

Media-Literacy Web-Portal Development

Before collecting the methodological materials for media-literacy web-portal, Civic Development Institute held the meetings at four participating schools. The meetings with the teachers and administration of the school were held in November in Tbilisi Public School N81, Private Italian School Tsiskari and Kutaisi Oublic School N14 (western Georgia).

Additionally workshop for partner teachers was conducted in Tbilisi.

If judging by the attendance of the teachers, we can assume that initial interest to participate in this project and provide required materials was quite high.

The presentations with school teachers covered following areas:

- ✓ what is media literacy and why is it important for modern classrooms;
- ✓ the requirements of national curriculum in Georgia in terms of media literacy competences and the existing teaching practice;
- ✓ Examples of methodological materials developing media literacy competence.

The second part of the presentation included the detailed guideline for teachers in which format to prepare methodological material for web-portal. Teachers received exact criteria how their materials would be assessed. One of the major requirements was that the lesson plan responded both to a concrete subject-specific standard and to a concrete media-literacy standard. The lesson plan had to have enough detail for a different teacher to conduct the same lesson. All the video materials or print materials and handouts necessary for the class had to be provided in uploadable format. The lesson plan had to be original work of the teacher and not posted on websites or otherwise disseminated among teachers. Teachers were given approximately two weeks to prepare the materials.

There were 47 projects received. All projects were revised at least once. Majority of the projects were revised two or three times. Seventeen projects were rejected and 30 were accepted.

Most common mistakes included: not providing concrete video materials or other recourses mentioned in the lesson plan, not responding to media literacy standard, lacking the details that would enable a different teacher conduct the lesson and achieve the same results

The themes of the projects covered but were not limited to: eating habits, history of famous places, banking, story-telling, safety on the road and during war-time, teacher salaries, rain and its effects etc.

All provided materials included either video, newspaper, photos, caricature or other media resource. Teachers try to present different perspectives to the pupils where pupils have to search for the answers to questions provided by the teacher.

Sometimes answers are complicated because of conflicting information gathered from different media sources, other times multiple sources of information help to create fuller picture and answer the questions.

Below will illustrate several cases to give an idea about the types of materials created:

a) Civic Education

The subject of the lesson is Humanitarian law. Teacher explains what the humanitarian law is and poses questions how we can protect civilians during warfare. Some of the students may point to the international organizations and conventions. Teacher gives students relevant conventions (Geneve Convention) to read. Afterwards students are given the photos of August 2008 Russia-Georgia conflict and students identify which conventions were breached according to these photos.

Students discuss what the result of the breach of such conventions is.

Students are asked to create slogans and posters to express their attitudes towards the protection of civilians during warfare.

b) History

The theme of the lesson is Repressions in Georgia. Teacher gives students two representations of Stalin and asks following questions (picture 1):

When and Where the posters were created?

How Stalin is characterized?

Who is the audience of this representation?

What is the aim of the poster?

What type of public sentiments does the poster arise?

Picture 1.

Poster N1 „Stalin - Beacon for Happy Life“



Poster N2 „Stalin – power over peoples' lives“



Afterwards teacher gives students the story of one family's tragedy caused by Stalin Regime and a picture of a famous Georgian artist, that is basically a scenery of Georgia but also has people carrying Stalin's picture in a demonstration. Students discuss the family's tragedy and the motivation of the painter to add Stalin to the scenery.

c) Natural Sciences

Healthy Eating Habits

The theme of the lesson is healthy eating habits. Teacher has the pupils watch Simpsons (16th season, 17th episode)

Picture 2



The episode from Simpsons shows how school receives a vending machine full of sweets and soft drinks and everyone raving about it and eating and drinking to their enjoyment. Bart gets addicted and very fat as a result. He becomes sick. Once Bart is cured he breaks the machine.

The pupils also receive the text about Coke and Chips, where they learn about pros and cons of these treats. Students discuss the ingredients of Coke and Chips, single out what ingredient is "food" and what is not.

Students also watch two videos. One of them is Christmastime advertisement for Coke and another about chips, it has famous soccer player Messi in it, and the idea is how chips is more popular than him. (<https://www.youtube.com/watch?v=TsxKBrZndy0>). Afterwards, teacher asks students media literacy questions (who created video, what was the aim? What is the audience, etc.). Eventually pupils make their choices what they want to eat and create video presentations themselves.

d) Chemistry

Chemistry teacher presents pupils with the photos of different pieces of art from ancient times and invites students to discuss causes of their damage.

Afterwards students watch several pieces of video: e.g. video where entire woods are cut because the trees are damaged/unhealthy; also a video showing how we produced energy in old times and how we produce it now, indicating to the harmful effects of this change to the environment; then students watch video on so called "death from the air" indicating to the harmful effects of acid rain that is the result of modern life and technologies. The students eventually conclude that acid rain can have a negative effect on trees, ancient pieces of art, etc.

The types of questions teacher asks are following:

What caused the tree sickness in a zone, which seems to be ecologically clean with clean air?

What caused the forest damage in a place where there are no technologies?

Students conclude that the answer is an acid rain

Currently web-portal hosts 37 methodological materials created for teachers by teachers. Materials can be seen at www.medialiteracy.ge. The original materials created by Georgian teachers from three schools are coupled with some of the translated materials created by foreign teachers.

Following subjects are currently covered by the portal: natural sciences- 5 materials among them 2 original Georgian. History-two lesson plans, both of them by Georgian teachers; Mathematics- 4 lesson plans, all of them by Georgian teachers. Social sciences-6 materials- two of them original by Georgian project participants. Sports-one material by Georgian teacher. Foreign languages- four materials all by project participants.

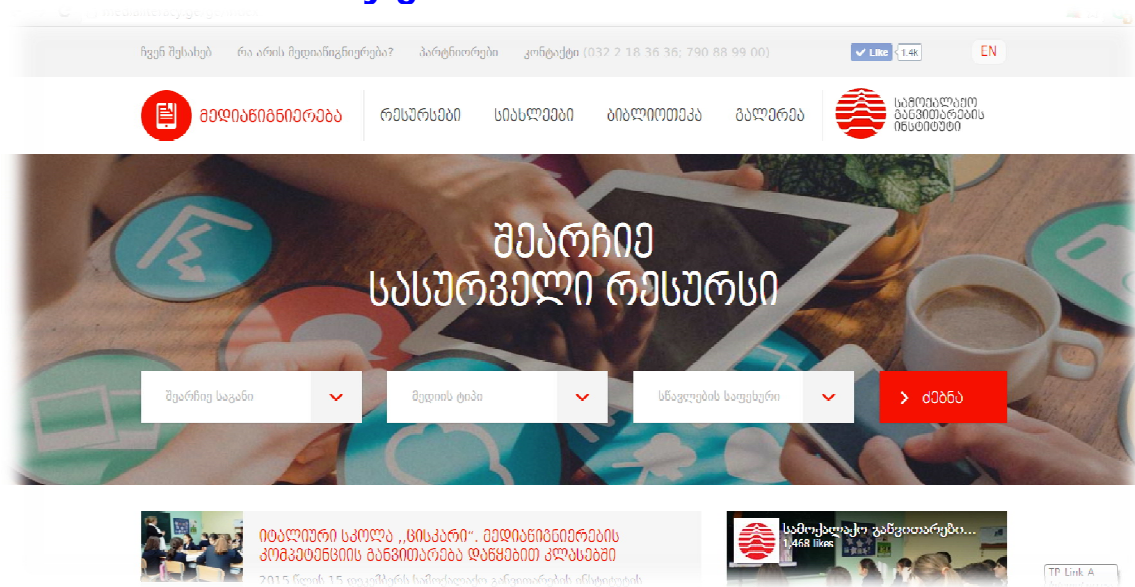
The largest number of lesson plans were received and approved for Georgian language and literature and currently website hosts 11 lesson plans in this subject. This number includes lesson plans both for primary and secondary schools.

The most lesson plans approved were from Italian School Tsiskari.

Lesson plans were not received and approved for music, arts or an elective subject defined in curriculum.

One of the teachers who has created a lesson plan for the web portal already had a open lesson on medialiteracy which was assessed highly both by pupils and a teaching staff.

www.medialiteracy.ge



The portal was accessible by public in December 24, 2015
The interest is very high. For today the 2827

