Newspapers at school: a high-level of uncertainty

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1. What’s « Media education » today?

2. Previous research in media education

3. Scrutinising on joint action (in didactic)

4. Uncertainties in media education
1- What’s Media education today?

• A world and European question: Communication (2007 and recommendation 2009).

• A Common definition:
  “It’s the ability to access, understand and create communications in a variety of contexts”

• And teachers tools: for instance (Kit Unesco, 2006)
Media education is concerned with teaching and learning about the media. This should not be confused with teaching through the media.

But media education is not about the instrumental use of media as “teaching aids”: 
Prepositions:

*Distinction but no dichotomy (Dewey)*

- **By** media: educative TV... Chanel

- **With or through** media: Auxiliary

- **About** media: they are objects and the goal is to develop critical thinking
Aids in a newspaper:

175 cas de décès par le sida dans le Morbihan

Avant 1994


65 28 26 18 3 8 7 8 5 6 1

Source : InVS surveillance du sida - données brutes au 31/12/2003
2- Previous research in media education

- Piette, 1996: *Critical thinking in ME programs*
- Jacquinot, 1980, 2001: *often new medias with old methods*
- Merisuo-Storm, & Soininen, (2009). *Sixth grade pupils reading printed and online newspapers.* It’s difficult for them… and more difficult on line.
Specially on newspapers:

- Gardner and Sullivan, 2004: Newspapers in education (NiE) programme in more than 52 countries: very different effects

- Claes and Quintellier, 2009: 2 weeks with newspapers and what effects 6 months later?

All that is rely on “what the people said”
3- Scrutinising on « joint action » (theory in didactics)

- Another programme “classe presse” in Brittany. Student’s receive every day a newspaper (10 weeks / 2 in Belgium). They also write articles on line.

- “joint action theory in didactics” to describe didactical situations (Sensevy & Mercier 2007).

A multi grain survey:

Session 1 (micro): what do you read in newspaper and why?

2 epistemics surveys: Infographic’s semiotic and linguistic enonciation (erase status)

Ordinary sequence (Macro)

<table>
<thead>
<tr>
<th>Sessions A</th>
<th>Sessions B</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 other teachers</td>
<td>4 other teachers</td>
</tr>
<tr>
<td>3 generations</td>
<td>Television news / newspaper</td>
</tr>
</tbody>
</table>
4- Uncertainties in media education

• The question was « what appened when the student’s learn what ? »

• Hypothesis : a hight level of uncertainty because news are the active agent of ME (Gonnet, 2001)

• Brousseau (1980) but EAM make easier a « lens effect ». 
175 cas de décès par le sida dans le Morbihan

Avant 1994: 65
1994: 28
1995: 26
1996: 18
1997: 3
1998: 8
1999: 7
2000: 8
2001: 5
2002: 6
2003: 1

irce : InVS surveillance du sida - données brutes au 31/12/2003
<table>
<thead>
<tr>
<th>Locuteur</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>François-Yves</td>
<td>It’s used to explain / it’s an analysis</td>
</tr>
<tr>
<td>Teacher</td>
<td>I don’t know / what do YOU think (?)</td>
</tr>
<tr>
<td>François-Yves</td>
<td>I’ve write explanation ... because they explained / AIDS</td>
</tr>
<tr>
<td>Agathe</td>
<td>I don’t think so</td>
</tr>
<tr>
<td>Teacher</td>
<td>They explained / that mean you can / with this infographic / to tell me / the death’s reasons etc (?)</td>
</tr>
<tr>
<td>François-Yves</td>
<td>Not realy</td>
</tr>
<tr>
<td>Teacher</td>
<td>Do you understand (?) / the difference between explanation and analysis (?) if you look the infographic / in fact / you have to be able to tell me how they are dead etc / and here / you can’t / Ok (?) / they give you data // so what / do we choose (?)</td>
</tr>
<tr>
<td>Several students</td>
<td>Analysis</td>
</tr>
</tbody>
</table>
Results:

<table>
<thead>
<tr>
<th>Wiew points on uncertainty</th>
<th>Game’s regulation <em>in situ</em></th>
<th>Game’s construction</th>
<th>Game’s determinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epistemic/contractual</td>
<td>Student</td>
<td>Student</td>
<td>Teacher</td>
</tr>
<tr>
<td>Doubt in joint action who finish, after an inquiry by certainties construction</td>
<td>Desorientation</td>
<td>Indecision</td>
<td></td>
</tr>
</tbody>
</table>
Epistemics and grammatical problems...

- Epistemic’s question for the teacher before:
  Analyses / Explanation ? E>A ; A>E ; A≠E

- Grammatical question: giving students such a conceptual tool

Result: François-Yves can’t play the epistemic game (a contract’s effect mark: several students say: “analysis !!!”)