
- brainstorming and researching towards a concrete idea,
- finding and using Media resources for teaching and learning,
- exploring "secrets" of successful projects and teams behind them.

Learning materials which have been developed throughout the workshop are **presentations by** the working groups, available here:
The training focused on co-creation methodology in groups among participating educators, of various profiles. Participants attended the presentation of the new educational trend "Flipping the classrooms" (Bates, 2000; Bergmann, 2013) in which educators provide appropriate resources for students studying at home in order to exploit the opportunities offering critical thinking only within the social structure of the classroom. Based on the challenge of using and supporting the flipping methodology and working in groups, participants co - created projects focusing on solving authentic problems created along the way. Developing the final product in groups, is aimed to highlight the potential to reach exciting and attractive learning methodologies to young people.

Videos
Three videos have been published on the official channel of Educational Radiotelevision on YouTube, which are available at the following web addresses:
Flipping Classrooms presentation, Co-creation presentation, Trainees present their projects

Lessons Learned
The main lessons learned from the workshop are the following:
- The collaborative schema expecting to co-create, needs: diversity, experimentation and discovering, intensive work of co-operation, focus and immersion on ideas, concepts and ideas need time to develop projects
- The level of experience of the teachers involved created fruitful discussions and debates, and while all the intensive experience was coming to an end they showed a very good level of understanding the problems and seeking new ideas for solutions in their projects.

- Educators are positive to explore new methodologies in classrooms but they are skeptical of the hardware infrastructure in vocational schools.

Educators familiarized with two new methodologies of flipping their classrooms and of co-creating, having a valuable opportunity to interact with each other. They were involved in brainstorm sessions to generate ideas and worked in groups to enhance ideas. During the workshop the participants learnt about ways to enhance their creative techniques, assessed the projects which had been co-created by their peers and focused on educational content that could make teaching exciting and attractive to young people. Teachers participated with great enthusiasm and revealed strong interest in continuing their training.

Feedback from the evaluation

Asked about what participants liked most in the workshop, all of them mentioned its organization, the interactivity, collaboration, practice. In addition they liked the innovative ideas by the "Flipping the classrooms" and "Co- creation" methodologies and the ways to implement them in their classes and work. Furthermore they noticed:

- *Effective tools, The practical exercises and advices*
- *The interactions among people and trainees*
- *Everything was impressive: trainer, teaching method and speech*
- *Multidisciplinary and diversities, Ideas exchange, feedback and conversation*

**Figure 13:** *Has the session achieved its stated objectives?*
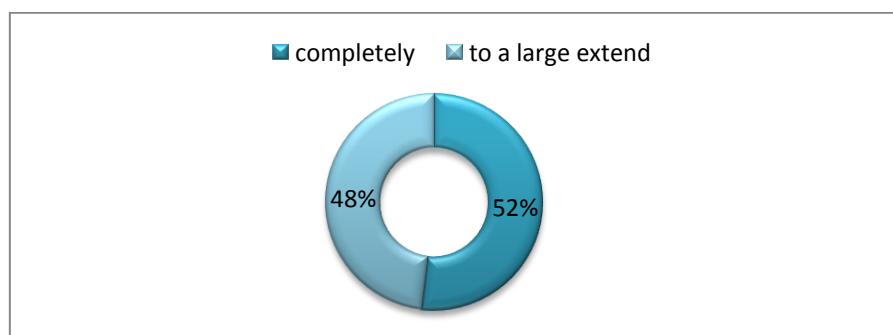
**Figure 14:** *Do the practical exercises enable you to use the methodology in education?*
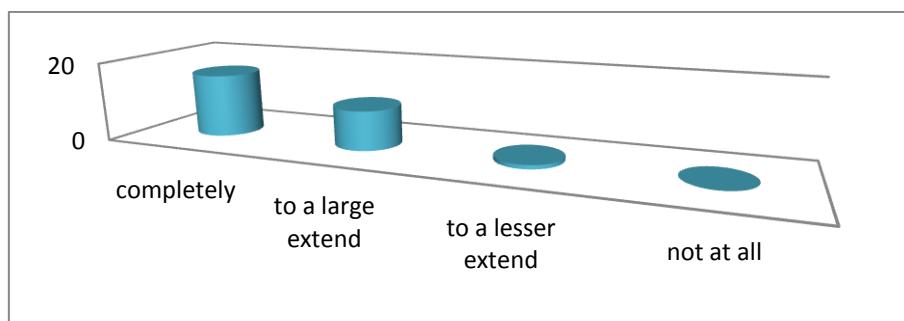
Figure 15: *How satisfied are you with the general workshop conditions*?
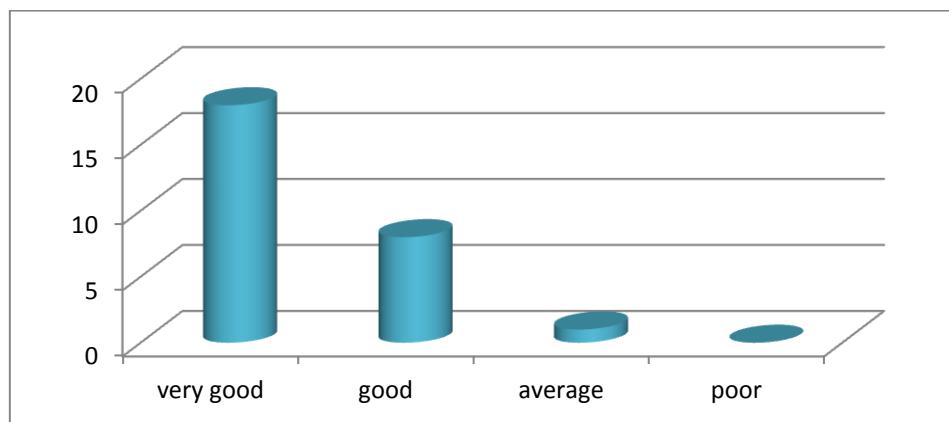
Figure 16: *Please give your overall impression of the MEDEAnet workshop*	**Figure 17:** *How did you get to know about the workshop?*
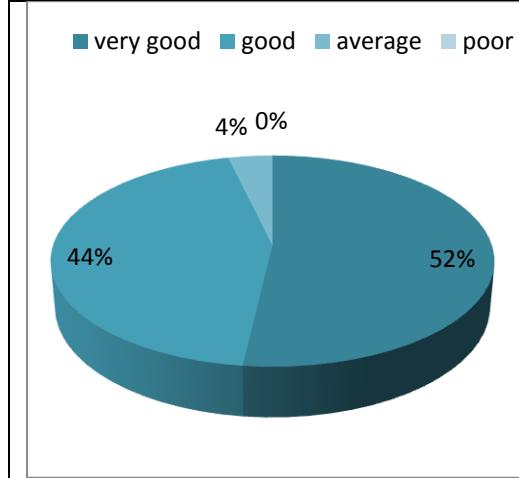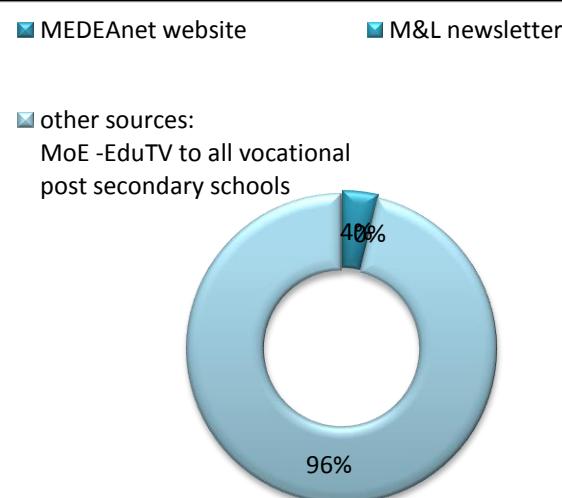
Regarding the mixture of knowledge delivery and practical exercise, teachers thought it was completely appropriate to a large extend. Some additional comments were:

- *Boost the learning with digital material, I enjoyed everything*
- *Definitely appropriate, Limited time – we need more time in such innovative ideas and workshops, It resembled to an educational startup workshop*
- *The trainers were friendly, inspiring and helped us to realize the target of the seminar*

Other sources: 26 from 27 educators in vocational post secondary education were informed from their Schools. EduTV has sent to all vocational Schools official document calling them to submit for participation and all relevant information as program and learning goals.

Organizing Future Workshops

The format was suitable to a large extend and the participants worked on their projects with enthusiasm and enjoyed mostly familiarizing with two new learning methodologies. The workshop was promoted via MEDEAnet, EduTV websites, and its Social Media accounts on Facebook, twitter, scoopit. A document from the MoE

was sent to all post Secondary vocational level schools in Greece calling teachers to participate filling online the relevant Google form. 75 teachers had submitted the application showing their high interest to participate in the workshop. The official way by sending the document from the MoE to all schools attracted this big number of participants.

Discussion and Conclusions

The MEDEAnet project, the MEDEA Awards, the Media & Learning conference and CoP, were presented to all participants of **three workshops** in a special presentation and they were also invited to submit their Media projects at the competition and participate actively in the CoP. Three playlists of videos from each workshop were published on EduTV' s YouTube channel. The impact of the workshop was high in all social Media, sharing, liking, retweeting and favouriting relevant posts.

During the workshops about documentary, Greek teachers saw how their European peers use video in their classrooms on different topics as Science, language learning and also vocational training through various examples and case studies.

The practical results revealed that there was a varied level of knowledge within their advanced experience. It seems that each year the hands on practice in and outside schools affects the possibilities for projects and that teachers that get involved become more and more familiar with aspects of Media and ICT that suit their field and personal interest (script, photography, programming, music in video, special effects, theme development). They already have a consciousness of visual language and an ability to develop on it, however as they tend to focus on one preferred aspect, they may lack a broader understanding of Media language and genres. The second day, it became evident that they could apply and develop both new scripting and shooting techniques. They also developed excellent group dynamic and creativity although most of them had no prior relations to each other.

A closed group in facebook called [MEDEAnet training course "Developing Documentaries in Schools"](#) was created with 22 members who had been invited to participate. The creation of this group was a follow up activity of the workshop keeping alive discussions and exchanging thoughts, photos, videos and Media resources. Some European teachers and researchers especially from Romania asked to join this group and so they became members. The group invited the participants of the second workshop to join it. Following the second workshop for advanced teachers in Media experience, it seems that a strong community is being developed with 55 participants as lead actors. Their work placement in various and very distant schools all over Greece can really be an extremely positive element of such a group connecting and transferring experience and methodology.

The two workshops focused on methodologies related to documentary analysing critically images and videos. They also explored how various tools and resources can be used to enhance creativity in schools and finally understand how documentary can be a multimodal, effective, informative and expressive medium

Co-creation methodology is a new topic for the community of Media and Learning. It has the potential to use various Media aiming to support collaborative learning, or e-learning. Co-creating can have a transformative impact on the learning process in various fields, including and mixing technology, culture, science, communication, entrepreneurship, marketing, design, social and sustainable innovation either on mobile and web platforms or in the physical settings of schools and universities.

Broadcast and broadband Media are all around us and the education system should prepare students for living in the world of ubiquitous Media. Schools are responsible to

support Media literacy and develop relevant core competences. Media education today is mainly associated with the new digital era reforms in the late 00s, and the abundant possibilities and resources that they offered within a school context.

Media literacy is crucial in order to accomplish goals of participation, critical analysis, and collaboration in all educational levels. Educators should perceive the potential of Media and do not simply dismiss them as dangerous. In this context, learning about the Media could become a catalyst for changing teaching and learning practices. Implementing Media literacy programs requires teachers' constant training, towards all changing directions in 21st century.

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