

'Adventures in Media Literacy'

A pilot action research project examining the use of peer-to-peer learner interviews in self-assessment of learning.



Adult Learners Week

2007

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Project Summary

This small pilot project started by mapping out the spectrum of work associated with the subject of Media Literacy but then identified a small and tightly focused initial action research study which could be undertaken with the modest resources available in the short time scale. In addition to the specific project outputs, it was intended to develop a working relationship between the partner organisations and to use this activity to scope future activities in the area of media literacy.

The study addresses the role of media creation training as a contributor to the skills of 'citizen publishers' / 'citizen broadcasters' and looks very specifically at the way that media techniques can be deployed to enhance learners' self evaluation of their learning. The question investigated was:

How can peer interviews contribute to self-assessment in media creation programmes?

The interim findings suggest that the peer-to-peer interview can provide a valuable method for promoting self-evaluation through reflection. This can occur during the interview itself, but the interview appears to play an important additional role in establishing an environment for enabling ongoing reflective dialogues. The findings are based on a modest number of trials and this is a fertile area for further research. The outcomes of this could have widespread implications across adult learning and particularly in presentations of evidence for e-portfolios.

The final section of the report refers to the existence of a number of useful guidance documents that promote good practice in developing the skills of the 'critical media consumer'. In contrast there is far less material which offers guidance on good practice in development of informal and formal programmes to promote the skills of 'citizen media producers'.

This also presents an indication of possible areas of future work.

SECTION 1: Introduction

1.1 Background

Recent advances in digital technology present significant new opportunities for citizens to create and publish their own communications in a range of media. This project explored the informal learning which takes place through the creation of communications by 'citizen broadcasters'.

It focused on delivery of media literacy through semi structured environments which would fit the definition of 'non formal learning' as used in the EC Communication on Lifelong Learning (2001).¹ It aimed to explore the use of peer-to-peer interviews as a method of encouraging learners to undertake a self assessment to recognise the results of their own learning journeys.

The short pilot project ran during Adult Learners Week in May 2007 and was a collaboration between National Institute of Adult Continuing Education (NIACE), University of Teesside, Hope Foundation - Middlesbrough, Margrove Park residents and Destinations UK online centre in Saltburn.

The project was part funded as part of NIACE's media literacy promotion work supported by Ofcom.

1.2 Media Literacy

There are several working definitions of Media Literacy but many align with that of Ofcom who describe media literacy as "the ability to access, understand and create communications in a variety of contexts" (Ofcom).

This project addressed the learning associated with the final part of the Ofcom definition - 'citizen broadcasters' and 'citizen publishers'.

It sought to explore the role of media creation in better understanding the way in which professionally produced media can influence our lives.

The results of the project will complement the work which has taken place on supporting 'critical viewers' and 'critical readers' of professional media.

The original stated aim of the project was:

- to develop educational tools for community educators to use to support participants in identifying the outcomes of their informal learning.

¹ * **Non-formal learning**: learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective. EC Communication on Lifelong Learning (2001).

The tools were designed to be fit for the purpose of use in informal settings but capable of offering robust evidence to both the learners themselves and to others.

They focus on three key themes of reflection:

- What (documenting what has been learned)
- So What (understanding how the learning took place and what this means to 'me')
- What next (setting new learning goals)

1.3 Objectives

At the end of the project the team set out to have:

- Created a range of trial tools
- Trialled each of the tools
- Evaluated the effectiveness of the tools and provided guidance for future development and research.

1.4 Project products

The products of the project were to be:

- Participants' media products – soundrecordings /podcasts
- Multimedia examples of learners reflections
- Reflection toolkit
- Evaluation of the reflection toolkit. (Project report)

The project was approached with the five stages of action research clearly in mind.

1.5 Identifying the research question.

Media creation via podcasting offers an opportunity to become a broadcaster and a creator of media with relative ease – the skills needed to use sound recording software can be learnt quickly and there are a variety of free ways to put a podcast online. Learning to use the software involves working with others and so the use of a self-assessment technique involving interviews with peers offered a natural and logical progression.

Media creation projects have often been evaluated using standard methodologies, such as focus groups and questionnaires. This project set out to trial the peer interview.

The research question agreed upon was:

How can peer interviews contribute to self-assessment in media creation programmes?

The primary aim was to encourage reflection and self-assessment as a means of reinforcing understanding rather than evaluating a programme in terms of 'success' (such as value for money, numbers trained etc).

The rationale for wishing to examine this approach during this small project had five elements:

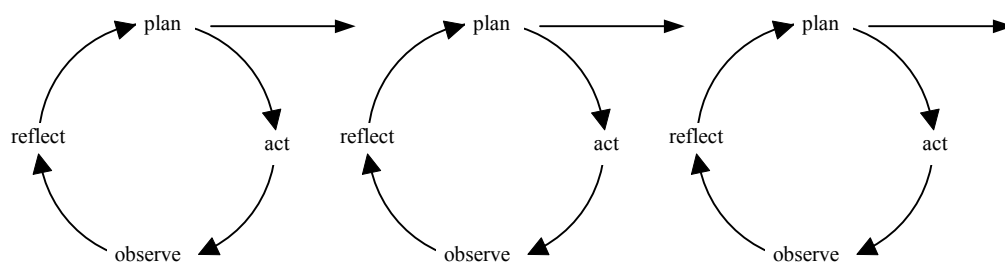
- The empowering of co-learners as active participants in the self-assessment process aligns with the underlying values of community media production, which promotes both accessibility to technology but also promotes opportunities for participants to have an active 'voice'.
- Peer-to-peer interviewing was seen as presenting the potential to spread the responsibility for provoking reflection more widely within a group thus removing pressure from the facilitator alone and increasing the amount of reflection undertaken in the group.
- A literature search on the topic has found little evidence of previous work in this area.
- This was an aspect of media literacy which could be addressed in the small scale project
- The findings may have value in other areas of adult learning.

Section 2: Planning and Preparation

Having defined the research question, NIACE and the Department for Academic Enterprise at University of Teesside created a joint online planning group.

2.1 Methodology

The planning group decided to adopt Action Research methodology using the cyclical model first described by Kurt Lewin and then described by Marrow as 'the idea of studying things through changing them and seeing the effect' (Marrow 1969, cited by Reason and Rowan 1981:174).



The team wished to address a small but pedagogically significant aspect of media literacy – peer-to-peer interviews for self-assessment. This approach set a framework for testing, observing, reviewing and adapting the use of peer-to-peer interviews in several action research cycles in a short space of time.

The research was conducted by a team of three:

- Steve Thompson Community Media Coordinator – University of Teesside.
- Mary Moss – ICT and Learning team – NIACE
- Alastair Clark – ICT and Learning team – NIACE

The team adopted the role of practitioner researcher in line with action research practice and there was thus no conflict between their dual roles of facilitators and observers/researchers. In order to observe good ethical research practice the role of the research in the workshops and the destination of any materials produced was made clear to participants.

Participants were informed about the nature of the project and given full control over the peer interview, which took place at the end of the media session. In contrast, it was understood that the 'podcasts' produced during the session would be uploaded to the Internet as this was an integral part of the learning activity.

2.2 The programme of activities

The University of Teesside Community Media Coordinator devised an outline programme of podcasting workshops, which were publicised as 'Internet Radio'. The university took a lead role in this task and identified a number of potential outreach locations on Teesside in collaboration with their community partner organisations. Four possible 'slots' were identified on the 24th and 25th May, during Adult Learners Week. In the event, 3 of these were established and two of these actually ran according to the plan (see below).

The workshop programme is outlined in Appendix A. The university provided the equipment and led in the training.

A peer-to-peer question framework was devised by the NIACE team. The responsibility for delivery and observation of this section of the workshop programme was taken on by staff from NIACE. This framework has undergone earlier trials at a separate residential media creation event in early May and with volunteer testers.

2.3 Project scope

The project focussed clearly on the role of peer-to-peer interviews as a tool for promoting self-assessment. In this work the team drew on the work of Helen Barratt at University of Alaska in creation of 'E-portfolios for learning' and her practice in use of multimedia for creation of 'learner stories' (<http://electronicportfolios.com/>). From this work, the question framework adopted questions in three key themes:

- *What? (What had been done and what learned)*
- *So What? (How the learning happened and what this meant to the learner)*
- *What next? (future plans for both learning and application of the learning)*

To these basic questions were added two more themes:

- *What made you decide to come?*

This was selected as an initial question to offer a useful 'warm up' question and to allow participants to confirm their motivation for attending.

- *Will this experience lead you to regard professional media differently?*

This theme was included in order to seek to understand any impact of media creation activity ('citizen producer') on attitudes and behaviours of the participants as 'media consumers' ('critical viewer/listener').

Section 3: The Action Research activity

The practical part of this project took place over 2 days in Teesside during Adult Learners Week in 2007.

3.1 The programme

Three sessions were planned:

Thursday 24th May

1.00-3.00 – Internet radio workshop at Hope Foundation (Middlesbrough city centre)

Thursday 24th May

6.00 – 8.00 – Community Centre Margrove Park (ex-mining village)

Friday 25th May

10.00 – 12.00 – Destinations UK online centre Saltburn town centre.

The first session at the Hope Foundation ran according to the plan (see appendix A) with 6 participants. The second session at Margrove Park did not follow the planned format. There was only one participant present at the start time and two others arrived later with different but very interesting expectations of the session. The third session, at Saltburn Destinations, did follow the planned format. For the purposes of the cycles of the action research project, this report takes the Hope Foundation workshop and Destinations as cycles one and two respectively.

The observations of the swiftly adapted programme at Margrove Park are not treated as part of the cyclical approach but they are recorded and analysed separately in appendix D. The very responsive and flexible nature of this session meant that the observations provide additional and unanticipated evidence, which is recorded and may be of value for future practice in media literacy.

Both the products of the sessions – the podcasts and the peer-to-peer interviews are published on-line with producers' permission.

Podcast products published:

<http://www.tvcm.co.uk/blogradio/index.php/testing>

Peer-to-peer interviews published:

<http://www.medialit.co.uk/>

3.2 Cycle 1 – Hope Foundation – Middlesbrough. 24 May 1.00 – 3.00pm

This was the first workshop. It was attended by 6 participants – 5 male and one female. The group had come with no experience of podcasting although one member had experimented with recording software. All had some experience in the use of information technology and were comfortable with basic operating functions such as use of menus and use of a mouse. The session followed the plan outlined in appendix A with all participants succeeding in creating a podcast although some ‘over recording’ at the stage of encoding the files to MP3 meant that two sets of material were actually recorded on top of one another! There was not time in the session to rectify this but the group do intend to meet again. Topics covered include: ‘ham radio’, digital imaging and a planned multicultural day.

3.2.1 Review of cycle 1

3.2.1.1 Use of Demonstration interview

The demonstration interview did appear to be more effective than oral explanation of instructions in introducing the idea of a peer interview. The demonstration was conducted by one of the researchers and it was recognised that this could have had a distorting effect on the way that interviews were conducted. However in the review session this effect was seen to be less significant than the negative effects of alternative options of burdening participants with detailed instructions either spoken or written. For the next cycle, the team did consider use of one of the peer-to-peer interviews from session 1 as an illustration. On consideration of the material available to the team it was decided for the next cycle to retain the demonstration interview conducted by a researcher but that if we identified a suitable peer-to-peer interview in future this should be deployed as a demonstrator.

Adaptation for next cycle: retain demonstration interview but have this conducted by a different researcher.

3.2.1.2 Interview questions framework

Question	Reflection in review meeting	Adaptation for Next Cycle
1) Can you please start by telling me your name and why you decided to come to this session on Internet Radio?	This question provided a useful ‘warm up’ question. It did not provide detailed analysis of the participant’s reasons for coming but did allow them to contextualise later answers (e.g. ‘it links with a course I am doing’).	Retain question
2) Now can you please say what you have actually done in the session?	Analysis of interviews showed that the questions provoked a brief summary of the learning but largely did not elicit detailed account of the technical processes employed. The content of the media produced was similarly summarised but the question format did not succeed in eliciting the reasons for choice of content.	Retain question

3) What have you learned today about making podcast?	Interviews explored what had been learned. Reflections on the process did not refer to the way of learning but there were several very positive references to increase in confidence and demystification of media illustrated well by one comment: 'technology is not witchcraft'.	Retain question
4) So, you have spent two hours having a go at making a podcast what would you like to be able to do next?	This question provided some interesting answers with significant emphasis being placed on using podcasting to link with existing skills and interests.	Retain question
5) Now you have had a go at making your own media, do you think this may change the way that you think about professionally produced media like radio and TV?	In this cycle the question format was not very successful in bringing out much comment in this area but there were comments, which suggested a greater confidence in interacting with the BBC in particular. This was illustrated with such statements as 'we are all the same' and 'I am now going to contact Cleveland BBC'.	Retain question
6) Finally, is there anything you would like to add about the session today?	This did provide space for some additional unstructured conversation which did not produce a great deal of extra content but probably contributed to the post interview conversation (see below)	Add text at end ' Thank you for agreeing to participate'.

3.2.1.3 Post interview dialogue

Observers noted a very rich dialogue, which developed between participants, and facilitators very soon after the recording had ended. Topics raised at this point included:

- detailed plans for future podcasting of a multi cultural event
- possible future training sessions
- deeper reflections on the process.

An initial reaction from facilitators and researchers was, 'We just failed to record the best bits!' However, on discussion and reflection it became clear that this richer conversation had actually come about because the peer-to-peer interview had covered the initial material. As the objective of this activity was to encourage self-assessment of the process and the next steps, the recording of comments was deemed to be far less important than the stimulation of the dialogue. This was an unanticipated outcome of the process but one, which it was decided to observe carefully in subsequent cycles.

Adaptation for next cycle: ensure that observation was in place to capture possible learner / teacher dialogue outside of the peer-to-peer interview.

3.2.2 Cycle 2 – Destinations - UK online Centre Saltburn (25 May 10.00-12.00)

This workshop was run on a Friday morning. It attracted 3 participants all with high levels of interest in radio production and with specific ideas on how their skills could be applied in their work / leisure time.

The format for the session followed the plan but with such a small group the NIACE observers took a low profile but agreed to cooperate as guinea pig interviewees as part of the podcast creation.

3.2.2.1 Use of Demonstration interview

On this occasion a different NIACE observer conducted the demonstration interview and once again it appeared to offer an effective method of demonstrating the expectation for the peer-to-peer interviews. This was recorded on video as was a peer-to-peer interview and this material could be used in follow-up research.

Interim Finding: This demonstration appeared to be an effective method and with sensitive application it did not appear to distort the follow-on interviews.

Future research: The effectiveness of the demonstration interview should be more fully tested against other possible methods including video of peer-to-peer, audio only of peer-to-peer, written brief and oral brief.

3.2.2.2 Interview questions framework

Question	Interim Finding	Further Research
1) Can you please start by telling me your name and why you decided to come to this session on Internet Radio?	This is a useful opening question. The answers could be used to help personalise later questions in the interview (e.g. you said you came along because of..... how far has this session given you what you wanted?)	It would be valuable to explore how interviewers could be briefed to use initial information provided in this question to personalise later questions.
2) Now can you please say what you have actually done in the session?	Whilst there is an inevitable overlap between what you did and how you learned it, this question and the following one have value as they stand_	These questions offer greatest scope for refinement – in particular to tease out the learning from the activity and the content from the technical process.

3) What have you learned today about making podcast?	<u>See above</u>	These questions offer greatest scope for refinement – in particular to tease out the learning from the activity and the content from the technical process.
4) So, you have spent two hours having a go at making a podcast what would you like to be able to do next?	This question provoked responses which linked mostly to future content	Devise questioning which differentiates between activity and skill learning.
5) Now you have had a go at making your own media, do you think this may change the way that you think about professionally produced media like radio and TV?	It is certainly justified to retain a question of this sort in the question framework.	In view of the great variety of levels at which this may be understood it would be useful to explore alternative wording.
6) Finally, is there anything you would like to add about the session today?	Retain as useful intro to a less structured informal conversation	

Section 4: Evaluation

The project was designed, planned and delivered in a very short time scale using a very small number of person days.

4.1 Achievements against planned Objectives and Outputs

The tables below show that all the objectives and at least half of the intended products were achieved. An important element in the success of the project has been effective partnership working where each participating organisation has been able to make a distinctive and complementary contribution to the result.

Project objectives	Achievement
Created a range of trial tools	The trial tools were created and used
Trialled each of the tools	The tools were trialled during the project
Evaluated the effectiveness of the tools and provided guidance for future development and research.	The report carries clear recommendations for future research and development.

Project products	Achievement
Participants' media products	Achieved and available online at: http://www.tvcm.co.uk/blogradio/index.php/testing
Multimedia examples of learners reflections	Achieved and available online at http://www.medialit.co.uk/
Reflection toolkit	The question framework forms the basis of such a toolkit but it requires further work before it can be published as part of a good practice guide.
Evaluation of the reflection toolkit. (Project report)	The action research cycles did report on the results of using the question framework with a relatively small number of learners. A fuller evaluation of a more advanced version of the tool kit is needed before it can be published.

Following this pilot project there is evidence to suggest a number of pointers to future practice. These are both in relation to peer-to-peer interviewing (the primary focus of this work) but the project has also offered some provisional findings in the area of media literacy generally.

4.2 The research question

The research question posed by the project was:

How can peer interviews contribute to self-assessment in media creation programmes?

Evidence from the small number of participants suggest the following initial responses:

- Peer interviewing can play a role in encouraging media creation learners to undertake a self-assessment of their learning in relation to media literacy skills.
- Peer interviewing can play a role in encouraging media creation learners to undertake a self-assessment of their learning in relation to the wider benefits of their learning.
- Peer interviewing has been seen to play a role in stimulating ongoing reflective dialogue between learner and teacher.
- The nature of the framework for peer interviewing can play a significant part in determining the success of this approach.
- More work is required to devise best practice advice in the use of peer interviews for self-assessment.

4.3 Additional findings associated with Media Literacy

The project was undertaken in the wider context of use of community media production as a part of media literacy education. Although not a specific part of the research question, observations during the project suggest the following areas are worthy of further consideration.

- How can media literacy education be delivered most effectively through non-formal learning activities based on media creation.
- How can the development of skills as a media creator be delivered to maximize the impact on participants' skills as critical consumer of mass media.
- Community media creation projects need to be responsive to both the skill level of participants, and the availability of technology.
- Community media creation projects need to respond flexibly in content and format
- There is limited evidence of published good practice advice in explicit use of community media creation to promote media literacy.

4.4 Ongoing engagement with the learners

The Community Media Coordinator has remained in contact with the participants through their host organisations. He has obtained detailed feedback for the follow-up activities including the Multicultural event and the aspiration of one participant approach BBC Radio Cleveland. This ongoing support and tracking of participants is an important element of the way in which this short-term project is embedded in a longer-term support framework.

4.5 Accessibility

The project did not have sufficient resource to take account of all the accessibility issues associated with this methodology. However to ensure equality of opportunity the review process did include a consideration of accessibility and the following non-exclusive list indicates some of the considerations which further work should take address:

- Whilst audio recordings may be attractive to people with low literacy skills – the question format in text form could itself provide a barrier to the use of a question framework.
- The adaptation employed in the first cycle to offer audio prompts to a blind participant should be explored further to develop good practice guidance.
- Alternative methods should be developed for participants who prefer to communicate other than using speech.

Section 5: Next steps

The project was always conceived as a small pilot, so dissemination will take the form of opening discussion about next stages.

5.1 Presenting findings

The possible avenues to present and discuss the interim findings include:

- Internal presentation to NIACE Development and Research Group
- Through incorporation in a workshop in the Eifel event on Key Competencies 12 – 13 July 2007
- Introduction to the community of practice developing around the RARPA process in adult learning (Recognising and Recording Progress and Achievement).
- Short article on www.aclearn.net website
- Dissemination within University of Teesside

The project points to several possible future developments, which are worthy of funding. Resources should be sought to support some or all of the following:

- further detailed action research into peer-to-peer interviewing as a part of learner self-assessment in media creation projects
- further detailed action research into peer-to-peer interviewing as a part of learner self-assessment across a spectrum of formal and non formal learning
- further detailed action research into peer-to-peer interviewing as a method for assessing the wider benefits of learning.
- further detailed action research into the link between media creation activities and the development of the skills of critical media consumer.
- development and trialling of good practice guide in community media activities to promote media literacy.

References

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Morant Andrew: *Keeping up with the Jones- as well as everyone else (Media Literacy)* Guardian 22 May 2007

Appendix A

Workshop programme:

Internet radio workshop – equipment	
1 PC or laptop per pair	
Recording software	Audacity
External sound card / Audio interface	M-AUDIO FAST TRACK -(they do the job of a sound "card")
Broadcast quality microphone *	Sennheiser e8156
* these were available to the group but a very acceptable alternative would have been low cost microphones using the computer's internal sound card.	

Internet Radio Workshop - Programme		
<i>Element</i>	<i>Description</i>	<i>Time</i>
Welcome and introduction	Overview of session. Steve Thompson (University of Teesside)	5 mins
Introduce Adult Learners' Week media literacy research project	Explanation that final activity of the session is also part of a research project into media literacy and participants will be invited to record an interview but that they can decide what happens to the recording.	5 mins
Activity A Test recording:	All participants to make a test recording using equipment provided. Recordings to be played back and then adjustments made as required (sound levels, seating position etc)	15 mins
Activity B Podcast creation.	Working in pairs each participant to be recorded making a podcast on a topic of interest to themselves. The content should not be greatly prepared but should be allowed to flow. The format to be either a single voice to mic or interview.	30 mins
Activity C – review and edit	Review group podcasts and edit using Audacity. It is anticipated that this will be largely removal of silence, repetition or to shorten any unnecessarily long sections.	30 mins
Activity D Self-assessment	Peer-to-peer interviews based in question framework provided as part of the research project.	25 mins
Session Summary	Overview of session – details of online posting of podcasts and completion of feedback forms.	10 mins

Appendix B

This is the text of the interview sheet prepared for the first cycle of the research. Initial feedback from preparatory testing suggested that one question per page at large font size (20 pt) printed on landscape was the most popular format so this was used. Question sheets were printed on yellow paper.

PAGE 1

The interviewer's sheet

Please interview your partner to build a picture of

1. Why he/she decided to come
2. What he/she did in the workshop
3. What he/she learned during the activity
4. What he /she will do next

The early questions relate to the pod cast and later on there are questions, which go wider.

Interview tips:

Be relaxed

Your interviewee will tend to mirror what you do – if you look and feel relaxed, she/he is more likely to feel relaxed.

The questions are a guide –

You can be the judge of exactly how to phrase the questions. It is quite OK to refer to previous answers in your questions.

PAGE 2

Introduction:

Thank you for agreeing to be interviewed. This interview is yours and at the end you will be able to decide what happens to the recording.

Question 1

Can you please start by telling me your name and why you decided to come to this session on Internet radio?

PAGE 3

Question 2

Now can you please say what you have actually done in the session?

Prompts if needed

- * say more about the technology
- * say more about the subject of your podcast

PAGE 4

Question 3

What have you learned today about making podcasts?

Prompts if needed

- * Could you now go away and create your own podcast?
- * How did you find this way of learning?
- * Are there other ways that you would have liked to learn?

PAGE 5

Question 4

So, you have spent two hours having a go at making a podcast what would you like to be able to do next?

Prompts if needed

- * How will you go about doing this?
- * What will you need?
- * When will you do it?

PAGE 6

Question 5

Now you have had a go at making your own media, do you think this may change the way that you think about professionally produced media like radio and TV?

PAGE 7

Question 6

Finally, is there anything you would like to add about the session today?

Appendix C

Definitions of Formal – Informal and Non-formal learning

Formal learning: Refers to learning through a programme of instruction in an educational institution, adult training centre or in the workplace, which is generally recognised in a qualification or a certificate.

Non-formal learning: Refers to learning through a programme but it is not usually evaluated and does not lead to certification.

Informal learning: Refers to learning resulting from daily work-related, family or leisure activities.

Quoted by Organisation for Economic Cooperation and Development
<http://tinyurl.com/2ghcr8>

Appendix D

Review of session at Margrove park

This workshop ran very differently from plan and thus it was decided not to include it as a cycle in the action research model as it was not possible to conduct peer-to-peer self-assessment interviews.

However, it did provide some useful observations on practice in delivery of community media projects so the key observations are summarised here. In particular they can inform any future work on development of a media literacy guidance document.

Margrove Park - time line of the session as it actually ran		
Approximate time	Activity	Comments
6.00 start time	Only one participant present. Decision made to set up equipment	Decision made 'the show must go on'
6.25	Second participant arrives – with floppy disk containing important text on history to be added to Margrove Park Web site.	This history text was clearly a more pressing piece of content for the participant that the audio podcast.
6.35	Floppy disk found not to contain history document. This represented an important piece of work, which was of higher priority than podcasting workshop so decision taken to help retrieve the text and post it to the site.	This was a de-motivating experience for the participant and reduced confidence.
6.40	The first participant has 1:1 tuition on podcasting and she records two interviews	This participant was available and keen to get started.
7.10	History text identified, and posted to web site.	Participant satisfied with result.
7.15	Third participant arrives – very interested in the history material and offers personal views on rapid increase in pace of change over second half of 20 th century (giving examples from	

	agriculture and using this as making the case for need for training in digital technology.)	
7.20	Latest arrival asked to have his thoughts on 'pace of change' recorded in a podcast.	
7.40	All three participants asked to participate in group interviews with two interviewers.	Only one out of the three had actually undertaken the full internet radio session – the other two had other matters relevant to their community which then had wanted to document. The planned peer-to-peer interviews would have been inappropriate and would have actually disrupted the clearly expressed priorities of the participants.

Key points from observations

Key points:

- There were examples of the session being enhanced as a result of being adapted 'on the hoof' to align it to appropriate and familiar technology (e.g. using floppy disc created at home on Windows 98).
- There were examples of the session being enhanced as a result of being adapted 'on the hoof' to respond to subject priorities (history and technology change)
- The use of a group interview provided an example of a very different dynamic from all the 1:1 interviews used elsewhere in the project. (e.g. people waiting for turn to speak allowed them to think through responses better and make more targeted and succinct interventions.)

Appendix E

Definitions of Media Literacy

This appendix includes two definitions of Media Literacy.

Definition used by Ofcom

There is no single agreed definition of media literacy.

We have defined media literacy as: *'the ability to access, understand and create communications in a variety of contexts'*.

Our focus is on electronic media, although we recognise that other stakeholders will be interested in the wider media landscape.

Media literacy has parallels with traditional literacy; the ability to read and write text. Media literacy is the ability to 'read' and 'write' audiovisual information rather than text. At its simplest level media literacy is the ability to use a range of media and be able to understand the information received.

At a more advanced level it moves from recognising and comprehending information to the higher order critical thinking skills such as questioning, analysing and evaluating that information. This aspect of media literacy is sometimes referred to as 'critical viewing' or 'critical analysis'.

A media literate person should be able to, for instance, use an electronic programme guide to find the programme they want to watch. They may agree or not with the views of the programme maker, or just enjoy the programme. They may also recognise that the programme maker is trying to influence them in some way. They may interact with the programme using interactive features or by telephone. And they may respond to the programme by writing to or emailing the broadcaster with their point of view. People may also be able to use communications technology to create their own video and audio content.

Media literate people should be able to use the internet to find information and accept that sometimes what they find may represent a particular view rather than a statement of objective fact. They will be able to control what they and their children see to avoid being offended. They may also be confident enough to be able to order and pay for goods and services online and to create their own website and contribute to a chatroom discussion.

Taken from the website:

http://www.ofcom.org.uk/advice/media_literacy/of_med_lit/whatis/

Definition used in Mapping Media Literacy by Tony Kirwan et al

We will use as our definition of media literacy one based on the Media Literacy Statement used by the Department of Culture, Media and Sport (DCMS) in 2001. Whereas theirs emphasises moving image literacy, ours extends to take in print and still images. Media literacy is:

- The ability to analyse and respond to a range of media, including print, moving image and other hybrid forms such as multimedia texts, and to think critically and reflectively about what has been 'read';
- The ability to weigh up how reliable the material is, whether it is fact or fiction, whether it is realistically presented or not, whether it is reportage or advocacy;
- The ability to explore the pleasures that media texts offer, and understand how these are communicated through the language of the medium;
- An understanding of the mechanisms of production and distribution of TV programmes, CD-ROM games, interactive software, websites, magazines, newspapers and other print material which enables users to evaluate their purpose and reliability;
- An understanding of how they as individuals respond to and interpret experiences gained through media texts, and also that they are part of larger audiences, and that their responses are also shaped by that experience.

Media literacy is also the ability to 'write' media texts, increasingly using Information and Communication Technology (ICT) such as desktop publishing, authoring multimedia packages, and video filming, photography and digital editing. Such texts will:

- Be suitable for audience and purpose;
- Make appropriate use of technology for presentation;
- Reflect a critical selection of material, and a coherent representation of ideas;
- Reflect the maker's creative skills.

Passage quoted from "Mapping Media Literacy" by Tony Kirwan, James Learmonth, Mollie Sayer, Roger Williams, March 2003, pg 5.

'Adventures in Media Literacy'

A pilot action research project examining the use of peer-to-peer learner interviews in self-assessment of learning.



Adult Learners Week

2007

Mary Moss, Alastair Clark and Steve Thompson

Project Summary

This small pilot project started by mapping out the spectrum of work associated with the subject of Media Literacy but then identified a small and tightly focused initial action research study which could be undertaken with the modest resources available in the short time scale. In addition to the specific project outputs, it was intended to develop a working relationship between the partner organisations and to use this activity to scope future activities in the area of media literacy.

The study addresses the role of media creation training as a contributor to the skills of 'citizen publishers' / 'citizen broadcasters' and looks very specifically at the way that media techniques can be deployed to enhance learners' self evaluation of their learning. The question investigated was:

How can peer interviews contribute to self-assessment in media creation programmes?

The interim findings suggest that the peer-to-peer interview can provide a valuable method for promoting self-evaluation through reflection. This can occur during the interview itself, but the interview appears to play an important additional role in establishing an environment for enabling ongoing reflective dialogues. The findings are based on a modest number of trials and this is a fertile area for further research. The outcomes of this could have widespread implications across adult learning and particularly in presentations of evidence for e-portfolios.

The final section of the report refers to the existence of a number of useful guidance documents that promote good practice in developing the skills of the 'critical media consumer'. In contrast there is far less material which offers guidance on good practice in development of informal and formal programmes to promote the skills of 'citizen media producers'.

This also presents an indication of possible areas of future work.

SECTION 1: Introduction

1.1 Background

Recent advances in digital technology present significant new opportunities for citizens to create and publish their own communications in a range of media. This project explored the informal learning which takes place through the creation of communications by 'citizen broadcasters'.

It focused on delivery of media literacy through semi structured environments which would fit the definition of 'non formal learning' as used in the EC Communication on Lifelong Learning (2001).¹ It aimed to explore the use of peer-to-peer interviews as a method of encouraging learners to undertake a self assessment to recognise the results of their own learning journeys.

The short pilot project ran during Adult Learners Week in May 2007 and was a collaboration between National Institute of Adult Continuing Education (NIACE), University of Teesside, Hope Foundation - Middlesbrough, Margrove Park residents and Destinations UK online centre in Saltburn.

The project was part funded as part of NIACE's media literacy promotion work supported by Ofcom.

1.2 Media Literacy

There are several working definitions of Media Literacy but many align with that of Ofcom who describe media literacy as "the ability to access, understand and create communications in a variety of contexts" (Ofcom).

This project addressed the learning associated with the final part of the Ofcom definition - 'citizen broadcasters' and 'citizen publishers'.

It sought to explore the role of media creation in better understanding the way in which professionally produced media can influence our lives.

The results of the project will complement the work which has taken place on supporting 'critical viewers' and 'critical readers' of professional media.

The original stated aim of the project was:

- to develop educational tools for community educators to use to support participants in identifying the outcomes of their informal learning.

¹ * **Non-formal learning**: learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective. EC Communication on Lifelong Learning (2001).

The tools were designed to be fit for the purpose of use in informal settings but capable of offering robust evidence to both the learners themselves and to others.

They focus on three key themes of reflection:

- What (documenting what has been learned)
- So What (understanding how the learning took place and what this means to 'me')
- What next (setting new learning goals)

1.3 Objectives

At the end of the project the team set out to have:

- Created a range of trial tools
- Trialled each of the tools
- Evaluated the effectiveness of the tools and provided guidance for future development and research.

1.4 Project products

The products of the project were to be:

- Participants' media products – soundrecordings /podcasts
- Multimedia examples of learners reflections
- Reflection toolkit
- Evaluation of the reflection toolkit. (Project report)

The project was approached with the five stages of action research clearly in mind.

1.5 Identifying the research question.

Media creation via podcasting offers an opportunity to become a broadcaster and a creator of media with relative ease – the skills needed to use sound recording software can be learnt quickly and there are a variety of free ways to put a podcast online. Learning to use the software involves working with others and so the use of a self-assessment technique involving interviews with peers offered a natural and logical progression.

Media creation projects have often been evaluated using standard methodologies, such as focus groups and questionnaires. This project set out to trial the peer interview.

The research question agreed upon was:

How can peer interviews contribute to self-assessment in media creation programmes?

The primary aim was to encourage reflection and self-assessment as a means of reinforcing understanding rather than evaluating a programme in terms of 'success' (such as value for money, numbers trained etc).

The rationale for wishing to examine this approach during this small project had five elements:

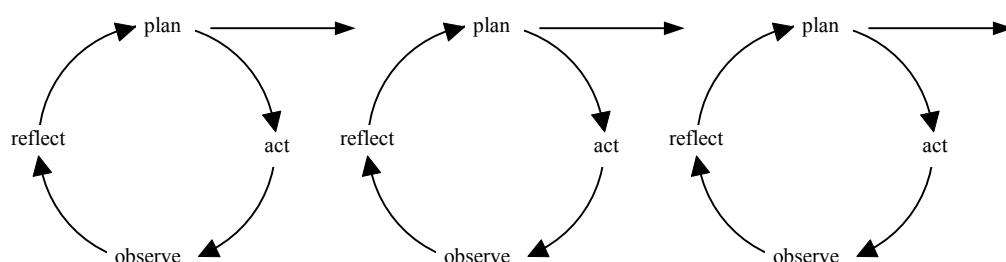
- The empowering of co-learners as active participants in the self-assessment process aligns with the underlying values of community media production, which promotes both accessibility to technology but also promotes opportunities for participants to have an active 'voice'.
- Peer-to-peer interviewing was seen as presenting the potential to spread the responsibility for provoking reflection more widely within a group thus removing pressure from the facilitator alone and increasing the amount of reflection undertaken in the group.
- A literature search on the topic has found little evidence of previous work in this area.
- This was an aspect of media literacy which could be addressed in the small scale project
- The findings may have value in other areas of adult learning.

Section 2: Planning and Preparation

Having defined the research question, NIACE and the Department for Academic Enterprise at University of Teesside created a joint online planning group.

2.1 Methodology

The planning group decided to adopt Action Research methodology using the cyclical model first described by Kurt Lewin and then described by Marrow as 'the idea of studying things through changing them and seeing the effect' (Marrow 1969, cited by Reason and Rowan 1981:174).



The team wished to address a small but pedagogically significant aspect of media literacy – peer-to-peer interviews for self-assessment. This approach set a framework for testing, observing, reviewing and adapting the use of peer-to-peer interviews in several action research cycles in a short space of time.

The research was conducted by a team of three:

- Steve Thompson Community Media Coordinator – University of Teesside.
- Mary Moss – ICT and Learning team – NIACE
- Alastair Clark – ICT and Learning team – NIACE

The team adopted the role of practitioner researcher in line with action research practice and there was thus no conflict between their dual roles of facilitators and observers/researchers. In order to observe good ethical research practice the role of the research in the workshops and the destination of any materials produced was made clear to participants.

Participants were informed about the nature of the project and given full control over the peer interview, which took place at the end of the media session. In contrast, it was understood that the 'podcasts' produced during the session would be uploaded to the Internet as this was an integral part of the learning activity.

2.2 The programme of activities

The University of Teesside Community Media Coordinator devised an outline programme of podcasting workshops, which were publicised as 'Internet Radio'. The university took a lead role in this task and identified a number of potential outreach locations on Teesside in collaboration with their community partner organisations. Four possible 'slots' were identified on the 24th and 25th May, during Adult Learners Week. In the event, 3 of these were established and two of these actually ran according to the plan (see below).

The workshop programme is outlined in Appendix A. The university provided the equipment and led in the training.

A peer-to-peer question framework was devised by the NIACE team. The responsibility for delivery and observation of this section of the workshop programme was taken on by staff from NIACE. This framework has undergone earlier trials at a separate residential media creation event in early May and with volunteer testers.

2.3 Project scope

The project focussed clearly on the role of peer-to-peer interviews as a tool for promoting self-assessment. In this work the team drew on the work of Helen Barratt at University of Alaska in creation of 'E-portfolios for learning' and her practice in use of multimedia for creation of 'learner stories' (<http://electronicportfolios.com/>). From this work, the question framework adopted questions in three key themes:

- *What? (What had been done and what learned)*
- *So What? (How the learning happened and what this meant to the learner)*
- *What next? (future plans for both learning and application of the learning)*

To these basic questions were added two more themes:

- *What made you decide to come?*

This was selected as an initial question to offer a useful 'warm up' question and to allow participants to confirm their motivation for attending.

- *Will this experience lead you to regard professional media differently?*

This theme was included in order to seek to understand any impact of media creation activity ('citizen producer') on attitudes and behaviours of the participants as 'media consumers' ('critical viewer/listener').

Section 3: The Action Research activity

The practical part of this project took place over 2 days in Teesside during Adult Learners Week in 2007.

3.1 The programme

Three sessions were planned:

Thursday 24th May

1.00-3.00 – Internet radio workshop at Hope Foundation (Middlesbrough city centre)

Thursday 24th May

6.00 – 8.00 – Community Centre Margrove Park (ex-mining village)

Friday 25th May

10.00 – 12.00 – Destinations UK online centre Saltburn town centre.

The first session at the Hope Foundation ran according to the plan (see appendix A) with 6 participants. The second session at Margrove Park did not follow the planned format. There was only one participant present at the start time and two others arrived later with different but very interesting expectations of the session. The third session, at Saltburn Destinations, did follow the planned format. For the purposes of the cycles of the action research project, this report takes the Hope Foundation workshop and Destinations as cycles one and two respectively.

The observations of the swiftly adapted programme at Margrove Park are not treated as part of the cyclical approach but they are recorded and analysed separately in appendix D. The very responsive and flexible nature of this session meant that the observations provide additional and unanticipated evidence, which is recorded and may be of value for future practice in media literacy.

Both the products of the sessions – the podcasts and the peer-to-peer interviews are published on-line with producers' permission.

Podcast products published:

<http://www.tvcm.co.uk/blogradio/index.php/testing>

Peer-to-peer interviews published:

<http://www.medialit.co.uk/>

3.2 Cycle 1 – Hope Foundation – Middlesbrough. 24 May 1.00 – 3.00pm

This was the first workshop. It was attended by 6 participants – 5 male and one female. The group had come with no experience of podcasting although one member had experimented with recording software. All had some experience in the use of information technology and were comfortable with basic operating functions such as use of menus and use of a mouse. The session followed the plan outlined in appendix A with all participants succeeding in creating a podcast although some ‘over recording’ at the stage of encoding the files to MP3 meant that two sets of material were actually recorded on top of one another! There was not time in the session to rectify this but the group do intend to meet again. Topics covered include: ‘ham radio’, digital imaging and a planned multicultural day.

3.2.1 Review of cycle 1

3.2.1.1 Use of Demonstration interview

The demonstration interview did appear to be more effective than oral explanation of instructions in introducing the idea of a peer interview. The demonstration was conducted by one of the researchers and it was recognised that this could have had a distorting effect on the way that interviews were conducted. However in the review session this effect was seen to be less significant than the negative effects of alternative options of burdening participants with detailed instructions either spoken or written. For the next cycle, the team did consider use of one of the peer-to-peer interviews from session 1 as an illustration. On consideration of the material available to the team it was decided for the next cycle to retain the demonstration interview conducted by a researcher but that if we identified a suitable peer-to-peer interview in future this should be deployed as a demonstrator.

Adaptation for next cycle: retain demonstration interview but have this conducted by a different researcher.

3.2.1.2 Interview questions framework

Question	Reflection in review meeting	Adaptation for Next Cycle
1) Can you please start by telling me your name and why you decided to come to this session on Internet Radio?	This question provided a useful ‘warm up’ question. It did not provide detailed analysis of the participant’s reasons for coming but did allow them to contextualise later answers (e.g. ‘it links with a course I am doing’).	Retain question
2) Now can you please say what you have actually done in the session?	Analysis of interviews showed that the questions provoked a brief summary of the learning but largely did not elicit detailed account of the technical processes employed. The content of the media produced was similarly summarised but the question format did not succeed in eliciting the reasons for choice of content.	Retain question

3) What have you learned today about making podcast?	Interviews explored what had been learned. Reflections on the process did not refer to the way of learning but there were several very positive references to increase in confidence and demystification of media illustrated well by one comment: 'technology is not witchcraft'.	Retain question
4) So, you have spent two hours having a go at making a podcast what would you like to be able to do next?	This question provided some interesting answers with significant emphasis being placed on using podcasting to link with existing skills and interests.	Retain question
5) Now you have had a go at making your own media, do you think this may change the way that you think about professionally produced media like radio and TV?	In this cycle the question format was not very successful in bringing out much comment in this area but there were comments, which suggested a greater confidence in interacting with the BBC in particular. This was illustrated with such statements as 'we are all the same' and 'I am now going to contact Cleveland BBC'.	Retain question
6) Finally, is there anything you would like to add about the session today?	This did provide space for some additional unstructured conversation which did not produce a great deal of extra content but probably contributed to the post interview conversation (see below)	Add text at end ' Thank you for agreeing to participate'.

3.2.1.3 Post interview dialogue

Observers noted a very rich dialogue, which developed between participants, and facilitators very soon after the recording had ended. Topics raised at this point included:

- detailed plans for future podcasting of a multi cultural event
- possible future training sessions
- deeper reflections on the process.

An initial reaction from facilitators and researchers was, 'We just failed to record the best bits!' However, on discussion and reflection it became clear that this richer conversation had actually come about because the peer-to-peer interview had covered the initial material. As the objective of this activity was to encourage self-assessment of the process and the next steps, the recording of comments was deemed to be far less important than the stimulation of the dialogue. This was an unanticipated outcome of the process but one, which it was decided to observe carefully in subsequent cycles.

Adaptation for next cycle: ensure that observation was in place to capture possible learner / teacher dialogue outside of the peer-to-peer interview.

3.2.2 Cycle 2 – Destinations - UK online Centre Saltburn (25 May 10.00-12.00)

This workshop was run on a Friday morning. It attracted 3 participants all with high levels of interest in radio production and with specific ideas on how their skills could be applied in their work / leisure time.

The format for the session followed the plan but with such a small group the NIACE observers took a low profile but agreed to cooperate as guinea pig interviewees as part of the podcast creation.

3.2.2.1 Use of Demonstration interview

On this occasion a different NIACE observer conducted the demonstration interview and once again it appeared to offer an effective method of demonstrating the expectation for the peer-to-peer interviews. This was recorded on video as was a peer-to-peer interview and this material could be used in follow-up research.

Interim Finding: This demonstration appeared to be an effective method and with sensitive application it did not appear to distort the follow-on interviews.

Future research: The effectiveness of the demonstration interview should be more fully tested against other possible methods including video of peer-to-peer, audio only of peer-to-peer, written brief and oral brief.

3.2.2.2 Interview questions framework

Question	Interim Finding	Further Research
1) Can you please start by telling me your name and why you decided to come to this session on Internet Radio?	This is a useful opening question. The answers could be used to help personalise later questions in the interview (e.g. you said you came along because of..... how far has this session given you what you wanted?)	It would be valuable to explore how interviewers could be briefed to use initial information provided in this question to personalise later questions.
2) Now can you please say what you have actually done in the session?	Whilst there is an inevitable overlap between what you did and how you learned it, this question and the following one have value as they stand_	These questions offer greatest scope for refinement – in particular to tease out the learning from the activity and the content from the technical process.

3) What have you learned today about making podcast?	<u>See above</u>	These questions offer greatest scope for refinement – in particular to tease out the learning from the activity and the content from the technical process.
4) So, you have spent two hours having a go at making a podcast what would you like to be able to do next?	This question provoked responses which linked mostly to future content	Devise questioning which differentiates between activity and skill learning.
5) Now you have had a go at making your own media, do you think this may change the way that you think about professionally produced media like radio and TV?	It is certainly justified to retain a question of this sort in the question framework.	In view of the great variety of levels at which this may be understood it would be useful to explore alternative wording.
6) Finally, is there anything you would like to add about the session today?	Retain as useful intro to a less structured informal conversation	

Section 4: Evaluation

The project was designed, planned and delivered in a very short time scale using a very small number of person days.

4.1 Achievements against planned Objectives and Outputs

The tables below show that all the objectives and at least half of the intended products were achieved. An important element in the success of the project has been effective partnership working where each participating organisation has been able to make a distinctive and complementary contribution to the result.

Project objectives	Achievement
Created a range of trial tools	The trial tools were created and used
Trialled each of the tools	The tools were trialled during the project
Evaluated the effectiveness of the tools and provided guidance for future development and research.	The report carries clear recommendations for future research and development.

Project products	Achievement
Participants' media products	Achieved and available online at: http://www.tvcm.co.uk/blogradio/index.php/testing
Multimedia examples of learners reflections	Achieved and available online at http://www.medialit.co.uk/
Reflection toolkit	The question framework forms the basis of such a toolkit but it requires further work before it can be published as part of a good practice guide.
Evaluation of the reflection toolkit. (Project report)	The action research cycles did report on the results of using the question framework with a relatively small number of learners. A fuller evaluation of a more advanced version of the tool kit is needed before it can be published.

Following this pilot project there is evidence to suggest a number of pointers to future practice. These are both in relation to peer-to-peer interviewing (the primary focus of this work) but the project has also offered some provisional findings in the area of media literacy generally.

4.2 The research question

The research question posed by the project was:

How can peer interviews contribute to self-assessment in media creation programmes?

Evidence from the small number of participants suggest the following initial responses:

- Peer interviewing can play a role in encouraging media creation learners to undertake a self-assessment of their learning in relation to media literacy skills.
- Peer interviewing can play a role in encouraging media creation learners to undertake a self-assessment of their learning in relation to the wider benefits of their learning.
- Peer interviewing has been seen to play a role in stimulating ongoing reflective dialogue between learner and teacher.
- The nature of the framework for peer interviewing can play a significant part in determining the success of this approach.
- More work is required to devise best practice advice in the use of peer interviews for self-assessment.

4.3 Additional findings associated with Media Literacy

The project was undertaken in the wider context of use of community media production as a part of media literacy education. Although not a specific part of the research question, observations during the project suggest the following areas are worthy of further consideration.

- How can media literacy education be delivered most effectively through non-formal learning activities based on media creation.
- How can the development of skills as a media creator be delivered to maximize the impact on participants' skills as critical consumer of mass media.
- Community media creation projects need to be responsive to both the skill level of participants, and the availability of technology.
- Community media creation projects need to respond flexibly in content and format
- There is limited evidence of published good practice advice in explicit use of community media creation to promote media literacy.

4.4 Ongoing engagement with the learners

The Community Media Coordinator has remained in contact with the participants through their host organisations. He has obtained detailed feedback for the follow-up activities including the Multicultural event and the aspiration of one participant approach BBC Radio Cleveland. This ongoing support and tracking of participants is an important element of the way in which this short-term project is embedded in a longer-term support framework.

4.5 Accessibility

The project did not have sufficient resource to take account of all the accessibility issues associated with this methodology. However to ensure equality of opportunity the review process did include a consideration of accessibility and the following non-exclusive list indicates some of the considerations which further work should take address:

- Whilst audio recordings may be attractive to people with low literacy skills – the question format in text form could itself provide a barrier to the use of a question framework.
- The adaptation employed in the first cycle to offer audio prompts to a blind participant should be explored further to develop good practice guidance.
- Alternative methods should be developed for participants who prefer to communicate other than using speech.

Section 5: Next steps

The project was always conceived as a small pilot, so dissemination will take the form of opening discussion about next stages.

5.1 Presenting findings

The possible avenues to present and discuss the interim findings include:

- Internal presentation to NIACE Development and Research Group
- Through incorporation in a workshop in the Eifel event on Key Competencies 12 – 13 July 2007
- Introduction to the community of practice developing around the RARPA process in adult learning (Recognising and Recording Progress and Achievement).
- Short article on www.aclearn.net website
- Dissemination within University of Teesside

The project points to several possible future developments, which are worthy of funding. Resources should be sought to support some or all of the following:

- further detailed action research into peer-to-peer interviewing as a part of learner self-assessment in media creation projects
- further detailed action research into peer-to-peer interviewing as a part of learner self-assessment across a spectrum of formal and non formal learning
- further detailed action research into peer-to-peer interviewing as a method for assessing the wider benefits of learning.
- further detailed action research into the link between media creation activities and the development of the skills of critical media consumer.
- development and trialling of good practice guide in community media activities to promote media literacy.

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Appendix A

Workshop programme:

Internet radio workshop – equipment	
1 PC or laptop per pair	
Recording software	Audacity
External sound card / Audio interface	M-AUDIO FAST TRACK -(they do the job of a sound "card")
Broadcast quality microphone *	Sennheiser e8156
* these were available to the group but a very acceptable alternative would have been low cost microphones using the computer's internal sound card.	

Internet Radio Workshop - Programme		
<i>Element</i>	<i>Description</i>	<i>Time</i>
Welcome and introduction	Overview of session. Steve Thompson (University of Teesside)	5 mins
Introduce Adult Learners' Week media literacy research project	Explanation that final activity of the session is also part of a research project into media literacy and participants will be invited to record an interview but that they can decide what happens to the recording.	5 mins
Activity A Test recording:	All participants to make a test recording using equipment provided. Recordings to be played back and then adjustments made as required (sound levels, seating position etc)	15 mins
Activity B Podcast creation.	Working in pairs each participant to be recorded making a podcast on a topic of interest to themselves. The content should not be greatly prepared but should be allowed to flow. The format to be either a single voice to mic or interview.	30 mins
Activity C – review and edit	Review group podcasts and edit using Audacity. It is anticipated that this will be largely removal of silence, repetition or to shorten any unnecessarily long sections.	30 mins
Activity D Self-assessment	Peer-to-peer interviews based in question framework provided as part of the research project.	25 mins
Session Summary	Overview of session – details of online posting of podcasts and completion of feedback forms.	10 mins

Appendix B

This is the text of the interview sheet prepared for the first cycle of the research. Initial feedback from preparatory testing suggested that one question per page at large font size (20 pt) printed on landscape was the most popular format so this was used. Question sheets were printed on yellow paper.

PAGE 1

The interviewer's sheet

Please interview your partner to build a picture of

1. Why he/she decided to come
2. What he/she did in the workshop
3. What he/she learned during the activity
4. What he /she will do next

The early questions relate to the pod cast and later on there are questions, which go wider.

Interview tips:

Be relaxed

Your interviewee will tend to mirror what you do – if you look and feel relaxed, she/he is more likely to feel relaxed.

The questions are a guide –

You can be the judge of exactly how to phrase the questions. It is quite OK to refer to previous answers in your questions.

PAGE 2

Introduction:

Thank you for agreeing to be interviewed. This interview is yours and at the end you will be able to decide what happens to the recording.

Question 1

Can you please start by telling me your name and why you decided to come to this session on Internet radio?

PAGE 3

Question 2

Now can you please say what you have actually done in the session?

Prompts if needed

- * say more about the technology
- * say more about the subject of your podcast

PAGE 4

Question 3

What have you learned today about making podcasts?

Prompts if needed

- * Could you now go away and create your own podcast?
- * How did you find this way of learning?
- * Are there other ways that you would have liked to learn?

PAGE 5

Question 4

So, you have spent two hours having a go at making a podcast what would you like to be able to do next?

Prompts if needed

- * How will you go about doing this?
- * What will you need?
- * When will you do it?

PAGE 6

Question 5

Now you have had a go at making your own media, do you think this may change the way that you think about professionally produced media like radio and TV?

PAGE 7

Question 6

Finally, is there anything you would like to add about the session today?

Appendix C

Definitions of Formal – Informal and Non-formal learning

Formal learning: Refers to learning through a programme of instruction in an educational institution, adult training centre or in the workplace, which is generally recognised in a qualification or a certificate.

Non-formal learning: Refers to learning through a programme but it is not usually evaluated and does not lead to certification.

Informal learning: Refers to learning resulting from daily work-related, family or leisure activities.

Quoted by Organisation for Economic Cooperation and Development
<http://tinyurl.com/2ghcr8>

Appendix D

Review of session at Margrove park

This workshop ran very differently from plan and thus it was decided not to include it as a cycle in the action research model as it was not possible to conduct peer-to-peer self-assessment interviews.

However, it did provide some useful observations on practice in delivery of community media projects so the key observations are summarised here. In particular they can inform any future work on development of a media literacy guidance document.

Margrove Park - time line of the session as it actually ran		
Approximate time	Activity	Comments
6.00 start time	Only one participant present. Decision made to set up equipment	Decision made 'the show must go on'
6.25	Second participant arrives – with floppy disk containing important text on history to be added to Margrove Park Web site.	This history text was clearly a more pressing piece of content for the participant that the audio podcast.
6.35	Floppy disk found not to contain history document. This represented an important piece of work, which was of higher priority than podcasting workshop so decision taken to help retrieve the text and post it to the site.	This was a de-motivating experience for the participant and reduced confidence.
6.40	The first participant has 1:1 tuition on podcasting and she records two interviews	This participant was available and keen to get started.
7.10	History text identified, and posted to web site.	Participant satisfied with result.
7.15	Third participant arrives – very interested in the history material and offers personal views on rapid increase in pace of change over second half of 20 th century (giving examples from	

	agriculture and using this as making the case for need for training in digital technology.)	
7.20	Latest arrival asked to have his thoughts on 'pace of change' recorded in a podcast.	
7.40	All three participants asked to participate in group interviews with two interviewers.	Only one out of the three had actually undertaken the full internet radio session – the other two had other matters relevant to their community which then had wanted to document. The planned peer-to-peer interviews would have been inappropriate and would have actually disrupted the clearly expressed priorities of the participants.

Key points from observations

Key points:

- There were examples of the session being enhanced as a result of being adapted 'on the hoof' to align it to appropriate and familiar technology (e.g. using floppy disc created at home on Windows 98).
- There were examples of the session being enhanced as a result of being adapted 'on the hoof' to respond to subject priorities (history and technology change)
- The use of a group interview provided an example of a very different dynamic from all the 1:1 interviews used elsewhere in the project. (e.g. people waiting for turn to speak allowed them to think through responses better and make more targeted and succinct interventions.)

Appendix E

Definitions of Media Literacy

This appendix includes two definitions of Media Literacy.

Definition used by Ofcom

There is no single agreed definition of media literacy.

We have defined media literacy as: *'the ability to access, understand and create communications in a variety of contexts'*.

Our focus is on electronic media, although we recognise that other stakeholders will be interested in the wider media landscape.

Media literacy has parallels with traditional literacy; the ability to read and write text. Media literacy is the ability to 'read' and 'write' audiovisual information rather than text. At its simplest level media literacy is the ability to use a range of media and be able to understand the information received.

At a more advanced level it moves from recognising and comprehending information to the higher order critical thinking skills such as questioning, analysing and evaluating that information. This aspect of media literacy is sometimes referred to as 'critical viewing' or 'critical analysis'.

A media literate person should be able to, for instance, use an electronic programme guide to find the programme they want to watch. They may agree or not with the views of the programme maker, or just enjoy the programme. They may also recognise that the programme maker is trying to influence them in some way. They may interact with the programme using interactive features or by telephone. And they may respond to the programme by writing to or emailing the broadcaster with their point of view. People may also be able to use communications technology to create their own video and audio content.

Media literate people should be able to use the internet to find information and accept that sometimes what they find may represent a particular view rather than a statement of objective fact. They will be able to control what they and their children see to avoid being offended. They may also be confident enough to be able to order and pay for goods and services online and to create their own website and contribute to a chatroom discussion.

Taken from the website:

http://www.ofcom.org.uk/advice/media_literacy/of_med_lit/whatis/

Definition used in Mapping Media Literacy by Tony Kirwan et al

We will use as our definition of media literacy one based on the Media Literacy Statement used by the Department of Culture, Media and Sport (DCMS) in 2001. Whereas theirs emphasises moving image literacy, ours extends to take in print and still images. Media literacy is:

- The ability to analyse and respond to a range of media, including print, moving image and other hybrid forms such as multimedia texts, and to think critically and reflectively about what has been 'read';
- The ability to weigh up how reliable the material is, whether it is fact or fiction, whether it is realistically presented or not, whether it is reportage or advocacy;
- The ability to explore the pleasures that media texts offer, and understand how these are communicated through the language of the medium;
- An understanding of the mechanisms of production and distribution of TV programmes, CD-ROM games, interactive software, websites, magazines, newspapers and other print material which enables users to evaluate their purpose and reliability;
- An understanding of how they as individuals respond to and interpret experiences gained through media texts, and also that they are part of larger audiences, and that their responses are also shaped by that experience.

Media literacy is also the ability to 'write' media texts, increasingly using Information and Communication Technology (ICT) such as desktop publishing, authoring multimedia packages, and video filming, photography and digital editing. Such texts will:

- Be suitable for audience and purpose;
- Make appropriate use of technology for presentation;
- Reflect a critical selection of material, and a coherent representation of ideas;
- Reflect the maker's creative skills.

Passage quoted from "Mapping Media Literacy" by Tony Kirwan, James Learmonth, Mollie Sayer, Roger Williams, March 2003, pg 5.