

EVALUATIVE RESEARCH REPORT

“BUILDING TRUST IN MEDIA IN SOUTHEAST EUROPE AND TURKEY, PHASE II”



2022

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Project implemented by the Albanian Media Institute (AMI)
with the support of UNESCO and the European Union



This report was commissioned by the Albanian Media Institute and conducted by the experts (in alphabetical order) Blerjana Bino and Irida Agolli in the framework of the Project “Building Trust in the Media in Southeast Europe and Turkey, Phase II” supported financially by European Union and UNESCO.

The content of this report reflects the findings and data of the research study and the views of the authors, which do not necessarily reflect the opinion of the Albanian Media Institute, UNESCO or the European Union.

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EXECUTIVE OVERVIEW

The project “Building Trust in the Media in Southeast Europe and Turkey, Phase II” aims to increase the skills of young people on Media and Information Literacy (MIL) through the integration of MIL in the curricula of pre-university education system in Albania. According to UNESCO, Media and Information Literacy is broadly understood as a set of competencies that empower citizens to access, evaluate and use information critically.

The project was implemented in 20 schools in Albania, 10 schools of secondary education and 10 high schools, located in Tirana (14), Durrës (2), Elbasan (2) and Lezha (2). Initially, MIL curricula was drafted by ASCAP experts and then consulted with the teachers of 20 selected schools in a round of curricula adaptation workshops that took place in the first year of the Project. Afterwards, the Trained Trainers, delivered the training to 240 teachers, who were directly involved with MIL piloting. After the training, piloting took place in each of the 20 schools and the teachers were mentored while they were piloting MIL curricula integration in different subjects that are taught in pre-university education level.

This research report presents an analysis of the results achieved by the Project and MIL curricula piloting in 20 schools, and it is based mainly on the perceptions of the teachers and students who were engaged in the project’s activities.

The study uses a mixed methodology, combining quantitative and qualitative research methods. As for the sample, participants were 170 teachers (57.1% teaching in high schools and 42.9% in secondary schools) and 973 students (70% were from high schools and 30% from secondary schools). In-depth interviews were conducted with 7 teachers, 4 school leaders, 3 mentors, a representative of ASCAP and a representative of AMI. Project documents and reports were also analyzed.

Participants report that MIL is very important to be taught on school level, for both students and the teachers. 52% of students who answered the questionnaire confirm that MIL is very important for them and 44.1% of teachers think it is very important. About 38% of students confirm that MIL has helped them in academic subjects and about 46% in everyday life. The project created a clear and comprehensive understanding by helping teachers and students to develop new forms of competences (knowledge, skills and attitudes), to master the basic skills for critical thinking, to express themselves and to actively participate in the teaching-learning process. 40% of students think that teachers should be trained to integrate MIL in the curriculum

so that young people and other peers become media and information literate.

Participation in the MIL courses and the progress that the teachers have done is clearly confirmed by 74.7% of the teachers, who express that they already have gained a lot of information on MIL. Also, the use of MIL elements in the teaching process after the project intervention has increased: 26% of teachers confirm that they always use MIL in teaching process and 66% use it often. Almost 100% express that they have planned learning objectives related to media use after the project intervention.

As for the mentoring, 97.1% of the teachers acknowledge that it has been helpful to better understand the integration of MIL in the lesson. 50.6% of teachers confirm that MIL trainings should be offered to all teachers and 31.2% think that teachers should be involved in continuous training with the intention to increase competences in this field.

In relation to the challenges related to the integration of MIL in the curriculum of pre-university education, about 30% of teachers confirm that the planning of specific activities aiming to observe the student's achievements has been the main challenge, while about 22% others assert that the other challenge has been the planning of concrete activities for the inclusion of students in tasks related to MIL. In addition, school's environment, more specifically the conditions in each school, school infrastructure, computers, teachers' capacities were also mentioned as challenging. The lack of technology at school, but also at home for many of the children, makes it difficult to practice MIL at certain times.

Key recommendations:

- MIL should become part of a mandatory training program for all teachers, and be seen as an opportunity to prepare students for their roles as citizens and content consumers/producers, and effective contributors in the democratic discourse;
- Continuing professional development will be essential to address changes and developments in the field, as well as to respond with appropriate pedagogical strategies;
- The use of technology in the classroom is an incentive for students to be involved and engage more compared to the cases where traditional forms of teaching/learning are used (the book, chalk and explanation on the teacher's board);
- The continuity of the project and the support of schools to develop other dimensions of MIL such as critical thinking and the creation of content/expression requires a long-term investment;

- Investments to develop basic infrastructure in schools, media laboratories (which would include computers, projectors, internet, equipment for audio and video recordings, libraries, etc.) in order for students to receive information and also to develop further skills and competencies in the field of MIL;
- Creating a professional network of teachers for MIL so those who have worked on MIL can continue to collaborate and new teachers use it as a support system for their MIL work.

TABLE OF CONTENT

ACKNOWLEDGMENTS	3
EXECUTIVE OVERVIEW	4
TABLE OF CONTENT	7
LIST OF ABBREVIATIONS	9
LIST OF FIGURES	10
I. INTRODUCTION	11
1.1 ABOUT THE PROJECT	11
1.2 WHAT IS MEDIA AND INFORMATION LITERACY (MIL)?	11
1.3 PURPOSE AND APPROACH OF THE STUDY	12
1.4 REPORT STRUCTURE	12
II. LITERATURE REVIEW	13
2.1 MEDIA AND INFORMATION LITERACY (MIL)	13
2.2 BENEFITS OF MIL	15
2.3 KEY ASPECTS OF MIL	16
2.4 KNOWLEDGE TRANSFERRING AND LIFELONG LEARNING	17
III. METHODOLOGY	19
3.1 DATA COLLECTION INSTRUMENTS	19
3.2 DATA COLLECTION PROCESS	20
3.3 DATA ANALYSIS PROCESS	20
3.4 PARTICIPANTS / SAMPLE	21
3.5 LIMITATIONS OF THE STUDY	21

IV. RESEARCH FINDINGS	22
4.1 STUDENTS' PERCEPTIONS ON MIL	22
4.2 TEACHERS' PERCEPTIONS ON MIL	26
V. DISCUSSIONS: ANALYSIS OF QUALITATIVE DATA	34
5.1 THE IMPORTANCE OF MIL IN SCHOOLS	34
5.2 TEACHERS TRAINING	35
5.3 INCORPORATING MIL IN THE CLASSROOM AND WORKING WITH STUDENTS	37
5.4 MENTORING	39
5.5 CHALLENGES OF INTEGRATING MIL INTO THE CLASSROOM	40
VI. CONCLUSIONS AND RECOMMENDATIONS	41
6.1 LESSONS LEARNED	41
6.2 GOOD PRACTICES	41
6.3 RECOMMENDATIONS	42
REFERENCES	44
ANNEXES	45
QUESTIONNAIRE FOR STUDENTS	45
QUESTIONNAIRE FOR TEACHERS	47
GUIDE TO SEMI-STRUCTURED INTERVIEWS	50

LIST OF ABBREVIATIONS

AMI	-	Albanian Media Institute
AQAPE	-	Agency for Quality Assurance in Preuniversity Education
EU	-	European Union
MIL	-	Media and Information Literacy
ICT	-	Information and Communication Technology

LIST OF FIGURES

Chart 1: Education Level – Pupils	19
Chart 2: Pupils Grade	20
Chart 3: Pupils Gender	20
Chart 4: Pupil’s Residency	20
Chart 5: MIL related information prior to the piloting	21
Chart 6: MIL knowledge after the intervention	21
Chart 7: MIL skills gained	21
Chart 8: MIL importance	22
Chart 9: Pupils perception on MIL usefulness	22
Chart 10: Pupil’s suggestions on MIL for other youths	22
Chart 11: Teacher’s affiliation	23
Chart 12: Gender	23
Chart 13: Residency	23
Chart 14: Subject	24
Chart 15: MIL related info before the piloting	24
Chart 16: MIL related information after the trainings	25
Chart 17: MIL in the classroom before the Project	25
Chart 18: MIL in the classrrom after the project	25
Chart 19: Project contributon in teacher’s skills development	26
Chart 20: MIL Learning objectives before and after the Project	26
Chart 21: Media related learning objectives	27
Chart, 22: Challenges for MIL integration	27
Chart 23: MIL challenges in the teaching process	27
Chart 24: Teachers evaluation of mentoring process	28
Chart 25: Pupils benefits according to teachers	28
Chart 26: The purpose of using MIL for pupils and teachers	28
Chart 27: MIL importance in teacher’s view	29
Chart 28: MIL professional development: Teacher’s perceptions	29

I. INTRODUCTION

This chapter presents an overview of the project “Building of trust in the media in Southeast Europe and Turkey, Phase II” (hereafter the project) implemented by the Albanian Media Institute (AMI) with the financial support of UNESCO and European Union (EU). Additional to that, a brief description of the purpose of this study and the selected approach together with the structure of the report.

1.1 About the Project

The project “Building trust in the media in Southeast Europe and Turkey, Phase II” aims to increase the competencies of young people on Media and Information Literacy (MIL) through the introduction of MIL curricula in the formal education system in Albania. The project was implemented during 2020 - 2022 and the main objective is the enhancement of MIL knowledge and competences of young people in Albania, through the piloting of the MIL curriculum in formal education.

This project contributes to the education sector, as prioritized in the Pre-Accession Instrument II, by improving the knowledge, skills and competencies of students and teachers for media and information literacy. At the same time, increasing the quality of the education and training system, as well as strengthening the cooperation between central and local government and civil society through a comprehensive approach.

1.2 What is Media and Information Literacy (MIL)?

Taking into account the technological developments and digitalization in almost all areas, “information” has been added to the traditional definition of media literacy, transforming it into a more comprehensive concept: Media and Information Literacy. According to the well-accepted definition of UNESCO, MIL is a set of competences (knowledge, skills and attitudes) necessary for life and work in today’s society. Media and Information Literacy includes all types of media and information providers, such as bookstores, libraries, archives, museums, but also information received via the Internet, regardless of the device accessed, or the platform where the information is received. MIL equips citizens with the skills and competencies to be active and critical citizens who can participate in social life and shape democracy.

The competencies that MIL aims to develop are the ability to access and locate information sources; the ability to use and understand media and information with the intention to practice it in everyday life; the ability to assess the reliability, accuracy and objectivity of sources; the ability to create and produce media and informational content; the ability to participate by knowing how and when to interact with media and information creators and editors; the ability to understand the way media and information systems work, their organization and the way information is produced; the ability to recognize, seek and protect quality media and information sources.

1.3 Purpose and approach of the study

The purpose of the research report is to collect evidence and identify the results achieved on media and information literacy in the 20 piloting schools where the project “Building trust in the media in Southeast Europe and Turkey, phase II” has been implemented.

- To evaluate whether and how the project has contributed to increasing the skills of young people on Media and Information Literacy (MIL) through the integration of the MIL curriculum in the formal educational system in Albania.
- To highlight the changes that the project has caused both for students and teachers related to the media and information literacy

The study uses a combined approach of the quantitative method (questionnaires with teachers and students to measure perceptions) and in-depth interviews with mentors, teachers and school principals, as well as analysis of project documents.

1.4 Report structure

In addition to the introductory chapter, this report has 4 other chapters that present the existing theoretical framework for Media and Information Literacy, research methodology and instruments, data analysis and lessons learned with recommendations for the future.

II. LITERATURE REVIEW

This chapter presents an overview of the existing literature on Media and Information Literacy (MIL), focusing on the concept of MIL, its benefits, its dimensions and how the term and practice has developed until now.

2.1 Media and Information Literacy (MIL)

In the digital age, the knowledge and understanding of the world around us, and our participation in it, are inevitably shaped by the media and the technology we use every day. Media messages have the potential to exert positive and negative effects on consumers. Media literacy aims to create active and competent users to decode and produce media messages. The basic principle of media literacy is the process of inquiry - the habit of questioning media content on a systematic basis. "A media culture has emerged and in that culture images, sounds, and shows help in shaping the structure of everyday life, dominating leisure time, shaping political views and social behavior, and providing material from which people construct their own identities" (Kellner, 1995). Media and information literacy is broadly understood as a set of competencies that empower citizens to access, evaluate and use information critically (UNESCO, 2013a).

There is agreement that MIL as an umbrella term it is based on civic engagement with communication and content forms (information, entertainment, advertising, misinformation and disinformation, etc.), how they are produced, distributed and by whom; how people use or do not use the content; how they engage with and understand the importance and functioning of libraries, media and digital communications providers, or lack thereof; based on what knowledge, skills and mindset do citizens evaluate the content; and how people manage their interaction in order to distinguish and determine their engagement with information and other types of content, media and digital communication tools to achieve desired outcomes in personal, social, political, economic and cultural lives (UNESCO, 2019).

In 2011, UNESCO took an important step in the field of MIL by introducing an MIL curriculum for teachers, which enables teachers to create a greater understanding of the role of media and information technology in their lives and in the lives of their students. The MIL Curriculum defines media and information literacy as "core competencies (knowledge, skills and attitudes) that enable citizens to engage

effectively with media and other information providers to develop critical thinking and learning skills throughout life with the aim of socializing and becoming active citizens". MIL deals with the process of understanding and using media and other information providers, as well as information and communication technologies. MIL aims to help teachers and students develop an informed and critical understanding of how different media and technologies work, how they can be used, how they organize information, create meaning, and how to evaluate the information they present. MIL also includes the ethical use of media, information and technology, as well as participation in democratic and intercultural dialogue (Wilson, 2012).

Studies show the importance that MIL has in helping students to gain the competencies they need for life and work in a media-dependent world. These competencies include the ability to access, search, analyze and evaluate media content and information, and use media and technologies to share information and tell their stories. Teaching and learning MIL involves explorations of three main areas: media production by both media industries and media users; media texts and networks/platforms, including how messages and information may be transmitted and distributed; and media audiences by explaining how they can be targeted, how they respond to, and how they actively use media and technology. Media literacy evolves around helping students develop an informed and critical understanding of all forms of media and related technologies, including their potential impact and use. For many educators, media literacy competencies are directly related to democratic rights, active citizenship and technological skills.

Article 19 of the Universal Declaration of Human Rights states that "Everyone has the right to freedom of thought and expression; this right includes freedom of thought without interference, as well as freedom to seek, receive and share information and ideas by any means necessary, regardless of frontiers". MIL allows people to better understand different forms of media and their impact on society. It increases people's awareness of culture, their values, the importance of information and communication. Media systems, societies and individual human beings are complex and multifaceted. This is why media and information literate people avoid quick and simplistic judgments. Another goal of MIL is to enable greater access to media and make it easier for people to create their own content. This can create an e new vision for media access, structure and control, as well as develop a society where people are valued as citizens and not treated as subjects.

Today's technologies allow people to create and analyze messages in a variety of media formats such as text, photos or video. But the skills needed to do so must be learned, practiced and updated frequently. This means being media literate involves lifelong learning. Young people in particular, need opportunities to engage with teachers so that they understand their experiences with mass media as well as newer technologies such as social media and online platforms.

2.2 Benefits of MIL

MIL is considered as a prerequisite for individuals, communities and nations to enjoy and exercise their universal human rights and fundamental freedoms, in particular: access to information, freedom of expression and the right to education, as articulated in the Universal Declaration of Human Rights. MIL is equally important for the existence of good governance, accountability and transparency in any society, for addressing poverty, economic and social development (UNESCO, 2013b).

The main benefits of MIL are as follows (UNESCO, 2013a):

- Fosters respect for and the protection of human rights and freedoms, and empowers all citizens to make informed decisions;
- Provides a comprehensive framework for cultivating a critical mass, among all citizens, of 21st century competencies that are required to respond to new challenges, risks, threats and opportunities, given the significant influence of information, media and ICTs on all spheres of personal, social and professional life;
- Helps to raise awareness, understanding and knowledge regarding the functions of media and information providers in democratic societies; provides understanding about the conditions required to perform those functions effectively and responsibly;
- Helps citizens to acquire the basic competencies required to access information and media content, to evaluate the performance of media and information providers in the light of the expected functions, and to create and share knowledge in an effective and ethical manner.
- Helps to enhance MIL competencies at institutional and individual levels, by creating an enabling environment at national levels. Conversely, the availability of MIL competencies increases demand for an enhanced environment and its associated outputs, such as new content, services and products, as well as employment, intercultural exchange and dialogue, leading to sustainable development and peace.
- Media and Information Literacy improves the teaching and learning process provided by teachers to young citizens by helping them to become independent, critical and reflective thinkers as well as effective, creative knowledge workers.

To enjoy the benefits of MIL, the following conditions are required (UNESCO, 2013a):

- A single literacy approach or basic literacy alone does not support and involve all stakeholders, including policy makers and decision makers, educational planners and the professional community;

- MIL should be considered as a set of competencies composed of knowledge, skills and attitudes;
- All citizens, including marginalized groups, such as people with disabilities, indigenous populations or ethnic minorities, should have equal access to information and knowledge and be able to express themselves;
- The creation of an enabling environment and capacity building for all citizens on MIL are essential for building knowledge societies;
- Special attention is required to provide MIL training to teachers who, as knowledge gatekeepers, significantly contribute to the empowerment of young citizens.

2.3 Key aspects of MIL

MIL is the optimal outcome of media, information and communication literacy. However, this raises the question of what outcomes can specifically be considered or attributed to MIL. Three options can be distinguished in the literature: technical skills, critical and analytical thinking and facts about media and ICT.

Technical skills include the ability to access and use computers, cell phones, and other technical devices that provide media content and information. UNESCO's MIL Curriculum (2011) defines this aspect of MIL as "accessing information effectively and efficiently". It is important to highlight that technical skills are an absolute prerequisite to be able to implement MIL in practice. In many countries, MIL projects must start with basic courses in Digital Media and Information.

Content decoding capabilities are important as the next step. They include the ability to break down and analyze media messages (Mihailidis, 2009), but also the recognition of one's information needs and the ability to satisfy them. Another skill is that of media composition in the model of media competences. This includes creating new types of media content, encouraging self-determination and increasing individuals' opportunities for participation. So MIL definitely includes a practical/demonstration aspect, as education always involves the competence to be able to do and not just know certain things.

However, **knowing facts** about media and ICT is most relevant outcome to traditional schooling and education as a whole. Susan D. Moeller (2009) has summarized several aspects of MIL from the user's perspective, arguing that media consumers must be able to identify news, know how the media decide what matters, and understand the media's role in shaping global issues. Similarly, the importance of recognizing the inner workings (contexts, routines, contents) and media effects has been pointed out.

Fostering certain attitudes toward the media and other sources of information includes being critical of the media's potential negative effects and being willing to positively defend the media against potential sources of influence. Len Masterman (2003) has argued that the aim of MIL should be critical autonomy, enabling 'young people to stand on their own critical feet'.

2.4 Knowledge transferring and lifelong learning

As MIL is a new and developing discipline, training and workshops should be provided to ensure knowledge transfer. Knowledge transfer is an approach to improve and educate with new information. Knowledge transfer can be acquired through reading, research and other capacity building activities. This is a way to convey what the expert has learned and share it with those who are interested in learning the same field of knowledge. Knowledge transfer is also a way to educate those who are less experienced and may need guidance and advice from the teacher or coach. This translates into a lifelong learning experience. Mahoney's (2017) analysis of lifelong learning is learning throughout our lifespan. As long as we live, we must continue to learn new skills and acquire new knowledge.

Ensuring inclusive and quality education and promoting lifelong learning opportunities for all remains a key goal in a world where almost a fifth of the global child population is not at school. Quality education is one of the 17 goals to transform the world according to the 2030 Agenda for Sustainable Development, adopted by all Member States of the United Nations in 2015 (UN, 2015). UNESCO has done an outstanding job in training teachers in media and ICT, regarding the integration of ICT in education as a teaching resource and the inclusion of media and information literacy in the compulsory curriculum.

UNESCO suggests that it is important for MIL to be present "not only in education policy, but also in communication and technology, culture and other areas of public administration" (UNESCO, 2013c). Despite this integrative trend, also in relation to the training of teachers for the digital age, UNESCO has defined a framework of ICT competences for teachers (UNESCO, 2019) and, on the other hand, a curriculum of media and information literacy for them (Wilson et al., 2011).

In 2006, the European Parliament recommended a set of key competences for lifelong learning, an important milestone in defining a comprehensive strategy in the field of education, where competences are defined as a mix of knowledge, skills and attitudes, which are suitable for any context. Key skills are said to be those that support personal fulfillment, social inclusion, active citizenship and employment. The debate became very interesting as several authors spoke about the importance of preparing teachers for the challenges of the 21st century, namely in Europe, to act in a changing society. Persson stated that "If educational professionals are to

prepare an even more diverse group of learners for much more challenging work, they will need substantially more new knowledge and radically different lifelong skills than most have now “. A few years later, a study (Ala-Mutka, 2010) concluded that learning objectives will focus more on skills than knowledge, that learning will be more adapted to real-life needs, and that individuals will to be more active and connected to their environment and therefore teachers themselves will become lifelong learners.

Teachers are key actors in a changing social context, especially in an information society. These changes have a greater impact on learning and are based precisely on the exchange of information and the way knowledge is generated, but also on the way information is sought, selected and used. That is why the expertise to handle information is a vital skill for every citizen in the 21st century, especially for professionals whose main material is information and knowledge.

New teaching and learning practices are also important for this reflection. Student-centered teaching requires the use of digital and multimedia-based learning resources. Libraries and digital devices facilitate the reuse of digital content, allowing access to a variety of resources and fostering the formation of critical thinking and the creation of more complex ideas, encouraging students to use resources and reinterpret them (McGill, 2011).

III. METHODOLOGY

This chapter presents the research methods, the process of data collection and analysis, the sample, as well as the limitations of the study.

3.1 Data collection instruments

The methodology used to conduct this study is a combination of quantitative and qualitative research methods, starting with the review of all previous existing documents (desk review) of the project (narrative reports, studies, manuals, mentoring reports, etc.), as and with the collection of quantitative and qualitative information in the field, through the preparation of relevant instruments. Quantitative and qualitative data were collected in the 20 schools that were part of the Project.

Quantitative data were collected through questionnaires that were filled out by teachers and pupils. The preparation of the questionnaire for data collection was based on the project documents in order to explore the issues related to the project interventions based on the Albanian context. First, the instruments were piloted and then distributed for data collection.

The teachers' questionnaire included several issues such as: demographic data, information about MIL knowledge before and after the project, integration of MIL in classroom before and after the project, contribution of the project to teachers' skills development, learning objectives related to MIL before and after the project, the challenges for the integration of MIL in the curriculum of pre-university education, the challenges in the learning process with students related to MIL, the evaluation of mentoring according to teachers, the benefits of students according to teachers, the purpose of using MIL for students according to teachers, etc.

The student's questionnaire included: demographic data, information about MIL topics before and after the project, MIL skills gained by students, importance of MIL, students' perceptions of why MIL has served them, students' suggestions for MIL to other young people.

The combination of quantitative and qualitative methods was necessary since the research report focuses on gathering evidence and identifying the results achieved by the project. With the intention to guarantee in-depth and comprehensive exploration of all perspectives, qualitative data were collected through in-depth (semi-

structured) interviews. A total of 16 semi-structured interviews were conducted.

The interviews contained questions that were organized into sessions such as: the results achieved by the project, the importance of mentoring, the main challenges in integrating MIL in the classroom, the lessons learned, the changes they have noticed in working with students, recommendations on what to do more in the field of MIL etc.

3.2 Data collection process

The data collection was carried out during June 2022. The questionnaires were preceded by an informative section on the purpose of the study and the entire process of how the data will be analyzed and the preservation of confidentiality. Before the start of the interview, the participants were given information on the research report, its purpose, and the preservation of confidentiality was emphasized in a particular way, both during the data collection process, but also afterwards, during their analysis. Some of the interviews were conducted online and the rest face-to-face in school settings or professionals' offices, depending on the opportunities that the interviewees had.

In order for the participants to express themselves freely, the order of questions was not strictly maintained during the interviews, with the intention for the interview to be more natural, focusing on the issues of interest for the research report. During the interview, other questions were asked in order to obtain the targeted information.

3.3 Data analysis process

A thematic approach was used for qualitative data analysis. The data were transcribed and ethical considerations were respected throughout the transcription process. After the experts became familiar with the data by reading and rereading the transcript, they began to identify codes. After identifying the codes, there was another process of reading the data, coding and creating categories. Categories were analyzed for relationships, changes that helped in comparison and creation of subcategories.

On the other hand, quantitative data analysis was done through excel. Each question is illustrated with pie charts showing the percentage while the information on the attitudes of the interviewees is given through the graphs. The data obtained from the questionnaires of students and teachers were analyzed separately.

3.4 Participants / sample

The participation of various project stakeholders and students made an important contribution to the drafting of this research report. Their participation served to integrate the knowledge and perceptions of all stakeholders and beneficiaries. Students, teachers and school leaders (of 20 schools that were part of the project) participated in the research. Representatives from the Agency for Quality Assurance in PreUniversity Education (AQAPE) as well as representatives of the Albanian Media Institute, who implemented the project, were also involved as participants in this research.

As mentioned above, quantitative and qualitative research methods were used to conduct this research report, and data collection was based on the conduction of structured questionnaires, administered online (through Google form) with teachers (N=170) and students (N=973), as well as in-depth interviews (online and face to face), 16 in total, with teachers (N=7), school principals (N=4), mentors (N=3), a representative of AQAPE and a representatives of AMI.

The sample was intentional since the research targeted teachers and students who were part of the project. The questionnaires were sent to the teachers and school leaders, who then distributed them to the students.

Of the 170 teachers of the pre-university system, who answered the questionnaire, 57.1% teach in high school (10th – 12th grade) and 42.9% in secondary school (5th – 9th grade).

Of the 973 students of the pre-university system, who answered the questionnaire, 70% were from high schools (10th – 12th grade) and 30% from secondary school (5th – 9th grade).

3.5 Limitations of the study

The level of sincerity and reliability of the answers given by students and teachers when fulfilling the online questionnaires despite the fact that the teachers were instructed to inform the students about the importance of being objective and truthful in completing the questionnaire.

As June was the last month of school it was somehow difficult for the teachers to find time to conduct the interviews, which is why they were left free to choose between face-to-face and online options.

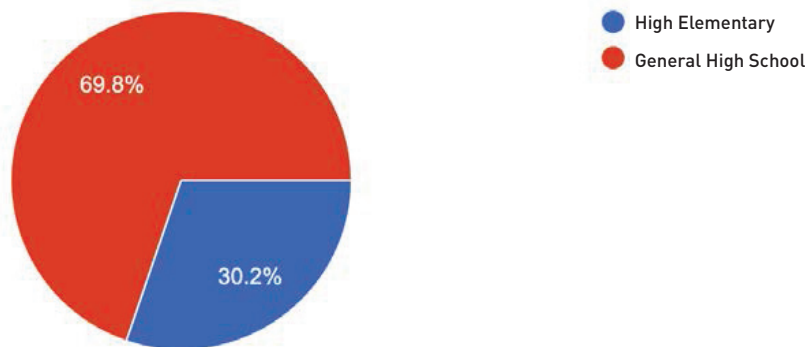
IV. RESEARCH FINDINGS

This chapter presents the findings of the research according to the data collected through instruments that were designed for such purpose and then an integrated analysis of each category.

4.1 Students' perceptions on MIL

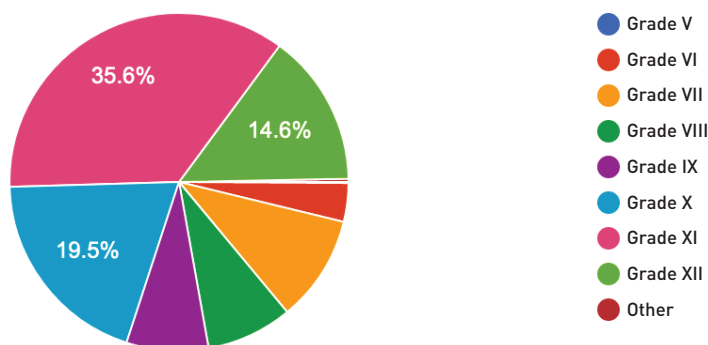
973 students from the pre-university system answered the questionnaire. Almost 70% from the high schools and 30% from secondary schools.

Figure 1: School Level - Students



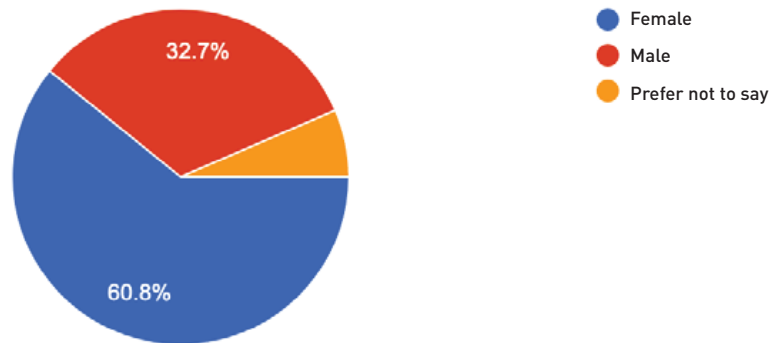
About 36% of the students who answered the questionnaire attended 9th grade, about 20% attended 10th grade and about 15% attended 12th grade, as the figure below shows. Some other 7.8% attend the 9th grade; 8.2% 8th grade and the remaining 10.2% 7th grade; 3.6% 6th grade.

Figure 2: Students - Grade Level



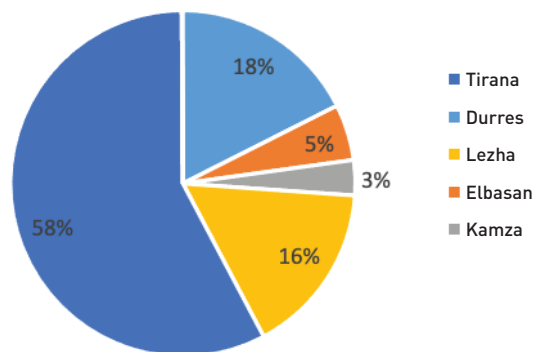
About 61% of the respondents are girls and 33% are boys. While 6% prefer not to answer the gender question.

Figure 3: Gender of students



58% of the students who answered the questionnaire are based in Tirana, 18% in Durrës, 16% in Lezhë and 5% in Elbasan, as indicated in the chart below.

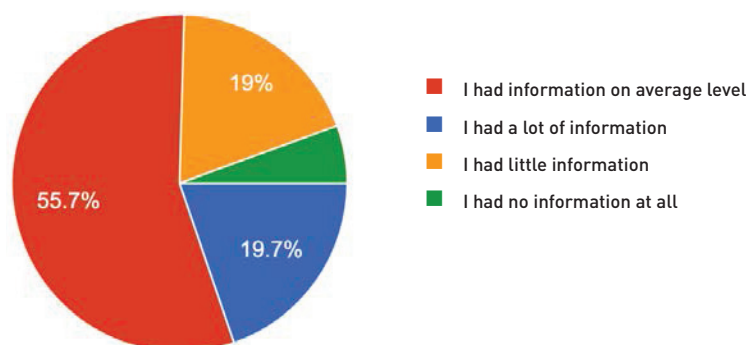
Figure 4: Town



Students have diverse understandings of MIL, however they do have a common denominator of it, which is the information security and accuracy, as well as the connection to digital tools.

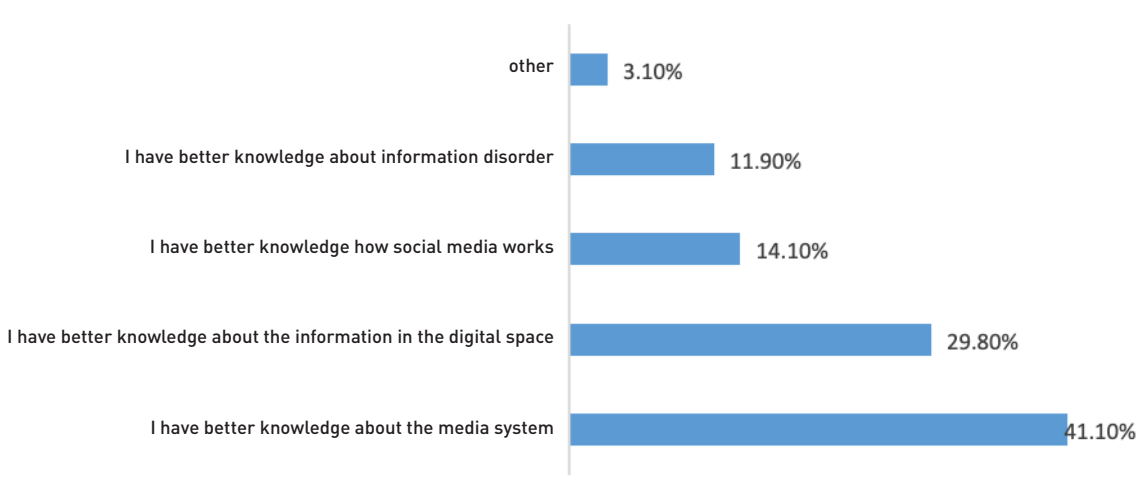
About 56% of the students affirm that they had MIL related information at an average level before the activities taking place in the classroom on behalf of the Project. On the other hand, 19% others had little information and 20% had a lot of information.

Figure 5: Information about MIL before the project intervention



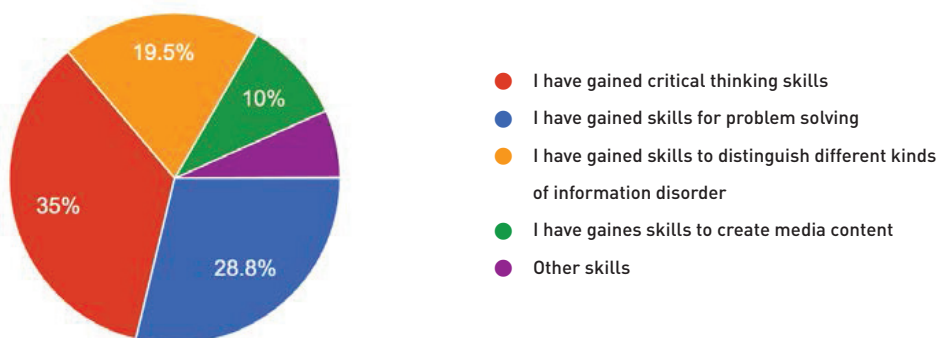
41% of the students confirm that they already have better knowledge about the media system after the implementation of the activities in the class related to MIL piloting. Some other 30% state that they already have better knowledge about information in the digital world, as shown in the figure below.

Figure 6: Knowledge gained by students after the project intervention/activities



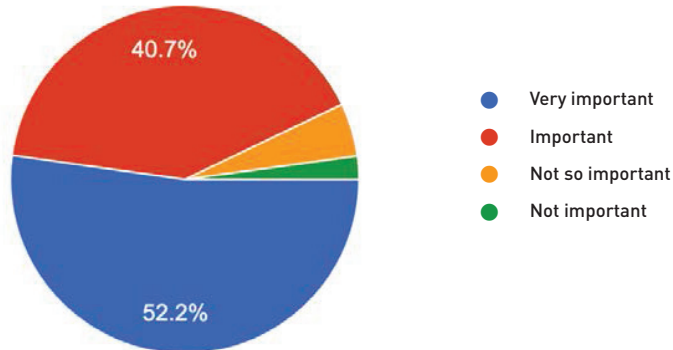
35% of students confirm that they have gained critical thinking skills and about 29% express that they have gained problem-solving skills, while about 20% have gained skills to distinguish information disorders.

Figure 7: Skills gained from students related to MIL



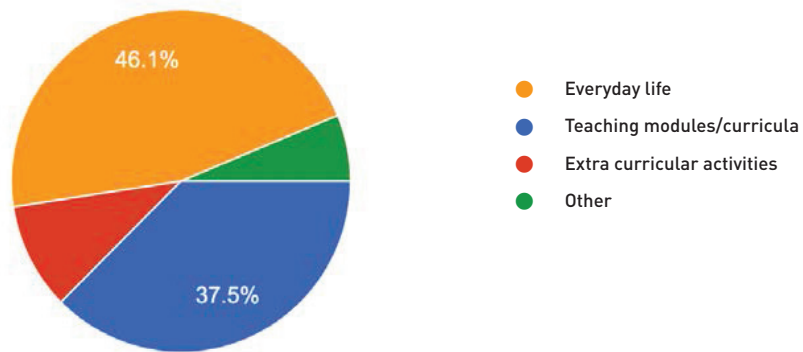
52% of students who fulfilled the questionnaire confirm that MIL is very important to them. About 41% confirm that MIL is important.

Figure 8: MIL Importance



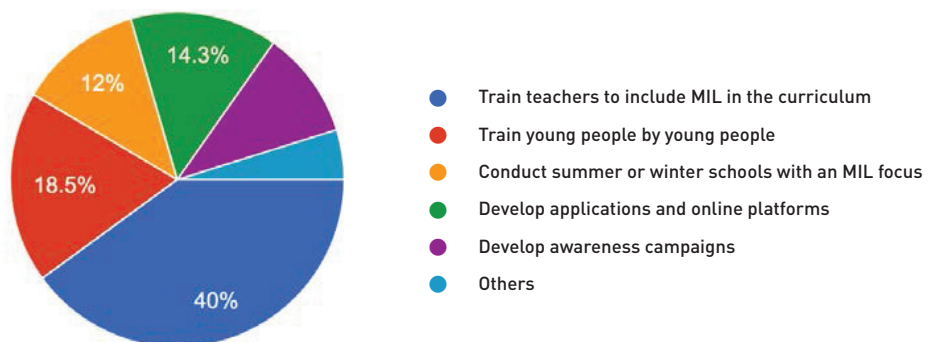
About 38% of students confirm that MIL has helped them in academic subjects and about 46% in daily life, as shown in the chart below.

Figure 9: Students' perceptions on how MIL has been useful to them



40% of students think that teachers should be trained to integrate MIL in the curriculum so that young people and other peers can learn about it. Some other 19% think that young people should be trained by young people. 14% think that applications and online platforms should be developed and 12% that summer or winter schools with a focus on MIL should be implemented.

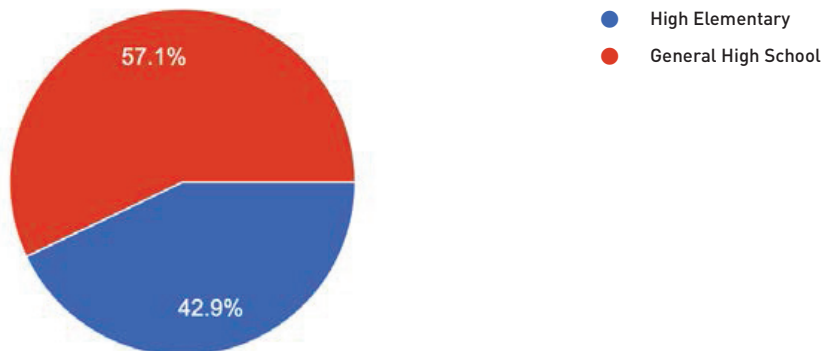
Figure 10: Students suggestions about MIL for youth



4.2 Teachers' perceptions on MIL

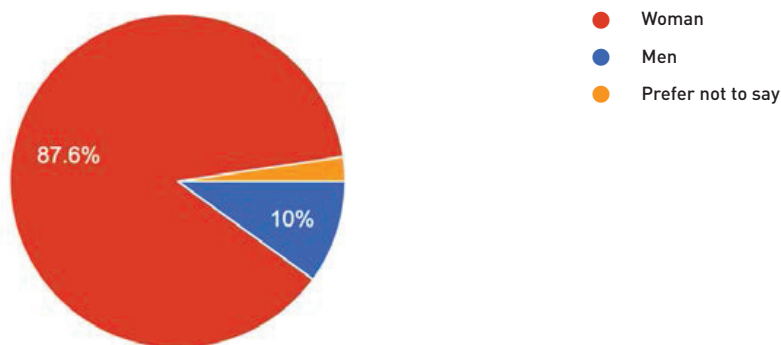
A total of 170 teachers of the pre-university system answered the questionnaire, of which 57.1% teach in high schools and 42.9% in secondary schools.

Figure 11: Affiliation of teachers by school



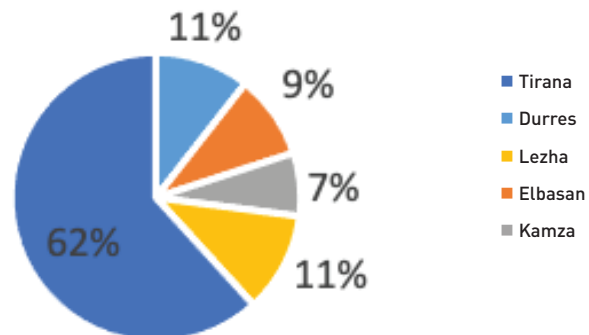
The vast majority of teachers who answered the questionnaire are women, 87.6% and 10% men, while 2.4% prefer not to answer. This gender disbalance participation can be explained by the gender distribution in pre-university education. As the National Institute of Statistics (INSTAT) shows in the 2021 report, in the academic year 2019-2020, women predominated in the lower and middle cycle, respectively 75.5% and 68.4% of teachers at each level compared to men.

Figure 12: Teachers' gender



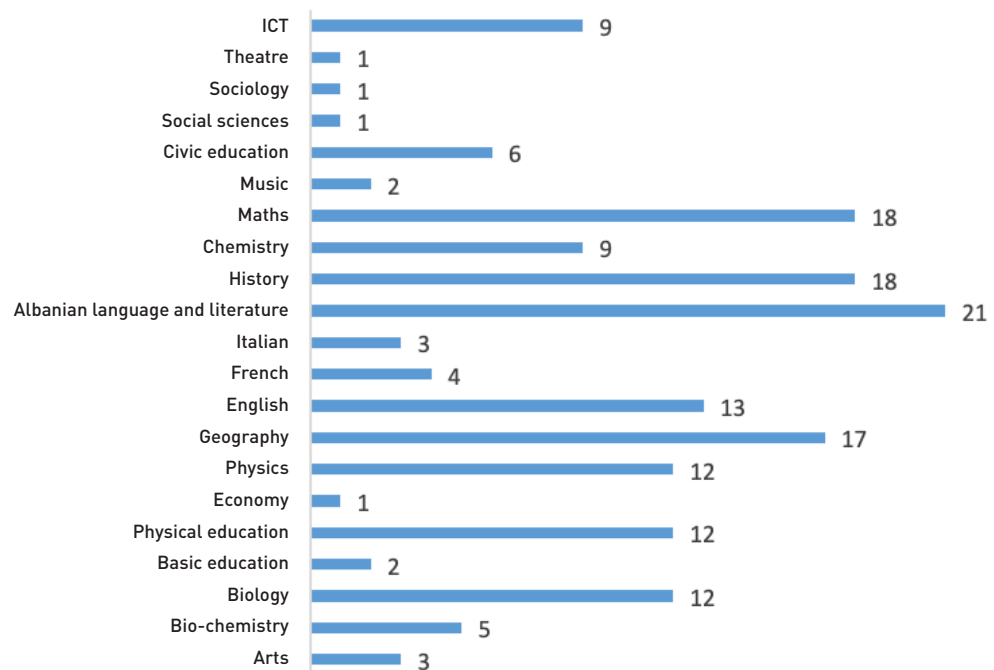
As for the residency, most are in Tirana (62%), 11% in Lezhë and Durrës, followed by Elbasan 9% and Kamza 7%. This participation is explained by the fact that 14 of the 20 schools included in the project are in Tirana. As for the location, most are in Tirana (62%), 11% in Lezhë and Durrës, followed by Elbasan 9% and Kamza 7%. This participation can be explained by the fact that 14 of the 20 schools included in the project are in Tirana.

Figure 13: Town



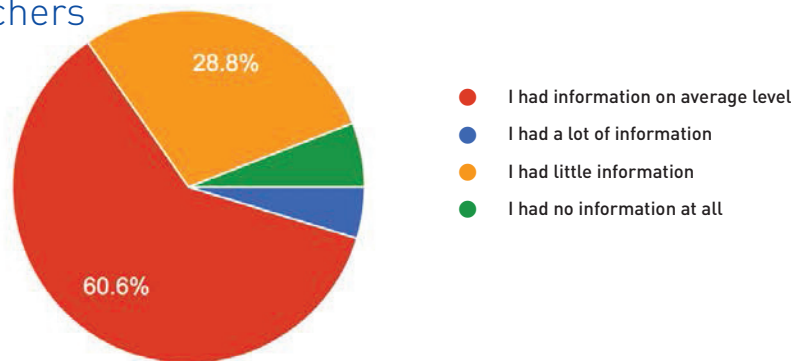
Teachers of all subjects are represented in this report, as the figure below shows.

Figure 14: Module



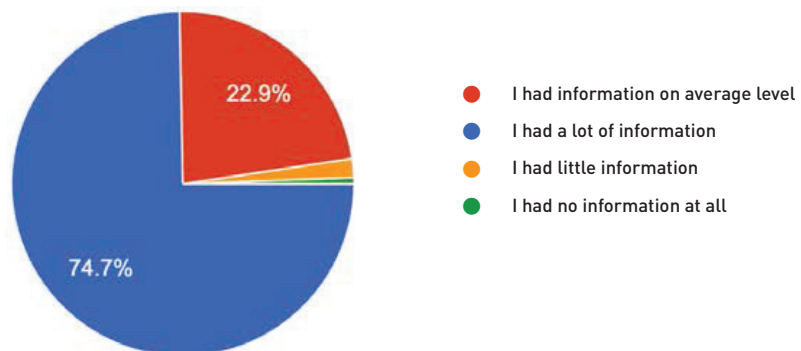
When it comes to the level of information about MIL before the start of the project, 60.6% of teachers confirm that they had an average level of information and 28.8% that they had little information about MIL. Only 4.7% of teachers confirm that they had a lot of information about MIL before the start of the project and 5.9% had no information at all, as shown in the figure below.

Figure 15: Information about MIL before the project for teachers



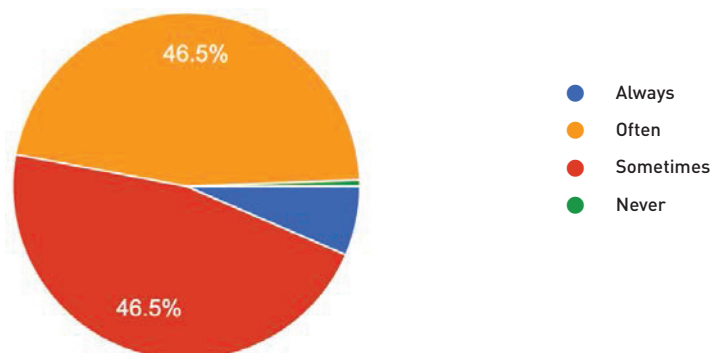
The progress after participating in the MIL courses organized on behalf of the Project is clearly confirmed by 74.7% of the teachers, who express that they already have a lot of information about MIL and about 23% confirm that they have average information.

Figure 16: Information about MIL after the project for teachers



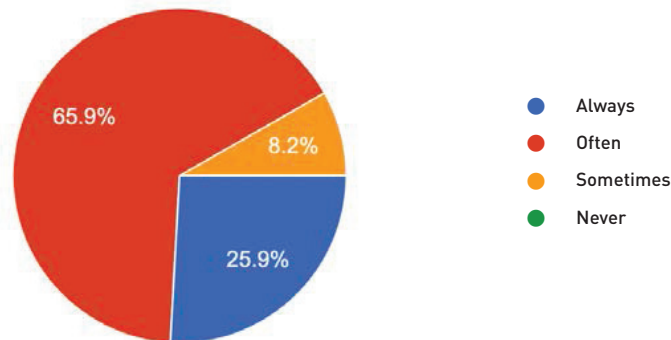
46.5% of teachers confirm that they have applied elements of MIL in teaching before the project sometimes and the same number of teachers that they have applied often.

Figure 17: Applying MIL into teaching before the Project



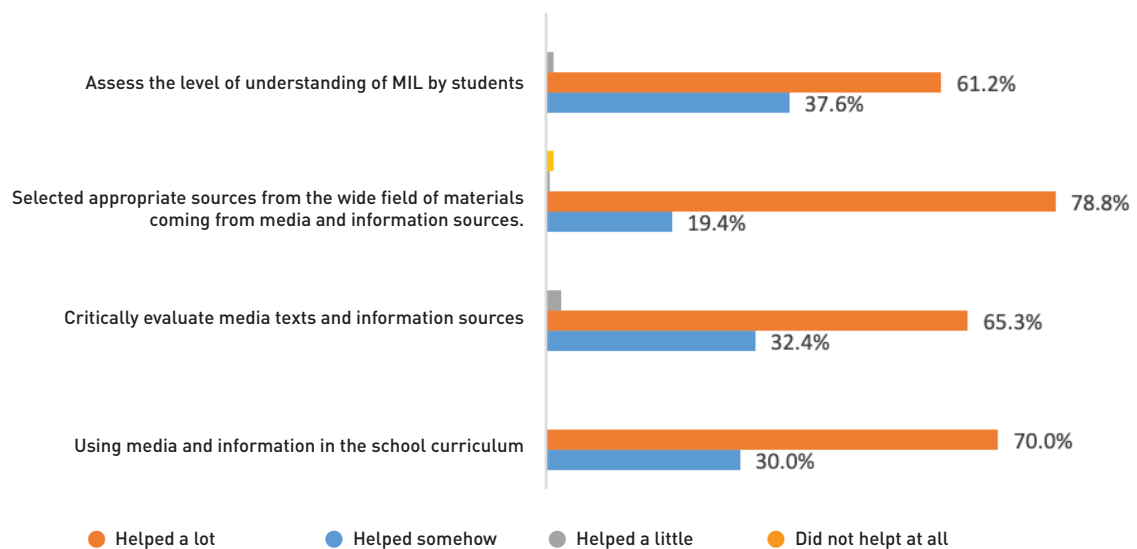
In the meantime the use of MIL elements in the teaching process after the project intervention has been increased. 26% of teachers confirm that they always use MIL in classroom and 66% use it often as shown in the chart below.

Figure 18: Applying MIL to teaching after the project intervention



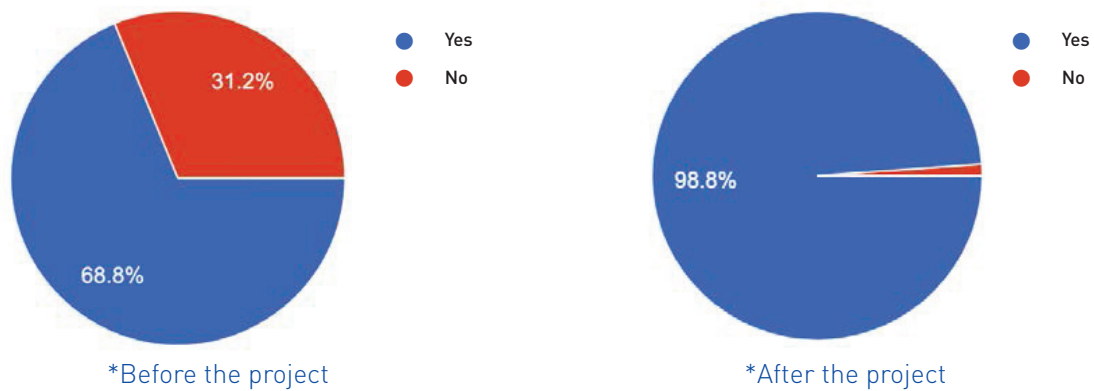
When it comes to teacher’s skills development on MIL, 78.8% confirm that it has helped them a lot to select the right resources from the wide range of materials coming from media and information sources; 70% express that it has helped them a lot to use media and information in the school curriculum; 65.3% say that it helped them a lot to evaluate media texts and information sources in a critical way, and 61.2% said it helped them a lot to assess students’ level of understanding of MIL.

Figure 19: Project contributed to the skills of teachers



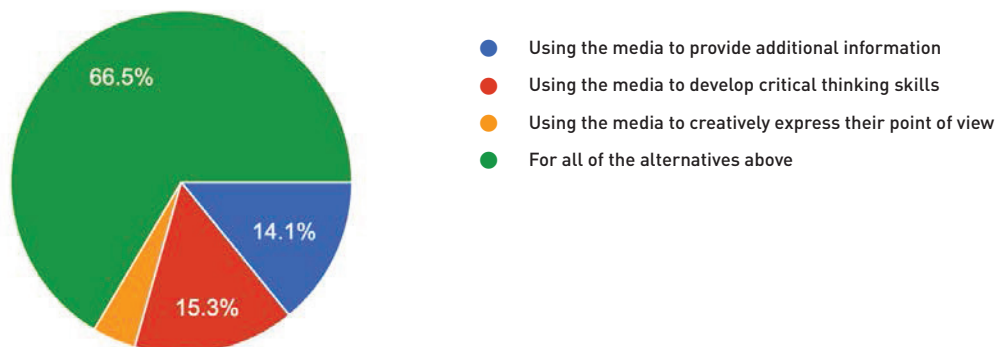
68.8% of teachers confirm that they have planned learning objectives related to MIL before the project intervention. While almost 100% affirm that they have planned learning objectives related to the use of media after the intervention of the project according to the figure below.

Figure 20: Teaching objectives related to MIL before and after the project



In the vast majority (66.5%) of cases, teachers confirm that they have planned these media-related objectives for the use of MIL to provide additional information, the use of media for the development of critical thinking skills, and the use of media to express/create content.

Figure 21: Teaching objectives related to media



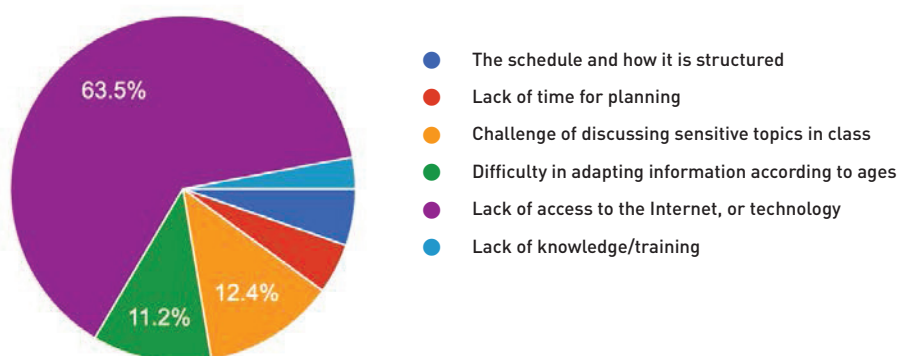
On the other hand, related to the challenges for the integration of MIL in the curriculum of pre-university education, about 30% of the teachers confirm that the planning of specific activities aiming at observing the student's achievements in the learning process has been the main challenge and about 22% affirm that the other main challenge has been the planning of concrete activities for the inclusion of students in tasks related to MIL. While 14% say that they have not encountered any particular difficulties.

Figure 22: Challenges for the integration of MIL in the curriculum of pre-university education



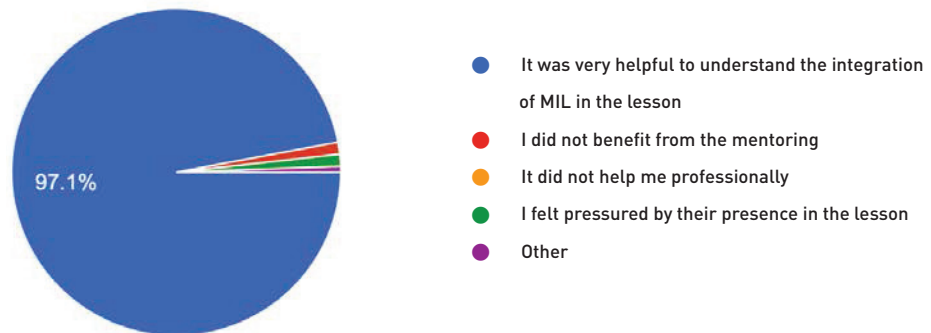
In the meantime, the main challenges that teachers encounter in the teaching process (meaning interaction with pupils) when applying MIL elements at school is the lack of access to the Internet or technology (63.5%). 12.4% of teachers affirm that even discussing highly sensitive topics is challenging and 11.2% affirm that they encounter difficulties in adapting information to the student's ages, since they teach in different grades.

Figure 23: Challenges in the teaching process related to MIL



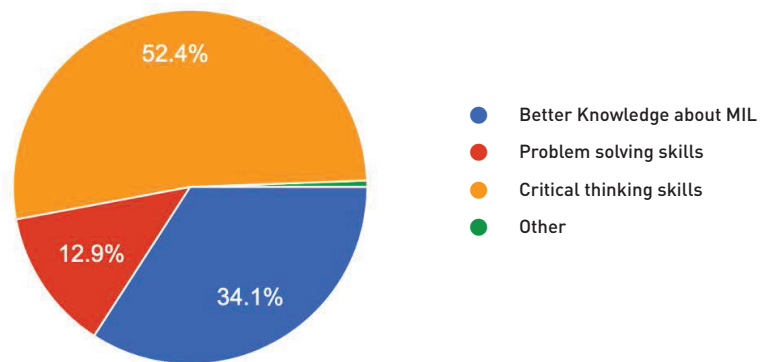
As for mentoring, 97.1% of teacher’s stress that it has been helpful to better understand the integration of MIL in the classroom, as shown in the figure below.

Figure 24: Evaluation of mentoring according to teachers



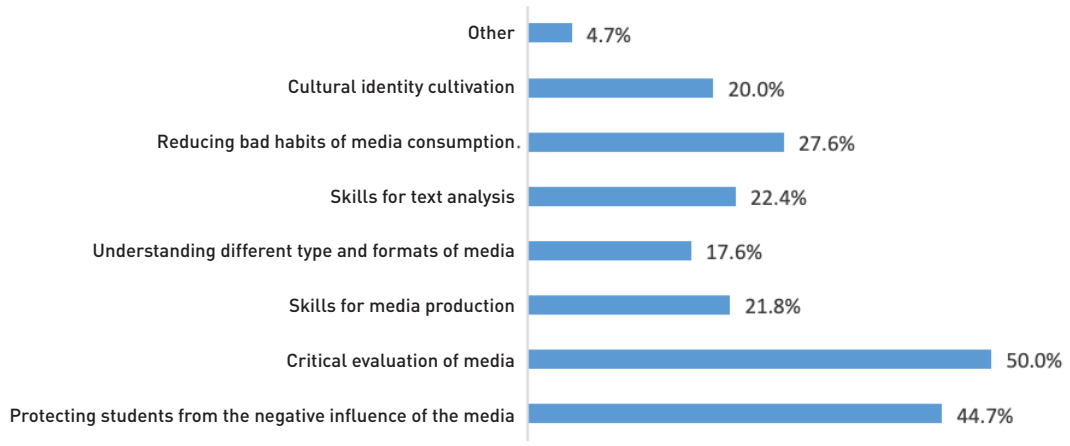
More than half of the teachers (52.4%) think that students have gained critical thinking skills as a result of the project. Some other 34.1% think that they have gained better knowledge about MIL as a whole concept and about 13% express that they have gained for problem solving skills.

Figure 25: Students’ benefit from MIL project according to teachers



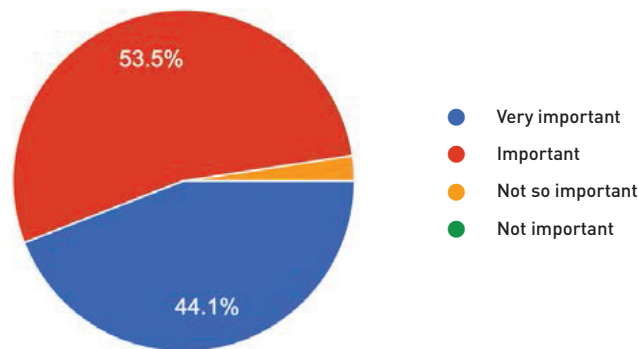
Teachers affirm that they achieve different goals through the use of MIL elements into teaching, such as critical evaluation of the media (50%), protection from the negative influence of the media (44.7%), educating students from bad habits of media consumption (27.6%), as stated in the chart below.

Figure 26: Based on what actually happens in the classroom, what goals do teachers achieve when teaching MIL?



Almost all teachers who responded to the questionnaire confirm that MIL is important: 44.1% think it is very important and 53.5% that it is important.

Figure 27: Importance of MIL according to teachers



50.6% of teachers confirm that MIL trainings should be offered to all teachers, and 31.2% think that teachers should be involved in continuous training with the intention of increasing competences in this field.

Figure 28: Teachers' opinion about professional development related to MIL



V. DISCUSSIONS: ANALYSIS OF QUALITATIVE DATA

Based on qualitative data, this chapter presents an analysis of the importance of MIL in school, training, mentoring and project challenges.

5.1 The importance of MIL in schools

All interviewed professionals report that MIL is very important for the school, students and teachers. Although students are exposed to different elements of media and information in specific subjects, the project created a much clearer and more comprehensive understanding, helping teachers and students to develop new forms of competence (knowledge, skills and attitudes), to master the basic skills for critical thinking, to express themselves and to participate actively in the education process.

Teachers report that they used different elements of media and information, but not in a structured and planned way as it happened after being trained and supported by mentors. The abundance of information that teachers and students encounter creates confusion and many dilemmas about the authenticity and selection of the right information. Increasing teachers' capacities and understanding about MIL has helped them to search for safe sources of information and guide students in selecting appropriate information. All report that MIL is needed to inform and empower teachers and students with the skills to critically analyze information and distinguish between truth and falsehood.

“MIL helps foster critical thinking in students, fostering freedom of expression and using information from safe, cited and valuable sources for any lesson.”

Teacher, Tirana

The teachers emphasize that MIL will help students not to be too superficial not to be in using the internet when they can use it productively for further education and information, while reducing the risks that the use of the Internet entails. They report that it is crucial to cultivate in students the beneficial use of media with the intention to serve learning process. The awareness and development of students' skills on how

to interact with different forms of media is essential, because in the future they will not only convey the news and information they encounter on a daily basis, but will often be responsible for the production of information as well.

Projects that bring innovative ideas and a new spirit are considered very important by teachers and school leaders, for they bring a different way of thinking about media and information compared to what teachers are usually used to teach in the classroom.

Some of the interviewees report that the project has given them the opportunity to go further than the traditional learning/teaching and focus more on different sources of information and their integration into lessons. The professional development of teachers in the field of MIL has shifted their opinion on how can they include different sources of information in the lesson. It was perceived as challenging at first, but the training and mentoring provided by the Project has helped them to develop the right skills, increase understanding and develop competencies that include the ability to access, search, analyze and evaluate media content and information, such as and using media and technologies to disseminate information and organize the lesson.

5.2 Teachers training

The project included 20 schools, out of which half were secondary schools and half high schools, based in Tirana, Durrës, Elbasan and Lezha. Training was offered to 240 teachers. All participants expressed that the training on MIL curricula and modules was crucial and that helped to create the ground for a common understanding of the approach, as well as for the skills development to integrate it in the existing curricula. All the teachers and school principals interviewed expressed that after the training they had a different understanding and approach to MIL use in the classroom, emphasizing: the requirements they had for the student, the way they included MIL in the lesson, the analysis of the information that they themselves had to do before a lesson, the instructions they gave to the students prior to the preparation of the tasks, the ways in which the information was reflected and expressed by the students, the very interesting facts that the students brought with their works, the encouragement of the students to read beyond the surface of the media messages that they encounter in everyday life, helping students to look for alternative ways to be informed.

“Initially, we were not well-informed about everything, we needed information and guidance.”

Teacher, Durrës

“The training was necessary. We had used MIL in our own way. There is information beyond books.”

Teacher, Tirana

It is important to understand that, although teachers have free access to many teaching resources, in many cases they lack the knowledge and skills necessary to use these resources in the right way and that is why these training sessions are so important.

After the training, the teachers say that they have used much more sources of information according to the relevant subjects by structuring the lesson differently, using methods that have increased the participation of students. The teachers have been much more careful in giving instructions for the information they have asked from the students and this has guided the students to get the best from what the media has to offer as it is very wide. Orientation is considered very important also because surfing the Internet is dangerous and the need to inform students is immense.

“Students like to connect the technology part with the learning because it seems fun and not monotonous. The students are involved in concrete activities and they learn by doing; they are encouraged to express their opinion”.

Teacher, Durrës

“The moment we did the MIL training, we realized that we had to be structured and clearcut on the requirements we posed to the students. We had to have a different type of organization, to go towards authenticity, safe and objective information, to incite interest to look for information beyond the book and beyond the school, independence in obtaining information, to guide the student correctly and accurately.

Teacher, Tirana

During the training, the cooperation that the participants of the different schools have had with each other, as well as the part of the experience exchange, challenges and examples that they have shared from practice, is also highly evaluated.

Regardless of the subjects they taught, all teachers agreed that gathering and verifying data and information, communicating and reproducing knowledge are all aspects that occur in all subject areas. Certainly, equipping teachers with skills and knowledge so they can support their students has made them more confident as they expressed that children are better users of technology.

There is a genuine interest from many teachers to advance their knowledge in many aspects related to MIL and they really appreciate the training and even pointed out that it needs to be followed up with more in-depth training.

Training on the use of media as a source of information through appropriate techniques opened up a new area of AQAPE's work with teachers in this area. There is a lack of unified criteria for evaluating the teacher's performance on MIL, and the idea of a three-level performance of the teacher was piloted: MIL as a tool for information; as a method for promoting critical thinking; and as a method for creating content or expressing oneself.

5.3 Incorporating MIL in the classroom and working with students

Capacity building trainings intended for teachers has helped them to understand the comprehensive dimension of MIL and to accept its place in all subjects, and to see it as integrated into the lesson rather than as an issue to be dealt with separately. Teachers are generally more and more open to innovation, as they now see MIL as a necessity in their work with students. The project provided a strong support in helping teachers to understand MIL, increase capacities, share experiences, being mentored, as well as putting in disposal additional resources, publications and materials in Albanian language, etc. This increased their confidence and helped them to consider it primary in the teaching process and to reduce the threat they sometimes felt in the classroom that came from the fact that students are more skillful when it comes to technology and internet.

“It seems a bit difficult to combine science with the media, but there are many ways of getting informations. In classroom, MIL can help teachers to prepare lessons and for example in the physics subject it can be applied very well. There are many ways for locating information through media channels, and students themselves have used videos and certain stimulations. Some of the students have even uploaded their experiments to YouTube. This encourages them to be in the center of attention, which is difficult to obtain even at school”.

Teacher, Durrës

MIL increases the possibility of knowledge construction through provision of a unique perspective on the meaning of media messages. It offers opportunities to consolidate and expand the development of competences and knowledge acquired in other areas of the curriculum, both for teachers and students. As reported, teachers have used MIL more to identify sources of information, to evaluate the reliability and accuracy of sources, and to less as a method to increase critical thinking. This is also reflected by the examples they shared about the ways of organizing lessons.

“The life of Balzac, which we did know very little and we were surprised by the facts that students brought for that lesson. We made the connection between his life, the themes of his works. If MIL is implemented, we will find very interesting things to increase the curiosity of our students.”

Teacher, Tirana

“The spelling of the Albanian language, how the media affects it, the mistakes the media does, the way they write, the use of foreign words instead of the Albanian language. Students have seen various shows and journalists who use foreign words or have read articles, which are written with spelling mistakes. It was the topic of the project for the seventh grade and they did the project very well”.

Head of school, Tirana

“We need to work a little more on critical thinking and content creation. The second and third levels are difficult. Students do not know how to create; they find it easier to copy.

Teacher, Durrës

Many teachers agree that one of the main goals of education is to help young people develop critical thinking skills. They consider crucial those MIL practices which are closely related to developing critical thinking skills, which make it easier for them to work with students and give them tools to be more active in analyzing images, media messages and any sources of information they receive from the media.

Related to working with the students, it is reported that they showed an increasing improvement in the quality of the projects that they had to submit in different subjects. Students began to be more critical in the selection of information sources and this also came as a result of the instructions given by the teachers.

“Using quality information and disseminating it to their peers, this is the goal. The improvement we have seen is very important, because the submission of a project once was a printout of a copy-paste page, which the students probably did not even read what they printed. Whereas, if the student is instructed on what information to find, how to find it, the tasks are divided into groups, he is invited to interpret it, give his opinion, etc., then he will develop a much more complete work and will receive much more satisfaction from the whole process”.

Head of school, Tirana.

MIL facilitated the learning process as students accessed different types of information that on the other hand reflected the academic level and skills of all students in the classroom.

5.4 Mentoring

Mentoring has been received by all teachers and school leaders in a positive light and as they express it has increased commitment of the teachers and students to increase the quality of the lessons by using as many MIL elements as possible. On the other hand, it was interesting for the students as well, as they appreciated that someone was interested in their work and they were satisfied that they did a lesson differently.

“Without mentoring we wouldn’t be able to understand MIL, or even organize an interactive and practical class”.

Teacher, Durrës

Mentoring made it easier to connect theory with practice. The exchange of ideas with the mentor, the discussion on certain elements of the lesson, receiving suggestions and feedback on the lesson has guided the teachers how to search, evaluate, use and create information in their teaching.

The teachers suggest that the mentoring should be done several times and not just once, since a lesson is more or less demonstrative, while in the future the teacher can show other levels of preparation during the lessons and that creates the opportunity to deepen and advance more in the use of MIL in the classroom.

Additional to what teachers think, mentors also confirm the need for ongoing mentoring tailored to the specific needs of teachers and their subjects.

“Mentoring all the time is very important for teachers, but it must be continuous and respond to their requests.”

Mentor

The mentors emphasize that the integration of MIL should be part of the professional development of teachers and the networks of teachers working with MIL should be strengthened. However, they also emphasize the challenges that this process has, especially regarding the available digital infrastructure.

“The extension of MIL to all schools and the universalization of this approach also requires access to technological resources and sustainable internet in schools and this is not always possible, at least not until now, but it is necessary”.

Mentor

5.5 Challenges of integrating MIL into the classroom

The challenge is the implementation, MIL curricula integration must come in a structured and organized way, in particular taking into account that this is a new field for teachers, who do not necessarily have the capacities and skills to be spontaneous and creative. MIL should be an integrated part of the curriculum, and offer an intervention plan for each subject. It is very important to plan the lessons in the curriculum from the very beginning of the year, because their integration required extra efforts on teacher's side considering that its implementation came after the beginning of the school year. The drafted MIL curriculum for pre-university teachers and mentoring in itself, have been very helpful for the teachers to have a common understanding and be skillful in its integration.

“By devoting ourselves to the book, the teaching methods, we had somehow overlooked MIL and left it aside or we had told students to get information, but we had not guided them properly. MIL integration should be organized and consistent and should not be left to the teachers or students choice.”

Teacher, Tirana

Another challenge is related to the school environment, including the conditions of each school, the infrastructure of the school, the computers, the capacities of the teachers. All interviewees reported lack of infrastructure as a major concern. The lack of technology at school, but also at home for many of the children, makes it difficult to implement MIL in practice at certain times.

The project has helped two schools with the purchase of some basic equipment such as: computer, projector, laptop, the necessary tools which would help them to make a media laboratory or interactive lesson. This has been very positive as teachers have used the tools to demonstrate and develop different lessons with students and increase their interaction through technology.

The growth and development of teachers' skills to implement MIL requires ongoing training and the involvement of all teachers. The lack of financial resources for sustainable action means that the scope and coverage of needs is only at the project level and that limits the extension to national level.

VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents lessons learned, some good practices and recommendations based on the combination of quantitative and qualitative findings.

6.1 Lessons learned

The time for the piloting was not enough, the intervention in schools should be extended over a longer period of time and accompanied by continuous training, mentoring, and support with different materials and sources. Given that part of the project was implemented even during the pandemic, this has increased even more the difficulty in implementation.

Teacher's training should be consolidated in the sense of engaging more professionals for content preparation and training delivery. The trainings days should be spread, thus not affecting the teaching process as well as for the teachers to be able to get enough time to read the materials and prepare for practical, reflective and creative tasks during the training, which are done with the intention to increase both theoretical and practical competences related to MIL.

6.2 Good practices

Encouraged by MIL principles, teachers have incited the motivation and inclusiveness of students, as all of them wanted to be involved and share their opinion, and everyone found themselves within the lesson. It has been stimulating for the children to explore and bring out special and specific information related to the subject of the lesson rather than simply finding the easiest information that is available in the internet or media.

The school leaders and teachers involved in the Project have developed a better understanding of the importance of developing MIL skills and competences. This awareness of the importance of learning the basic skills of MIL for students can contribute to the accurate implementation of curricula, creating the ground and security for teachers in achieving learning outcomes in the relevant fields of

education. All teachers report that they have encouraged students to question the source and accuracy of information and have repeatedly emphasized issues related to misinformation, personal data storage, and the dangers of using the Internet.

The students felt very good in the MIL piloting lessons and were very creative in different topics and in the preparation of posters, videos, presentations expressing the content in different forms.

“The children had gathered information that we were amazed at.”

Teacher, Tirana

The training of a group of teachers for each school is very positive as it has created some capacities for the school that can help and inform other colleagues as well. On the other hand, the trained teachers supported each-other and shared their experiences and asked for help throughout the school year. Teacher training in the field of MIL is important for the production and implementation of high quality educational curricula.

Another good practice is the design of the MIL piloting diary sheet that AQAPE has developed in consultation with the teachers. Through this diary, teachers have given ideas on how they could use MIL in a specific lesson and have been supported by mentors in doing that, of course being in accordance with the curriculum.

The various MIL resource materials (publications, videos, etc.) that have been offered to teachers in Albanian have been helpful for teachers to have the opportunity to read and be informed more widely, as well as to refer these resources to other colleagues.

6.3 Recommendations

Teachers should increase the crucial educational competences to promote media literacy among their students. MIL should become part of a mandatory training program for all teachers, so that they consider MIL as an opportunity to prepare students for their roles as citizens and active consumers of media and information, thus participating effectively in democratic discourse.

The use of technology in the classroom is an incentive for students to be involved and engage more compared to the cases where traditional forms of teaching/learning are used (the book, chalk and explanation on the teacher’s board).

The continuity of the project and the support of schools to develop other dimensions of MIL such as critical thinking and the content creation/expression requires a long-term investment. Continuing professional development will be essential to address

changes and developments in the field, as well as to respond with appropriate pedagogical strategies.

Additional modules on laws, ethics and copyright should be developed. That will help the teachers and students to know and be educated on the use of information from different sources.

Investments to develop basic infrastructure in schools, media laboratories (which would include computers, projectors, internet, equipment for audio and video recordings, libraries, etc.) in order for students to receive information and also to develop further skills and competencies in the field of MIL;

Development of training plans at school level where trained teachers train other teachers in schools to have a wider coverage and reaching all teachers.

Creating/strengthening a professional network of teachers for MIL so those who have worked on MIL can continue to collaborate and new teachers use it as a support system for their MIL work.

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ANNEXES

Questionnaire for Students

The Albanian Media Institute with the financial support of European Union and UNESCO is conducting a research report that aims to collect evidence and identify the results achieved on the piloting of Media and Information Literacy (MIL) piloting in 20 schools that were involved in the project “Building Trust in the Media in Southeast Europe and Turkey, phase II”. The purpose of the survey is to assess how the project has helped to increase the skills of young people for media and information literacy (MIL) through the integration of the MIL curricula in the formal educational system in Albania.

We guarantee that all the information you will give us while completing this questionnaire will be confidential, guaranteeing your privacy.

Thank you for your participation!

School: a. Secondary School b. High School

Name of the School _____

City _____

Class: _____

Gender: a. M b. F

1. How do you understand MIL– Media and Information Literacy?

2. How much knowledge did you have about MIL before the activities of the Project?
 - a. I had a lot of information
 - b. I had an average level of information
 - c. I had some information
 - d. I had no information at all

3. How much knowledge do you think you have gained about MIL after engaged in activities organized in class related to this piloting:
 - a. I already have a better knowledge of the media system
 - b. I already have a better knowledge of information in the digital world
 - c. I already have a better knowledge of how social networks work
 - d. I already have better knowledge of information disorders: propaganda, misinformation, manipulation, hate speech, etc.

4. What have been the main MIL benefits (in terms of skills) that you have taken from the piloting:
- a. I have gained problem solving skills
 - b. I gained critical thinking skills
 - c. I have acquired the ability to distinguish information disorders
 - d. I have acquired skills to produce media content
 - e. Other _____

5. How important is MIL to you:
- a. Very important
 - b. Important
 - c. Not very important
 - d. Unimportant

6. MIL has helped me in:
- a. my school subjects
 - b. extracurricular activities
 - c. everyday life
 - d. other

7. How do you think MIL should be carried out for young people and other peers?
- a. By training teachers to include MIL in their curricula
 - b. By training young people through peer training
 - c. By organizing summer or winter schools with an MIL focus
 - d. By developing applications and online platforms
 - e. By conducting awareness campaigns
 - p. Other _____

8. What aspects of MIL did you enjoy the most?

9. What would be your suggestions?

6. In your opinion, how much do you think the project has helped you to:

	It has helped a lot	It has helped somehow	It helped very little	It didn't help at all
Using MIL in the school curriculum				
Critically evaluate media texts and information sources				
Select appropriate sources from the wide field of materials coming from media and information sources.				
Evaluate the level of understanding of MIL by students				

7. In your work with students, have you planned learning objectives related to the use of MIL before the intervention of the project:
 - a. Yes
 - b. No

8. In your work with students, have you planned learning objectives related to the use of MIL after the intervention of the project:
 - a. Yes
 - b. No

9. If yes, the learning objectives related to the media were focused at:
 - a. Using MIL to find additional information
 - b. Using MIL for the development of critical thinking skills
 - c. Using MIL to creatively express their position.
 - d. All above

10. What have been the challenges that you have faced for the integration of MIL in the curriculum in pre-university education:
 - a. the use of teaching materials/resources from the media
 - b. planning concrete activities for the involvement of students in tasks related to MIL
 - c. planning strategies and education techniques for MIL in the learning process
 - d. planning special activities aimed at observing the student's achievements in the learning process
 - e. Other
 - p. There were no challenges

11. What are the main challenges you encountered in the teaching process with pupils when applying MIL elements at school?
 - a. The schedule and how it is structured
 - b. Lack of time for planning
 - c. The challenge of discussing sensitive topics in the classroom
 - d. Difficulty adapting information according to ages

- e. Lack of access to the Internet, or to technology
 - p. Lack of knowledge/training.
12. Mentoring/supervision provided by professionals during the project:
- a. Has been helpful to understand more about integrating MIL into the classroom
 - b. I did not benefit from mentoring
 - c. It has not helped me to grow professionally
 - d. I felt pressured by their presence in class
 - e. Other _____
13. What do you think the students have benefited as a result of the project:
- a. Better knowledge of MIL
 - b. Problem solving skills
 - c. Critical thinking skills
 - d. Other _____
14. Based on what actually happens in the classroom, what goals do teachers achieve when teaching MIL?
- a. Protecting students from the negative influence of the media
 - b. Critical evaluation of the media
 - c. Developing media production skills
 - d. Understanding of different media forms or genres
 - e. Developing text analysis skills
 - p. Removing students from bad habits of media consumption
 - g. Cultivating a cultural identity
 - h. Other _____
15. How important do you consider MIL in the learning process?
- a. Very important
 - b. Important
 - c. Not very important
 - d. Unimportant
16. Choose all that apply. In your opinion:
- a. MIL training should be provided to all teachers
 - b. MIL in schools should be taught at all levels (ie elementary, primary, secondary and high school)
 - c. Teachers should receive continuous training to increase competences in this field
 - d. Other _____

Guide to semi-structured interviews

The Albanian Media Institute with the financial support of European Union and UNESCO is conducting a research report that aims to collect evidence and identify the results achieved on the piloting of Media and Information Literacy (MIL) piloting in 20 schools that were involved in the project “Building Trust in the Media in Southeast Europe and Turkey, phase II”. The purpose of the survey is to assess how the project has helped to increase the skills of young people for media and information literacy (MIL) through the integration of the MIL curricula in the formal educational system in Albania.

We guarantee that all the information you will give us while completing this questionnaire will be confidential, guaranteeing your privacy.

Thank you for your participation!

1. What does MIL (Media and Information Literacy) means to you?
2. Why did you become part of this project to integrate MIL into the teaching curricula?
3. What were the results you achieved? What aspects of the project do you find most valuable?
4. What do you think about the mentoring? How and how much did it serve to you? What would be the suggestions for the future mentoring of teachers on MIL?
5. What are the main challenges in integrating MIL into teaching curricula?
6. What are some of the lessons learned? How would you act differently?
7. What do you think has changed in working with children since the integration of MIL in the lessons?
8. Can you share any examples or good practices?
7. What do you think needs to be done in the field of MIL?