Good practice n°1

Partner: Media Animation asbl, Belgium

> **Tandem Project – Schools & families in partnership for the digital and media education of children –**
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> **1 – Learning scenarios of media education activity for schools & family**

Who should educate children in screen use nowadays? Is that the parents' job? Is it the school's job? And why not both, from a co-education point of view? It's what the European TANDEM project aimed by developing through co-design methodology some media literacy pathways to be worked on partly in class (children and teachers) and partly at home (children and parents).

Link: https://mediatandem.eu (resources available in French and in Italian)

- **General Setting: how/ when/why**

The TANDEM project was implemented in Belgium, France and Italy thanks to a consortium of six partners including duo of media resource centers (Zaffiria, Media Animation, Fréquence Ecoles) with parents associations or family centres (Consortium of italian communes, UFAPEC, FCPE69). It took place from September 2016 to September 2019. All the resources are freely avalaible online. It aims to develop digital media education within a schools-families educational continuum by putting in place educational pathways to support children in their use of digital media, as a back-up to parental and school involvement. The final beneficiaries are children from 6 to 12 years old.

Several phases were established in order to achieve that aim. First of all, the partners started by identifying the teachers' and parents' needs and expectations with regard to their roles as digital media educators for their pupils/children (aged 6-12). To that end, as well as a literature review, focus group meetings with parents and teachers were held at a number of pilot schools in France, Belgium and Italy, bringing together 186 parents and teachers in total. A number of needs and expectations emerged from these discussion sessions such as, among others, having a shared frame of reference between the teachers and the parents (issues, aims and methods), effective methods of communication and cooperation, tackling the management of online sociability, digital identity and controlling personal data or information sorting[1]. Marked contradictions were also expressed during these meetings, such as the ease of use of digital media by children compared with their own lack of skills, for example, or the need to protect children from the risks posed by screens as against the need to develop children's independence.

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[1] Reboul & Bruyas (2017). *Les besoins en éducation aux médias numériques des enfants, des parents et des enseignants. Cadre de référence pour l'élaboration de collaborations entre parents et enseignants* (TANDEM project working Paper), Lyon, France based on the results supplied by Zaffiria (Italy), Média Animation and Ufapec (Belgium), Fréquences Ecoles and FCPE (France) collected between December 2016 and January 2017.

Next, 'duos' (tandem) were formed in the different countries by holding co-design meetings between parents and teachers, firstly to bring them face to face and start the process of mutual acknowledgment of roles and competences, and then to select the issues and topics they saw as being the priorities. This choice of a bottom-up method was essential in order to promote a genuinely inclusive approach. In Italy, the parents and teachers' topics choices were related to emotions with digital and media, to the link between analog and digital, to creativity with apps while in Belgium, information online searching and online media creating (videos, audiobook, online local newspaper) were the main goals targeted. We could observe therefore a more emotional approach to the media in Italy while a more school approach (skills development, know how,..) has oriented the belgian educational pathways. But in both contexts, the topics of regulation (rules at home, digital practices charter) and the relationship between media and children (risks, opportunities, awareness) were highlighted by schools and families.

Following this co-design work, the resource centres developed educational pathways to meet the needs identified. These pathways proposed practical media education to be worked on partly in class and partly at home. One pathway is about 20 hours and split into school sessions (about ten sessions lasting 15 hours) and family activities (about five requesting around 5 hours of time). The types of activities were as much as diverse as possible. The need felt was to educate to technology and to media with a plurality of proposals and methodologies : taking photographs and to compare points of views, to identify and decrypt pictograms in the child daily environment, to compare information searching in libraries with information searching online, to draw cartoon character, to understand the difference between fiction and reality while family members are watching movie together, to elaborate a storyboard, to identify advertisements into Youtube platform, to create a video tutorial about a DIY project at school, to build the rules timer, to make big data activity while family members counts how many times they use remote controls and cell phones on a sheet hanging on the fridge, to send a whatsapp message in which each family member talks about a 'emotion, etc.
These activities articulated in pathways according the topic selected were then submitted for trying out. In the end, 54 teachers tested a total of 27 educational pathways, in cooperation with the families. The Tandem project partners backed up this experimental phase with regular contacts and assessments, both during the trials and at the end of the experiment.

● **What is innovative (in relation to the topics of the project)**

The most innovative aspect is the method of the DUO trialled during this project : the cooperation was the very essence of the project. At local level, cooperation between the teacher and the parent(s) – the duos – was at the heart of the project. The aim of this was to develop digital media education for children in continuity between the school and the family. A special tool was introduced to underpin this school-family cooperation: the correspondence diary[2] (also called the notebook at nursery or class book at primary school). This travelled with the child between the classroom and the family, carrying messages between the parents and the teacher in either hard copy (in Italy) or digital format (in Belgium). This diary was made up by the sessions and activities sheets for illustrating the work done in the class and passing on instructions for the family activity.

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[2] Correspondence diary : example (2017, 20 November). Available on http://www.zaffiria.it/quaderni-schede-attivita-tandem/

Then, in return, the correspondence diary provide a feedback from the family about the activity carried on.

- **Use of ICT: which tools; usefulness in keeping relations with children and families, and in giving continuity to the pedagogical plan in cases of lock down or quarantine**

Various ICT tool were used during the project according the communication habits of the teachers towards the families (and vice versa). Cfr point about the "correspondence diary" explained above.

However the digital uses were not only tools or technologies used but moreover the core of this media education project : exploring, understanding, using critically various digital media (and also not digital) were the goal of each learning scenario.

Each learning scenario leads to a media production.

Example of articulation between school & families :

Modules		Session in Schols		Activities at home
To have a look to digital practices	5.S1	What is a media (digital) ?		
			5.A1	Where are the screens ?
	5.S2	Mapping our practices		
To build up a Charter about our digital practices	5.S3	Preparing the content of our charter		
			5.A2	The rule at home
	5.S4	To writte down our charter		
To search online	S.S5	Internet : a big library ?		
			5.A3	The search engines
	5.S6	The search engines		
			5.A4	3 tips to help us
	5.S7	To include to our charter the advice for a good searching online.		
			5.A5	To search efficacely news online
Let's aware about the good practices of the online searching	5.S8	The online searching in a game		
			5.A6	Let's play
	5.S9	To share our results		
	5.S10	*Session Evaluation*		

- **Relevance of media education faced in the workshop/ project**

Media education competences and knowledge were the core of this project.   You could see the educational goals developed by these learning scenarios in this Table of content (FR – IT)

- **How does the practice contribute to an easier accessibility and integration?**

The educational activities were designed to involve as much as parents whatever are their ICT competencies level (digital divide gap). It aims also to raise their self-esteem in their role of accompagnying media practices of their children. However this project didn't reach completely this goal. It's why a further project was developed (Appeduc).
The format "ready to use" of this learning scenarios has supported the teachers engagement whatever are their competences.

- **Added value: usefulness also for other groups / which materials can be used free and in future/ what can be used either at home or in kindergarten**

The learning scenarios are free for use and adaptation   (under CC licence)
The added-value of these learning scnearios are the   articulation between
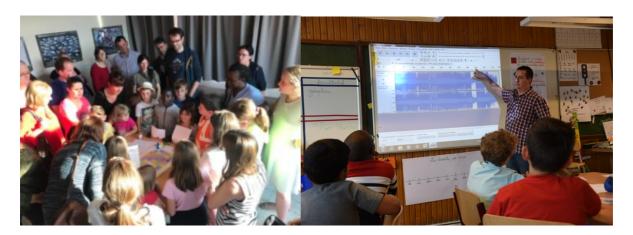schools and families, however some activities might be use as "stand alone", if needed.

- **Documentation:**

- Video to watch here at the home page here : https://mediatandem.eu/
- Testimonials in each learning scenarios

To which of this keypoints/ aspects does your practice match (X)

making media a topic	x
games around listening	
photography and image editing	x
filmwork and camera tricks	x
storytelling with and about media	x
research with media - indoor & outdoor	
coding and robotics	
creative &collaborative way using screens/ platforms	
lockdown survival box - a "collection"/""box" of material which is the same for parents and teachers	
combination of Analogical materials+ digital	x
importance of the storytelling on the organisation of the activities	x
possibility of doing activities also offline	x
activities that children AND parents can do together	x
supporting parenting expectations, given them food for thought : short, simple and ready to use advices	x
help parents to reflect on their practices at home	x
encourage competences and self esteem of families about media practices	x

media literacy scenarios with activities to do at school and then at home, then come back at school, etc. in a kind of "dialogue"	x
communication and collaboration between schools and families	x
easy access and inclusive aspect	