

Newspapers at school : a high-level of uncertainty

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Site de Brest

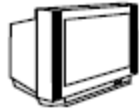
Centre de recherche sur l'éducation et la didactique

1. What' s « Media education » today ?
2. Previous research in media education
3. Srcutinising on joint action (in didactic)
4. Uncertainties in media education

1- What's *Media education* today ?

- A world and European question : Communication (2007 and recommendation 2009).
- A Common definition :
“It's the ability to access, understand and create communications in a variety of contexts”
- And teachers tools : for instance (Kit Unesco, 2006)

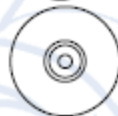
2006



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Media Education

A Kit for Teachers,
Students, Parents
and Professionals



Media education is concerned with teaching and learning *about the media*. This should not be confused with teaching *through the media*.

But media education is not about the instrumental use of media as “teaching aids”:

Prepositions :

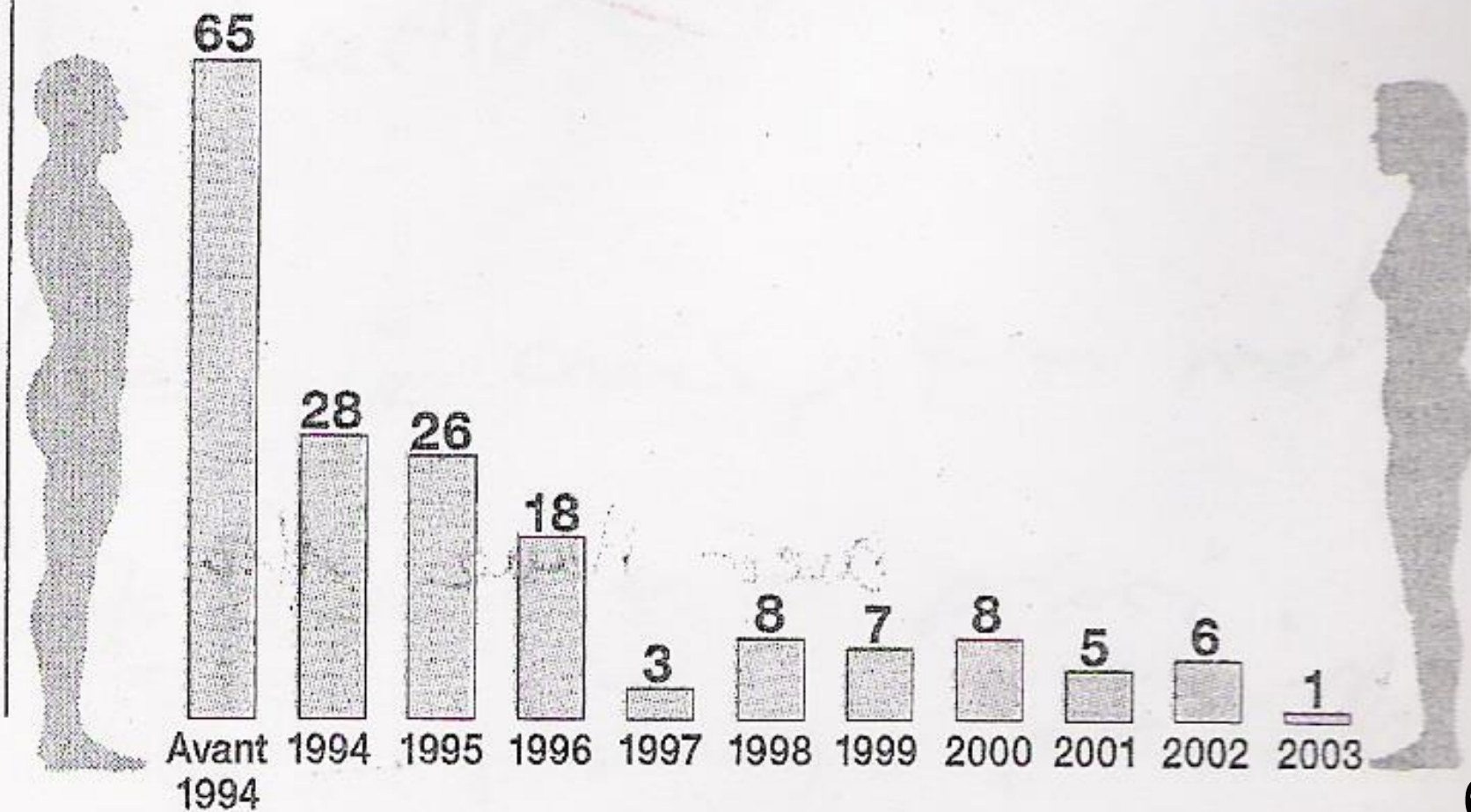
Distinction but no dichotomy (Dewey)

- By media : educative TV... **Chanel**
- With or through media : **Auxiliary**
- About media : they are objets and the goal is to develop **critical thinking**

Aids in a newspaper :

Qued. - France 1/12/06

175 cas de décès par le sida dans le Morbihan



Source : InVS surveillance du sida - données brutes au 31/12/2003

2- Previous research in media education

- Piette, 1996 : *Critical thinking in ME programs*
- Jacquinot, 1980, 2001 : *often new medias with old methods*
- - Merisuo-Storm, & Soininen, (2009).
Sixth grade pupils reading printed and online newspapers. It's difficult for them... and more difficult on line.

Specially on newspapers :

- Gardner and Sullivan, 2004 : Newspapers in education (NiE) programme in more than 52 countries : **very different effects**
- Claes and Quintellier, 2009 : **2 weeks with newspapers and what effects 6 months later ?**

AI that is rely on “what the people said”

3- Srcutinising on « joint action » (theory in didactics)

- Another programme “classe presse” in Brittany .
Student’s receive every day a newspaper
(10 weeks / 2 in Belgium).
They also write articles on line.
- **“joint action theory in didactics”** to describe
didactical situations (Sensevy & Mercier 2007).
- **Methodology** : clinical/experimental of ordinary
didactic. (Schubauer-Leoni & Leutenegger, 2002).

A multi grain survey :

**Session 1 (micro) :
what do you read in
newspaper and why ?**

Didactic cooperative's design

Sessions A
5 other teachers
3 generations

Sessions B
4 other teachers
Television news /
newspaper

**2 epistemics surveys : Infographic's semiotic
and linguistic enunciation (erase status)**

Ordinary sequence (Macro)

Session 1

Session 2

Session 3

4- Uncertainties in media education

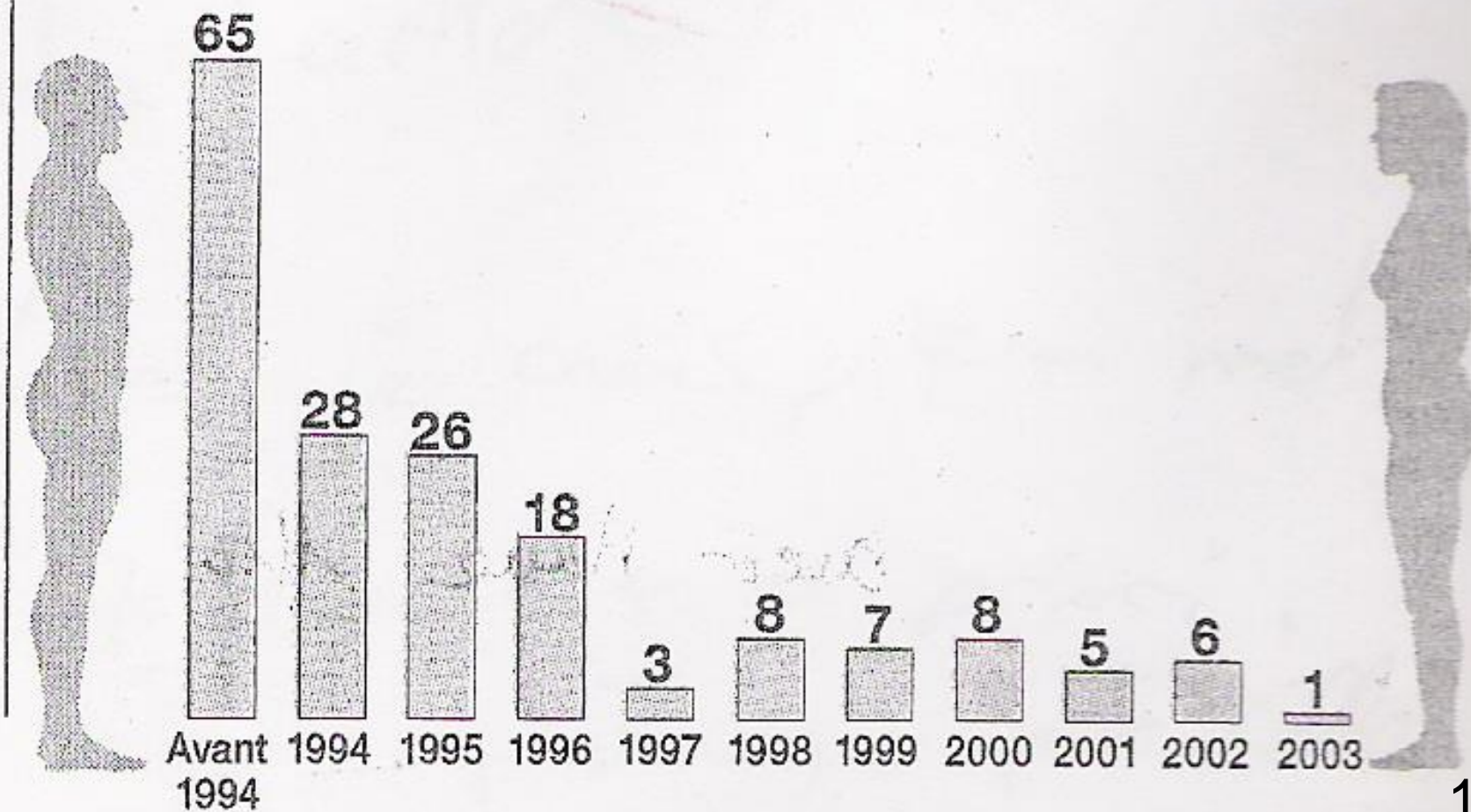
- The question was « what appened when the student's learn what ? »
- Hypothesis : a hight level of uncertainty because news are the **active agent** of ME (Gonnet, 2001)
- Brousseau (1980) but EAM make easier a « lens effect ».

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Source : InVS surveillance du sida - données brutes au 31/12/2003



Locuteur	Speech
François-Yves	It's used to explain / it's an analysis
Teacher	I don't know / what do YOU think (?)
François-Yves	I've write explanation ... because they explained / AIDS
Agathe	I don't think so
Teacher	They explained / that mean you can /with this infographic/ to tell me / the death's reasons etc (?)
François-Yves	Not realy
Teacher	Do you anderstand (?) / the difference between explanation and analysis (?) if you look the infographic / in fact / you have to be able to tell me how they are dead etc / and here / you can't / Ok (?) / they give you data // so what do we choose (?)
Several students	Analysis

Results :

View points on uncertainty :

Game's regulation *in situ*
 Game's construction
 Game's determinations



Epistemic/contractual



Student

**Doubt in joint
 action who
 finish, after an
 inquiry by
 certainties
 construction**

Desorientation



Teacher

Indecision

Epistemics and grammatical problems...

- Epistemic's question for the teacher before :
Analyses / Explanation ? $E > A$; $A > E$; $A \neq E$

- Grammatical question : giving students such a conceptual tool

Result : François-Yves can't play the epistemic game (a contract's effect mark : several students say : "analysis !!!")