

A Work Project, presented as part of the requirements for the Award of a Masters Degree
in Management from Faculdade de Economia da Universidade Nova de Lisboa

The effectiveness of a teacher's training workshop on
Media Smart Program

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June 2011

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Executive Summary:

During the last decades the growing concerns of the children's relationship with media have triggered the emergence of new projects that aim to minimize their negative effects. Media Smart is one of those programs, which is focused on the thematic of advertising. Media Smart is a media literacy program that helps children to interpret the advertisements and think critically towards its content in order to prepare them to make more informed choices. This project has been implemented in Portugal since February 2008 but only last year APAN, the organizing entity of the project, decided to launch a workshop to provide training to elementary school teachers, since they are the ones implementing the Media Smart activities with their students (voluntarily and free of charge).

This Work Project constitutes a very practical and professional oriented research aiming to give to APAN a report on the impact of this first Media Smart Teacher's Workshop and main improvement recommendations for future training sessions. We also added improvement suggestions to the Media Smart materials (DVD, worksheets and teacher's booklet) based on the feedback provided by the teachers. We used a series of exploratory research methods (observations and interviews) and instruments of analysis (Process Analysis and 360 Evaluation). Results showed that the program is considered of interest among teachers and students, mainly due to its innovative methods of teaching and the curiosity about the subject of advertising. The materials were also appreciated by the teachers due to their self-explanatory nature. However the group of trainees who participated on this workshop was very critical on the aspects that could be improved. From the information collected it was possible to recommend a review of the age appropriateness of the materials and an actualization of the real examples of advertisements displayed on DVD. Regarding the workshop it proved to be very successful to the teachers who have participated. Nevertheless in order to achieve better results, for both teachers and children, a restructuring needs to be made. Future workshops need to be more extensive, more practical, start at the beginning of the scholar year and have widely spread training sessions along the year.

Introduction:

The debate around children's ability to understand and evaluate the selling messages of advertisement started in the early 1970s (Moore, 2004) when the foundations of the knowledge about children advertisement content were developed (Singer and Singer, 2001). Furthermore, considering the current growing development of technology, no generation has received so much concern regarding the impact of media on children's life. This impact is evaluated, not only from the perspective of the persuasive intent of advertisements, but also on other serious topics like eating disorders or behavioural problems which are proved consequences of media consumption.

The exposure to violence on the media is one of the hot topics about media effects on children. Several studies proved that violent media might activate cognitive structures that make it more likely to be interpreted within an aggressive framework and consequently initiate an aggressive response (Ray and Malhi, 2006). Brickham et.al. (2006) investigated the impact of television exposure time and viewing context on children from 6 to 12 years old and found a positive impact on poor peer relationships and risk of social isolation. Regarding eating disorders, the Institute of Medicine of the National Academies concluded that there is strong statistical evidence of a link between exposure to food advertising and child obesity (Koplan et al., 2005). Many other problems are included in the debate, and their level of concern is proportional to the quantity of media exposure.

A recent study developed in Portugal revealed surprisingly figures about the children's consumer habits of media: almost half (45 percent) has a television and 40 percent a computer in their bedroom; 5 daily hours are the average time spent with all media channels which 3 of them are spent only watching television and more than 50 percent of the inquired children watch it alone (Miúdos e Media, 2009). These figures become even more worrying when considering that the average number of advertisements seen each day can reach the 1500 and the fact that the persuasive nature of advertisement does not appear until the age of 8 and in some cases this perception is not fully evident until 10 years old (Oates et al., 2001). Moreover, we should not forget the increasingly importance of children's opinion on the

family purchasing process, or even the growing amount of money they have in their own possession.

Serious debates about the regulation of children's advertising have been rising regarding the current scenario. Some countries are more concerned than others and are applying concrete measures at local level to diminish the advertisement exposure of children. For example Norway does not permit advertising during children's programmes and Sweden strictly banned advertising for children under 12 years old. In Portugal the only restrictions concern violent and shocking images (except news) that can only be transmitted after 10 p.m. with a warning and there is also a system of classification by age with obligation to mention the classification for all programs (European Commission, *Regulation and self regulation on advertising directed at minors*, 2001).

In fact children are a desirable and vulnerable target that needs protection from the growing intensity and aggressiveness of advertisements. The right measures to achieve this protection involve a responsible education, not the prohibition that is outset a failed attempt to deprive children from the world full of advertising where we live. (Gregório, 2009) However we cannot deny that the presence of this industry is a very important element of the globalized world and brings extreme value for our society (generating profit, employment and providing us with information). Without a clear understanding and effective usage of media, the individuals are unable to participate in public life and take advantage of the resulting socialization process. This inevitably raises concerns to take concrete actions in order to make sure that our society is able, from early ages, to understand the characteristics and content of media on one hand and the capacity to improve media usage habits promoting a critical view of the subject.¹

Media Literacy

According to National Telemedia Council, media literacy is defined as the ability to access, analyze, evaluate and create information in a variety of print and non-print media format².

¹ Ideas from the 1st National Congress on Literacy, Media and Citizenship, 25 and 26 March, Braga, Portugal

² <http://journalofmedialiteracy.org/> (Date of access: March 2011)

“Media literacy is concerned with helping students develop an informed and critical understanding of the nature of mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education that aims to increase the students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality.” (Media Literacy Resource Guide, Ministry of Education Ontario, 1997)³

Within the different definitions of media literacy and different purposes which can be integrated, the most frequently mentioned skill required is critical thinking. This autonomous competence that goes beyond cognitive skills, is a strength element of the concept assimilation and allow the individuals to share an informed perspectives with others (Berg et al., 2004). On other hand, the ability to critically assess the media message should also contribute to the development of a self-education, since the relation with media occurs most of the time an individual basis.

The question of media literacy can be addressed from different perspectives and contexts: from a purpose of social activism to an improvement of individual’s ability to face the daily media messages. However, one of the most covered topics these days is the purpose of media literacy in an educational curriculum (Potter, 2010). Media literacy, from an educational perspective, is faced as vehicle of promoting skills that enable students to become more sensitive to the social mechanisms of representation often hidden in the language media.

Media Smart:

Media Smart is a media literacy program designed for children from 7 to 11 years old that aims to help the development of a critical mind towards advertising. It provides children with tools to understand and interpret the commercial messages and prepares them to make more informed choices.⁴ Media Smart is a program to be implemented in schools (1st and 2nd cycles) by teachers who voluntarily join the program, free of charge.

³ <http://www.aml.ca/> (Date of access: March 2011)

⁴ Media Smart seeks transmit to children the following skills and capacities: “See the information in a critical way; Identify the purpose and effectiveness of the advertisements; Understand the difference between need and want - and why there is a difference; Identify factors that influence the daily choices; Explain how the advertisements present information”. (From <http://www.mediasmart.com.pt/professores.21.html> Date of access: May 2011)

Launched in 2002 in UK, Media Smart was brought to Portugal in 2008 by APAN⁵ (Associação Portuguesa de Anunciantes) as an initiative of responsible marketing of its associates. This non-profit program is sponsored by companies who do not have any kind of commercial advantage. Their commitment is part of their social responsibility projects, and demonstrates the proactiveness that has been increasing relatively to the concerns of advertising directed to children. Media Smart stands for two important guidelines. First, the program is neutral because it does not convey a viewpoint on advertising and simply teaches the children the techniques that are used by marketers without judging them as correct or incorrect. Secondly, it has no references to its sponsors such as logos and the brands that are used in the activities are chosen independently from the sponsor companies.

Media Smart materials is constituted by a pack (*Para um público esperto, um olhar mais desperto*) that includes three Modules approaching three different perspectives of advertising: *An Introduction to Advertising* (Module 1), *Advertising Aimed at Children* (Module 2), and *Non-Commercial Advertising* (Module 3). Each of them contains a booklet to teachers, (with self explanatory notes to orientate the exercises and connections to national curriculum) worksheets for students and a DVD (with images and real advertising examples that illustrate some of the activities⁶). The adaptation of the materials to the Portuguese reality was prepared by an independent group of experts in several areas of education, communication, marketing and psychology, among others, that were responsible for validate and operationalize the project defining its pedagogical objectives and ensuring the proper execution.⁷

Since 2002, more than eight European countries have adopted Media Smart materials, counting for more than 74000 elementary schools (37% of the total number of schools). This spread among European countries is a very positive sign of the project's efficacy. Besides

⁵ APAN is a non-profit entity which represents its associates (organizations who advertise their products, goods or services) in terms of the legal framework and protection of their interests (www.apan.pt)

⁶ See exhibit I.

⁷ The Media Smart Group of Experts is headed by Prof. Roberto Carneiro and constituted by one representative of the following organizations: Direction of Curriculum Innovation and Development (DGIDC), Direction of Health (DGS), Direction of the Consumers (DGC), National Conference of Parents' Associations (CONFAP)

AC Media and *Faculdade de Motricidade Humana*. Additionally the group is constituted by a professor and specialist in elementary education, a specialist in infant marketing, a specialist in child communication and a child psychologist from *Hospital D. Estefânia*.

receiving the support of European Commission, several studies tested the program and showed positive results educating children for advertising literacy. “Media Smart is the only program in Europe that brings together the resources of the industry, expertise of leading academics and the advice of the government into one comprehensive national program” (Paul Jackson, 2005: 20).

The most important investigation on Media Smart was conducted in UK by one of the major experts in media literacy Prof. David Buckingham⁸. This independent and rigorous study collected information from teachers who had requested the materials but also resorted classroom observations and interviews with children⁹. To complement the investigation this study suggested several recommendations in different areas that are being considered for other countries where Media Smart is being implemented.

In Portugal, before the official launch in February 2008, APAN conducted a qualitative study with teachers in order to test the acceptance of the project. Given the similarity of results with the British investigation, APAN decided to implement the model that was previously introduced in UK: they kept the voluntary adoption of the program and the fact of being free of charge; the exercises also maintained the structure to motivate the debate between children. APAN decided also to use the same method to delivering the materials, which is to send the Media Smart Pack to the school only after their request. This approach already provided more than 2800 Portuguese schools (from 1st to 6th grades) with Media Smart materials, which represent 41% of the total market.

Some academic studies in the Portuguese context have been indicating that Media Smart constitutes a powerful tool to preparing children to think critically towards advertising (Gregório, 2009). Nevertheless, besides the positive results regarding the content of the program, APAN remains reluctant to how teachers see the project and to what extent are they available to use it. On the one hand the voluntary adoption of the project promotes a certain

⁸ *Media Smart Be Advise 2, An Evaluation* (Buckingham et al., 2007)

⁹ The results were very satisfactory because proved considerable benefits in children’s learning of certain key areas of the program, but also showed to be helpful developing the critical mindset for the interpretation of the advertisement content. The materials were highly appreciated by teachers who recognized their quality and accuracy contributing to the children’s involvement in the subject.

distance and lack of commitment between teachers and the organizer entity of the program. On the other hand some unavoidable constraints, like the time required to performing the activities in classroom environment, the integration within the national curriculum, the nature of the subject etc, are important factors that raise some obstacles to the effective usage of the materials (Buckingham et al., 2007). To overcome these limitations and to demonstrate results to Media Smart sponsors, APAN started to question if the followed approach was the most indicated to engage the teachers. They decided to reformulate the strategy in order to give a closer monitoring to the ones who have request the materials and ensuring its effective application. The geographic restructuring of the project is one of the first measures. Based on the number of schools already using Media Smart, four main geographic areas will be created, each one having a responsible for monitor and give support to schools. It is also planned to conduct a brainstorm session with teachers to identify which channels of marketing and communication are more suitable to reach them. Finally there will be launched several workshops to give training to teachers who are applying or are planning to apply the Media Smart materials with their students. The need for training was detected after some teachers confessed their uncomforted dealing with marketing and advertising that is an area out of their field. The objective of this Work Project is precisely to monitor the first Media Smart Teacher's Workshop and to give recommendations for the future workshops that will be done.

Media Smart Teacher's Workshop

Media Smart Teacher's Workshop is a set of training sessions designed to elementary school teachers who felt difficulties giving Media Smart classes, or who have never had previous contact with the project but have interest on the subject and feel motivated to educate their students for advertising literacy.

In general, the Teacher's Workshop involves three types of participants: trainees (teachers), the workshop trainer (Dra. Elisa Pedro) and a certified training centre that ensures all the operational organization. The first Teacher's Workshop was conducted at Centro de Formação António Sérgio, in Lisbon city. APAN is involved mostly during the workshop

preparation phase, since, along the process, it only keeps communication with the workshop trainer and the training centre.

The sample of this Work Project is composed by the teachers from the school cluster of Chelas that voluntarily attended to the first Teacher's Workshop launched by Media Smart. It started on March 16, 2011 at the training centre facilities (D. Dinis High School) with 26 trainees enrolled, but only 16 teachers completed the workshop, with the remaining teachers dropping it during the process¹⁰. Until May 25 there were four training sessions and a fifth one for evaluations, in a total of 18 hours. During these sessions the teacher's learned how to use each of the three Modules that constitutes Media Smart materials (the first session was reserved for presentation of the project and detailed explanations about the trainees' evaluation). Additionally to the workshop sessions, the teachers were required to prepare and perform at least one Media Smart class with their students (one class per module). The teacher's evaluation included: a short summary of each of the three Media Smart classes, a report of one of the classes, an oral presentation of this last report supported with photographic or video records and finally a critical reflexion about Media Smart experience. All of the described elements were selected by the trainer and training centre together in order to facilitate the achievement of the teacher's objectives:

- "Get to know the three Modules associated with the program as well as some advertising concepts that may be required.
- Understand how to complete the course units of the national curriculum strengthening the competencies to be achieved by students.
- Prepare Media Smart lessons on any of the modules."¹¹

¹⁰ Further on this report will be explored the reasons behind the high percentage of dropouts. However is important to refer that this workshop for being the first it is free of charge.

¹¹ From *Media Smart Workshop Program* distributed to teachers.

Objectives:

The main purpose of this Work Project is to develop a monitoring of the Media Smart Teacher's Workshop, in order to evaluate it but also to suggest improvement recommendations for both training sessions and Media Smart materials. In order to prepare this evaluation, we used several pieces of information and set specific guidelines:

In a first stage it was important to understand the real motivation of this group of teachers to attend the training sessions. Also, a profile of these teachers should be disclosed as well as their expectations about the workshop and their attitudes towards the program in general. Then, this report should clearly present the teachers insights after the application of the materials with their students, which would reflect their evaluation of the program. The difficulties they felt when preparing and implementing Media Smart activities, the perception of how useful was the program in helping the students to acquire specific skills and their willingness to continue engaging with the program are also part of the essential information. Furthermore we will make comparisons with previous studies about the Media Smart.

Besides assessing the teachers doing the workshop, the opinions of the workshop trainer, Dra. Elisa Pedro should be an important element for the evaluation of the material. Coupled with teachers' opinion, it would constitute the foundation of the recommendations for the improvement of the material.

Furthermore, the structure and design of the workshop was also analyzed, in terms of the processes involved, and also regarding its capacity to prepare the teachers to give Media Smart classes.

Methodology¹²:

The design of this Work Project is essentially based in qualitative research techniques due to the exploratory nature of the study. When possible some descriptive research techniques were used to obtain more conclusive results.

Regarding the qualitative procedures, we used semi structured interviews (with the main stakeholders of the Teacher's Workshop) and observation techniques (to both Media Smart Workshop sessions and Media Smart classes). The methods chosen are included in qualitative exploratory research design, appropriated to investigate areas of study where the knowledge and information available is not well defined (Malhotra, 2009). Being this Teacher's Workshop the trial test for Media Smart, is understandable the uncertainties around the final results and therefore the most indicated method for data collection is the qualitative research. Another reason that justifies the choice of method is the fact of being indicated for small samples and where is needed an examination of feelings, attitudes and motivations of the target population (Malhotra, 2009).

Before conducting the evaluation of the workshop, we interviewed Dra. Manuela Botelho, general secretary of APAN and responsible for Media Smart, in order to contextualize the importance of this workshop monitoring and the objectives to achieve with the research. The semi-structured interviews conducted with the teachers who participated in this workshop was possible to explore their insights after giving Media Smart classes to the students¹³. The trainer, Dra. Elisa Pedro was also interviewed at the end of the workshop to gather her overall opinion regarding the construction of the materials and the organization of the training sessions. Finally the interview with the training centre director, Dra. Isabel Branco was crucial to help with the findings interpretation.

The data assembly for the semi-structure interviews was composed by audiotape recording and others with some notes taken during the interview. The data analysis was organized through simple techniques of data coding, meaning that the words or statements were

¹² Exhibit II presents a scheme for better comprehension of the methodology used in this report.

¹³ Due to time restrictions after Media Smart classes it was impossible to interview the teachers in their schools, therefore the interviews happened in the following training session.

retrieved and organized in different ways to a more accurate search for patterns in the teacher's responses.

The other methodological approach was based in undisguised natural observation to Teacher's Workshop and Media Smart classes in order to confront the training environment with the actual procedures on the field. It was also possible to verify how the professors understood the teacher's notes from the Media Smart booklet and if some adjustments regarding the content or the structure were needed. In this research method a semi-structured observation was used. The exhibit III shows a detailed specification of the teacher's performance parameters that were evaluated in a scale from 0 to 10 (according to the evaluation established by DGIDC¹⁴) to be used in classroom observations. The exhibit IV contains the evaluation grid used to the Teacher's Workshop session's observation. Both grids were validated with the workshop trainer. Additionally to the tools previously described some field notes were taken to obtain unstructured observation useful to compose the materials improvement. Whenever possible photo record was used.

The conclusive component of this report was accessed through a descriptive research technique: semi-structured questionnaires. There were distributed two different questionnaires to the teachers. The first one before the first session of the workshop and the second after the first Media Smart class in order to measure the teacher's perceptions about the materials and their patterns of usage. The second questionnaire was designed based on an adaptation from the Internet survey of the British study *Media Smart Be Adwise 2, An Evaluation* (Buckingham, 2007)¹⁵ and also from a questionnaire given to the Portuguese teachers, which was part of a market research requested by APAN in 2009¹⁶. Both questionnaires used multiple response questions where the large majority relied on Likert Scales. The data was analysed through SPSS.

¹⁴ According to the evaluation criteria established by DGIDC (Circular Letter CCPFC - 3 / 2007 - September 2007): Low 1 to 4.9, 5.0 to 6.4 Regular, 6.5 to 7.9 Good, 8.0 to 8.9 Very Good 9.0 10 Excellent

¹⁵ This study is the international investigation of reference about Media Smart. The study approached different areas of the program, including the material usage and evaluation, the skills addressed by the materials and the obstacles to the implementation

¹⁶ The study was conducted by Apame a specialized market research company witch revealed important information about teacher's evaluation of Media Smart materials and also their patters of usage

Beyond marketing research techniques, this report includes two management analysis tools: Processes Analysis (Prof. Filipe Castro Soeiro) and 360 Evaluation (Lepsinger and Lucia, 2009).

From a perspective of the workshop improvement a detailed analysis of the processes that constituted these training sessions gave a great overview of the areas where Media Smart should pay more attention. Another output of this analysis was a clear definition of the operational objectives. It is important to highlight that the Processes Analysis was applied to the Teacher's Workshop and not to the Media Smart itself.

Regarding the 360 Evaluation, this tool was used to make a general assessment of the workshop from the perspective of the direct participants: trainees (teachers) and trainer. Additionally, the appraisal of the researcher was also taken into consideration since it was present in all training sessions. The construction of the 360 Evaluation comes from the *360 Feedback* adaptation, a Human Resource instrument to evaluate employees and understand the contrast between the self-evaluation and the other participant's perspectives (Lepsinger and Lucia, 2009). In this case the evaluation will be accessed on the Teacher's Workshop in general and not directed to a specific participant. There will be included five different criteria, each for the five axis of the radar chart, in which the evaluation is based on a five-point scale (from insufficient to very good). Each of the three lines corresponds to the scores given by the each of the three members involved (observer, trainer and the mean of trainees' rating). The main difference for the 360 evaluation is that none of the members is self-assessing their own performance, but the overall construction of the Media Smart Teacher's Workshop that is exactly one of the main aspects where APAN required information.

Findings:

The following section will present the results from our study. To give a clear perspective, the findings from each research or analysis tool will be presented separately and the final conclusions are discussed after the presentations of all the results.

First Questionnaire:

The most valuable findings to be referred from this questionnaire were a clear overview of the trainees profile and their motivations and expectations about the workshop. At the beginning there were 26 teachers enrolled (the maximum allowed by the training centre) from public schools belonging to Chelas cluster, lecturing almost all of them the 1st educational cycle. All trainees were unaware of the Media Smart project before registering at the training sessions. The results showed that they got notice about the project when enrolling in the workshop, therefore the only information channels that disseminated this message were the school board and the colleagues.

This information is very important to determine the reasons for these teachers to participate in the workshop. From the previous finding it should be expected that “influenced by colleagues” was one of the options with higher score, when asked about the reasons to attend the Media Smart Workshop. Surprisingly, there is statistical evidence to believe that the mean score for this option was the lowest when comparing with all the other motivational factors. The contradiction may be interpreted with some kind of discomfort felt by the teachers for admitting that their presence in the workshop was highly influenced by their colleagues (still, 11 of the 20 teachers who answered this question agreed or totally agreed that they were influenced by their colleagues). In fact, there were only few schools (around 5) represented in this first edition of the workshop, which suggests that most of the teachers belonged to the same school. Questioned about the reasons that lead teachers from the same school to enroll in workshops together, Dra. Isabel Branco explained that it is a common practice among the teachers from elementary schools:

“...It is like a culture among this class of teachers, when one of them knows about a workshop, or the School Board gives them the information, they ask each other if they don’t want to enroll as well (...) regarding this they are much more united than teachers from the secondary education”.

Regarding other motivations to attend the Media Smart Workshop, 21 of the 22 trainees who answered this question indicated that they were motivated or highly motivated to attend the workshop by the credits that it would generate. Once again Dra. Isabel Branco confirmed this finding explaining that despite the teacher’s career progression being on hold, professors still need to obtain credits for their annual evaluation. Moreover the non-hired teachers have additional reasons to obtain credits due to their constant contractual applications. Nevertheless the general picture of teacher’s motivation to attend the Media Smart Workshop reveals that the large majority shows clear interest about the project since the curiosity about Media Smart and the willingness to complete their knowledge were two motivator factors that received high scores as well. When asked about the importance of creating an educational program with the purpose of improving the critical thinking towards advertising on children, 24 of the 26 respondents considered important or very important.

Another finding from this questionnaire is the reason why teachers did not adopt the program so far. As expected, the results were homogeneous suggesting a very low awareness and a lack of information about the project, since the teachers did not know Media Smart before the workshop. It is also important to refer that only 2 teachers considered that the lack of training was a constraint for the project implementation. At this stage, when the trainees were still unaware of the Media Smart content, one might say that they do not consider training as an essential requirement to join the program¹⁷.

Finally, regarding the trainees expectations there is no statistical evidence to believe that there is a homogeneous pattern of responses when teachers ranked the competences that they considered most important to acquire during the training sessions.

¹⁷ Note that Media Smart materials were designed to be implemented autonomously by teachers, since the booklet contains self-explanatory notes to orientate the activities

Workshop observations:

During the Media Smart Teacher's Workshop, the trainer started each session by introducing the module that would be covered. Then some of the selected topics and exercises were presented, as the main learning objectives to be attained later on by the students. The rest of the session was used to explore each of the selected exercises in more detail. Usually, and due to time restrictions, the trainer briefly explained the main steps of the activity and drew the trainees' attention for the most important messages to pass to the children during the Media Smart classes. For the most important subjects, the trainer and trainees did together the exercises orally.

It should be highlighted that great part of each training session was spent discussing operational issues of the workshop, mostly about the evaluative elements on which trainees' final grade would be based on. This was certainly one of the main findings from this set of observations. The teachers were constantly raising doubts about how many reports should they deliver and what to include, suggesting obvious concerns for obtaining a good final grade. It probably happened because there were in fact many evaluative elements and some of them out of the format that teachers are used to develop. Nonetheless this was not a very surprising finding since accordingly what have been proven in the first questionnaire, one of the teacher's main motivators to attend the workshop was obtaining the credits.

During the workshop sessions the number of trainees decreased substantially, from the initial number of 26 teachers until the 16 that were present in the last session. The fact that the workshop was free of charge may have been a reason which facilitated the dropouts, however the real reasons can be related with some disappointment of expectancies since the teachers had almost none information about the project until the begin of the workshop. Additionally some organizational issues during the first session caused some friction between some trainees and the training centre, Centro António Sérgio, that might have been related with some of the dropouts.

Nevertheless, throughout the sessions the interest of the remaining teachers was growing. As they were implementing the activities with the students they felt more motivated and

confident during the workshop. This was particularly visible at the beginning of each session when the trainer asked the teachers to share some experiences of the previous Media Smart class and the most relevant reactions of their students. This sharing of opinions culminated with the last session of the workshop that was exclusively reserved to the presentation of the teacher's reports and critical reflections. Unlike what was observed at the beginning of the workshop, during the reports presentation the trainees felt confident and satisfied with the results obtained. They used the vocabulary learned during the training sessions and demonstrated to have learned the concepts.

These moments where it was possible to listen to the teachers were absolutely crucial to collect their point of view regarding the Media Smart materials and construction of the workshop. The most relevant findings were the following: Firstly the teachers identified some constraints regarding the handling of the teacher's booklet. They found it very explanatory but too dense and compact. Teachers felt threatened by the large quantity of exercises available and later on started to understand that they were built on a sequential way, which forces them to cover previous exercises. To aggravate the situation the teacher's booklet does not display precedence indicators for the exercises. Several teachers confessed that this gap could be a discouraging factor for the program implementation. Another frequent criticism was related with the age appropriateness of exercises. A significant number of teachers that attended the workshop were lecturing the first grade and experienced some difficulties adapting the activities with their students. One of the teachers suggested a deep restructuring of the program that might solve the two previous issues explained before (age appropriateness and sequence of exercises). *"The booklet could be divided by years or school classes instead of advertising themes."* (Female, 35-44 years old, educational support) During the interviews some teachers confirmed that this oriented approach focused on children would facilitate the program implementation and enhance the adherence of the project. Other comments were related with the real examples of advertising displayed on the DVD, which were found as outdated and not attractive to children by some of the teachers. The Internet exercises on module 3, which requires online access, proved to be a constraint

for this set of activities since the large majority of Portuguese basic schools are not supplied with Internet access. The teachers also draw the attention to the fact that the expected time forecasted at the beginning of each exercise is much inferior to what it takes in the reality. Finally the most frequent critique mentioned from all trainees was the inappropriate structure of the Media Smart Teachers Workshop regarding the number of hours and the calendar of the training sessions. Both trainer and trainees agreed that one session (3 hours) for one entire module is insufficient as well as one week between sessions is an extremely short period to perform a Media Smart class with students¹⁸. The teachers need more time between sessions since the sequential nature of the exercises requires more than one activity for each module. The time restrictions of the workshop cause several additional constraints:

- The trainer had no time to show alternative examples of current advertisements. *“I felt difficulty in providing examples of advertisements with the purpose of informing or defend a point of view.”*(Female, 35-44 years old, educational support)
- The modules were not totally covered. *“The training sessions of this module have already finished and I still do not feel completely comfortable to explore these activities with my students”*(Female, 35-44 years old, 2nd grade class)
- The trainees had no time to perform the exercises during the training sessions, which translates in the impossibility for the teachers to experience the difficulties orienting a Media Smart class. *“I think the workshop should be more practical for teachers (...) we could lecture the lesson as we would do with our students.”* (Female, 35-44 years old, 2nd grade class)
- The trainer was forced to choose loose exercises, meaning the ones without sequential requirements since the teachers had no time to follow a sequence. *“The time between classroom sessions was too short to carry out the activities and did not left margin to make a sequence of topics.”* (Female, 35-44 years old, 3rd grade class)

¹⁸ As it shows on exhibit II the three Media Smart sessions (addressing the three modules) took place over approximately one and a half months. It proved to be a very short period. For example for module 2, teachers had only one week to lecture the Media Smart class.

Media Smart Class observations:

The observation of these classes was an important part of the research, because it gives a realistic perspective on how the activities are being implemented and is extremely important to collect the data that sustains the recommendations for the material improvement. However, the teachers were reluctant to give their permissions to observe the classes. Dra. Isabel Branco explained that usually teachers do not feel comfortable having someone observing their classes especially since the current rules of performance evaluation requires classroom observation by supervisors. Therefore we ended up with only 6 classroom observations of Media Smart classes but with the data collected was possible to redesign part of the teacher's booklet, which will be presented in more detail at *Conclusions and Recommendations* section.

Regarding other observed findings during the Media Smart classes it is important to refer the difficulties felt introducing the topic. The teachers confirmed during the semi-structured interviews that they felt a bit lost and uncertain about how to start the first Media Smart class. *“The greatest difficulty was the introduction of the subject since the audience was not prepared for the topic of advertising.”* (Female, 25-34 years old, 1st grade class) Moreover, when orienting the activities the teachers frequently restricted the examples to the ones provided on DVD. It would have helped the learning if the teachers had prepared additional examples of current advertisements to refer or present during class. From the observation it was also possible to confirm what some trainees already explained during the workshop. The teachers felt difficulties adapting the exercises to very young children (specially from 1st grade). This is not a very surprising fact since the Media Smart program is designed for children above 7 years old, and most of the students of 1st grade have still 6 years old. Probably it should be considered by the Media Smart organization to advert the teachers to apply the activities with students form the 2nd grade onwards. Another issue was the age appropriateness of the worksheets. The teachers considered that the vocabulary could be more simplified and contain less information to read. For children that have started to acquire the first learning skills it proved to be extremely time consuming and difficult for them to

complete the worksheets alone. Even with older students, the teachers confessed that there were no sufficient space to fill the worksheet, as well as, too many information in one page discourages them to perform the exercise and make them to work very slowly. To overcome the situation the teachers solved the exercises, orally and together with all the class and some of them (around 4) created new worksheets to give to their students (with more space to write, with an adapted vocabulary to the age of the students and few activities per page). Other teachers considered that the worksheets could be more appealing and straightforward. As the Media Smart classes were being implemented we started to notice a growing maturity of the students facing the issue. At the beginning some teachers confessed that the children were not able to attain the learning objectives purposed by the exercise, specially the ones from the 1st grade. However it was evident how they became aware and concerned about the subject. After one or two Media Smart classes it was very interesting to observe the huge differences of the children ability to discuss the subject and how deep were the improvements in their critical sense. Concerning the reactions of students they were in general very participative and motivated to engaging the activities, even the youngest ones.

Final Questionnaire:

Firstly it is important to review the profile of the trainees at the end of workshop since there was a significantly number of dropouts (38%). From the 16 teachers that completed the workshop only 14 submitted this questionnaire, which have increased even more the limited possibilities of this analysis. However we tried to be as accurate as possible when presenting the results.

Regarding the teachers profile it should be referred that at this moment all of them lecture the 1st cycle and 4 of them do not have an attributed class, being responsible for “educational support” of other teacher’s classes. Regarding the general evaluation of the program the results point to a very positive assessment. About the material conception and capacity to engaging the students, 13 of the 14 teachers evaluated the program as adequate of very adequate. Lower scores were found regarding the age appropriateness since 9 of the 14 (65%) evaluated the program as adequate. Comparing with the results of the British study (90% of

the respondents considered the age appropriateness as adequate or very adequate) the findings from the teachers who have participated in the workshop are less satisfactory probably because the materials are being used with younger students (all from the 1st cycle) what makes the age appropriateness more difficult. When asking more specifically about the elements that constitute the program the large majority considered them as complete, creative, interesting and with activities easy to implement with children. Regarding the handing of the materials 4 in 14 teachers disagreed or attributed a neutral score when evaluating the easiness of reading the teacher's notes. This result is consistent with some comments of the teachers, who considered the booklet "*too extensive*", "*compact*", "*not appealing*" and "*too dense*". Although it is important to refer that some teachers gave very positive appreciation to the teacher's notes, mainly for being very detailed and explanatory. Evaluating the different elements of Media Smart materials, the worksheets and the real examples of advertising were the less appreciated by the teachers having 6 and 5 of the 14 respondents (respectively) considering that they were satisfactory or little satisfactory (corresponding to score 3 and 2). Once again this confirms the previous findings for the age appropriateness of the worksheets and the timeless of the real examples of advertisement. The teachers' opinions about Media Smart ability to help the children's understanding some themes related with advertising were very positive. For the most frequent themes chosen by the teachers, like the "controversy around advertising" and "functions of advertising", 12 in 14 teachers found them useful or very useful. The remaining themes involved some *no opinion* responses. This indicates that those themes of exercises were less explored and consequently received less good grades. The same situation happened among the British results. Additionally all trainees believe that Media Smart materials are able to make children more conscious consumers. From what was reported at the teacher's experiences they were in generally surprised with the capacity of their students to detect the persuasive intent of advertising, even with the youngest children. When confronted with some statements about the children and their relationship with advertising it is interesting to see how the large majority agrees with the negative impact of advertisements on children and at the same time

considers that “modern advertising is enjoyable, intelligent and artistic”. Another important result is that 11 in 14 teachers consider that the media education has a considerable role on preventing the negative impact of advertisement on children (the remaining 3 have no opinion).¹⁹

In terms of the Media Smart classes and the criteria used by the teachers to select the exercises, we can say that all of them choose the option “for being appropriated to the age of the children”. Accordingly to what has been discussed, this result emphasizes the importance that teachers attribute to the adaptability of the exercises to the age of the students. It is also important to refer that half of the trainees choose the activities because they were covered in the Media Smart Teacher’s Workshop. This finding can be interpreted as some lack of confidence felt by the trainees²⁰.

Another important finding is that all the teachers recommended or will recommend the program to their colleagues. Half of the trainees gave their e-mail when questioned if they were interested in receiving useful information about Media Smart.

Regarding the frequency that teachers are planning to perform Media Smart activities in the future, half is planning to do it once a month or less, 3 respondents are planning to do it once in each scholar period and 3 of the 14 teachers does not intend to use Media Smart materials again. Unfortunately this last number is considerably high for the number of respondents that completed this questionnaire. The high level of motivation to attend the workshop caused by the *credit obtaining* is the only reason found to explain this finding.

360 Evaluation:

The main finding to be highlighted from the 360 evaluation (exhibit VI) of the Media Smart Teacher’s Workshop is a general homogeneity of results from the different members involved in this evaluation. For each criterion, slight differences are observable, generally of only one point, although all of these discrepancies are consistent and can be explained by the

¹⁹ In exhibit V is possible to see a comparison of these results with the ones obtained from the British study conducted by Professor David Buckingham. There are obvious similarities especially in the *agree* responses.

²⁰ However it is important to refer that due to time restrictions this questionnaire was applied after the first Media Smart class, which means that this result may have changed after the teachers perform the other two Media Smart classes with their students.

findings presented previously. Only the structure of the workshop raises some disagreements, but all members of this evaluation scored this parameter with a low grade, in the wake of what was stated before about this topic.

Teachers and the trainer considered that the contents addressed in the workshop were well defined and appropriated. However as it was argued before the involvement of the Group of Experts would be an important decision to consider regarding the preparation of the workshop. This explains the lower grade attributed by the observer.

The opposite happens when it concerns to the selection and appropriateness of the teacher's evaluative elements for the workshop. While the trainees attributed an average of approximately 3, the trainer and observer share the opinion that all the assessment components (short summary of each Media Smart class, large report of one Media Smart class and critical reflexion) are essential to the success of the program and the improvement of future workshops, therefore a grade of 4 was attributed. The assessing elements are extremely important not only from an evaluative perspective but because they constitute first-person testimonials from the individuals which Media Smart success depends most: Teachers. Considering the early stage of the project and an evident distance between teachers and Media Smart organization, these reports will contribute to a better definition of future strategies in this restructuring phase of the project. The trainer also approved these ideas during the interview. On the other hand, the lower grade attributed by the teachers certainly confirms their concern about the evaluative methods of the workshop, which was demonstrated during all training sessions and explained in previous sections of this report. In general, the lower grade attributed by the teachers can be explained by the confusion expressed about the content of the assignments and complaints about the short due dates.

Moving to the next parameter of the radar chart, it can be found a one-point difference between trainees' and trainer's scores regarding the balance between theoretical concepts and the exercises performed during the training sessions. The average of trainees considered the level of theory (concepts of marketing/advertising and explanations about the industry) appropriated for the practical component of the workshop, attributing an average grade of

almost 4. Both trainer and observer do not believe this balance was successfully achieved due to time constraints that have restricted the ideal course of the workshop. According with Elisa Pedro, the workshop trainer, with more training sessions it would be possible for her to provide more practical examples of current advertising campaigns, to request the trainees to perform Media Smart activities and to cover a higher number of exercises throughout the workshop.

Finally, for the evaluation of António Sérgio Training Centre, all members rated as satisfactory performance, due to some initial organizational problems related with trainees' registration that occurred during the first session of the workshop.

Process Analysis:

To successfully design the most appropriated recommendations to improve the Media Smart Teacher's Workshop, this analysis tool was used to examine in more detail all the steps involved. The exhibit VII presents the complete analysis, however due to space restrictions only the conclusions will be presented in the findings of this report.

The output of this analysis confirmed that the most critical process of the workshop is the preparation phase, more specifically the preparation given to the trainer. Along with other findings, it was concluded that the ideal situation would be a selection of exercises pedagogically adapted to the profile of the trainees and their students. This preparation should be approved by the Group of Experts. Their contribution would be particularly important in defining the content of the workshop and the selection of the most suitable exercises regarding the age appropriateness and the time available for the teachers to perform the Media Smart classes.

Besides the identification of the most critical process, another output from this analysis tool is the Table of Operational Objectives. The aim of this table is to help improving other critical sub-processes of this workshop. Some of the proposed operational objectives must be accomplished through the results taken from the second questionnaire applied to the teachers, however the practical nature of this report allows that both questionnaires and consequent operational objectives to be applied in future workshops.

Conclusions and Recommendations:

Media Smart is being implemented in Portuguese schools since 2008, however this Media Smart Teacher's Workshop was really the first opportunity to get to know in detail the teachers insights about the program. Despite its limitations²¹, this report constitutes an important source of information that will probably led to some restructuration at certain levels of this project. This, this section will constitute the main recommendations for Media Smart and the Teacher's Workshop, since the preparation phase until the improvement of the materials.

On a very first stage, APAN should be aware that the training sessions must be aligned with teacher's needs and the requirements of the scholar calendar. A better definition of starting and ending dates of the workshop is the very first change to consider. Each workshop should start at the beginning of the first period and the training sessions must be spread throughout the year in a way that teachers have time to perform several Media Smart classes with their students in between training sessions. This new arrangement makes possible to overcome many other constrains raised by the trainees during the workshop: the trainer would have more time to present the modules deeply and to explore new methodologies that helped teachers to implement the program; it would be possible to lecture the topics sequentially and increase the practical component of the training sessions; the trainees would have the opportunity to orientate the activities during the training sessions and face the difficulties before implementing the program with their students; there would be more time for trainees to share experiences and clarify doubts. If it would be not possible to conduct all the workshops during the school year, we would suggest more workshops with shorter duration and to be focused on only one module.

As it was referred in Process Analysis, the workshop preparation is an important stage that needs to be schematized in order to ensure an adequate preparation of the trainers, especially

²¹ It is important to refer that the conclusions of this report are not universally valid and necessarily verifiable since we face some inevitable limitations during the study: The reduced number of the sample size (only 16 teachers completed the workshop), the reduced number of Media Smart classes observed, the significant number of teachers with first grade students (some of them have still 6 years old and the Media Smart materials are designed for children above 7 years old) and finally because this workshop is the first, it works as a test for future training sessions (the trainer had no previous experience dealing with the Media Smart materials and APAN had never directed a workshop with this dimensions).

at this initial phase when all of them have no experience dealing with Media Smart materials. Media Smart should take advantage of their Group of Experts. They should ensure an additional support regarding the preparation of the training sessions. From their contribution should be clear: the right selection of exercises to cover along the workshop, alternative examples of advertisements for the teachers to present to their students, suggestions of age appropriateness and pedagogical approaches to engage the students developing their critical sense.

Regarding the materials, exhibit IX gives a clear overview of the strengths and weaknesses detected by the trainees of this workshop. From the respective recommendations we can highlight the following:

- In order to overcome the constant outdated of the advertisements the Media Smart website should contain a database with several TV spots and printed ads that could be downloaded or watched online. This way it would be easier to replace the advertisements.
- A revision of the worksheets needs to be made in order to overcome the issues of age appropriateness found by the teachers. The improved worksheets also need to contain less information on each page and more space for the students to write their answers²². Additionally an effort needs to be made in order to simplify the vocabulary of the exercises. A suggestion to accomplish this is to remove some explanations of the exercises and let the teachers present the activity to all students instead. This approach will avoid the difficulties of interpretation and would facilitate the adaptability for students with different ages.
- The issue of age appropriateness would be entirely solved with a new restructuring of the teacher's booklet. Instead of the materials being divided by advertisement themes they could be divided by scholar years.²³ In each scholar year the teacher could find exercises from each of the themes perfectly adjusted to the age and needs of the students.

²² If the reduction of information forced to cut off some exercises, those should be transferred to the teacher's booklet in order to be read by the teacher and assigned by all class together.

²³ This recommendation was referred by a teacher who participated in a previous Media Smart Study: "Advertising and media literacy in the digital era: a case study with primary school kids" (Gregório, 2009)

According with the statements collected, the teachers were unanimous agreeing that this program will only be able to produce effective results if it was a continuous process of teaching with a sequential tracking of topics integrated with the schooling years and the level of complexity growing with the continuing development of the child. However, we can recognize that the restructuration suggested requires a lot of effort and resources. Therefore we also suggested a less complex improvement of the teacher's booklet that only involves some modifications derived from some misinterpretations during the Media Smart classroom observations and some information collected from the interviews (see exhibit VIII the improvement proposal for the 1st topic from Module 1)²⁴.

As a conclusion we consider that these recommendations reflect a necessity to rethink this program focusing on teachers and student's needs. For a non-mandatory program perhaps it is being required too much effort by the teachers adapting the materials to their realities. The implementation success of Media Smart is inevitably dependent on the teacher's motivation, autonomy and commitment, therefore the focus on teacher's needs will be the only way to attain the desirable implementation goals of this project.

Apart from the improvement recommendations this first edition of the Media Smart Teachers Workshop was a successful experience training the teachers to implement the program. It was interesting to see how insecure and reluctant the teachers felt at the beginning of the workshop and how it changed after the presentation of the reports. They felt confident and satisfied. We believed that after this exercise of showing out loud their experiences and points of view the teacher's opinion about the program changed for better. It made them reflect about the positive impact that the program is capable to bring to their students in the future. Now, it is up to the companies and advertisers to take action for conscious and responsible marketing continuing to promote the implementation of such programs. The promotion for media literacy is a responsibility of all citizens, but the organizations have increased responsibilities to take the first step.

²⁴ The main difference when compared with the current format relies on a more spaced out arrangement of the information. Instead of being compacted in a structured text the phrases are now sequentially organized to be easier to read during the class. The proposal also includes additional explanations for certain parts of the exercises where we observed misunderstandings of interpretation felt by the teachers.

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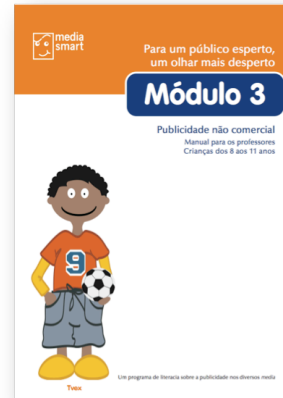
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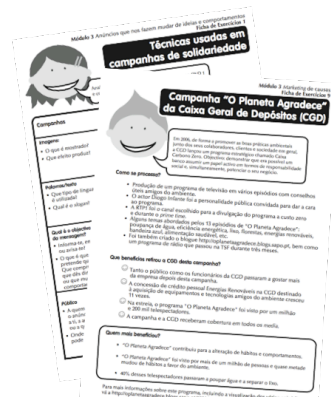
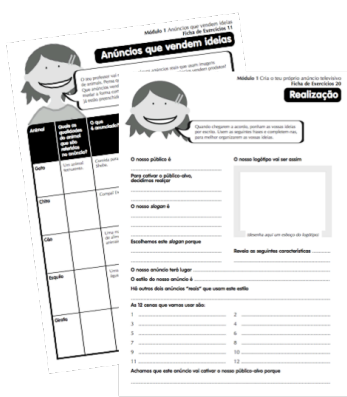
Exhibit I: Media Smart materials



Teacher's Booklet



Student's Worksheets



DVD



Exhibit II: Methodology Map

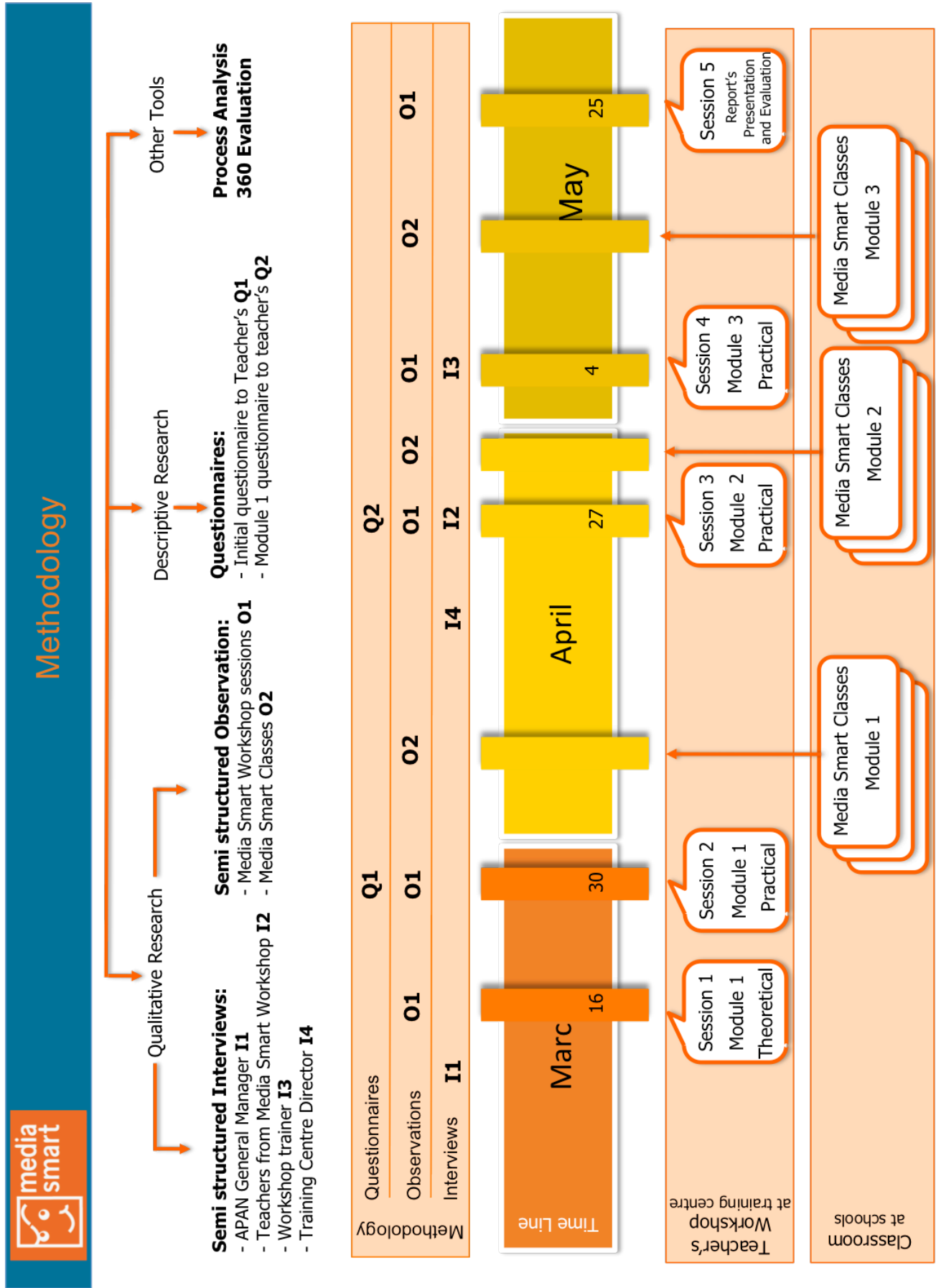


Exhibit III: Observation Grid – Media Smart Class Observations

Module:												
Topic:												
Exercises:												
Material used:												
Qualitative Evaluation:	N.A.	0	1	2	3	4	5	6	7	8	9	10
Media Smart class preparation: The teacher...												
...felt comfort orienting the activities												
...prepared the material needed												
...provide extra orientations besides the ones presented on teacher’s booklet												
...illustrated the explanations with other real examples of advertisements												
...choose the exercises and adapted them to the age of children												
Performance: The teacher...												
...introduced the topic explaining the exercise of the <i>Início</i>												
...encourage and maintained the debate among students												
...involved all the students in the discussion and participation of the activities												
...encourage the participation of students within the framework of cooperation and respect												
...sought to expose open questions												
...not spelled out his views on advertising												
...gives opportunity for students to ask questions and expose difficulties												
...met the learning objectives of the topic												
...used an appropriate language adjusted to the theme considering the age of the students												
...stimulated the student’s interest by the Media Smart program												

Exhibit IV: Observation Grid – Workshop Observations

Content of the Workshop	Trainees Interventions	Observations

	Classification ¹										
	0	1	2	3	4	5	6	7	8	9	10
Training session:											
Interest (attention, concentration)											
Participation											
Exercises											
Interest (attention, effort, commitment)											
Participation											
Assiduity	There were present __ trainees from a total of __										

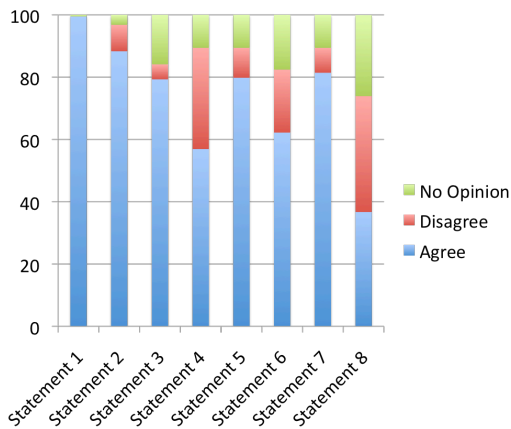
Material's suggestion of improvement	Trainer	Trainees	Observer

Workshop's suggestion of improvement	Trainer	Trainees	Observer

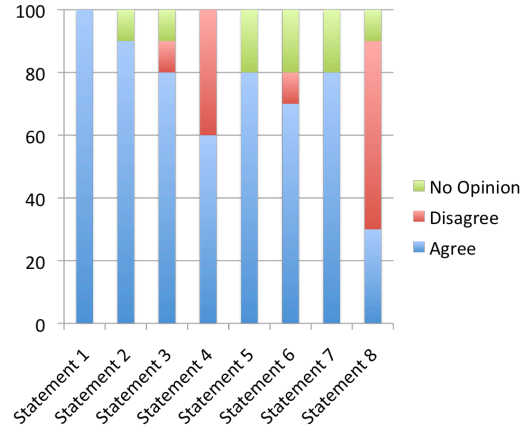
¹ According to the evaluation criteria established by DGIDC (Circular Letter CCPFC - 3 / 2007 - September 2007): Low 1 to 4.9, 5.0 to 6.4 Regular, 6.5 to 7.9 Good, 8.0 to 8.9 Very Good 9.0 10 Excellent

Exhibit V: Comparison of Teachers' ideas about children and advertising

Teacher's ideas about children and advertising
Media Smart Be Advise 2 An Evaluation (Buckingham, 2007)



Teacher's ideas about children and advertising
Media Smart Teacher's Workshop



Statements:

1. Children are easily influenced by advertisements.
2. Without education, children are unable to spot ulterior motives of advertisers.
3. Commercialisation has caused exploitation of children.
4. In a media dominated society, children today are savvy consumers.
5. Media education will prevent children from being exploited by advertisers.
6. Advertising is an important source of information about the world.
7. Modern advertising is often enjoyable, intelligent and artistic.
8. Advertising is a major cause of childhood obesity.

Exhibit VI: 360 Evaluation – Radar Graph

360 Evaluation - Media Smart Teacher's Workshop

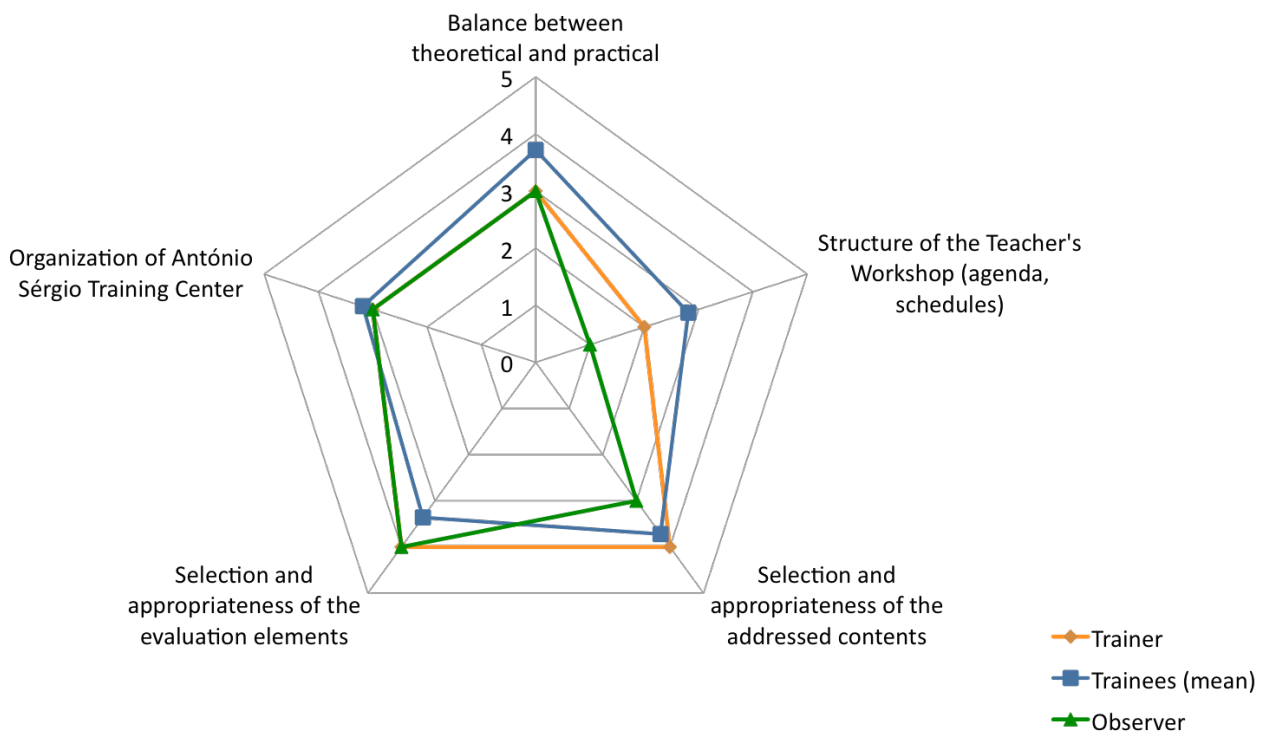
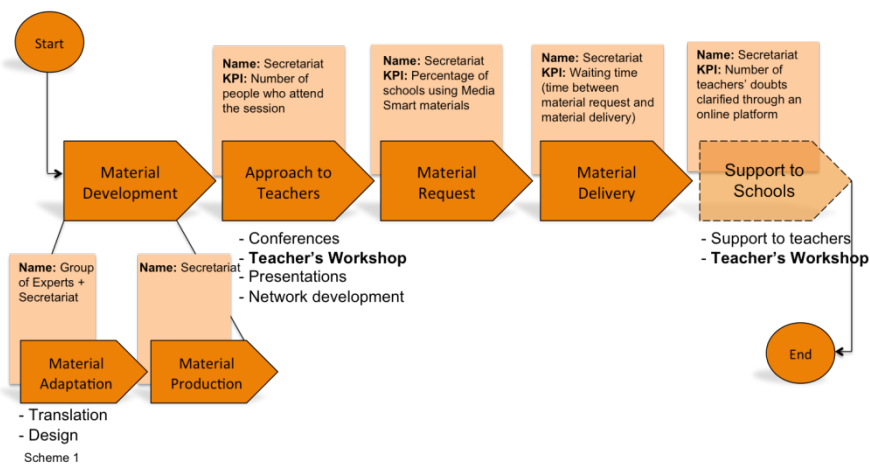


Exhibit VII: Process Analysis

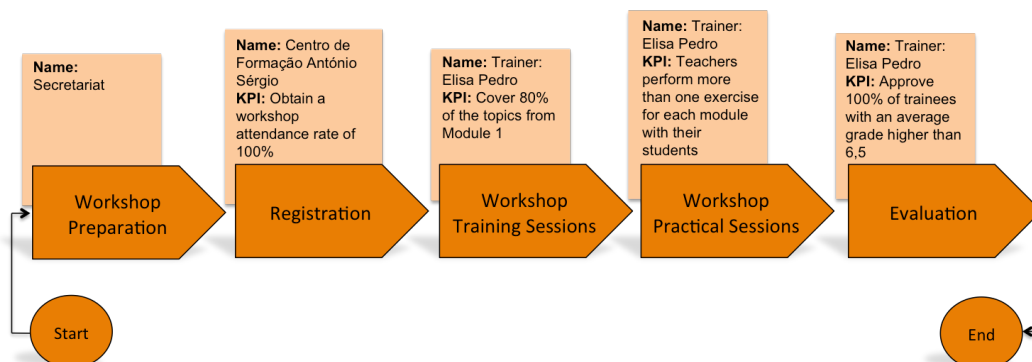
This management tool of analysis was used to examine the Teacher's Workshop process since the preparation until the end of the training sessions. The first step of this analysis shows the processes of the Media Smart project itself just to contextualize where the Teacher's Workshop is inserted.

Media Smart Processes



The following image shows the scheme that will support the analysis: The Teacher's Workshop Processes. Each stage of the workshop has associated the name of the task responsible and one KPI (among others that may exist). The KPI were purposed by the researcher and validated with workshop trainer and Media Smart organization.

Teacher's Workshop Processes



Scheme 2

The first phase of the process is the workshop preparation, ensured by Media Smart secretariat that is in charge of all the organizational procedures before the beginning of the training sessions. The sub-processes are presented in table 1. The reason for not having a KPI defined in Workshop Preparation is due to the early stage of development on this area, but this fact will be covered as an improvement recommendation for this sub-process. The next phase is the teacher registration in workshop, which will be from the responsibility of Centro de Formação António Sérgio. They are in charge of all logistical issues related with the training sessions as well as the direct contact with teachers (disclosure of the workshop, application forms, registrations, etc). When the workshop begins, a series of training sessions are interspersed with practical sessions, meaning Media Smart classes given by the teachers to their students. The “process owner” of these two steps is the workshop trainer Elisa Pedro. Finally the last stage of the process, which coincides with the last session of the workshop, is reserved to the teacher’s final report presentation and evaluation. The report is one of the assignments to access the trainees’ performance that by request of the workshop trainer should be presented to all participants in order to promote the share of experiences.

As it was referred before, the following table crosses all sub-process of the Teacher’s Workshop with the critical success factors.

Teacher’s Workshop Processes

Process number	Teacher’s Workshop Process	Success Critical Factors					
		Trainer’s preparation	Practical component of the sessions	Workshop promotion	Workshop structure (calendar and schedules)	Communication between trainers and APAN	Quality of the Process
	Preparation						
P1	Team building: Trainers	X					B
P2	Briefing to trainers	X	X			X	E
P3	Proposal to training centre			X	X		A
	Registration						
P4	Disclosure of the Workshop			X			D
P5	Teacher’s registration			X			A
P6	Workshop – Training Session (at training centre)	X	X		X		B
P7	Workshop – Practical Session (at school)		X		X		B
	Evaluation						
P8	Teacher’s report delivery and presentation	X			X	X	A
P9	Teacher’s overall evaluation	X			X		A

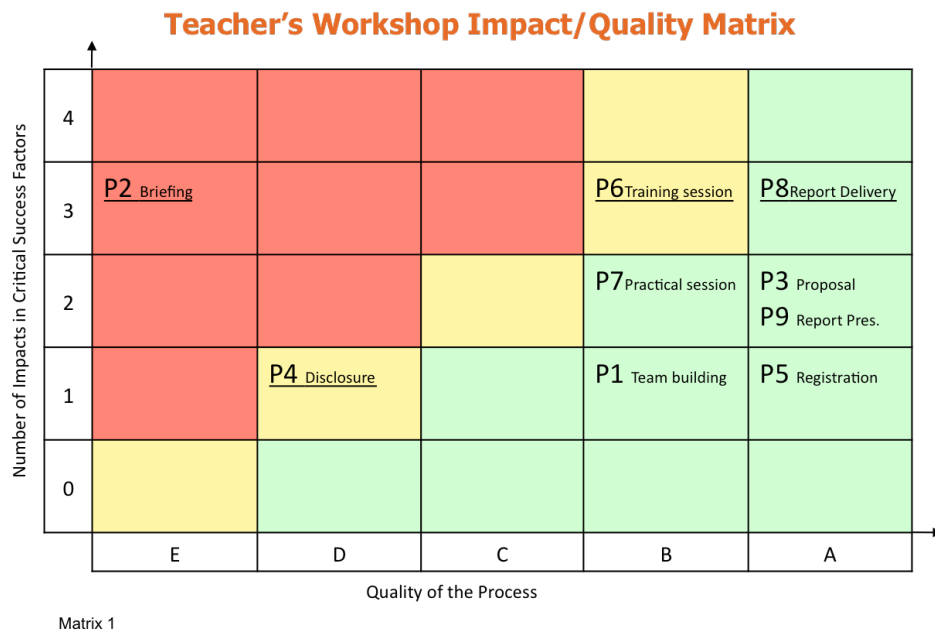
Table 1

Those factors were chosen based on the information from the interviews and observations

gathered during the research. The crosses mean that the sub-process selected are related with the referred critical success factor, for example, being the workshop disclosure a critical factor for the success of the training sessions, it is understandable that is linked directed with the sub-processes 3, 4 and 5. The last column of the table is the qualitative evaluation from the researcher's perspective of each processes' quality. The scale A-E is represents the following expressions²⁵:

- A - Needs to improve off*
- B - Works well, but there is room for improvement*
- C - It works, but there are several areas for improvement*
- D - Process in place but not functional*
- E - Embryonic state*

The main objective driven from this analysis is to be able to position each sub-process in the Impact Quality Matrix.



Each spot represents a combination between the number of impacts in different critical success factors and the current quality level of the sub-process. The more crosses a sub-process obtains, the more important the process is. The lower the grade attributed to the sub-process, the higher is the level of improvement required. The green colour of the matrix represents the area where the processes are being well executed and do not need a review, it

²⁵ The qualitative scale A-E and the *Process Analysis* in which it belongs is authored by Professor Filipe Castro Soeiro

is the case of registration or the practical session of the workshop. The red area includes the processes that are important for the organization and are not being properly performed, in this case, the briefing to the trainer. Further on some recommendations will be suggested regarding this point. Looking to the matrix, it is possible to verify that the sub-processes were chosen to be analyzed in more detail are the ones underlines. The P2, P4 and P6 are part of the selection for obvious reasons, but it is important to explain why P8 (report delivery) is included. In fact the quality of this sub-process is very high (grade A) because the elements of the trainee's evaluation are well designed. For future workshops the requirement of these evaluative components should be proposed by Media Smart organization and not being left to the trainer's criteria. That was the reason why this sub-process was considered in analysis.

All the four critical sub-processes were transferred to the Process/Objectives Table, where each of them will be confronted with each workshop core objective. From this crossing will derive operational objectives to help the improving of the critical sub-processes. Some of the purposed operational objectives must be accomplished from the results taken from the second questionnaire applied to the teachers. However the practical nature of this report allows that both questionnaires and consequent operational objectives to be applied in future workshops.

As a conclusion of this process analysis, it can be confirmed that the most critical process of this workshop is the briefing to the trainer. Along with other findings, it was discovered that there is a need for the trainer to present in the workshop sessions a selection of exercises pedagogically adapted to the profile of the trainees and their students. Therefore this sub-process of briefing to trainers must be substituted for a previous phase where the Group of Experts help to define the content of the workshop. Then, more than a briefing the trainer should receive detailed information about the most appropriated exercises to include in the workshop depending on the time and timings available and more information regarding the connections with national curriculum and competencies to be achieved by students.

Teacher's Workshop Process/Objectives Table

Teacher's Workshop Core Objectives Teacher's Workshop Process	Increase project penetration in Portuguese schools and increase its awareness	Engage the schools with project and increase the teacher's commitment	Prepare teachers to give Media Smart Classes
<u>P2 Briefing</u>	/	Media Smart organization should define together with Group of Experts more specific and age appropriated connections to the national curriculum in order to be explained by the trainer during the Media Smart Workshop sessions	Media Smart organization should define together with Group of Experts the most appropriated exercises to present in Media Smart Workshop, 60% of the topics from each Module
<u>P4 Disclosure</u>	Publicize the workshop on Media Smart website and by e-mail to all teacher's who have requested the materials	Present at least once the Media Smart program one month before the start of a new workshop	/
<u>P6 Training session</u>	Obtain 100% of responses when is asked if the teacher's recommended or will recommend the Media Smart program to their colleagues*	Collect the e-mail of at least 20% of the teachers who participated in the Workshop and are willing to receive important information about Media Smart*	Collect 100% of teachers responses with grade Good or Very Good regarding their own level of preparation to give Media Smart classes*
<u>P8 Report Delivery</u>	Finish the Teacher's Workshop with a maximum of 10% of dropouts	Collect at least 3 suggestions of improvement from teacher's critical reflexion and presentations	Approve all trainees with an average grade at least 6,5 (Good) in the Workshop final evaluation

*From the questionnaire distributed to the teachers who participated in the workshop after using the Media Smart materials
Table 2

1 Tu e a publicidade

Temas abordados

A publicidade à nossa volta.

Objectivos da aprendizagem

- Compreender as diferentes utilizações da publicidade, tais como vender, convencer ou expor um ponto de vista.
- Compreender que a publicidade faz parte da vida moderna e que, por vezes, é controversa.
- Admitir que as pessoas têm pontos de vista diferentes sobre a publicidade.

Material de apoio necessário

1 2 3
Precisará de fotocópias suficientes para grupos de dois ou mais alunos. A Ficha de Exercícios 2 deverá ser copiada para uma cartolina e recortada antes da aula. Se optar pela Ficha de Exercícios 3 como exercício para trabalho de casa, deverá fazer fotocópias para cada um dos alunos.

Ligações curriculares

- Competências gerais do Ensino Básico
- Língua Portuguesa
 - Comunicação oral
 - Expressão oral
 - Leitura
- Matemática
 - Números e cálculo
 - Estatística e probabilidades
- Estudo do Meio
 - O dinamismo das inter-relações entre o natural e o social
 - Competências no final do 1.º Ciclo

Idade 7-11

Início

Pergunte às crianças quantos anúncios vêem por dia, avançando com um número aproximado. Peça-lhes que multipliquem a resposta por três e aproximem-se da resposta certa.

Introduza o tópico, explicando aos alunos que irão explorar o que é a publicidade, o quanto abrangente é e o que pensam as pessoas sobre este tema.

Sabia que...?

Uma pessoa vê em média 1500 anúncios por dia. Este número inclui anúncios televisivos, anúncios em cartazes (nas paragens de autocarro, no metro ou na rua), em jornais, revistas e na rádio, bem como *banners* e *pop-ups* na Internet.

Exercício

O que é um anúncio?

1
Pode pedir aos alunos mais velhos que escrevam uma definição da palavra "anúncio". Depois, peça-lhes que procurem a palavra no dicionário e comparem as respostas.

Para os alunos mais novos, escreva a seguinte frase no quadro: *"Um anúncio é uma mensagem paga que transmite informação e que nos convence a comprar um produto ou que expõe um ponto de vista."*

Em seguida, diga-lhes para copiarem e sublinharem as palavras que consideram mais importantes. Explique que esta definição abrange as três diferentes funções da publicidade: informar, convencer a comprar um produto e promover um ponto de vista.

Ajude as crianças a pensar no que é "um ponto de vista", discutindo o que o difere de uma declaração factual. Explique-lhes que fazer a pergunta "Alguém discorda?" pode ser uma grande ajuda, pois leva-nos a abordar diferentes perspectivas.

Exercício

O que fazem os anúncios?

2
Em pares ou em grupos, dê às crianças três minutos para fazerem um *brainstorm* e pensarem em todos os anúncios de que se conseguem lembrar. Em seguida, peça-lhes que escrevam as respostas nas colunas certas na **Ficha de Exercícios 1**. Os três primeiros quadrados estão preenchidos com exemplos. No final deste exercício, pergunte às crianças qual a coluna que tem mais quadrados preenchidos. Será, provavelmente, a do meio. Diga-lhes que a publicidade pode ter finalidades que não sejam meramente comerciais (o Módulo 3 abordará este tema em pormenor).

Para tornar a tarefa mais fácil para os alunos mais novos, talvez seja boa ideia fazer uma fotocópia da Ficha de Exercícios 1, em acetato, e ser o professor a escrever as respostas à medida que vão sendo sugeridas pela turma.

Actividade

O que pensa da publicidade?

2
Antes de realizar este exercício com a turma, fotocopie e recorte cópias da Ficha de Exercício 2 em balões de diálogo separados.

Explique que há pessoas que têm uma posição bem definida sobre a publicidade: há quem pense que há demasiada publicidade e que ficam muito ansiosos para comprarmos coisas que, no fundo, não precisamos; outros acreditam que a publicidade pode transmitir informações importantes e ajudar a fazer boas escolhas.

Distribua pelos alunos os balões de discurso recortados da Ficha de Exercícios 2. Provavelmente, não vai querer usar todos os balões com os alunos mais novos. Divida a turma em grupos de dois ou mais e peça-lhes que leiam as citações. Cada um irá expressar o seu próprio ponto de vista sobre a publicidade. Peça às crianças que dividam os balões de discurso em grupos e que respondam a uma ou mais das seguintes perguntas:

- Pergunte que tipo de pessoa poderá vir a precisar de um determinado produto? Um professor, um publicitário, um viciado em televisão, o pai ou a mãe, um adolescente, um médico, um político...
- Pergunte quem está a favor e quem está contra a publicidade.
- Pergunte se concordam ou não com isto. Pode encorajar os alunos mais velhos a pensarem, por exemplo, num anúncio, num artigo, num jornal ou numa experiência pessoal.
- Pergunte com qual das três citações concordam mais e porquê.

Peça à turma que vote as citações mais importantes. Assim, ficará com uma ideia do que até então pensavam acerca da publicidade. Este exercício pode ser alargado, perguntando à turma de que afirmações discordam mais. Pode voltar a explorar estes pontos de vista noutro exercício (tema 12).

Trabalho de casa – pesquisa

O que vê e onde?

3
Usando a tabela constante da Ficha de Exercícios 3, diga aos alunos para fazerem uma lista dos anúncios que vêem ou ouvem desde o período em que saem da escola até à altura de irem para a cama. As crianças mais novas pode pedir-lhes que enumerem apenas seis exemplos e aos mais velhos, que relliram um número maior de anúncios, tantos quantos conseguirem encontrar. Lembre-lhes que a publicidade não está presente só na televisão e que não terão uma classificação melhor por verem televisão a noite inteira para fazerem a pesquisa.

Plenário

Quantos anúncios contaram? Debata com os alunos o que pensam e sentem sobre o que encontraram. Mostraram-se surpreendidos com a quantidade? Como se sentem a fazer publicidade "gratuita" através das suas roupas e dos seus pertences?

Tu e a publicidade

Temas abordados: Publicidade à nossa volta

Material de apoio necessário:

Ficha de exercícios:



Idades:

7-11 anos

Este tópico inclui os exercícios A, B, C, D e E.

Os exercícios deverão ser realizados de forma sequencial e não alternada.

Objectivos de aprendizagem:

- Compreender as diferentes utilizações da publicidade, tais como vender, convencer ou expor um ponto de vista.
- Compreender que a publicidade faz parte da vida moderna e que, por vezes, é controversa.
- Admitir que as pessoas têm pontos de vista diferentes sobre a publicidade

Objectivos do exercício:

- Introduzir o tema da publicidade.
- Alertar para a temática da publicidade
- Explicar quais as principais aprendizagens a explorar neste tópico.

Pergunte as crianças quantos anúncios vêem por dia, avançando com um número aproximado.

Relembre-as dos diferentes veículos publicitários em que podem encontrar esses anúncios:



televisão, jornais, cartazes, rádio, etc.

Peça-lhes que multipliquem a resposta por 3 (x3) e aproximem-se da resposta certa.

Uma pessoa vê em média 1500 anúncios por dia. Este número inclui anúncios televisivos, anúncios em cartazes (nas paragens de autocarro, no metro ou na rua), em jornais, revistas e na rádio, bem como banners e pop-ups na Internet.

Explique o aos alunos que irão explorar o tema da publicidade. Que irão compreender o que abrangente é este tema, e o que as pessoas pensam em relação a ele.

Exercício A : A publicidade está em toda a parte

Actividade I:

Peça às crianças que olhem à sua volta na sala de aula e que façam uma lista, por categorias, de todos os anúncios que vêem.

Sugira-lhes que olhem para o que têm vestido e para os seus pertences (estojo, mochila, capas, etc.)



Alguém está a usar algo com um logótipo? Quantos logótipos diferentes, anúncios ou marcas de produtos conseguem encontrar entre os seus pertences?

⚠ Atenção: Não deixe os alunos confundirem logótipos com etiquetas. Ajude-os a distinguir entre o logótipo da marca e outras inscrições que possam estar impressas.

Plenário:

Quantos anúncios contaram? Debata com os alunos o que pensam e sentem sobre o que encontraram. Mostraram-se surpreendidos com a quantidade? Como se sentem a fazer publicidade "gratuita" através das suas roupas e dos seus pertences?

Objectivos do exercício:

- Compreender que a publicidade está em toda a parte, não só na televisão.
- Compreender o significado de logótipo.
- Promover o debate em torno das expectativas dos alunos em relação à quantidade de publicidade à sua volta.

Exercício B : O que é um anúncio?

Peça aos alunos que escrevam uma definição da palavra "anúncio".



Peça-lhes que procurem a palavra no dicionário.



Sugira-lhes que comparem as respostas.



Escreva a seguinte frase no quadro: (continua)

"Um anúncio é uma mensagem paga que transmite informação e que nos convence a comprar um produto ou que expõe um ponto de vista"

Exhibit IX: Pros & Cons Table of Media Smart materials

	Teacher's Booklet	Worksheets	DVD	Others
-	<ul style="list-style-type: none"> - No age appropriateness - No indication of precedence exercises - Too low time forecasts to perform the activities - Too many exercises and not well organized 	<ul style="list-style-type: none"> - Too long - Excess of information - Complex language - Little space to write - Not appellative - Lack of age appropriateness 	<ul style="list-style-type: none"> - Real examples of advertisement are not appealing to children and are outdated - Hard to copy and share 	<ul style="list-style-type: none"> - Difficulties starting the first Media Smart class - Lack of resources (internet, computer, data show, photocopies)
+	<ul style="list-style-type: none"> - Diversification of exercises - Creativity 	<ul style="list-style-type: none"> - Printable 	<ul style="list-style-type: none"> - Ability to display the images in digital format: motivates children 	<ul style="list-style-type: none"> - Variety of materials