

Assessing Impact: Unveiling Insights from Questionnaire Phases in "Empowering Future Teachers with Media and Information Literacy Skills" ¹

As an integral part of our evaluation strategy, we conducted two essential phases of data collection through structured questionnaires in the project, "Empowering Future Teachers with Media and Information Literacy Skills." Both the initial phase and the final phase, involved surveying 73 students at the Faculty of Education, UAMD (44 students at the Bachelor academic level and 29 students at the Master academic level), to explore the immediate impact of the project on their perspectives and understanding of media and information literacy. The insights gained from this phase informed subsequent adjustments to better align with the needs and expectations of the participants.

In the following, the answers to the questionnaire of the initial phase of the project will be considered.

- The questions with the selection of the appropriate alternative are listed as follows:
 1. How often do you use social media or the Internet for personal or academic information purposes?
 2. Have you previously been part of a formal training in media literacy?
 3. On a scale of 1 to 5, how confident do you feel in identifying fake news or misinformation online? (1 = not at all sure, 5 = very sure)
 4. How do you usually verify the reliability of information you find on the Internet?
 5. What specific topics or skills related to media education would you like to learn more about during this project?
- Open-ended questions are listed as follows:
 1. What are your biggest challenges or concerns as future teachers when it comes to media education? (up to 5 sentences)
 2. Is there anything else you would like to share or any questions you have about media literacy? (up to five sentences)

¹ Ky material është realizuar si pjesë e projektit "Zhvillimi i Edukimit për Median dhe Informacionin për Mësuesit e Ardhshëm" të mbështetur financiarisht nga Zyra e Marrëdhënieve me Publikun të Ambasadës së SHBA në Tiranë. Opinonet, gjetjet, konkluzionet dhe rekomandimet e shprehura janë të autorëve dhe nuk përfaqesojnë domosdoshmërisht ato



U.S. EMBASSY
Tirana, Albania

të Departamentit të Shtetit.

Results

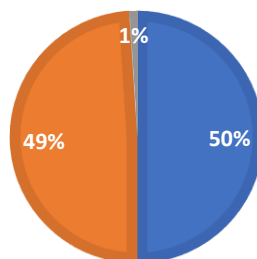
Regarding the frequency of using social media or the Internet for personal or academic information purposes, the results per student are presented in Chart B.

Chart B.



PËRDORIMI I MEDIAS DHE INTERNETIT PËR INFORMIM

■ Çdo ditë ■ Disa herë në javë ■ Një herë në javë

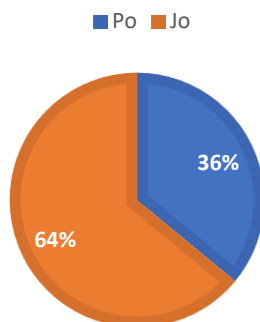


Referring to previous participation in a formal training on media education, the results per student are presented in Chart C.

Chart C.



PJESËMARRJA E MËPARSHME NË NJË TRAJNIM FORMAL PËR EDUKIMIN MEDIATIK

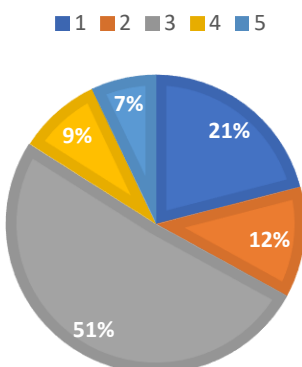


Referring to the data on a scale from 1 to 5, on the certainty of identifying fake news or disinformation on the Internet, the results per student are presented in Chart D.

Chart D.



SIGURIA NË IDENTIFIKIMIN E LAJMEVE TË RREME



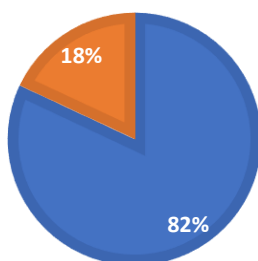
Referring to the data on the verification of the reliability of information on the Internet, the results per student are presented in Chart E.

Chart E.



VERIFIKIMI I BESUESHMËRISË SË INFORMACIONIT NË INTERNET

■ Krahasoj burime të shumta ■ Konsultohem me studentë apo profesorë të tjerë



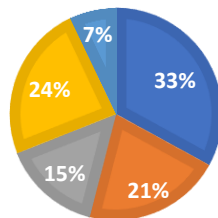
Referring to data on specific topics or skills related to media education that students would like to learn more about during this project, the results per student are presented in Chart F.

Chart F.



TEMA ME INTERES

■ Identifikimi i lajmeve të rreme ■ Vlerësimi i burimeve të besueshme
■ Identifikimi i anshmërisë ■ Mendimi kritik në shkrim-leximin mediatic
■ Siguria kibernetike



- The views on the major challenges or concerns of students as future teachers when it comes to media education are as follows:

Rapid technological changes and the ability to keep up-to-date with these changes in order to effectively incorporate them into teaching.

Possible inequalities in access to digital information tools, which can affect students' media literacy skills.

Lack of methodology for preparing students to distinguish reliable information from misinformation and fostering critical thinking skills in a digital age.

Integrating media literacy without neglecting traditional literacy, by finding the right balance between teaching basic literacy skills (reading, writing) and integrating media literacy skills into teaching.

Promoting responsible and safe online behavior, to navigate safely online and to understand issues related to cyber security.

Integrating media education into existing curricula in various subjects without overloading the curriculum.

Access to professional development opportunities reflects a lack in the availability and effectiveness of programs that support media literacy skills.

Ways to involve parents in supporting media education and promoting responsible media use and digital citizenship outside the classroom to students.

Addressing ethical considerations in the use of technology.

Developing effective assessment strategies for media education in students in a meaningful and authentic way.

- Students' questions on media education are as follows:

How can I effectively integrate media literacy into subject-specific curriculum?

What strategies can I use to create a classroom environment that encourages open discussion about media literacy issues?

What resources are available for integrating media literacy into the classroom?

How can I balance traditional teaching methods with digital and media-based approaches?

How can I effectively use technology and digital tools to improve my media literacy skills?

What are the effective methods for assessing students' media education skills?

How can I design assessments that measure traditional literacy skills and media literacy skills?

How can I promote responsible and ethical online behavior among my students?

How can I involve parents in supporting media education?

What resources can I provide parents to help them with media literacy issues related to their children?

What opportunities are available for continuing professional development in media education?

How can I stay up to date on the latest trends and best practices in media literacy education?

In the following, the answers to the questionnaire of the final phase of the project will be considered.

• The questions with the selection of the appropriate alternative are listed as follows:

1. How has your preparation on media information changed since the beginning of the project?
2. Did the project meet your expectations in terms of addressing your media education needs?
3. On a scale of 1 to 5, how confident do you feel in identifying fake news or misinformation online now, compared to when the project began? (1 = not at all sure, 5 = very sure)

• Open-ended questions are listed as follows:

1. What specific aspects of media education were most useful or informative during the project? (up to five sentences)
2. What suggestions do you have for improving the project or the way of teaching media education in the future? (up to five sentences)
3. Have you had the opportunity to apply what you have learned about media education in your personal life, in your work as a teacher, in the realization of academic tasks? Please provide an example if possible. (up to five sentences)
4. Is there anything else you would like to share about your experience with the media education project or any additional comments? (up to five sentences)

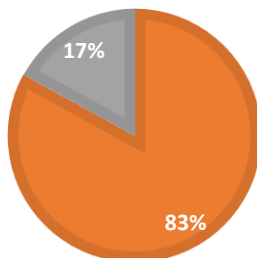
Results Referring to the changes regarding the preparation of students on media information since the beginning of the project, the results per student are presented in Chart G.

Chart G.



NDRYSHIMET RRETH PËRGATITJES SË STUDENTËVE MBI INFORMIMIN MEDIATIK

■ Përmirësuar ndjeshëm ■ Përmirësuar pak



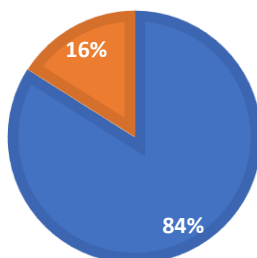
Referring to the fulfillment of students' expectations in terms of addressing their needs for media education during the development of the project, the results per student are presented in Graph H.

Chart H.



PËRMBUSHJA E PRITSHMËRIVE TË STUDENTËVE PËR EDUKIMIN MEDIATIK

■ Tejkaloj pritshmëritë ■ Përbushi pritshmëritë

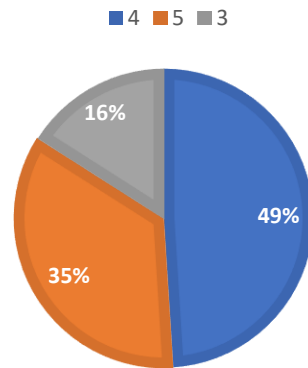


Referring to the confidence that students feel in identifying fake news compared to the beginning of the project, the results per student are presented in Graph I.

Chart I.



SIGURIA NË IDENTIFIKIMIN E LAJMEVE TË RREME



- Students' views on the specific aspects of media education that were most useful or informative during the project are as follows:

Understanding how to identify and critically evaluate fake news.

Teaching key media literacy concepts through interactive presentations.

Engaging in games that enhance understanding of media literacy principles.

Gaining knowledge from experts in the field through discussions.

Interaction with professionals in the field of media education.

Participating in or observing social media campaigns that promote media literacy.

Sharing personal experiences and knowledge on social media platforms.

Interact with content and discussions on social media using hashtags related to the project.

Sharing and gaining knowledge from fellow students.

Engaging in the production of materials or campaigns for educational purposes.

Taking media literacy quizzes.

- The students' suggestions for improving the project or the way of teaching media education in the future are as follows:

Engaging more students, or future teachers, therefore expands further.

More guests from different fields to provide insights on media education.

Further exploration of ways to integrate media education into the curriculum for future teaching students.

Creating interactive online platforms for discussion and collaborative learning.

Organizing fieldwork as an experiential learning opportunity related to media analysis.

- The areas in which students have applied what they have learned about media education are as follows:

In personal life critically evaluating news articles before sharing with others on social media, ensuring personal contribution to a more informed online environment.

Using media literacy skills in course assignments, primarily related to assessing the reliability of sources and identifying possible biases to increase the quality of work.

Integrating media literacy into teaching work by including media literacy activities in the classroom, encouraging students to analyze and question media content.

- Students' experiences related to the media education project are as follows:

The media literacy project has positively impacted the deep understanding of the digital environment, providing valuable skills that extend beyond the classroom.

The project significantly contributes to the practice of the teaching profession in the future, to promote media education among students.

The project has contributed to personal growth, encouraging critical engagement with media content and making well-informed decisions in various aspects of everyday life.

The project has increased interest in participating in similar initiatives, promoting media literacy not only within educational settings but also in wider community contexts.

This longitudinal approach aims to assess the sustained impact on participants' perceptions and skills over the duration of the project. The accumulated data from both phases will contribute to a comprehensive study, the results of which will be disseminated through a forthcoming publication in the UAMD Magazine. This publication will offer an in-depth analysis of the project's influence on participants and contribute to the broader discourse on media and

information literacy in educational contexts. The project team is grateful for the active participation of the students and the support received throughout this evaluation process. We look forward to sharing the final outcomes and insights gained from this valuable initiative.