



**PROJECT REPORT AND RECOMMENDATIONS
FOR
FURTHER IMPLEMENTATION OF
THE CHILDREN'S MEDIA LITERACY
PROJECT IN JAMAICA**

Prepared by

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ACRONYMS

BCJ	Broadcasting Commission of Jamaica
CCETT	Caribbean Center for Excellence in Teacher Training
EEH	Expanding Educational Horizons
ETT	Education Transformation Team
JBTE	Joint Board of Teacher Education
MOE	Ministry of Education
PESP	Primary Education support Project
ROSE II	Reform of Secondary Schools phase two
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UWI	University of the West Indies

Project Objectives

- Design the methodology for piloting the Media Literacy Programme in selected Schools
- Provide responses on the suitability of materials with respect to content, style and form
- Determine the suitability of existing supplementary materials whether there is need for other materials
- Explore the possibilities for integrating the Media Literacy programme with the existing schools' curriculum.

EXECUTIVE SUMMARY

This report presents information compiled by the Joint Board of Teacher Education through the Director and Coordinator of the Children's Media Literacy Pilot Project on the implementation processes, outcomes and recommendations from a six-month exercise of piloting materials created to develop children's media literacy. The mandate for the pilot project was to trial media education materials designed for grades four to six of the primary education system and report on the efficacy of the materials and the most suitable route for national implementation.

Jamaica, like many of its Caribbean counterparts is faced with social complexities arising from the media boom over the past decade. The effect of this phenomenon on children, though not yet fully measured has been shown to be potentially devastating to the social and moral fibre of our society if left unchecked. It is within this reality that the Broadcasting Commission has formed alliances with UNESCO, The Ministry of Education and the Joint Board of Teacher Education to develop and pilot test materials to help children make sense of media messages around them.

The implementation process described in the report illustrates a viable partnership between pre-service and in-service teachers and teacher educators. Pedagogical issues are explored as teachers are faced with delivering technology assisted lessons. Students and teachers are also described as responding positively to the media education intervention. The use of the electronic media to promote media literacy is

seen as adding value to the instructional process. Conundrums involving materials, equipment and infrastructure are highlighted and possible solutions suggested.

The report makes recommendations for a phased national implementation and further development of materials. The need for a collaborative approach is underscored and includes strengthened partnerships, further endorsement of the process and additional procurement of human and material resources.

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INTRODUCTION

The following report is submitted as the culminating deliverable in fulfilment of the obligations of the Joint Board of Teacher Education (JBTE) as the implementing agency of the Children's Media Literacy Pilot Project. The report seeks to:

- provide insights on critical implementation processes in the media literacy pilot project
- showcase implementation experiences during the pilot phase of the project
- make recommendations for post piloting activities

Background to the Project

The Broadcasting commission under the auspices of UNESCO launched a media literacy project targeting children in primary schools in early 2007. This project entailed the creation of materials (print and video) intended to promote media literacy within selected grades of Jamaican primary schools.

The Broadcasting Commission selected the JBTE as the most suitable partner to pilot test the materials because of the following reasons:

- a. Sensitizing teachers and teacher educators to the aims and objectives of the project is a necessary first step to implementation
- b. The strategic position the JBTE holds as it relates to pre-service teacher education programmes in its member institutions
- c. The existing structures where JBTE has a unique trajectory to its member colleges affiliated with schools through the teaching practicum experiences.

The JBTE approach involved the assembling of a qualified team (a leader, coordinator, and college lecturers) to conduct the specified activities with the most suitable methodologies and within predetermined timelines. The JBTE is committed to research and development activities involving issues related to children from the early childhood to tertiary levels of the Jamaican education system. Details of the approach to the required tasks, the expertise that resides within and is available for collaboration, as well as the JBTE's track record of performance on youth and development projects were outlined in the project proposal (see Appendix A)

The objectives of the pilot project were to:

- Sensitize teachers to the reasons for implementing media literacy in the classroom.
- Explore possibilities for integrating the Media Literacy programme with the existing schools' curriculum.
- Identify possible areas in the present curriculum where media literacy could be integrated.
- Make recommendations for national implementation.

Overview of the Media Education Landscape

Local studies (e.g., Samms-Vaughn 2001¹) have identified correlations between exposure to the media and antisocial behaviours. Internationally, child development professionals have long concluded that prolonged exposure to violence in the media

¹ Samms-Vaughan, M. (2001). Cognition, Educational Attainment and Behaviour in a Cohort of Jamaican Children. Planning Institute of Jamaica Policy Development Unit. 200

causes children to resort to portrayals in the media that resort to violence as a means of emotional fulfilment and conflict resolution (American Academy of Paediatrics 2001²).

Media literacy a term used interchangeably with media education has been perceived by educators and policymakers as an important means of violence prevention. The authors of this chapter embrace the definition of media literacy as *Media* “the ability to access, analyze, evaluate and communicate messages in a wide variety of forms” (Aufderheide and Firestone cited in Hobbs 2005)³. Hobbs (2005, *ibid*) explains that “Media literacy educators pay attention to both consumption (critically analyzing messages) and production (creating messages using media and technology tools) p.

14. This substantiates our view that by making sense of the dominant media forms children have better chances of escaping the negative effects of pervasive media content in their environs.

The literature suggests that there are inextricable linkages between violence among Jamaican youths and exposure to the media. Interventions yielding varying degrees of success have been implemented in international contexts. However, prior to the BCJ/UNESCO efforts, little attention has been given to the conceptualization and implementation of media education as a contributor to socially acceptable responses to the burgeoning emergence of different media at children’s disposal.

² American Academy of Paediatrics (2001). *Media Violence*, *Pediatrics* 108(5) pp. 1222- 1226

³ Hobbs, R. (2005). Strengthening media education in the twenty-first century: Opportunities for the State of Pennsylvania. *Arts Education Policy Review* 106 (4), 13-45.

Project Conceptualization

The Children's media literacy project was conceived in response to the recognition that children need to make sense of the preponderance of media in their environment. It is necessary to be able to create media as well as translate and look critically at media messages. With the consensus of the partners that children need to become more media savvy, it was determined that a Media literacy programme could help in honing these critical media related skills.

Unlike many other countries with media education programmes which target children, the Children's Media Literacy Project did not begin in the traditional educational circles. The Broadcasting Commission (responsible for regulation) played a leading role in producing the materials used in the pilot with funding support from UNESCO, and technical advice and support from the Ministry of Education.

Through its participation in this activity, the Broadcasting Commission demonstrates its endorsement of the view that media education is as important as regulation especially in an age when monitoring becomes increasingly difficult with the rapid emergence of new media.

Principles behind materials creation

From the outset, the Broadcasting Commission recognized that sustainability would need to be a driving principle for the design of the project. The school system was identified as the most ideal platform for dissemination of the information about media.

However, the capacity of schools to absorb another project without overburdening their existing resources became a special consideration for the Commission, as the producer of the materials.

Being sensitive to this, the Commission sought guidance from the Ministry of Education about integration possibilities, as well as techniques that could be employed in using video and support material to ensure acceptance by children, teachers and school administrators.

The Commission specifically sought specialist guidance from the Media Services Unit on what aspects of the primary curriculum could be supported by the information about electronic media. This specialist guidance would help ensure long term use of the video as a teaching aid and facilitate the development of the necessary protocols and criteria for securing approval for the video's use in schools from key administrators within the Ministry.

Principal Partners

The partnership model in the media education project has been an evolving one. In other words partners have been added as necessary at various phases of the project. The major partners are described below.

The Joint Board of Teacher Education

The Joint Board of Teacher Education (JBTE) is a statutory body established by Ordinance of the University of the West Indies (UWI). The JBTE's mandate and mission is to ensure quality in teacher education through autonomous action in providing quality assurance services regarding the curriculum, the examinations and the process of award of teaching credentials in the Bahamas, Belize and Jamaica. The JBTE is autonomous in all of its decision-making in matters of curriculum, examinations and the award of credentials with respect to teacher education programmes in the three named countries. The JBTE has a track record of 40 years experience in the development, reform and revision of curricula and assessment strategies in teacher education for the preparation of teachers for the early childhood, primary, secondary and special education levels of the education systems of countries in the Western Caribbean. Additionally, it has a track record of successful project implementation for the benefit of early childhood, primary, secondary and tertiary levels of the education system.

The JBTE was the implementer responsible for piloting the materials in selected schools using a collaborative model with pre service & classroom teachers

The Broadcasting Commission⁴

The Broadcasting Commission is a statutory body established 1986 with its mission to “enable the orderly development of the electronic communications sector.” Its stated role is monitoring and regulating the broadcasting industry in the interest of the Jamaican population.

⁴ <http://www.broadcastingcommission.org/thecommission/index.htm>

The roles of the Commission are grounded in the Broadcasting and Radio Re-Diffusion Act, 1995 and the Television and Sound Broadcasting Regulations, 1996 and include the following:

- Make recommendations for Licenses
- Monitor and ensure the maintenance of broadcasting standards and quality
- Provide Advice to Policy Makers
- Commission and engage in research on matters related to its mandates

The commission is considered the initiator of the project as it was involved from the inception and spearheaded the creation of the materials (video & print) for piloting the project.

UNESCO

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) a specialised agency of the United Nations system was created over sixty years ago. Its main objective is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to further universal respect for justice and the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion. To fulfil its mandate, UNESCO performs five principal functions:

- **Prospective Studies** (what forms of education, science, culture and communication are necessary for tomorrow's world?)
- The **advancement, transfer and sharing of knowledge** (relying primarily on research, training and teaching activities).
- **Standard-setting action** (the preparation and adoption of international Instruments and statutory recommendations).
- **Expertise** (provided to Member States for their development policies and projects in the form of "technical co-operation").
- **Exchange of specialised information.**⁵

The UNESCO Office in Kingston covers 13 Member States (including Jamaica), 3 Associate Member States and 4 other countries and territories in the English and Dutch-speaking Caribbean, 14 of which are members of the Caribbean Community (CARICOM).

Commensurate with its functions, UNESCO provided funding for production of materials and the piloting activities as well as offering technical support.

The Ministry of Education

The Ministry of Education (MOE) constitutes the authority for education policy and programmes in Jamaica. As the government's education ministry, its mission entails providing systems that seek to optimize educational achievement both individually and

⁵ <http://www.unesco.org/education/asp/pdf/wunesco.pdf>. Accessed May 25, 2008.

nationally. Of the MOE's seven strategic objectives the following four appear to legitimize the infusion of a media education programme in the system:⁶

- Devise and support initiatives striving towards literacy for all in order to extend personal opportunities and contribute to national development;
- Secure teaching and learning opportunities that will optimize access, equity and relevance throughout the education system;
- Maximize opportunities throughout the Ministry's purview that promote cultural development, awareness and self-esteem for individuals, communities and the nation as a whole;
- Enhance student learning by the greater use of information and communication technology as preparation for life in the national and global communities.

While not claiming responsibility for the design and implementation of the media education intervention, the MOE has been a critical partner in the process. At the materials production level, contributions were made by the core curriculum and media services units. At the implementation stage, the regional offices in charge of the participating colleges and schools were also involved. Another critical role of the MOE is its endorsement of the necessity of the programme for national curricular implementation. Meetings were held at various levels to update the MOE on the project implementation as well as to receive feedback from selected personnel.

⁶ <http://moec.gov.jm/about.htm>

METHODOLOGY

This section outlines the project implementation processes, participants' profile, as well as the methods of data collection and analysis.

Implementation Processes

The pilot process entailed selection, meetings classroom based implementation and feedback.

Selection and Participant Profile

The project was configured to engage a small team to work towards fulfilling the mandates. The team was headed by a project director and the services of a full time coordinator was also engaged. In addition, college lecturers provided additional on-site support. Over 900 individuals participated in the pilot project. The breakdown of participants is illustrated in the table below:

Table 1: Participants by region

Region	Schools	Colleges	Lecturers	Student Teachers	Classroom Teachers	Students
1	6	2	4	9	7	480
2	3	2	2	9	9	360
3	1	0	0	1	1	70
TOTAL	10	4	6	19	17	910

The Director was responsible for the oversight of the project. This member was appointed through consensus of the JBTE and the Broadcasting Commission. In addition to providing technical guidance to the project, the director participated in key activities and communicated directly with the JBTE and Broadcasting Commission on matters related to the pilot.

A **Coordinator**, the only full-time staff, was appointed with responsibility for the day-to-day implementation of the pilot. This team member attended to logistical details the workshops, site visits and meeting reporting requirements. This team member was selected through a recruitment process which entailed communication to participating colleges and other educational institutions. The coordinator reported directly to the Director and provided the necessary services to fulfil the project objectives by facilitating collection of information regarding the:

- suitability of materials with respect to content, style and form
- suitability of existing supplementary materials and whether there is need for other materials
- possibilities for integrating the Media Literacy programme with the existing schools' curriculum.

Lecturers were selected from each institution through memoranda to the college principals to select participants for the project. These Lecturers were supervisors in the practicum and expressed willingness to participate in the pilot programme. Their roles included, selecting student teachers and classroom teachers for participation, engaging in professional development activities (e.g., supervision and workshops) and providing feedback to the project coordinator. The original configuration proposed two lecturers per college. However, only two colleges adhered to this configuration. In the case of the other colleges, lecturers' participation was minimal.

Student Teachers from the third year of the three year teaching diploma programme were selected by their college lecturers to participate in the piloting activity from each of the three colleges. These student teachers engaged in teaching media literacy (4 lessons) over their three months of practice teaching, working in tandem and alternately with the classroom teachers.

The **Classroom Teacher** at each grade level used the materials in their teaching, provided guidance and collaborated with the student teacher during the period to facilitate the pilot.

Table2 : proposed teaching Responsibility per School

Module	Class 1 Responsibility	Class 2 Responsibility	Class 3 Responsibility
1.	<i>Student Teacher</i>	<i>Teacher</i>	<i>Student Teacher</i>
2.	<i>Teacher</i>	<i>Student Teacher</i>	<i>Teacher</i>
3.	<i>Teacher</i>	<i>Student Teacher</i>	<i>Teacher</i>

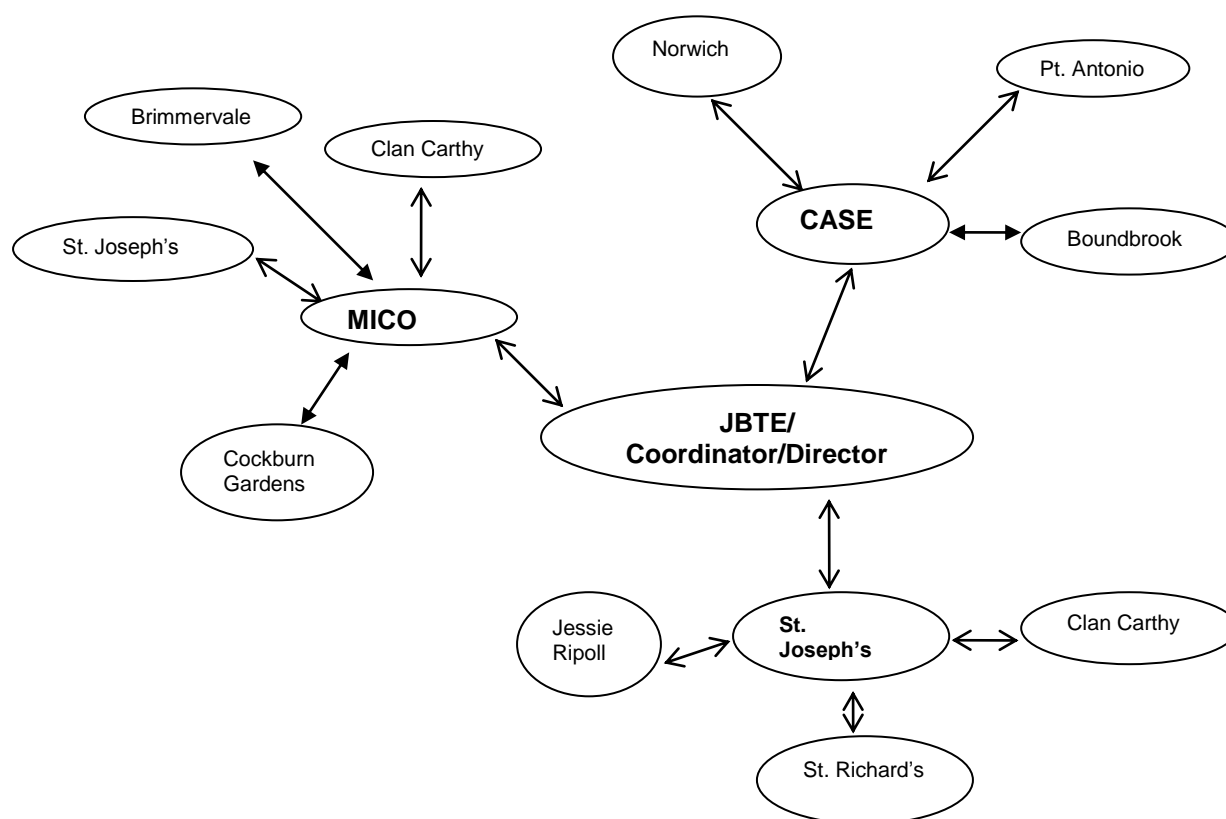
While this was the proposed configuration, implementation experiences varied depending on the realities of each classroom context.

Perhaps the single most important group was the complement of **Students** who attended the media education classes. These students ranged from grades four to nine of the school system. Since the programme was designed for students, they served as the major critics as well as participants in the programme. These students were exposed to the materials as active participants in the process. They created media and responded to the modules that were shared within their classroom contexts.

Management Configuration

The project adopted the cluster based concept where there was a central administering body (the JBTE). However, there were college based clusters that attended to some administration and implementation concerns. The diagram below depicts the configuration of the organizational structure of the implementation partners. It must be noted that the coordinator and director also interfaced directly with project schools and student teachers.

Figure 2. Partnership Configuration



The Media Education Materials

The pilot programme comprises a four-part video, with supporting literature, intended for delivery by a teacher in a classroom setting. It is designed to help Jamaican children connect with the idea that media are not neutral phenomenon. It provides some basic tools to help children deal with problematic violence, sex and language in programming and encourages their capacity for self-regulation. This programme therefore complements existing school and community based interventions that seek to elicit constructive responses to the systemic problem of violence.

Figure 1 – Materials Content Description⁷

LESSON AIMS AND LEARNING OUTCOMES
<p>MODULE 1 - children are introduced to basic concepts about electronic media, such as programming and perspective. They are given pointers that would allow them to identify types of programming and shown that the creation of content is a process that involves perspective.</p> <p>After exposure to Module 1, children should be able to:</p> <ul style="list-style-type: none"> • understand the concept of electronic media and identify two forms; • identify whether programmes are informational, educational or entertainment; • make statements which show that they understand that electronic media content is mediated. <p>MODULES 2 & 3 - are designed to help children understand that they are more susceptible to harm from certain kinds of media content. Children are given tips on how to identify types of content that are especially risky for them to be exposed to, and are informed about what action they can take to help reduce their exposure.</p> <p>Module 2 and the supporting exercise focus children's attention on violence, sex and language. Explanations about why certain portrayals are negative are contained in the module.</p> <p>After exposure to module 2, children should be able to:</p> <ul style="list-style-type: none"> • make statements which show that they understand that some types of programming can harm them and give examples of such programmes. <p>In module 3, children are taught how to self-regulate using available mechanisms such as the Children's Code for Programming and rating codes.</p> <p>After exposure to module 3, children should be able to:</p> <ul style="list-style-type: none"> • explain why shows have advisories and understand the general principle of rating symbols "G", "PG", "A" and "X"; • make comments that show they understand the rationale behind the rating of certain types of shows; • make comments that illustrate that they understand how certain types of shows, particularly action films and soap operas can affect them. <p>MODULE 4 - is designed to help children recognise advertising, as distinct from other types of programming which do not have a purely commercial interest.</p> <p>After exposure to module 4, children should be able to:</p> <ul style="list-style-type: none"> • make statements to show they understand that advertising is different from other types of programming in its purpose; • identify an advertisement • identify some attention getting techniques used by advertisers

The materials focused on media bias, gender stereotyping, advertisements, violence in the media and how to identify child friendly programmes. It explored the application of critical, analytical and evaluative skills to what is seen and heard on various forms of media and hence increasing the students' ability to be media literate. It encourages them to discuss issues of bias and credibility, evaluate the source of information,

⁷ Source – BCJ Media Education Materials, Lesson Aims and Learning Outcomes

critically analyzing media messages and create and produce their own messages to counteract messages within the media.

Implementation Strategies

The project engaged multiple modalities for implementation. These include various forms of meetings, classroom based supervision, and various research-based forms of receiving feedback.

Meetings

An essential component of the pilot process was the familiarization of participants to the principles of media literacy and the materials available for use in the pilot. This was done through workshops, collaborative planning sessions and site visits.

Workshops were conducted at various stages of the process. There were two workshops where all participants were invited to attend. The initial workshop was intended to share perspectives on media education, make sense of the materials produced as it relates to classroom teaching issues and engender commitment from participants. The final workshop was designed to provide avenues for reflection on project processes and implementation experiences.

Colleges also held in-house workshops and meetings among their cluster groups as well as with the coordinator. These workshops further clarified expectations and generated ideas for classroom practice.

Classroom-based Implementation

Perhaps the most important part of the pilot process was the actual teaching of media literacy lessons in the classrooms. This entailed planning and conducting classes where the materials were used and the processes reflected on.

The classroom based implementation was the primary responsibility of the classroom teacher and the student teacher (these are paired as a part of the JBTE teaching practice exercise). The design entailed collaborative planning and assignment of alternate modules for in-service and pre-service teacher. While the intent was for classroom teachers to plan with student teachers, student teachers often formed groups within their colleges and shared ideas for implementation – these were then shared with their classroom teachers.

Clinical supervision was an essential component of the classroom implementation process. The assigned college supervisors were the primary mentors for the teachers and student teachers. They provided feedback, advice and troubleshooting to facilitate classroom instruction. The coordinator worked in close collaboration with college lecturers and student teachers to ensure that the implementation proceeded as smoothly as possible while documenting lessons learned in the process.

Feedback

Feedback was an essential part of the process. Since the project design is recursive in nature it was acknowledged that avenues for participant feedback should be created at all levels. In other words, while the illustrative configuration of the communication channels (figure 2) suggests communication from clusters to central project, participants were not constrained to only communicate with their college lecturers they were at liberty to communicate with any project personnel they chose in order to provide and receive feedback on their implementation activities. The table below outlines the critical activities in the project.

Table 3, Project activities

Activity	Purpose	Participants	Comments
Initial Workshop	To familiarize all participants with the Media Literacy materials and pilot activity	Project implementation team, Partners, College lecturers Student Teachers Cooperating Teachers	First official project activity
College Based Meetings	To plan and organize specifics of the work in each cluster	Coordinator, College lecturers Student Teachers Cooperating Teachers	Were arranged based on demand & time
Classroom instruction, monitoring & feedback	To engage in and document trial of the materials in actual classroom contexts	Student Teachers Cooperating Teachers, College lecturers, Coordinator, Director	Spanned the duration of final year teaching practice 2008
Final Workshop	To share implementation experiences, celebrate achievements suggest future implementation activities	Project implementation participants and partners,	April 17 – 18, 2008

Research Approach

The essential questions in embarking on the piloting of the materials were

1. What are the implementation experiences of participants in a media education pilot project in terms of:
 - a) the suitability and adequacy of materials with respect to content, style and form
 - b) integrating the Media Literacy programme with the existing schools' curriculum
2. What are the lessons learned that can inform further infusion of these materials in the national education landscape?

Data for the current study were collected both qualitatively and quantitatively. Since the process was intervention-based an action research case study design best suited the activity. If one agrees with Price (2002)⁸ action research entails “inquiry that is systematic, intentional, collaborative and democratic in its intent and process” (p. 43). In terms of our involvement of teachers, student teachers and teacher educators we also adopted Price's (2002) perspective that action research:

- Is simultaneously individual and collaborative
- Is concerned with social justice and equity
- Promotes teacher change through exploration of their practices
- Helps generate teacher knowledge p. 45

Our processes of selection of participants through invitations rather than edict as well as encouraging participant ownership through a certain level of autonomy in planning and

⁸ Price, J. M. (2002) Action research, pedagogy and chance: the transformative potential of action research in pre-service teacher education. Journal of Curriculum Studies 33(1) 43-74.

implementing the process as well as documenting and sharing their experiences subscribes to the model of action research embraced.

Data collection occurred at many levels at various stage of the project. These include peer interviews in formal workshop settings, peer observation as well as formal interviews, questionnaires and observations. Participants were encouraged to document and share their experiences in various forms including group meetings and public workshop events. At the outset of the project each participant was given a book in which to write their reflections on their implementation experiences.

Peer interviews

Participants were provided with interview schedules at the initial and final workshops in order to explore their initial assumptions about media literacy and their expectations for their involvement (see appendix B). These were reported in the meeting and completed forms collected and analysed. The second round of peer interviews was concerned with challenges and opportunities during the implementation period.

Formal Interviews

The director and coordinator conducted a series of semi structured interviews with the project participants at varying stages of the project. Because of the number of participants only one interview per participant was conducted. These interviews focused on implementation experiences, challenges and opportunities (see appendix C). Each interview lasted for approximately twenty-five minutes and was immediately recorded on

a word processor to ensure that their feedback was documented as a means of informing the pilot process as well as for research data.

Peer observations

The teaching configuration where the teacher and student teacher agreed on alternated times to teach the four media education modules. This arrangement allowed for peer observations and feedback. Teachers and student teachers often acted as supporters and critical friends during the implementation processes. Participants were encouraged to observe and record notes on their counterpart's teaching, therefore they were able to offer reflections on their observations of teaching.

College Supervisor Observations

The college supervisors conducted visits to the schools in order to observe the student teachers. There were also instances where they observed the regular classroom teachers. These observations were used to provide feedback to the student teachers as well as the project implementation team in terms of the dominant experiences arising from the implementation. They also identified participants who were deemed exemplary in their implementation efforts as well as those who were struggling.

Implementation team observations

During classroom observation visits, the project team engaged in note taking, photographing and videotaping of selected lessons. This varied depending on whether there was a lone team member or two members present in the classroom.

Observations were primarily used as a means of gaining first hand experiences of exemplary practices and the challenges during the classroom implementation processes.

Questionnaires

Questionnaires were designed to elicit feedback on the quality of the media education materials as well as the quality of students' experiences in the classrooms. During the initial workshop, participants were asked to view the media education video module by module and rate each on a separate form (see appendix D). At the end of the pilot, questionnaires were also administered to the children in classrooms to rate the materials as well as their classroom experiences (see appendix E).

Meetings – Informal meetings were held with college supervisors, classroom teachers and student teachers as the need arose. The nature of these meetings ranged from informal sessions brainstorming ideas, critiquing the materials and preparing for exhibitions.

Other modalities – Telephone conversations and e-mail communication were a vital part of the project monitoring, support and feedback process. This channel of communication was open to all participants. At the initial workshop a designated e-mail account (media.educationja@gmail.com) was shared with all participants. Some communicated regularly through these channels requesting assistance, providing

updates or seeking clarification. The note below provides an example of the types of communication received by e-mail.

To date I have taught three lessons in which I have incorporated media literacy. For the remaining two weeks of teaching practice, I doubt I will be using the media DVD in any of my lessons. I really would have liked to have done more but conditions at the school does not allow for this.

I will be sending you copies of the completed questionnaire and class assessment forms at a later date. Should you have any questions for me, you may contact me at ***-***.

Regards,
+++++++
Student Teacher

It must be noted that student teachers tended to use the online modality more frequently than classroom teachers and their college lecturers.

Data Analysis

The process entailed analysis of both qualitative and quantitative data. In analysing the qualitative data we were first guided by the research questions. Therefore, the deductive component was an essential part of our analysis. However, as other themes emerged that were independent of our questions we also engaged the inductive component (Audet & d'Amboise, 2001).⁹

For the quantitative data, Microsoft Excel was used for illustrating simple frequency distributions and graphical representations.

⁹ Audet, J. & d'Amboise, G. (2001). *The Multi-Site Study: An Innovative Research Methodology. The Qualitative Report*, (6) 2 (<http://www.nova.edu/ssss/QR/QR6-2/audet.html>)

The design of the intervention ensured that data collection covered multiple sources and multiple modalities. The collection of both qualitative and quantitative data was necessary in order to capture the depth of experiences as well as the breadth of coverage of the project.

IMPLEMENTATION EXPERIENCES (FINDINGS & MAJOR THEMES)

The Findings and major themes are characterized by participants' responses to the various aspects of implementation, the challenges faced and the possibilities for further implementation and sustainability.

Participants' Receptivity

Generally, participants responded positively to the media education programme.

Implementers (college supervisors and teachers) commented on the additional tasks involved. However, they also highlighted the possibilities it presented for teacher innovation, student development and motivation. Children were generally positive in their feedback on the programme.

Student Responses

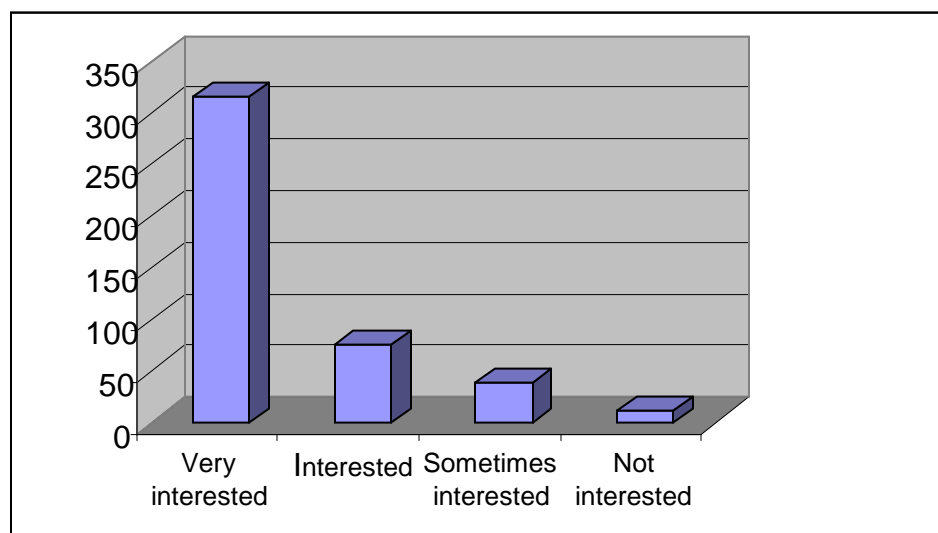
Students were asked to respond to the content and format of the media education programme. Observations generally revealed that students showed keen interest in the modules presented in their classes (especially when there were no technological glitches). Even when equipment for viewing was inadequate children were observed huddled around tiny viewing devices (e.g. laptop computers and portable DVD viewers) in rapt attention. This is corroborated by one teacher who states "*After sometime they stopped complaining about being unable to hear the video. They just moved closer to the television. They preferred the Media Literacy classes to the other classes [subjects].*" Students' responses to the presentation and format of the videotaped materials differed depending on the personalities engaged in the presentation (e.g., adult narrator vs. child

narrators). In many post lesson conversations children were noted to comment that the adult narrator did too much talking and children should have been given more opportunities to narrate.

One significant feature of the feedback from children in the primary schools was their positive response to seeing students at their age level participating in narration and dramatization. Teachers at the primary grades reported that their students often wished that they were characters in the programmes. In other words children preferred to see and listen to their peers in the media education video lessons.

The results of a survey conducted in various schools and clusters indicate some of the children's preference in terms of the various programmes viewed. The following chart illustrates students' (primary & secondary n=441) response to the question related to their interest in the media education lessons. It reveals that 88% of the students were either interested or very interested in the programmes, 8% were sometimes interested while 3% indicated that they were not interested in the programmes. This is noteworthy since the programmes were designed for specified grade levels and were trialled in higher grades. A disaggregation of responses reveals that primary students indicated no significant differences in the level of interest in comparison to their secondary counterparts.

Fig.1 Students' indication of interest in media literacy lessons



Media Literacy as value added

Media Literacy heightened students' excitement, interest and participation when modules are viewed. High levels of student participation were observed in all classes. This was further concretized by the responses given by three teachers when asked about students' responses to the media literacy lessons.

Some teachers reported gains in the social atmosphere of the classroom as well as in student productivity. One teacher stated that:

Low performing students got a chance to express themselves in a way they have never done in a normal class session. They were even writing more than before".

"During the breaks/pauses of the videos, pupils were writing and discussing the information seen and heard at times without being directed to do so.

Another teacher added:

My students were very enthusiastic about the Media Literacy classes. They were more interested in doing the Media Literacy homework instead of homework for other subjects.

The teacher interview data provided strong evidence of the gains in class participation and increased willingness of students to speak in class this is summarized by another respondent who states that

The programme brought out the expressive side of the students. I observed more students participating than in the normal class sessions. They were driven by the information. They did not want to put down their hands until they spoke their part.

The use of the media education materials also promoted children's writing.

Observations revealed that students were willing to write and share their writing with their teachers and peers in class. This was not confined to the writing tasks assigned by the narrator in the programme. Teachers also allowed students to write their own news releases and other media related products in these classes. Students were observed as being eager to write and read these in class.



Students engaging in media education writing tasks

The media education initiative is credited with improved social interaction among students. Some teachers attributed observable changes in the students' interactions with their peers and family to the media education programme in their classrooms. Students frequently brought up how the class influences the way they watch Television programmes. They also indicated that their efforts to distinguish between the real and imagined/fabricated are influenced by their exposure in the media literacy class, where they learn how to separate facts and opinions. Students were reported to be applying what they were gaining from the class to their media consumption.

Teachers and student teachers also spoke about their own professional gains by their exposure to the media education materials. They alluded to the usefulness of the modules in influencing their own media practices with younger children in their families.

They also mentioned a heightened awareness of their need to explore the different types of media in order to know what children are being exposed to.

Pedagogy

The art of teaching and learning manifested itself as a major theme in the pilot process. Teachers were challenged to find innovative methods of delivering the programme and students were constantly challenged to critique and simulate media related situations.

One teacher stated that the programme lends itself to the use of the aesthetic areas *“It’s mostly about getting the students to express themselves through dramatization dub poetry etc. this allows them to break free and express themselves.”* She also commented on the merits of the television as an aid to improved teaching and learning contexts:

It’s television which they use more than their books. Because they are both learning and having fun at the same time – it allows them to express themselves in ways they can’t do with just writing alone. Fun – with dramatization coming up with different information and so on they were able to build on each other’s strengths

The observers concluded that the classroom pedagogy in media education was largely influenced by the general teaching competencies of the teacher or the student teachers. Some observations revealed classes that did not incorporate student centred approaches. In some classes students seemed to be passive recipients of knowledge. They were asked to view the programme, work individually and participate in teacher initiated and directed class discussions. Many did not get an opportunity to collaborate

which would include communicating with their peers and engaging in reciprocal teaching methods.



High School Students role playing media production processes

In other words, tensions often existed between teachers descriptions of their classroom practices and practices observed in their classrooms. Many teachers described themselves as assuming more student centred approach. However, the actual observations revealed that many of them were still predominantly teacher centred in their instructional practices.



Teacher directed instruction in media education classroom

Creativity

The project implementation was marked by teachers and students' creativity at various levels. Teachers used several strategies to share responsible media habits with their students. Examples are listed below:

Traffic Lights: The three lights (Green, red and amber) are placed on the chalkboard and students are asked to put programmes of different ratings (G, PG, A) under the relevant signs.

One, two three, red/green light: this is a modification of the original game, where the leader turns his/.her back to the class and says one two three red light and points to a student who will identify a programme that is not suitable for his/her viewing. Then the leader says one, two, three green light! The designated student names a programme suitable for his/her viewing.

Slogan and song: The Project implementation team saw the need to have a slogan for the pilot project. Hence the tag lines “Be media smart, let’s all play our part.” In addition a song was created by the Director and participating colleges titled “Be media smart”. Teachers used the slogan and songs in their classroom to promote interest as well as to integrate music in their lessons.

Overall, creativity played an important role in the implementation process using games, art, music and drama helped to pique students’ interest and encouraged active participation in the classes.

Curriculum Concerns

The question of integrating media education lessons or teaching the modules discretely was a prevalent concern during the life of the project. This concern was shared as early as the opening workshop. However, the consensus was that participants should decide on the most suitable means of delivery in their own instructional contexts. It was agreed that the pilot process would be informed by engaging different implementation approaches. In our observations three major approaches related to integration were detected:

1. total incorporation of the modules in existing curriculum topics
2. providing designated time slots for media literacy but relating it to relevant areas of the curriculum
3. making media literacy a discrete subject with little or no evidence of reference to the curriculum

While some teachers attempted to integrate media literacy in other subject areas, others stated that there is a lack of scope for integration as topic in the curriculum subject areas do not lend themselves to media education. Again, teacher knowledge and competencies contend with effective integration of the programme. For example, when asked to comment on her instructional practices in the middle of the implementation period a student teacher declared “*I don’t know what to answer because I myself don’t understand it all now - how to incorporate it in the curriculum or to incorporate it in a subject area*”. Other participants had clear ideas of the approaches they should take to integration. Another classroom teacher was observed, in an extreme scenario, using the media education videos solely to teach grammar and mechanics by instructing the students to listen to the narrator and identify grammatical errors.

There are mixed possibilities at different grade levels for media literacy in the present curriculum. The materials presented were created for use at grades four to six (4-6) but were trialed at the lower grades (7-9) of selected high schools. The intention was to explore integration possibilities within related areas of the curriculum (e.g., Language Arts, Social Studies and Family Life Education). In all the participating schools, Family Life instruction was either the responsibility of the guidance counselor or it was not offered. Therefore, integration possibilities were explored mainly in Social Studies and Language Arts. Social Studies and Language Arts at grades four to six focused on themes which are tabulated below:

Table 4, Social Studies Themes

	Grade 4	Grade 5	Grade 6
Themes	Jamaica-Our Island Nation	Our Caribbean Neighbours	Life on Planet Earth
	Sub-Themes	Sub-themes	Sub-themes
Term 1	Our Location and Identity	Location and Identity	Planet Earth and its resources
Term 2	Meeting our Needs	Caribbean Environment and Resources	The Climatic Zones of the World
Term 3	Our Population	Working and Growing Together	Planet Earth, a Global Village

Table 5, Language Arts Themes

	Grade 4	Grade 5	Grade 6
Term 1	Ourselves/ Language through the senses	Adventure with Books/ Some Caribbean Customs	Poem
Term 2	Prints in the Environment Friends	Weather	Life Across Climatic Zones
Term 3	Water	Exploring our Country	All about Vehicles

The consensus among teachers was that the fourth grade curriculum lends itself very well to the incorporation of media education. This is evidenced through the focus questions (e.g., how do I respond to what I hear) and the topics (e.g., Language through the senses). The following excerpt provides an example of an area that explicitly lends itself to media education infusion.

Fig 2: Sample Grade 4 Language Arts Curriculum

LANGUAGE ARTS**GRADE FOUR****LANGUAGE THROUGH THE SENSES****TERM ONE****UNIT TWO****ACTIVITY PLAN****Focus Question 2.****How do I express and respond to what I hear?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. practise giving and receiving information through sounds - clap, tap, whoop, whistle, etc. 2. listen to natural and taped sounds: - horns, drums, sirens, alarms - musical sounds to distinguish among them or to identify particular sound and / or source. 3. listen to, imitate and describe: (a) sounds in school environment - home, community, industry, electronic media (b) the sound of silence. 4. talk about communicating through sounds. Make a collection of objects or pictures used in this way. 5. categorize sounds as dangerous, warning, helpful, etc.	<ul style="list-style-type: none"> Communicating through sounds Listening to sounds Imitating sounds Describing sounds Discussing communication through sound Collecting objects/pictures Categorizing sounds 	<ul style="list-style-type: none"> Production of a variety of sounds Differentiate among sounds Class discussion Imitation and description of environmental sounds Collection of "sound" objects, pictures Completed checklist
Evaluation: Were pupils able to: <ul style="list-style-type: none"> communicate through sounds? discuss communication through sound? describe environmental sounds? collect objects/pictures of 'sound' objects? categorise sounds, using checklists? 	Materials/Resources: Instruments for creating natural and taped sounds - drums, horns, etc.	

While respondents indicated that the grade four curriculum provided ease of integration for the media education programme, possibilities were cited at all other grade levels at lesser degrees.

The focal areas in the Social Studies curriculum and teachers' feedback suggest there are very few avenues to integrate media literacy in Social Studies. In terms of the Language Arts it was proven easier to integrate media literacy lessons at the grade four level, particularly in the unit "Prints in the Environment" which resonates with module four of media education that deals with advertisements.

Interestingly, delivery of the theme on “prints” coincided with the pilot period. Therefore, media education modules fit seamlessly into the grade four programme of studies. At grades five and six there is no explicit scope for integration. Generally, media literacy was taught discretely in these grades.

Challenges

One challenge was the lack of access to media literacy materials. The project was not able to give the schools the materials/resources they required. In addition, the resources at the schools were limited. Some schools owned resources such as a computer lab or library, which is often reserved by other teachers for weeks in advance. Teachers had to find a way to access materials for the classroom, and work around these limitations by borrowing television sets.

Because media literacy is not a part of the regular curriculum teachers had to do more work to prepare teaching/learning materials and plan lessons. Many teachers felt uncertain about taking on a new project with which they had no experience. Additionally, the fact that the modules had to be completed within an allotted period of four months was added stress for teachers.

Issues Affecting Implementation

There were several issues affecting the implementation of the pilot project. These include resources, classroom environment and infrastructure, and timeline and use of time.

Resources

Resource availability was a major issue during the implementation process. Even though purposive selection of schools was conducted with a chief criterion being ownership of a television set and DVD player the harsh realities of inadequate and malfunctioning hardware was an issue. This severely affected the timing and quality of implementation in several locations.



Equipment used in one school for viewing and listening

In terms of **Hardware**, some schools reported defective or stolen players during the course of implementation. Participants insisted that it was the responsibility of the project implementers to ensure that teachers had working hardware to pilot test the materials. The following comments by three teachers reflect the range of experiences on materials garnered from teachers, college lecturers and student teachers.

Teacher 1: It's a good programme but my only problem is the equipment to deal with it. I have to take my TV from home and I have to pay taxi fare and I am not motivated to do it.

Teacher 2: I would like to know if the proper materials are going to be given to the schools like a donation of a multimedia projector because we have very large classes the TVs' here aren't working the DVD players are missing.

Teacher 3: The notion of what we are trying to do is good but the major problem we are having is equipment, the first day I took a mini DVD player and tried to teach but some people couldn't see but generally they got the main ideas.

The issue of low sound quality of the hardware was also prevalent in the clusters. Project team intervened by providing low cost PC speakers to each cluster which reportedly alleviated the situation in the latter stages of the project.

There were a myriad of issues surrounding **Software** in the form of Digital Video Discs furnished by the agency responsible for their creation. The production is undoubtedly of a high quality. However, despite the comparatively high budgetary allocation (JA\$3000 per discs), many of these were defective and had to be constantly replaced in the colleges. One student teacher summarizes his experience with the Discs:

Trust me I have tried - I have borrowed a DVD player one of those Digicel ones I have tried all the systems they have in the lab and they don't play the DVD I borrowed a laptop but there was sound but no picture and that's a general problem with the CD.

Classroom Environment and Infrastructure

A major determinant of the quality of the interactions during the implementation programme was the classroom environment and infrastructure. In this case, the classroom environment refers to the physical space and the use of that classroom space, while the infrastructure refers to the available fixtures in the classroom (e.g., furniture and installed instructional aids).

In two schools, students were taken to the library where a television and DVD player were permanent features of the room. The room was adequately partitioned by concrete walls and there was little evidence of external distraction. Students were also seated in groups around tables. This provided ease of use of audio visual materials and easy transition of instructional activities from whole class to group work. However, the general trend was that classroom spaces were cramped, inadequately partitioned and noisy with cumbersome furniture that did not lend itself to grouping. Noise levels from neighbouring classes separated by chalkboard also affected the implementation

process.



Media literacy session accommodated in a school library

There were instances where the high volume of the video (especially in one case where the Information Technology teacher used a public address system to play the DVD) affected and distracted neighbouring classes. This system was taken to the various classes and proved to be an onerous task. Many teachers clamoured for designated spaces for conducting the media literacy lessons. One student teacher recommended that an area be available in each school that *“the students could go and view and have the equipment ready”*.



Example of classrooms partitioned by chalkboard

Supplementary Materials

Student teachers and classroom teachers requested additional resources including cartridge paper, markers, newspaper. Some even suggested the creation of a Media Literacy mini kit that would have activity sheets and essential points on medial literacy. A checklist or some other material on assessing gains in media literacy was also on participants' wish list for inclusion in the mini kit.

Timeline and use of time

Time was a dominant theme throughout the implementation experience. The fact that the piloting of the videos was bound to the final year teaching practice time proved both positive and negative. The positive aspect was that student teachers and their cooperating teachers were required to schedule the teaching of eight lessons during the practicum period. The negative aspect was the late start in some schools and the fact that some participants were not able to cover all the modules during the specified

period. This was influenced also by the issue of equipment described above. However, a notable finding was that student teachers often led the implementation process and adhered to agreed timelines while many regular classroom teachers lagged in their instructional delivery.

Administrative and teacher support

One of the most positive outcomes of this project was the support it received from the principals, lecturers, classroom and student teachers in implementing media literacy in the schools. In some schools the teachers, students and principals have made Media literacy a special priority and have provided additional resources and opportunities for engagement.

The support among the school administration varied. It was significant that the project implementation flourished in environments where the programme was fully endorsed and supported by the principal and staff of the school. A striking example is of two schools of similar circumstances. The following vignettes vivify the influence of administrative and teacher support. Pseudonyms are used to ensure anonymity of participants.

School A

School A is located in an inner city community. On hearing about the Children's Media Literacy pilot project, the principal Mrs. Latty was eager to participate and pledged her commitment to the process. Mrs. Latty ensured that her selected staff attended the workshops and communicated regularly with the college coordinator about the intervention. She made certain that the library was available to teachers and student teachers whenever they were scheduled to conduct media literacy lessons. This school produced two awardees for outstanding performance in implementing the programme and continues to promote media literacy beyond the life of the pilot project.

School B

School B is a well resourced high achieving school. The principal accepted the invitation to participate in the pilot project. However, there was little enthusiasm demonstrated in terms of promoting the programme and facilitating the teachers and student teachers engaged in the pilot process. The school has a well resourced multimedia lab. However, this was reportedly always locked and participants did not have access to the resources. As a result, student teachers and teachers who showed great promise for success at the initial workshop became frustrated and did not fulfil their potential of being exemplary implementers.

The preceding vignettes illustrate that leadership is an important component of the implementation of innovations in schools. It is important that there is ownership and enthusiasm from the school principal and senior members of staff to sustain and invigorate the processes.

Parental Involvement

Parental involvement in the programme was very minimal, even though this was envisaged as being an advantageous component for promoting sustainability since the early stages of project inception. However the scope of the project and resources did

not allow for this engagement. Indirectly, the home and parents were considered as essential to sustainability and ultimately the success of the project. Our observations revealed that some teachers created media literacy charts and posters with tips for parents. Others indicated that they informed parents about the project in an informal manner. Our interactions in the classroom setting and school contexts strongly suggest that parental involvement would enhance the impact of the project on students since tensions existed between the tenets of media literacy and parents' lack of information on types of some media content that are inappropriate for students. Parent representatives should be invited to attend the initial workshop. Including media education in school based parents' activities (e.g., PTA and parent forum) has potential to broaden the effect of media education programmes in schools.

Motivation and Incentives

At the initial phase of the project, participants were highly motivated to participate. However, the challenges experienced with the passage of time reduced teachers' motivation levels. This is corroborated by a student teacher who states:

I was excited at first with all the information we got at the workshop, however after presenting a lesson using a laptop and students complained about audibility, forcing me to read from the script while they watched, because of this lack of the proper equipment I lost interest

Another student teacher states that *"I am not really enthused because we do not have equipment to work with the project and the school does not have the necessary equipment either"*.

To counter lagging educator motivation, the team engaged various strategies including providing encouragement through e-mail messages, telephone conversations and face-to-face encounters. Participants spoke favourably about this in terms of how it boosted their self efficacy and motivated them to work harder in the implementation process.

Awarding certificates to participants at the end of the implementation process also served to boost participants sense of their worth and contribution to the process.

Teacher Educators, teachers and student teachers openly commented that the receipt of certificates of participation was very rare in their experiences with initiatives of this nature. They suggested that this practice should be included in subsequent phases of the implementation process. Lecturers who served as college coordinators were given an honorarium for their participation in the project. This also acted as a motivator for them to persevere with the process through the challenging periods. Selected student teachers who demonstrated innovation and dedication to the task were awarded plaques as incentives.

Overall, participants expressed appreciation for being recognized for their involvement in the project. Their feedback suggests that this provides motivation and is an essential part of the process.

Technological Competencies

During implementation it was evident that some participants (especially classroom teachers) were not comfortable or conversant the use of technological devices such as

computers and DVD players. This sometimes interfered with the smooth flow of the lessons since teachers were observed to be struggling to perform seemingly simple tasks like turning on the computers and cueing the videos. This also contributed to delays in setting up materials, which distracted students at various stages of the lessons.

One teacher cited the need for a workshop to assist these technologically challenged educators: *“Not every teacher is exposed to computers so before implementing this programme there should be come computer training for the teachers so that they can use the materials”*.

Cost and Cost-Effectiveness

The pilot phase of the project was supported by a very small budget. This was designed to cover basic expenses particularly workshop expenses (accommodation, travel and meals) and coordinators' emoluments and expenses as well as participant honoraria. The partnership model espoused should, in theory, offset costs and contribute to the skeletal budget. This worked to an extent. However, a grave omission was an allocation for miscellaneous costs (e.g., supplementary materials and equipment). This caused delays in troubleshooting and solving problems encountered (e.g., technological glitches) in the field which would have enhanced a smoother implementation process.

Table 6: Resource sources and allocation

**Table
TOTAL RESOURCES FOR IMPLEMENTATION**

	Personnel		Operational Costs	
	\$ Thou.	%	\$ Thou.	% of Plan
BCJ	900	33.4%	1000	83%
JBTE ¹⁰	1,797	66.6%	200	17%
Totals	2,697	100.0%	1200	100.0%

The preceding table quantifies the cash and in kind allocation of the project partners. The Broadcasting Commission provided funds for the implementation process while the JBTE provided the services of a director as well as physical facilities to accommodate the project.

Lessons Learned

The implementation team wishes to highlight the following points from the many lessons learned from the Media Education pilot project to date.

Need for more collaborative training activities

The data revealed that teachers and student teachers needed more training opportunities in order to implement the programme with greater confidence and competence. Workshops are essential in creating a shared vision of the implementation process. However, the need for site-based hands-on peer and expert training is also a necessary component. Participants who experienced this kind of intervention expressed

¹⁰ This represents in kind consultancy and operational contributions using current market value

greater confidence in their outputs as well as their understanding of media education processes.

The Value of Effective Assessment and Evaluation Processes

Observations and interviews using protocols developed during the pilot process were very helpful for assessment and evaluation of instruction as well as student responses to the programme. However, there needs to be a more systematic and simplified modality of assessment whereby teachers and student teachers can assess their peers as well as themselves. Another important component is also providing avenues for students to give immediate and delayed feedback on the instruction they receive in media literacy lessons. Simple checklists and student response journals could be used to elicit this feedback.

On a broader scale the evaluation of the entire programme deserves attention. Partners need to create an evaluation package that will continue to inform the process of teaching media literacy in schools.

CONCLUSIONS AND RECOMMENDATIONS

The Children's Media Literacy Pilot project was successful in many of its implementation efforts. Teachers' and students' awareness of the need to create and experience the media responsibly was heightened or in some cases awakened. The excitement generated with the use of video recordings and creative teaching strategies was also a highlight of the programme. Feedback from project participants unanimously supports the expansion of media education to more schools and different grade levels of the school system. However, the pilot, as was intended, served as a barometer to inform the future of the implementation process. Therefore, the lessons learned provide the basis for the following recommendations for future implementation.

- ***Strengthen interface with other MOE/donor and UNESCO programs.***

Since the programme is designed for Jamaican primary schools, there needs to be close collaboration with the Ministry of Education and its major school programmes and partnerships in order to ensure a seamless implementation in schools (e.g., Expanding Educational Horizons -EEH, Primary Education support Project – PESP, Reform of Secondary Schools II - ROSE II, Education Transformation, CCETT).

These collaborative efforts could get the programmes in project schools with support from already existing project structures.

- ***Engage more personnel for intensive classroom implementation and***

support. In the initial stages of implementation, it is necessary to mentor teachers through the processes involved in promoting media literacy. Therefore,

there needs to be trained field based coordinators who are charged with providing “expert” guidance motivation and mentoring through the process. In addition to designated media literacy field coordinators, alliances should be formed with existing coordinators (e.g., Education Transformation Literacy Coordinators, Territorial Education Officers -TEO's) so that there is support from existing literacy and educational experts already positioned in the field.

- ***Increase opportunities for teacher interaction within/between schools.*** It is necessary to promote the sharing of ideas among teachers whether they practice at the same location or in different schools. An essential part of the implementation process is to create a network of teachers (on-line and face to face) to share ideas, exemplary practices and challenges in order to create a community of media literacy educators and to motivate teachers through example and counsel from their peers. Field trips to different schools and classrooms that have embraced and utilized creative strategies to incorporate media literacy in their programmes should be facilitated as a means of entrenching and sustaining this important component of 21st century education.
- ***Explore additional opportunities for training classroom teachers.*** Since the media literacy modules do not overtly consume large blocks of contact hours, it might be prudent to liaise with existing training programmes to sensitize teachers to strategies for incorporating media literacy in classrooms. For example, projects (like EEH) host massive training sessions. Consequently, it might be prudent to

negotiate with the literacy specialists and directors in projects like these to conduct training sessions.

- ***Create a cohort of media literacy Resource Teachers.*** Within each school there needs to be a teacher in charge of promoting media education. This teacher will function like the existing resource teachers (math, literacy & technology) where they conduct in-house workshops, lead planning sessions and mentor teachers through the media literacy teaching process.
- ***Continue to involve pre-service teacher educators and student teachers in the implementation process.*** Since the implementation experience yielded more positive results from pre service teachers their inclusion should form a crucial part of any implementation plan. In addition, inclusion of these participants in the process is an effective way of ensuring sustainability as well as continuity of the training and implementation process.
- ***Adapt existing media literacy material to suit the needs and complexities of different schools and grade levels.*** The modules need to be revisited based on the feedback of students and teachers. If the use of materials should transcend grades 4-6, the style and format of these materials should be adjusted to cater to the age and interests of students at different levels. In other words, it is necessary to have materials geared at grades 1-3, 4-6, and 7-9. It is also necessary to create options to suit the experiences of students from different

geographical locations and circumstances. For example, the module that deals with advertisement is acceptable for students in urban areas since the majority of students are exposed to cable television with an abundance of foreign advertisements. However, these advertisements do not resonate with the rural students' repertoire since they are less exposed to so many cable channels.

- ***Make a collaborative decision on the place of media education in the schools' curriculum.*** In revisiting the production of the materials there should be a closer curriculum study with suggestions for areas in the curriculum where media education would fall. Failing that, it would be necessary to lobby for at least eight hours for discrete instruction in media literacy.
- ***Address the issue of limited infrastructure and resources in most schools.*** Project implementers should liaise with key stakeholders to ensure that schools have met an agreed minimum standard for facilities and infrastructure for implementing a media literacy programme.
- ***Provide teacher support and incentives for active participation in the media literacy programme.*** Teacher motivation and interest increases with incentives such as awards and certification. There needs to be a system of incentives for teachers who successfully implement the programme.

- ***Provide incentives for students for completing the media literacy programme.*** Students could be certified as being media literate at the end of the programme if they demonstrate awareness of the essential tenets of media literacy. This could be in the form of a certificate, a stamp in their journals (wording like “_____ is media smart!”)
- ***Use of materials.*** Create prototypes as well as training in how to make materials out of locally available items
- ***Methods of using ongoing formative assessment*** to plan appropriate instruction for the specific needs of students.
- ***Cooperative learning***, including grouping and more student centred strategies
- ***Implement a proper exit strategy*** – e.g., plans for sustainability
- ***Ensure that adequate equipment is in place in schools:*** An inventory of working equipment as well as access to electricity should be conducted prior to inclusion in the programme. Alternate to the availability of these facilities, an interactive print companion (e.g., comic strip) should be created for use in schools that lack the necessary equipment.

- ***Explore opportunities for providing more materials appropriate for grades one to nine*** (child narrated and co-created).
- ***Consider the provision of more professional teaching materials***, (e.g. a kit with guides, content and activities)
- ***Provide monitoring and technical assistance*** to ensure that the ensuing phase provides focus on the use of technology in media production and other creative ways of promoting media literacy
- ***Taking immediate steps towards providing hardware at the participating school level.*** Liaise with the Ministry of Education and other donor agencies to ensure that schools have basic facilities for implementation of the programme.
- ***Lobby for Audio Visual technology centres in participating schools.***
 - ***Provide training/sensitization and support for principals in providing instructional leadership for media literacy.***
 - ***Involve parents in the media education thrust to encourage parents to focus on learning*** through meetings (e.g., PTA) and parent conferences.
 - ***Support research ventures to provide assessment of impact.***

- ***Begin to prepare for a possible Follow-On phase.*** The experiences of the initial implementation process should be used as informant to a follow on phase. This phase should entail creation of more materials for a wider age range, refinement of existing materials as well as further testing in more classrooms across Jamaica.

Recommendations for Follow-on

The media education pilot project has been a considerable success. However, its work is incomplete. Only a handful of classroom teachers have begun to engage their students in this vital education process. In the next phase, school principals will need to do a better job of supporting teachers and managing school and parents' activities that support their children's media education. Many more children need to benefit from exposure to ways of making sense of the media around them. It is with these considerations that we recommend a follow up project that serves to incorporate a wider participation base. This project should be adequately conceptualised and planned using the experiences and expertise of exemplary participants of the initial pilot process as well as other stakeholders in education.

Create and implement a rigorous in-service and pre service teacher training plan.

Teacher training was one important area to focus on for future media literacy in schools. The time and time period of media literacy workshops for teachers seem to greatly affect their ability to prepare and implement media literacy in their schools, therefore a

one week residential period would be appropriate focusing on lesson planning and presentation and using devices such as the internet to gather information to use along with other materials.

Strengthen stakeholder collaboration to ensure smooth introduction of media

literacy in schools. Since the inception of this project in Jamaica there is now a much wider scope of interest in Media Literacy which includes not only schools, but parents, educational bodies (example libraries), media organisations (CARIMAC). There is strong evidence that suggests collaborative links with the various entities will greatly enhance the sustainability of any future strategy towards Media Literacy.

An area in the curriculum is now required that includes provision for a transition between primary and secondary schools. It is suggested that such an approach might take the form of a 'spiral curriculum' where topics are re-encountered but with greater degrees of intensity or complexity as students advance through the school system. It would start from early childhood to the secondary level.

Phase II Focus

Extend the project's benefits to at least 30 additional primary schools and 15 additional secondary schools thus creating a more critical mass for incorporation of media education in the Jamaican school system.

Explore alternative models of collaboration between teacher training colleges, schools, and the regional Education offices.

Proposed Approach

Phase II would continue and build on the initial pilot process and would incorporate important new elements. A team should be assembled to write a comprehensive proposal for substantial funding for “projectized” implementation of this phase. Possible areas of focus are suggested below:

Expand the focus to a wider grade range.

Although the project was initially intended for age 9-12 the data indicates that students from grades 1-9 stands to benefit from age and interest appropriate material promoting media education.

Expand the partnership model to include other stakeholders. E.g., CARIMAC, parent groups, media organizations

Utilize the best of the existing schools and teachers as models.

Educators who were exemplary in the pilot phase should be engaged as resource persons and mentors in subsequent phases of implementation.

Expand the program to additional schools.

School selection should be based on regional affiliation (MOE regions) as well as readiness in terms of infrastructure and equipment.

Support project-related research.

A teacher as researcher model should be espoused where teachers engage in mini-projects and use the principles of action research for implementation and reporting.

Source funding for longitudinal study on the impact of media education programmes on Jamaican children.

Formulate indicators of change in classroom activities and student behaviour

Create a template for assessing behaviour change at various stages of implementation.

Sustainability

Under the proposed approach, sustainability would be achieved through several inter-related processes:

- The creation of a critical mass of media literacy schools, related capacity-building in the schools, and mobilization of parents and other community resources
- Continuous efforts to ensure that the Government and the Ministry of Education buy into the package and commit themselves to making every possible effort to find the resources to implement the programme in all schools

- Commission and implement a public awareness campaign that targets donors and ordinary Jamaicans to provide the necessary support for media literacy.
- Design Phase II to continue and build on the initial pilot process and incorporate important new elements including parental involvement, material production and commensurate public awareness.

Unresolved Issues

The team believes that the following issues will require additional analysis:

A decision as to the responsible agency and the commensurate resources for carrying through this important venture and ensure that it does not lag in implementation. An initiative of this nature needs staff and consultants who are focussed on keeping implementation timelines while and promoting innovation.

APPENDICES

APPENDIX A

JBTE Profile and Track Record – From Project Proposal

JBTE PROFILE

The Joint Board of Teacher Education (JBTE) is a statutory body established by Ordinance of the University of the West Indies (UWI). The JBTE mandate and mission is to ensure quality in teacher education through autonomous action in providing quality assurance services regarding the curriculum, the examinations and the process of award of teaching credentials in the Bahamas, Belize and Jamaica. The JBTE is autonomous in all of its decision-making in matters of curriculum, examinations and the award of credentials with respect to teacher education programmes in the three named countries. The JBTE has a track record of 40 years experience in the development, reform and revision of curricula and assessment strategies in teacher education for the preparation of teachers for the early childhood, primary, secondary and special education levels of the education systems of countries in the Western Caribbean.

The modus operandi of the JBTE developed over the period of 40 years include working closely and interactively with Ministries of Education, professional associations, colleges training teachers in the Bahamas, Belize and Jamaica and also with international agencies and non-governmental organisations engaged in development cooperation in education. The JBTE's record speaks eloquently to its ongoing engagement in the curriculum reform process.

The JBTE is consequently known for its engagement in quality assurance in teacher education since 1965. Over this period it has certified well over 50,000 teachers across the Caribbean, but mainly from the Bahamas, Belize and Jamaica.

The professional development work of the JBTE is supported by the Institute of Education (IOE) of the University of the West Indies, whose major responsibility is to support the work of the JBTE through research and development activities that include curriculum, instructional and other support materials, staff and institutional development initiatives in support of the work of the institutions engaged in teacher preparation in the Western Caribbean. The IOE is staffed by 16 experienced professional teacher

educators, ten of whom hold PhD degrees and six with Masters Degrees in education. The IOE is also mainly responsible for the UWI's Master of Education in Teacher Education designed to meet the needs of the staffs of colleges engaged in teacher preparation.

The capacity of the JBTE to offer quality leadership in teacher education in the region is further enhanced by its relationship with the ten public teachers' colleges in Jamaica. Through this relationship the JBTE is uniquely positioned to draw on the best of the expertise available from these teacher training institutions.

As a result of this very rich and diverse capacity, the JBTE, in conjunction with the Institute of Education, UWI, has for over forty years, provided leadership in teacher education in the teachers' colleges throughout the Western Caribbean, viz., Jamaica, The Bahamas and Belize through activities such as:

- ❖ Research on issues and problems in education.
- ❖ Development of curricula for teacher education in concert with teachers' college faculties.
- ❖ Analysing and making recommendations on teacher education policies.
- ❖ Certifying teachers from the colleges through the Joint Board of Teacher Education, formerly the Institute Board of Teacher Training.
- ❖ Managing projects for new initiatives in teacher education and other education sectors.
- ❖ Promoting teacher educators' professional development through conferences, workshops and the provision of graduate programmes.
- ❖ Publishing textbooks, handbooks, and course modules to support the teachers' college curricula and school curricula.

Led by IOE faculty members, the JBTE has successfully implemented funded education and development projects in Jamaica and the wider Caribbean to:

- ❖ Promote professional development in teacher education;
- ❖ Increase the output of research of the Institute on teacher education;

- ❖ Introduce innovations and support reforms in teacher education and other parts of the education sector;
- ❖ Provide affordable material to support the teacher education curriculum;
- ❖ Revise and update syllabuses and curricula;
- ❖ Respond to educational needs and emergencies expeditiously.

PROJECT EXPERIENCE

The projects described briefly below are illustrative of the projects that have been under taken over the years by the JBTE/IOE:

Reform of Secondary Education (ROSE)—Teacher Training Component (1994–1999), - focused on providing in-service teacher training to over 5,000 teachers of grades 7–9 in 124 project schools. The aim was to provide teachers with the knowledge needed to implement the revised lower secondary curriculum of the Jamaican Ministry of Education.

Dudley R. B. Grant Early Childhood Resource Centre – Located on the Mona Campus of the University of the West Indies, the Centre under the auspices of the Institute of education provides resources and guidance on early childhood education. These resources are pedagogically sound and promote development at the early childhood level.

Child Focus I (1996–1999), funded by the World Bank; - established an Early Childhood Resource Centre at the UWI under the aegis of the Institute of Education; developed a training and accreditation system for early childhood workers at levels 1–3; and developed a manual of early childhood development occupational standards.

Child Focus II (2001–2004), funded by the Inter-American Development Bank, to continue the work initiated in Child Focus I - development and implementation of a Master of Education Programme in Early Childhood Development at the School of Education, UWI;

Improving Educational Quality II (2000–2002), funded by the United States Agency for International Development; This project focused on developing teacher education curriculum in four areas: language arts, mathematics, science and social studies.

Primary Education Support Project—Revision of Teachers' College Primary Curriculum (2002–2004), funded by the Inter-American Development Bank;

Sustainable Teacher Environmental Education Project (2000–2004). - focused on establishing environmental education in teachers colleges.

Sustainable Teacher Environmental Education Project II (STEEP II, 2005–2007), with funding from the governments of Canada and Jamaica - seeks to incorporate environmental education for sustainable development (EESD) into the policies of JBTE and teachers' colleges.

Caribbean Centre for Excellence in Teacher Training (CETT) (2002–2006), funded by the United States Agency for International Development. -

JBTE/Global Fund Project (2005–). This project, financed by the Global Fund Initiative- aims to develop, implement and institutionalize a Health and Family Life HFLE/HIV/AIDS curriculum for student teachers

Appendix B

Media Literacy Interview Schedule

Gender: _____ Occupation _____

Describe one way in which you interact with media in your (a) work or studies _____

_____ (b) for entertainment _____

What is your greatest concern about media possibilities in the 21st Century? _____

What media possibilities in the 21st Century are you most excited about? _____

Have your views about media changed since you were a child? If yes give an example of no state why not _____

What advice would you give to parents who want children to be media literate? _____

What advice would you give to educators who want their students to be media literate? _____

Appendix C

Media Literacy Pilot Project

Interview schedule for teachers

School: _____

Name: _____ Grade: ____

- What are your impressions of the project so far?
- Describe the children's responses to the project.
- Tell me about the challenges you have been facing?
- How have you tried to address these challenges?
- How has your classroom teacher worked with you?
- How has your college supervisor worked with you?
- What are some of the creative strategies you have used so far?
- Is there any thing else you would like to share about the media literacy intervention so far?

Appendix D

MEDIA LITERACY VIDEO CHECKLIST

Joint Board of Teacher Education (JTBE)



PLEASE COMPLETE THIS FORM CAREFULLY. Record your rating using the rating scale below.

Strongly disagree	disagree	agree	strongly agree	N/A	
1	2	3	4		Not

N/A

N/A	1	2	3	4
The material has good visual quality				
The material has good audio quality				
Materials are appropriate to use with class activities.				
The content conveys the intended message				
The content reflects up-to-date knowledge.				
Resources are available to for both teachers and students (teacher guides, manual).				
Materials can be used in segments.				
Print alternatives are useful.				
The print module fully explains the information presented in the video.				
The material is well-organized and uses a consistent logical format throughout.				
Strategies to bring students' attention to the materials are included.				
Adequate background information for the content is provided for the teacher.				
The media literacy material can be integrated with other subject areas you have taught (name subject)				
By interacting with this material there is scope for my professional development				
The clarity of the material should enable the teacher to teach media literacy skills with confidence				

What grade level do you think the material is suited for?

Appendix E Student Questionnaire

Please answer all the Questions

1. Please select your grade level

4 5 6 7 8 9

2. Gender

Male (boy)

Female (girl)

3. What have you learnt from the Media Literacy lesson/lessons? _____

4. What has the media literacy lesson/s done for you?

- Help me understand the television programme
- Help me to know the programmes that are just right for me
- Help me to know that not everything seen on television are true

5. How interested were you in the media literacy lessons?

- Very interested
- interested
- interested sometimes
- not interested

6. What part of the video did you like most?

7. What part of the video did you like least?

8. How many days pre week would you like to have media literacy?

1 2 3 4 5

9. Would you like to have media literacy as a part of regular class teaching?

Yes

No

10. Are there any questions that you had that were not answered in the video?

Appendix E – Media Literacy Song

Be Media Smart

Song Composed By Clement Lambert & Participants of Pilot Project

Be media smart let's all make a start
Be media smart let's all make a start

Wan time all mi tink of media
Was radio TV Star an Gleena
Now mi know much more dan dat
Be media smart

Media inna much more dan dat
De signs de intanet and cable
if we waan love good wi mus be able
To be media smart

Parents de pickney dem pan de net
Bruk de code weh u tink u set
Be ahead a de game an get
Get media Smart

Parents beware what u children watching
Mek sure it ah de prappa rating
Not no PG, A or X
Be Media smart