Media Coach: a media competence course for professionals

Media Coach is a **course for professionals** who work with children and young people, who want to integrate media literacy into their own practice and organisation.

On the one hand the Media Coach training trajectory offers a **theoretical framework** to start integrating media literacy into one's own practice. On the other hand this course is mostly focused on **realising media literacy activities and practices**. It offers inspiration by showing good practical examples and specific tools, and participants independently set up **a project** within their own organisation.

After the course, the media coach will function as the **point of contact** within their own organisation with regards to the educational approach to media (literacy). They will take up a **coaching role** within their team.

The course is an initiative of Mediawijs in cooperation with LINC vzw and Mediaraven, supported by the Flemish Government – Department of Education and Evens Foundation.

Within the Media Coach course we use the definition from the Flemish 'Conceptual Memorandum Media Literacy' (2012) by then Minister of Media Ingrid Lieten and then Minister of Education Pascal Smet: '*The term media literacy is used to indicate the body of knowledge, skills and attitudes through which citizens can move with awareness and critical judgement in the complex, changing mediatised world. It's the capacity to actively and creatively take part in media, aimed at social participation.*'

We translated this definition to the Mediawijs Competence Model. This model is to be used as a guideline for:
- measuring media competence;
- stimulating media competence;
- developing products, services and initiatives around media competence;
- stimulating media competence from a policy perspective.

The Mediawijs Competence Model corresponds to the standards set out in the European EMELS-project.

Target audience

The target audience of the course consists of professionals who work with children or young people in an educational setting:

- primary and secondary school teachers;
- coordinators in education: care coordinators, communication professionals or educational ICT-coordinators;
- educational staff at libraries;
- social-cultural sector: youth workers and social-cultural staff.

Important conditions for participation:

- A first **prerequisite** is a basic knowledge of digital media. Average technical skills will be presumed.
- Affinity with, and especially enthusiasm about, digital media are vital.
- The **goal of bringing together** diverse professions into one course is to stimulate **cooperation and exchange** of inspiring points of view.

Course structure

The Media Coach course consists of:

Coaching sessions

During the coaching sessions, practice and exchange around media literacy are central. We also integrate the theoretical section of the MOOC Media Coach (see below). The coaching sessions consist of a pre-set subject matter and a number of workshop options. Within each subject and session, we differentiate through the workshops. Participants can use the registration form to indicate which subject they are most interested in. They are also welcome to add suggestions. Throughout the course participants will regularly be asked to provide input for the session contents or to ask questions. The sessions also include regular project discussions, where each participant can discuss the progress of their project with their mentor (see below: project). This way a tailored course comes about.

The Media Coach course consists of **9 coaching sessions:**

(1) Introduction to Media Literacy and Media Coach
During the first session we dissect the concept of 'media literacy'. Using the Media Literacy Competence Model, we highlight the various aspects of media literacy. We measure and

discuss each participant's competencies using the media profiling test (www.mediaprofiel.be). We initiate active discussions about the role(s) of the 'media coach' in various settings. Based on these discussions, each participant lays down a frame of reference for themselves. Finally, we provide information about the role of the project in the Media Coach course. Course graduates from various sectors present their inspiring projects from previous years.

(2) Media usage for children and teenagers & Coaching project

We consider the role of (digital) media in the daily life of children and youngsters through a number of studies and specific practices. We stimulate exchange about the meaning of these numbers in practice. Participants are introduced to general digital tools that can stimulate media literacy within organisations. In the afternoon participants receive input around their role as media coach, and we offer stepping stones to effectuate change in their practice and organisation through several coaching principles.

(3) Media and relationships

During this session we delve deeper into the role digital media play in forming relationships. We provide building blocks for drawing up and implementing a social media protocol within an organisation. We then focus on online respect and specific online relationship phenomena, like online sexuality (sexting) and cyberbullying. We provide the necessary tools for participants to engage in conversation about this with target audiences and colleagues. In the afternoon participants can choose from a few workshops around relationships and social media.

Workshop options:
- Communicating on social media
- Making your own social video
- Building a policy around cyberbullying
- Building a policy around sexting

(4) Media production

In 'media production' we approach the concept of media literacy from the creative aspect. We look at the rise and impact of the 'social influencer' within youth culture and at how media creation can achieve social change. We present the legal framework around copyright and portrait right versus the culture of active sharing, and we look at what this means for organisations. We then highlight a number of inspiring practices around media production and literacy. In the afternoon participants can choose from a few workshops around media production.

Workshop options:
- Medialab – Become a creative storyteller and test digital storytelling tools
- Learning through imagery – Hands-on workshop about creating images with children and teenagers
- Working with green screen
- Make your own animation feature

(5) Media, privacy and citizenship & peer-to-peer project review

In this session we consider the personal and social aspects of privacy and citizenship. How can participants raise their target audience's awareness around privacy, and enhance their knowledge and competencies? How do privacy and privacy strategies evolve within a quickly digitising context? We also highlight the impact of media on society and its citizens. We zoom in on themes like social action, hate speech and citizens' participation. In the afternoon we take the time to discuss the coaching aspect of Media Coach. We set to work with our projects. We look at how participants can increase the impact of their project idea within their organisation and how they can address and motivate people. We evaluate the progress of the projects using the peer-to-peer method.

(6) News media, information and advertisement

We look at the impact of digital media on information, such as the filter bubble phenomenon, and discuss the prerequisites for enabling media literacy. We highlight the impact of digital media on news media and journalism, and focus on the subject of 'fake news'. We demonstrate various interesting educational tools for finding, analysing and evaluating (visual) information.

Workshop options:
- Digital information skills
- Media training
- Mash-up: Create your own propaganda
- Imagery and diversity

(7) Media and games

In 'media and games' we delve into the various aspects of games and gaming. We highlight the influence of games on (visual) language, social skills, analytical skills, … We look at the educational aspects of regular games and the use of educational games. We also broach subjects like addiction and confrontation with violence. Besides gaming we draw attention to media literacy and coding in this session. We look at how coding can stimulate media literacy and present some specific practices and tools around this theme.

Workshop options:
- Programming/coding: accessible tools and tips
- Working with virtual and augmented reality
- Gamification: developing and using game concepts in an educational setting

(8) Project session

Participants present their project (see below: project) and have their project evaluated by a jury. Participants receive specific feedback after their presentation. The project corresponds to specific needs within the participant's organisation, and initiates a process of change within the organisation around the theme of media literacy.

(9) Inspiration day

On this day we distribute the competency document 'Media Coach'. Participants who have attended all coaching sessions, processed the MOOC and completed a successful project, receive the competency document 'Media Coach'. An example of the 2017-2018 document can be found in attachment.

We also present new trends and practices around media literacy and delve deeper into the completed projects. In the afternoon the media coaches take part in workshops of choice around new subjects or topics they were unable to attend to in previous sessions. Participants also complete the media profiling test a second time to evaluate their progress.

Media Coach Update

At least once a year a follow-up and exchange session is provided. We present and test new projects and tools. There is time to discuss media competency projects through the peer-to-peer method.

The online trajectory

- Theoretical knowledge around media literacy is mostly presented through an online environment: The Media Coach MOOC (=Massive Open Online Course, found on www.mediacoach.mediawijs.be). We process and expand on this by 'flipping the classroom' and via elaboration by experts during the coaching sessions. The MOOC consists of:
    - (Theoretical) videos by experts
    - Background information
    - Competency tests

        Above elements are also available for non-coaches.
        Anyone can access these by registering on the Mediawijs website (www.mediawijs.be).

    - Materials from the coaching sessions (presentations,…)
    - Project files for each media coach with a description of their project. These are updated throughout the year and finalised after the project presentation.
    - Assignments: these offer participants the opportunity to (put into) practice the knowledge they have gained during the sessions.

        Above elements are only available to media coaches in training.

Media coaches retain complete access to the MOOC-environment after
completing the course.

- Through the **Media Coach Facebook group** participants can exchange information and
ask each other, course mentors and media coaches from previous years questions. The
Facebook group is accessible to media coaches in training and after graduation.
Coaches who have completed the course, retain access to the Media Coach Facebook
group.

The project

Each media coach completes a project around media literacy that fulfils the needs of their
organisation. The media coach evaluates with their mentor what is attainable and necessary in
their context. The goal of the project is to have a tangible result after the course and to achieve
real change within an organisation. Each media coach has a **personal mentor** who provides
coaching online and offline where necessary.

The **testimonies about our Media Coach tool (in Dutch)** provide an overview of what a
project might encompass.

Some examples:

- Facebook Editor, a project which sees pupils managing the school's Facebook page.
Pupils are more engaged in the school's external communication, and gain skills and
knowledge related to content production on Facebook.
- Wearable project around social media, motivation and privacy. Through the school's
wearables, pupils could measure their movement levels and stimulate each other to
share data and improve their performance. Afterwards a reflection followed on the pros
and cons of sharing data.
- Action around coding within special needs education. The media coach developed a
learning plan around coding with specific practical tools, do's and don'ts for primary
special needs education. She also created a development blog for this project.
- 'Stop hurt through bullying' campaign against cyberbullying. In the context of sexting the
media coach chose a recovery trajectory with the youngsters. They also composed
information websites and organised information evenings.
- Media Ways, a project aiming for an integrated media competence policy throughout the
whole school. Relevant stakeholders were united and questioned. The result was a clear
mandate and action plan for a media competence workgroup.
- The development of a detective game with tablets in the library. The youngsters explore
the library and simultaneously improve their information skills.

- A peer editorial board for children, through which they write articles for a communal blog. The children learn about copyright, effectively using social media, and expressing their own opinion.

For their project the participants should set aside around 40 hours spread throughout the entire course trajectory. The project is presented to a professional jury during the final project session. The project mentors are also present at the presentation.

Practical info

The course takes place over one academic year. The registration fee is €350. Before registration a brief motivation letter should be presented.
The course takes place in various cities (Ghent, Leuven, Antwerp) throughout Flanders. A maximum of 30 participants per location are admitted to ensure the possibility for profound interaction during sessions and around the projects.

Expansion

Media Coach was expanded into the health sector with a subsite (www.onbeperktmediawijs.be) providing tools for coaching people with a disability, and a derived course named 'Limitless Media literate – Media Coach for duos'. This is an initiative of Digitaal.Talent@Gent, VONX and Mediawijs.

For the academic year 2018-2019 Mediawijs will be cooperating with the Federation for Basic Education and VOCVO to create a trajectory for adult education. The focus will be on education centres for adults with low literacy.

Example Competence Document Media Coach

❖ Organising partners Media Coach:
Mediawijs, LINC, Cultuurconnect and Mediaraven

❖ Financial partners: Evens Foundation and the Flemish Government – Department of Education

❖ **Award this document to <NAME MEDIA COACH> for completing the course: Media Coach <academic year>**

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This course is aimed at gaining the following competencies:

Key competencies media coach

This category contains the general key competencies that are crucial to the functioning of a media coach within an organisation.
1.1 A critical-constructive attitude towards various digital media
1.2 Openness, daring and a flair for research around working with digital media
1.3 Identifying the impact of digital media and technology on society
1.4 Situating the term 'media competence' within their own sector
1.5 (Helping) shape the media competence policy of their own organisation
1.6 Maintaining an overview of the available (digital) media within their own organisation
1.7 Creating a vision around the role of the media coach within their own organisation

Competencies of a coach

These competencies include the necessary attributes for taking up a coaching role within an organisation.
2.1 Facilitating knowledge exchange
2.2 Striving for cooperation
2.3 An open attitude towards target audiences
2.4 Employing a strategy aimed at increasing the problem-solving skills, creativity and self-reliance of the target audience
2.5 Creating a setting for people to set to work creatively (with digital media)
2.6 Translating the garnered knowledge and skills to the target group

2.7 Knowledge of, developing and/or adapting working methods in function of specific target audiences, e.g. different age groups, educational levels, backgrounds, abilities,…

Media competencies

Understanding Media Competence Cluster

Understanding media includes the competencies of observing, analysing, evaluating and reflecting. It concerns functional insight and understanding of media, including technical aspects, content, media behaviour and strategies.

4.1 Differentiating and selecting suitable media for a specific project
4.2 Considering and taking into account relevant research into tendencies around media competence when setting up projects
4.3 Gaining insight into the creation and spreading of media content to e.g. critically assess information, interpret images, understand (online) advertisement,…
4.4 Understanding the influence of the technology employed on the contents of the message
4.5 Knowing and understanding aspects of 'gaming' and 'gamification'
4.6 Understanding the online profiling of individuals, organisations and target groups in the context of identity, communication and relationships
4.7 Comprehending the terms of citizen participation and social action in the context of media competence
4.8 Understanding legal, deontological and ethical frameworks
4.9 Reflecting about goals, target audience, medium, form and content when creating and using media

Using Media Competence Cluster

Using media includes the competencies of operating, navigating, organizing and producing. It concerns the functional usage, grasp and insight of, and self-reliance within, the following topics:

3.1 Knowing, using and innovatively employing tools and means of communication
3.2 Consciously using and managing online identities
3.3 Using media tools to stimulate citizen participation and social action
3.4 Employing legal, deontological and ethical frameworks
3.5 Safely and consciously using and managing tools and applications
3.6 Using, editing and creating photo, audio, video and games
3.7 Composing basic algorithms

Dates of course completion: From <date> to <date> - duration: 1 year

These competencies were evaluated through a jury presentation. Participants receive personal feedback via email.

Date of issue: <date>

Issued by
<name>
Organiser Media Coach (Mediawijs)