Theoretical Introduction

What the toolkit is

This toolkit is a multimedia product aimed at training teachers about media and intercultural education to support acts of democratic citizenship at school and in society at large. It consists of three intertwined components, namely

A. a set of Guidelines for inclusive and situated learning;

B. six Learning Scenarios;

C. an educational documentary.

A. Guidelines for inclusive and situated learning	The **Guidelines for inclusive** and situated learning consist of a set of recommendations to design media and intercultural education activities in a more inclusive way. They are focused on three key concepts, that are: Understanding of media and intercultural relations in contemporary society; Expression (with and without media) in multicultural contexts, as well as self-evaluation; Engagement in the community building process and critical participation in the democratic life of the school.

B. Learning Scenarios	The **Learning Scenarios** correspond to six learning paths on media and intercultural education, including five or more teaching units that could also be used individually. The Learning Scenarios encompass several resources (i.e. multimedia contents, worksheets and tutorials for media production) to carry out the activities in the classroom. Below is a short description of the six Learning Scenarios:

1) **We are all equally different!** aims at raising awareness among young people on how media represent reality and deal with radicalisation, as well as at guiding students' production of posters containing their slogans for an open and unbiased society.

2) **In my own words** is intended to raise students' awareness of propaganda and racism in politics and society and to promote their capacity to express their personal opinion on these issues through the creation of some video statements.

3) **Challenge violence and play your rights** (IT) aims at encouraging students to make sense of different uses and forms of violence at stake in videogames and movies, as well as at scaffolding young citizens' ability to challenge violence – particularly violence against disadvantaged and marginalised individuals or social groups - in their own school community and more broadly in their everyday lives through the basic design of videogames about human rights.

4) **Questioning news media representations of "others" through video-reporting** aims at promoting students' critical understanding of news, particularly referring to fake news circulating through the social media platforms around ethnic and cultural minorities, and to promote their capacity to express alternative narratives through video making and reporting.

5) **Migration in Media Narratives and Digital Storytelling** aims at providing students with critical frameworks and knowledge to understand the different media representations and life situations concerning the phenomenon of migration. Furthermore, it intends to teach how alternative media narratives about migration can be developed through the technique of digital storytelling.

6) **Building a diverse and democratic community** aims at providing students with skills and knowledge about living in a multicultural society and encourages their engagement for intercultural understanding, thereby specifically addressing the diversity in the class, school and local community through the production of a radio podcast.

C. Educational documentary	The **educational documentary** is an audio-visual explanation of how media education can be taught in intercultural contexts as a means to foster democratic and inclusive practices of citizenship. The video is articulated in three video-capsules, each dedicated to one MEET key concept (i.e. Understanding, or Expression, or Engagement). It is based on the video-documentation of three experiences highlighting how the key concepts can be implemented in educational practice. The experiences are linked to the following Learning Scenarios: *Challenge violence and play your rights* in Italy (key concept: Understanding); *In my own words in Germany* (key concept: Expression); and *Building a diverse and democratic community* in Slovenia (key concept: Engagement). The educational documentary also includes a video introduction focused on the overall teaching approach adopted

What the theoretical background of the toolkit is

MIEF	The Media and Intercultural Education Framework **(MIEF)** provides the pedagogical background to the Learning Scenarios. MIEF is a theoretical tool developed to support teachers to identify relevant competences for teaching media education in intercultural contexts, as well as to design classroom activities accordingly. It combines the research traditions of media literacy education and intercultural education. Both traditions entail the promotion of democratic practices of citizenship.
Media literacy education	**Media literacy education** studies indicate critical understanding of media and creative media production as key competences to promote. In this perspective the main purposes of media literacy education are to encourage the analysis of media considering their economic, social and ideological dimensions and to support creative practices of media production in order to play an active role in contemporary society.
Intercultural education	**Intercultural education** studies advocate the recognition of the effects of racial, gendered, and class power on people's lives but also the participation of citizens in democratic life, particularly through practices of intercultural dialogue, cultural decentring, engagement in the process of multicultural community building and in the struggles for equity and social justice.

MIEF identifies four areas of competences reflecting and intersecting the aforementioned media and intercultural education aspirations. The latter can be summarised with couples of key actions connected respectively to media and intercultural education. Specifically, the key actions of media education are:

- understand and analyse and
- create and reflect

While the key practices of intercultural education correspond to:

- recognise and decentre and
- dialogue and engage

Figure 1 illustrates how each frame results from the combination of the couples of key actions.
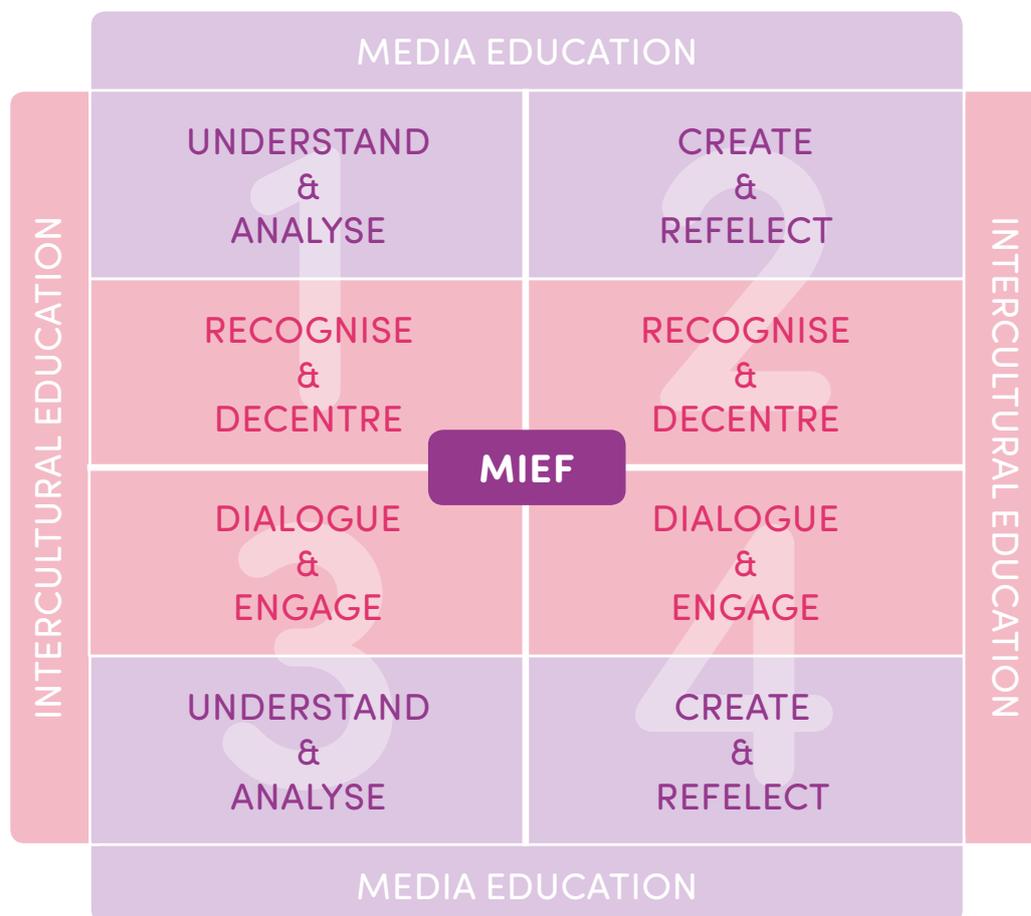
Figure 1. The Media and Intercultural Education Framework

- **Frame 1** combines "Understand and Analyse" with "Recognise and Decentre". An example of educational objective in this frame is: Identify (non)represented voices and points of view in the media.

- **Frame 2** integrates "Create and Reflect" with "Recognise and Decentre". An example of educational objective in this frame is: Recognise that audiences could be different, including social, cultural and gender differences;

- **Frame 3** merges "Dialogue and Engage" with "Understand and Analyse". An example of educational objective in this frame is: Communicate your opinions and respect those of the others, be open towards criticism;

- **Frame 4** mixes "Dialogue and Engage" with "Create and Reflect". An example of educational objective in this frame is: Advocate intercultural values and social justice through your media practices.

Furthermore, each frame indicates specific competences (or educational objectives).

Moving from the educational objectives to the teaching strategies to support inclusive learning, MEET has adopted the **Universal Design for Learning Guidelines** while revising them in the light of **socio-cultural theories of learning.** Through the adaptation of these guidelines, MEET has attempted to conjugate media literacy education with inclusive strategies for teaching and learning to ensure equity and respect for diversity. MEET guidelines for inclusive and situated learning are based on the three main concepts that have already been mentioned above, that is **Understanding, Expression and Engagement.** Each concept refers to a set of facilitation strategies aimed at supporting students' understanding of media and intercultural relations in contemporary society, students' expression in multicultural contexts, and students' engagement in the community building process and the democratic life of the school.

Guidelines for inclusive and situated learning

How to use the toolkit

Teachers can use the toolkit in three different ways, specifically as a self-training tool, as a teaching resource and as a design tool.

The toolkit can be used as a self-training tool by exploring its three components. From this perspective the Learning Scenarios and the educational documentary can be read and observed bearing in mind the MEET guidelines to understand how principles and recommendations can be put into practice.

The toolkit can also represent a teaching resource because teachers can adopt the Learning Scenarios (or parts of them) in their classroom, using the worksheets and the multimedia content (e.g. images) that they include.

The toolkit can also inform the (re)design of the media education activities that teachers would like to propose to their students. In this sense, teachers can design new Learning Scenarios on the basis of the guidelines or they can use the guidelines to re-design their existing Learning Scenarios in order to adapt them to their students and contexts.

Why use the toolkit

Let's hear from the teachers....

"[...] classroom activities represented a reason for further reflection and a stimulus to continuously re-address the teaching modalities. This provided remarkable inputs to re-design teaching to meet cultures and promote the inclusion of diversity" **(Teacher, Italy)**

"I got concrete experience of methods, production of a podcast, creation of campaigns, media contributions..." **(Teacher, Slovenia)**

"Students showed a lively interest when they were making their own media products" (Teachers' post-survey) **(Teacher, Germany)**

"When students identified with different roles (during the role play), they developed a feeling of empathy, especially towards Roma, and found out that they are a minority, which is a target of prejudices and stereotypes" **(Teacher, Slovenia)**

"Working in teams made the relationships between students stronger" **(Teacher, Germany)**

"I got motivated to use media in teaching of different topics" **(Teacher, Germany)**

"I noticed that the use of media facilitated students' abilities to participate more than in an ordinary class situation" **(Teacher, Italy)**

The moment of the students' interviews in the city centre was definitely a strength, a very touching moment that went far beyond our expectations" **(Teacher, Italy)**

"I had prior experiences [on intercultural education], but only from the pedagogical point of view. The researcher's experiences with the [social sciences] fieldwork added value in the classroom" **(Teacher, Slovenia)**

"Thanks to this experience I improved my ability to teach media education in intercultural contexts" **(Teacher, Italy)**

"The approach adopted was informative, participatory, and collaborative. It guided students in the analysis of fake news, stimulating them to question the way they read and understand a news" **(Teacher, Italy)**

"Students demonstrated more empathy for intercultural differences and could distinguish between stereotypes and realities" **(Teacher, Germany)**