Developing teacher education for adult educators – targeting older people's media education

MEC conference 2019
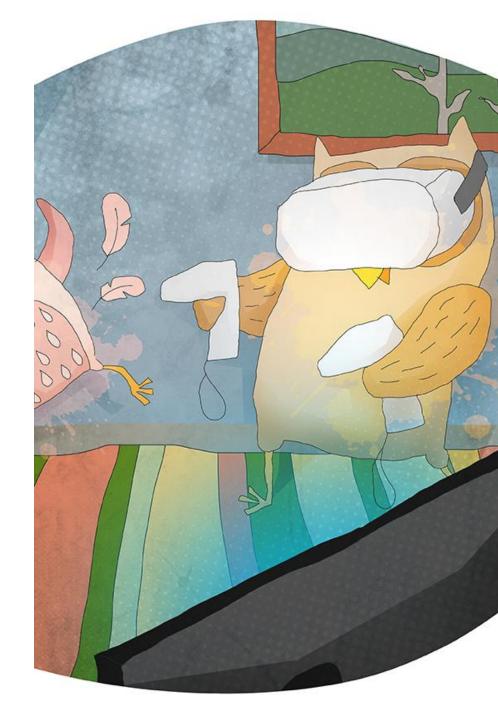**Susanna Rivinen, Päivi Rasi & Hanna Vuojärvi**

IkäihMe-project (2018-2020)

- Funded by the Teacher Education Development Programme of the Finnish Ministry of Education and Culture.

- Coordinated by the University of Lapland, project partners are University of Helsinki and adult education organizations in Rovaniemi and Helsinki.

- Develops the teacher education of adult educators through design-based research: designing, producing, piloting and assessing **digital study module focused on older people's media education, digital competences, teaching and learning**

- The study module can be freely used by universities, liberal adult education organizations as well as adult education and training organizations.

Older people's media education

- The amount of previous research on older people's media education and media literacies is relatively low, at least when media literacy is understood as the ability to access, understand, critically analyze, and produce media messages (Rasi, Vuojärvi & Hyvönen, 2016).

- Most of the previous studies focus on older people's use of ICTs and digital media (Rasi, Vuojärvi & Hyvönen, 2016).

- Recent research points to older people's lack of digital news literacy (Guess, Nagler & Tucker, 2019) and health literacy (Eronen et al., 2019).

- Digital competences = The Digital Competence Framework 2.0 (Vuorikari et al., 2016)

Digital content creation

Safety

Communication and collaboration

Information and data literacy

Problem solving

DigComp competence areas (Kluzer & Pujol Priego 2018, 14)

Design-based research (DBR)

- Typically used in the design of pedagogical models and teaching practices (Wang & Hannafin 2005; Vartiainen 2014).

- The method aims to develop teaching practices through analysis, design, development, and implementation in collaboration with researchers and stakeholders (Wang & Hannafin 2005).

- The aim of the method is also to build a stronger connection between the real problems and the research (Wang & Hannafin 2005; Amiel & Reeves 2008).

- This presentation reports on the preliminary results of the first cycle of the ongoing DBR process: media literacy online study group and workshops

DBR process during the project

CYCLE 1.
Data collection

CYCLE 2.
Data collection

- Workshops for seniors and experts

- Expert lecture

- Media literacy online study group for older people

- Review-article on older people's media education

- Based on information from the first cycle
--> design and implementation of the study module

- Teacher student interviews, questionnaires etc.

- Evaluation workshops for seniors and experts

Media literacy online study group
for older people

The research questions:

1. On what dimension of media literacy (use, understanding, creation) do older people want educators to focus?

2. What kind of pedagogical approaches do older people hope educators use to support their media literacy development?

Data collection methods:

1. Online questionnaire
2. Online discussion based on the questionnaire

IkäihMe

Media literacy online study group:

- Organized by Finnish Pensioners' Federation

- Like a traditional "reading circle"

- Small group of older people meet every month in Skype for 2 hours to discuss topical issues (e.g fakenews)

- Research data collection in January 2019
  - Research permit
  - The online questionnaire
  - Discussion based on the questionnaire (recorded)

- Four people took part on the research
   --> age 64-70

The online questionnaire:

1. Background information

2. Technology use background

3. In which of the following things or skills would you like to receive instruction and guidance?

4. What kind of teaching and guidance would you like to receive for the skills you have chosen above?

5. Where the teaching and guidance should be arranged?

6. At what time of the day?

7. Who would teach or guide?

8. "Free word"

The preliminary results of the media literacy online study group

- The participants were technologically savvy older people
- Need for support:
  - Making videos and the use of devices and applications (*N=3*)
  - Self-expression through the media, Social participation through the media, Understanding of the activities of the media and social importance, Understanding and supporting the media culture of children and young people (*N=2*)
  - Critical media literacy, Information management, Communication, Safety (*N=1*)

- What kind of teaching and guidance would you like to receive and where?
  - Online and multiform education
  - Also mentioned: library, college/school, home
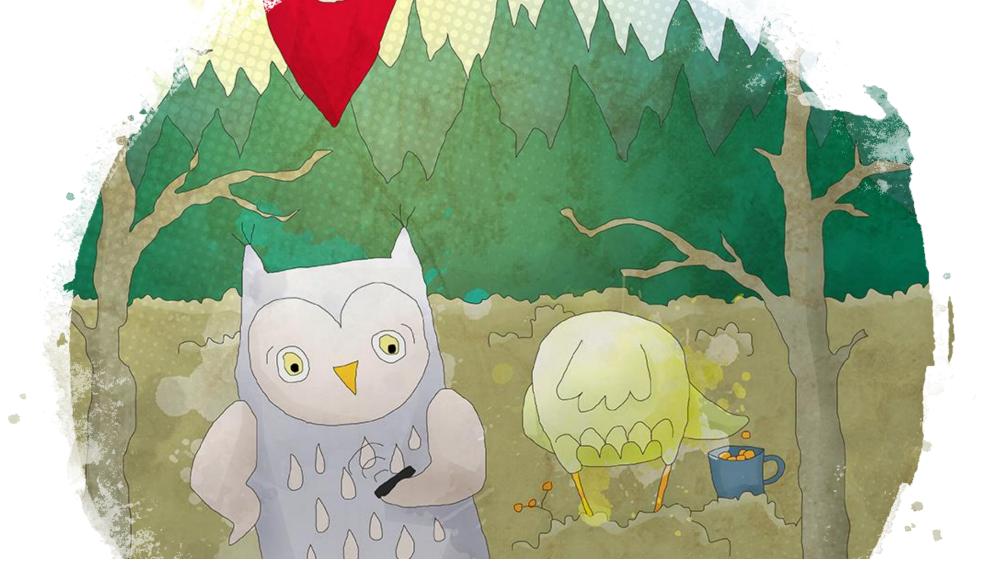 - Generally no specific schedules, mainly at 10am – 5 pm

- Education provider:
  - Universities (*N=3*)
  - NGO - Non-governmental organizations, Community colleges, University of Applied Sciences (*N=2*)
  - Something else: experts, doesn't matter who (*N=1*)

- Conclusions:
  - Participants of this research want educators to focus on all areas of media education (*use, understand, create*)
  - However, most of the wishes were associated to *use* and *create* than *understand*
  - Online and multiform education

Workshops for older people and experts

Workshops:

- Four workshops:
  - Older people and stakeholders such as adult education experts from libraries, adult education organizations, NGOs and University of the Third Age (approx. 30 people)
  - Rovaniemi and Helsinki
  - 4 hours/workshop in April 2019
- Participatory creative data collection methods
  - Picture and case exercises
  - A questionnaire for older people

- The results of the data analysis will then be employed to design a freely available study module focused on older people's media education and digital competences

The research questions:

1. On what dimension of media literacy (use, understanding, creation) do older people want educators to focus?

2. What kind of pedagogical approaches do older people hope educators use to support their media literacy development?

Data collection methods:

1. Post it –exercise
2. Case –exercise
3. Questionnaire for older people

IkäihMe

Preliminary research results

IkäihMe

- **Help needed:**
  - Most for the devices (*phone, tablet*)
  - Using digital services (*e-bank, health and library services*)
  - Communication with close ones
  - Taking pictures, editing, saving, sending etc.

The needs are based on older people's own interests and needs!

However, **use** *were more present/visible* than **create** *and* **understand**

- **Place:** a natural place for the older people (= *home*)

- **Teacher:** peers, experts, family, volunteers, different organizations (*library, bank, health center..*)   *--> More than one teacher in group teaching situations*

- **Duration**: based on progress and interests, regularly, little but often, 2 to 4 hours..

- **Pedagogy:** individual, communal, face-to-face, interactive, little by little, need based, mainly use their own devices (BYOD), homeworks, written instructors, peer to peer..

References:

- Amiel, T. & Reeves, T. C. (2008). Design-Based Research and Educational Technology: Rethinking Technology and the Research Agenda. Educational Technology & Society, 11 (4), 29–40.

- Eronen, J., Paakkari, L., Portegijs, E., Saajanaho, M., Rantanen, T. (2019). Assessment of health literacy among older Finns. Aging Clinical and Experimental Research. April 2019, Volume 31, Issue 4, 549-556.

- Guess, A., Nagler, J., & Tucker, J. (2019). Less than you think: Prevalence and predictors of fake news dissemination on Facebook. *Science Advances,5(1).*

- Kluzer S., Pujol Priego L. (2018). DigComp into Action - Get inspired, make it happen. S. Carretero, Y. Punie, R. Vuorikari, M. Cabrera, and O'Keefe, W. (Eds.). JRC Science for Policy Report, EUR 29115 EN, Publications O ce of the European Union, Luxembourg, 2018.

- Media literacy online study group (2019). Available on the website: https://bit.ly/2DdQdRy (11.4.2019.)

- Rasi, P., Vuojärvi, H., & Hyvönen, P. (2016). Aikuisten ja ikääntyneiden mediakasvatus (s. 198-212). L. Pekkala, S. Salomaa, & S. Spisak (Eds.), *Monimuotoinen mediakasvatus.* Kansallisen audiovisuaalisen instituutin (KAVI), 1/2006. Helsinki: KAVI. https://bit.ly/2v7afbL (16.4.2919)

- Rasi, P., Vuojärvi, H., & Hyvönen, P. (2016). Aikuisten ja ikääntyneiden mediakasvatus (s. 198-212). L. Pekkala, S. Salomaa, & S. Spisak (Eds.), Monimuotoinen mediakasvatus. Kansallisen audiovisuaalisen instituutin (KAVI), 1/2006. Helsinki: KAVI. https://bit.ly/2v7afbL (16.4.2019)

- Vartiainen, H. (2014). Principles for Design-Oriented Pedagogy for Learning From and With Museum Objects. Dissertations in Education, Humanities, and Theology No 60. Joensuu: University of Eastern Finland.

- Wang, F. & Hannafin, M. J. (2005). Design-Based Research and Technology-Enhanced Learning Environments. Educational Technology Research and Development, 53 (4), 5–23.

- Vuorikari, R., Punie, Y., Carretero Gomez S., Van den Brande, G. (2016). DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: The Conceptual Reference Model. Luxembourg Publication Office of the European Union. EUR 27948 EN. doi:10.2791/11517. https://bit.ly/21320Fl (16.4.2019)

Thanks for your interest!