ACML

ADULT COMMUNITY MEDIA LAB

Evaluation Report

Digital Media Laboratories Pilot Training Course Report

Title of the output

Benchmark Survey into the adult learning sector: provision, policies, needs in digital era – Set up of Advisory Group

Activity leading organisation: Yenişehir Halk Eğitimi Merkezi and Ova Bilişim

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Project information

Project: Erasmus+

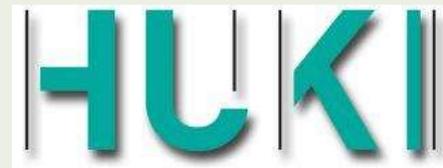**Project title:** Adult Community Media Lab

Acronym: ACML

Project No.: 2020-1-TR01-KA204-093885

Project coordinator: Yenişehir Halk Eğitimi Merkezi, TURKEY

Project partners:

Table of contents

Adult Community Media Lab

About ACML (Adult Community Media Lab)

The ACML project will support adult people in acquiring and developing high-quality skills and key competences in social media in order to tackle the challenges of the social transformation and foster their accountability towards the correct use of digital technology. Community media labs (ACMLs) are becoming significant catalysts in driving knowledge and innovation, decreasing cultural digital-divide.

Our project will develop a cooperative effort engaging academic institutions, media and tech organizations for the purpose of adult education and adult empowerment. ACML will create the figure of "social media literacy tutor" promoting active engagement of adults towards children, older adults, and low-skilled adults. Accordingly, our project will improve the understanding of people on digital media, educating a selected group of adults to begin ""social media literacy tutors" and contribute to satisfying the everyday demands of new media and digital services.

Moreover, our project will implement innovative learning practices (Content and Language Integrated Learning, Participatory Online Learning, Social Learning) and will contribute to implementing an effective nonformal and informal educational environment.

Executive Summary

This report presents a comprehensive panorama of the results obtained from the review of a series of elements which include a survey designed to gauge the quality of the Digital Media Laboratories Pilot course; the review of the comments left by experts and partners in the Digital Media Laboratories ACML classroom platform; on the analysis of the competences developed by the course using data from a pre-course survey, which is compared with the post-course questions presented in the Digital Media Laboratories Pilot course survey and also, in the portrayed of the standard statistics and data provided by Moodle, and on the evaluation of the course.

The main objective of this report is to present a wide-ranging overview of the achievements of the course, as well as the feedback provided by the participants and facilitators by listing the attainments portrayed by them, and also, to present strategies and suggestions outlining recommendations for improving and enhancing future editions of this course.

Output Title	Digital Media Laboratories
Output Type	face-to-face / distance learning / online collaborative work
Start Date (yyyy-mm-dd)	2021-02-01
End Date (yyyy-mm-dd)	2022-06-30

Adult Community Media Lab

Digital Media Laboratories Output Description

This Digital Media Laboratories concerns the design, implementation, and running of laboratories on digital media literacy. According to ECVETT, learning activities will be based on learning outcomes which refer to "knowledge", "skills", and "competences" in the use of social networking sites, web-based digital applications, digital platforms, and digital devices. Following the ECVETT principles, for each learning outcome will be established expected results that will be validated and evaluated.

The training approach will allow participants to apply their newfound knowledge and skills immediately. The objective of the ACML project laboratories is to teach adult learners to support older adults, children, and low-skilled adults in the use of digital media.

We will train the participants on:

- Cyber risks (private cybersecurity)
- Cyber products' consume
- Cyberbullying (parent control software, cyber harassment prevention, and coping)
- Fake news
- Netiquette
- Cyber privacy

The laboratory program will provide learners with notions, examples, and exercises. New learning units will be developed based on informal education techniques such as peer learning, collaborative learning, and digital social learning.

During laboratory activities, partners will organize virtual conferences allowing participants of a country to interact with foreign experts as well as with learners from the other countries involved in the ACML project. These virtual conferences will contribute to internationalizing the project favouring transnational relationships among the participants. In virtual conferences, participants will use the English language to interact among them.

Principles

The learning model will adopt the following principles:

1. Experiential learning;
2. Opportunity of immediate applicability of knowledge acquired;
3. Training participants on contextualized problem-solving.

All partners will cooperate in:
- Laboratory program design (months 3-4)
- Laboratory program implementation (months 5-7)
- Laboratory program pilot (months 8-10)
- Laboratory program refinement (month 11)
- Laboratory program running (month 12-18)
- Laboratory program feedback (month 19)

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Output leader

The activity will be led by Yenişehir HEM but all partners will contribute to the training program according to their expertise:

1- Social aspects and privacy (HUKI)
2- Cybersecurity aspects and cyber threats (Ecoistituto)
3- Digital products and web-based technologies (OVA LTD)
4- Digital social services aspects and educational aspects (Yenişehir MEM)
5- Social media and web-based learning (FUE-UJI)
6- Social media and social inclusion (Yenişehir HEM)
7- Social media use and management (INBIE)

E-learning/teaching units will be built using the "learning object" paradigm. Learning objects are small, modular, discrete units of learning designed for electronic delivery and use. The concept of "learning object" has its origins in a modular approach to reusable digital instructional materials.

Learning paths

Learning objects will be useful for creating differentiated learning paths.

Partners will use the tools of the e-learning platform realized with the IO1:

- create collaborative learning units;
- to allow learning materials to be used easily;
- to maximize interactivity between teachers and learners, and among learners;
- to encourage developing practices, with the sharing of educational content and teaching methods;
- to provide learners with pair learning facilities.

The training program undertakes a laboratory (20 hours face-to-face activity; 20 hours of distance learning activities; 20 hours of online collaborative work).

Division of training activity

The training activity is divided into two main parts:

1. Digital media basic concepts
2. Practical use of digital media (exercise and practice)
3. 10 adult learners will participate in laboratory activity and gender equality will be ensured.
4. Each partner will organize 3 laboratories involving a total of 30 learners.

Motivation:

This Digital Media Laboratories aims at realizing social media laboratories in order to train adult people to master notions in different sectors of digital media usage.

Elements of innovation

- Our laboratories will include new learning approaches such as Digital Social Learning (DSL). It will also include innovative learning units concerning the use of social media. We will adopt a specific form of DSL, so-called digital structured social learning, where a framework is provided to access informal contents, as well as to encourage social exchanges within social networks for the purpose-designed.
- organization of international virtual conferences with experts and the interaction among learners of different countries through to the e-learning platform The expected impact will be broad since it is based on innovative learning methodologies as well as technologies at the state of art.

The project will have an impact on adult people; Educational institutions; Social NGOs and Policymakers

Tasks Division and applied methodology

Methodology

The laboratory methodology is based on the integration of three forms of interaction that can affect the teaching-learning process (Moore, 1989), namely:

- Participants interaction with the content, that refers to the learner's engagement with the content of the training activity, which is influenced by the learners' prior personal knowledge, motivation, and attitudes;
- Participants interaction with the trainer, that essentially refers to the trainer's ability to stimulate learners' interest and their motivation to learn;
- Participants interaction with other trainees, that refers to the degree of interaction with other learners.

Division of work

All partners:
1. will participate to the preparation of contents for this Digital Media Laboratories; each partner will prepare specific training units: e.g. cyber threats (Ecoistituto); basic concept of the internet usage and effectiveness evaluation of web-based products (OVA LTD); social media use and management (INBIE), social media and social services (Yenişehir MEM), social media and social empowerment (HUKI), Social media and social inclusion (Yenişehir HEM).
2. will organize 3 laboratories involving a total of 30 adult people selected on the basis of specific criteria established by partners (gender equality, motivation, school degrees, etc.) in order to represent a differentiate and wide audience; will produce a report on the training experience (5-7 pages)
3. OVA LTD- Yenişehir HEM will organize a pilot laboratory in order to test the activities.
4. Yenişehir HEM- Ecoistituto will produce the preliminary structure of the laboratories that will be discussed by partners.
5. FUE-UJI will support the application of the ECVET principles as well as will take care of the training course evaluation and validation.

All partners will collaborate in realizing a report that will illustrate the learning methodology and the training experience.

Impact on teaching-learning methodologies, measured with a questionnaire submitted to a stakeholder panel formed of 18 persons (3 per each partner)
Yenişehir HEM will lead this Digital Media Laboratories considering its role on the territory empowerment, the relationships with schools, and the engagement in disseminating the digital culture.

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Laboratory working day's resources

Design 5 days research, 2 days technician
Implementation 10 days researchers, 2 days technicians
Running 7 days researchers, 3days technicians (for each laboratory)
Feedback 3 days researchers
INBIE will produce an e-report 7 days researchers, 10 days technicians
Pilot Yenişehir HEM, OVA LTD, 7 days researchers, 10 days technicians
Yenişehir HEM will prepare a report of Digital Media Laboratories and publish it on the webpage of the project, 10 days researchers.

# Digital Media Laboratories pilot course implementation

To help readers to understand the distribution of the sample in this report, please see the table below as it helps clarifying the graphics that will be presented across this report

| Event	Number of people	Respondents of the survey	Learners	Facilitators	Total
Yenişehir HEM	10	10	10	2	12
OVA Bilişim	10	10	10	1	11

Table 1

Distribution of the responses

Out of the 20 people in turkey enrolled in the course, 23 responses obtained via the Digital Media Laboratories pilot course questionnaire. This group it is quite representative, therefore useful for analysis. The numbers of both the participants and the respondents can be seen as follows.

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2020-1-TR01-KA204-093885
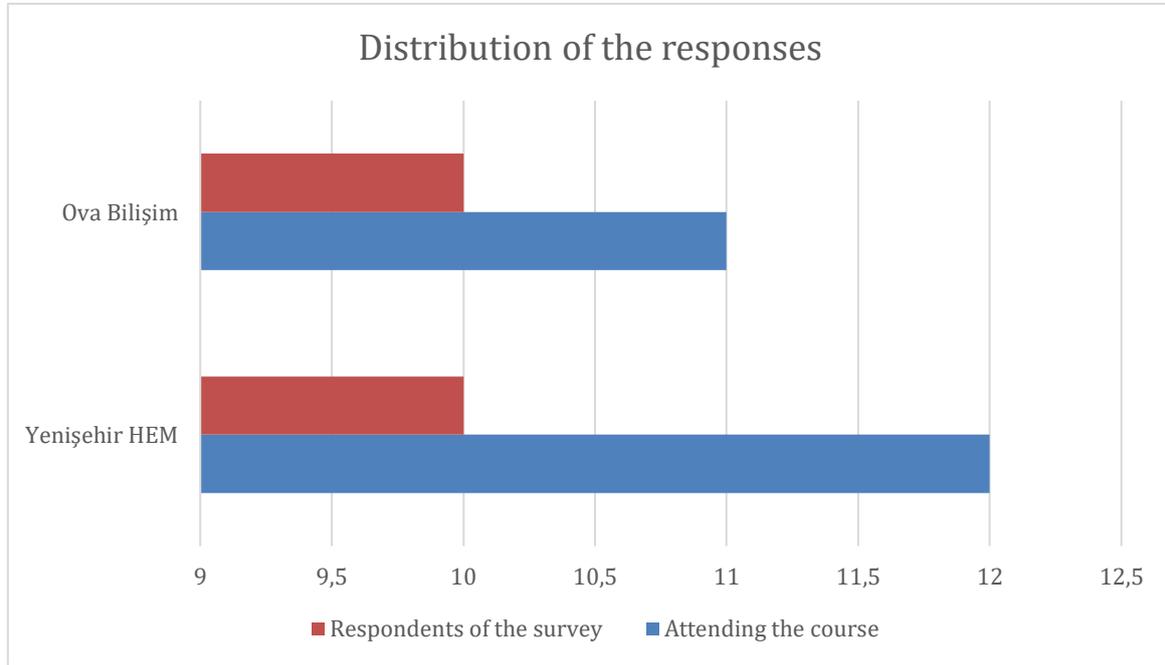
The distribution of the group by role (Facilitator or Participant) and also by gender, can be seen as follows

## DISTRIBUTION BY ROLE

Facilitator
13%

Participant
87%
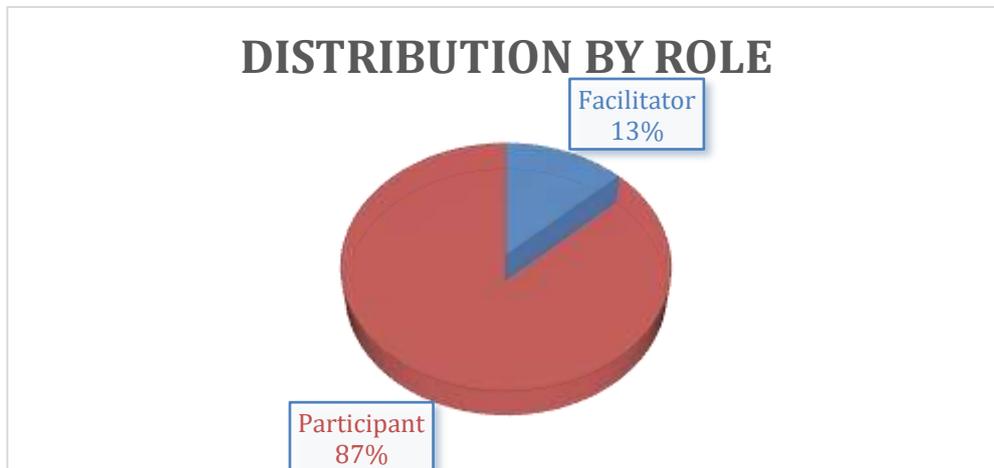
The distribution of the group of respondents by gender can be seen as follows, as it can be seen the groups are quite even (43% male – 57% female), as the allocation of spaces for learners and facilitators was shared in a fair way for both groups.

Distribution By Role

43%

57%

■ Male
■ Female

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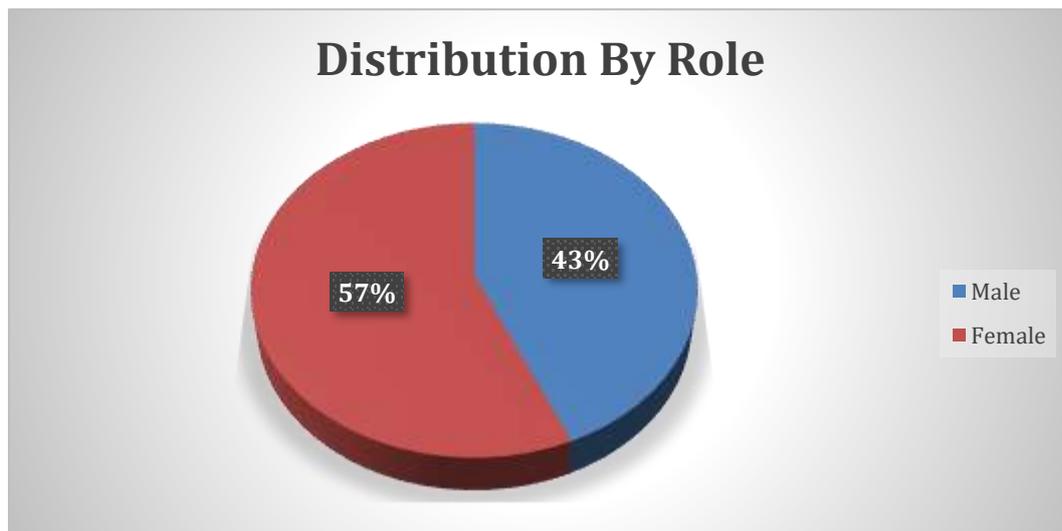
Digital Media Laboratories pilot Course evaluation

General overview of the course by the participants

When the participants were asked to look at the entire course, and provide their perspective about support from the facilitators, the effectiveness of the learning circles, the group collaborations and the structure of the course were highly rated by the learners.

General feedback of the course by the participants
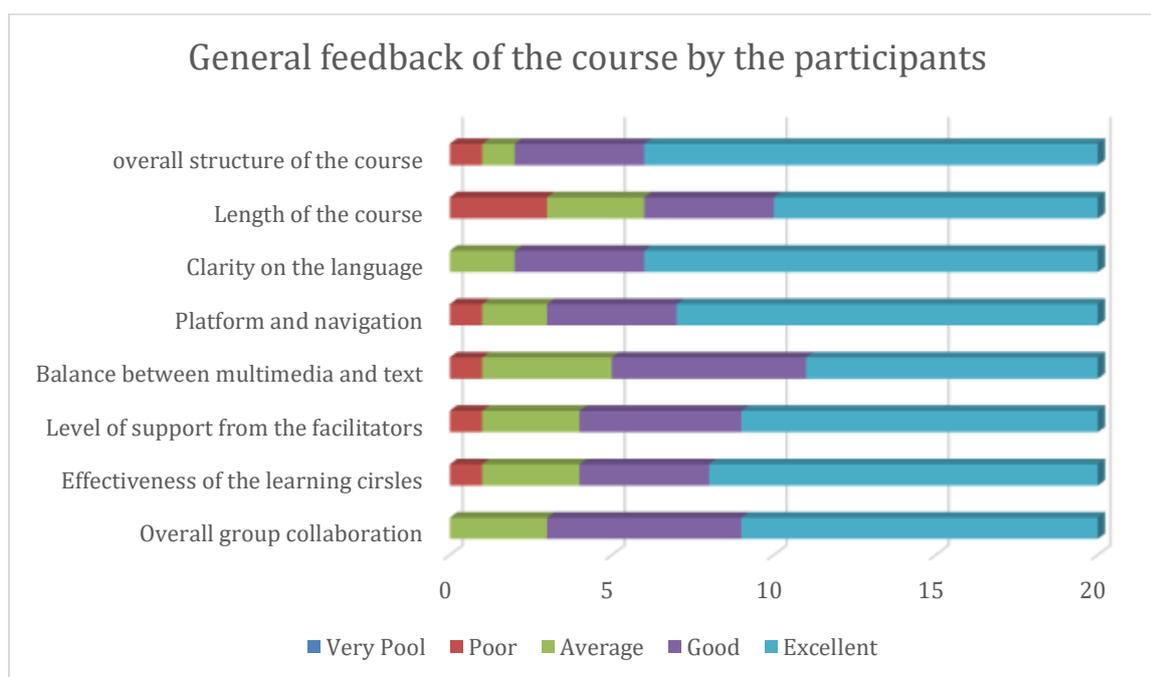
Overall, the course is very highly rated, and the facilitators were rated as the best amongst all the categories, therefore, their job and practices should be regarded as outstanding, and documented for further training for those facilitating future editions of the course.
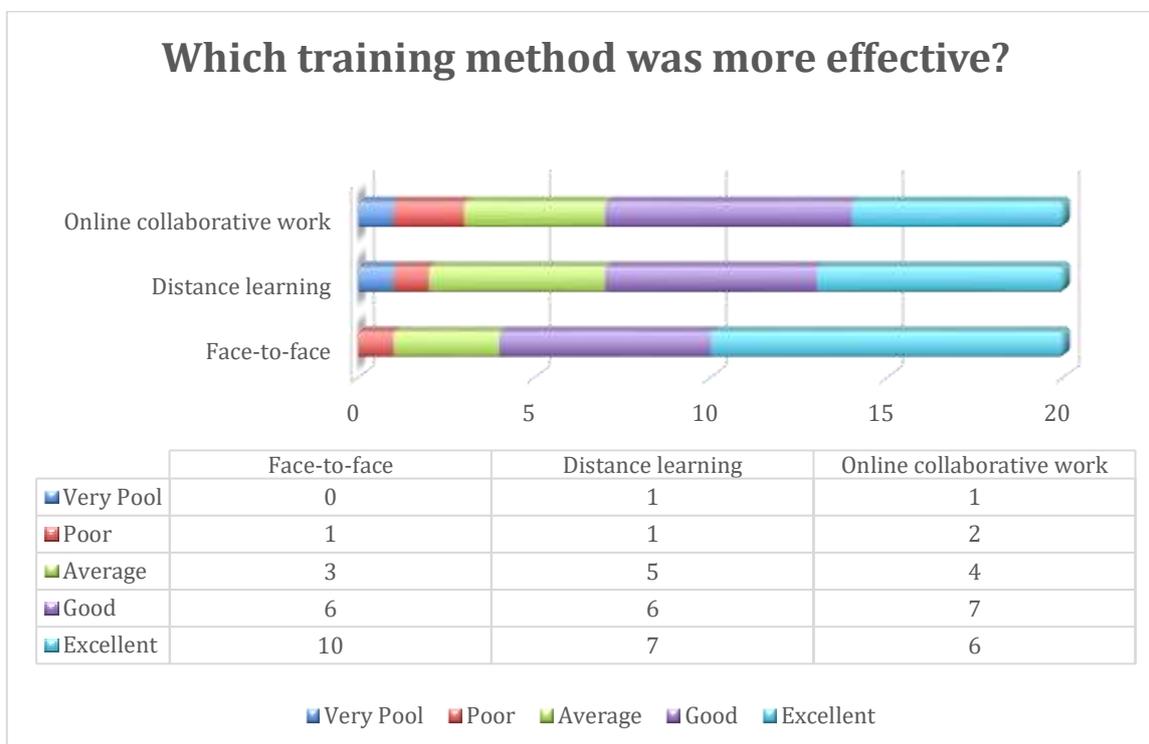
However, further developments and amendments are can be used to improve the length of the course as 30% of the respondents consider these poor or average, as well as the balance between multimedia and text, as 25% rate these poor or average, therefore, despite representing near a quarter of the responses of the participants, these concerns could be addressed to enhance the course.

As per recommendation from the external evaluation, it is suggested to further look into these two elements mentioned above (length of the course and balance between multimedia and text) as well into the clarity of the language. This can be done by shortening – comprising the text in the course, by producing or reusing videos or podcasts pertinent to the theme or topic and by proofreading and editing the course towards having a consistent and clearer narrative that can benefit learners equally regardless of their level of literacies.

Training method effectiveness

When asked to participants, which training method was more effective, the answer was:

Face-to-face training was more effective because it was interaction. Immediate feedback from adults.

Which training method was more effective?

	Face-to-face	Distance learning	Online collaborative work
Very Pool	0	1	1
Poor	1	1	2
Average	3	5	4
Good	6	6	7
Excellent	10	7	6

Very Pool   Poor   Average   Good   Excellent

Face-to-face education was the most interactive education. Adult participants were more willing and attentive. There was an internet problem in the online training, and some adult participants said there was no sound. In distance education, it was difficult to control adult participants. Because it was not understood that they completed the units. We could only comment on the unit's pretest and posttest data.

Digital Media Laboratories Pilot course modules' review

Module 1

From the perspective of the participants, this module excels at clarity of the language and overall quality, however, and if only noted as a concern by a 30 % of the respondents, the balance between multimedia and text can benefit from further revisions and from inclusion of multimedia,
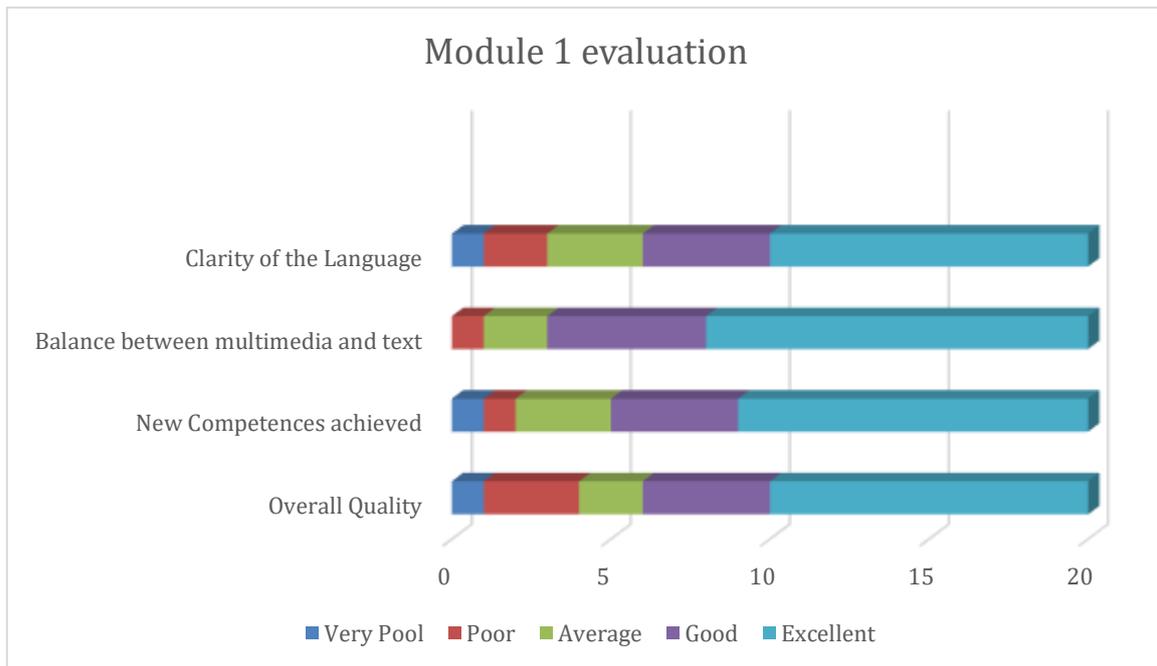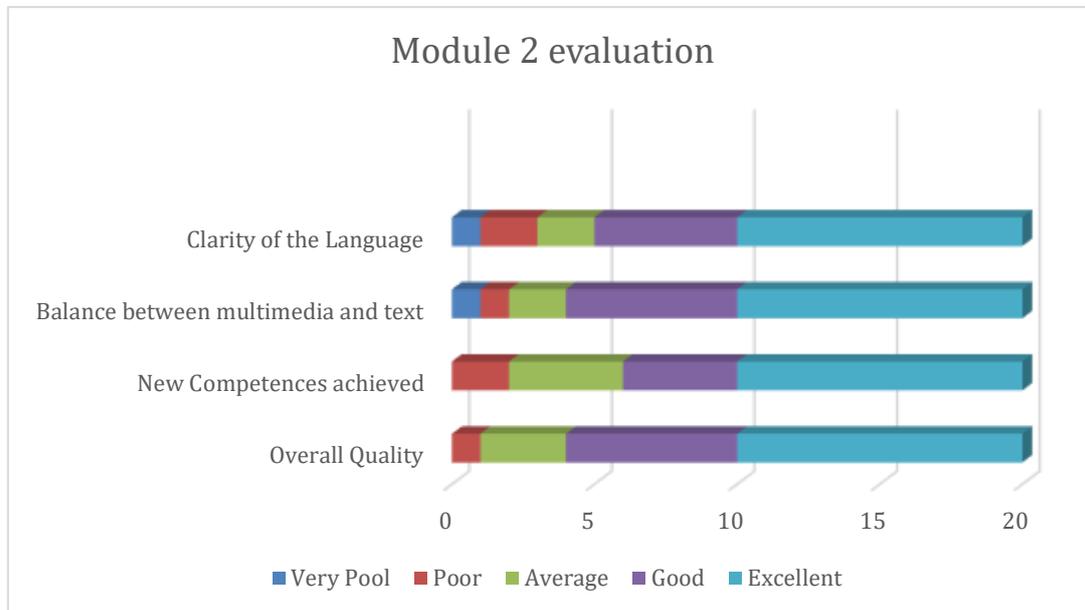

Feedback from adult participants:

- Multimedia could be richer
- Visibility could have been more
- Pre-test and post-test should be developed

Module 2

From the opinions of the participants, it can be inferred that the module has been rated as good quality at overall level, also the participants highly rate the new competences achieved and the clarity of the language. However, it may be necessary to enhance the balance between multimedia and text as suggested by 30% of the participants.

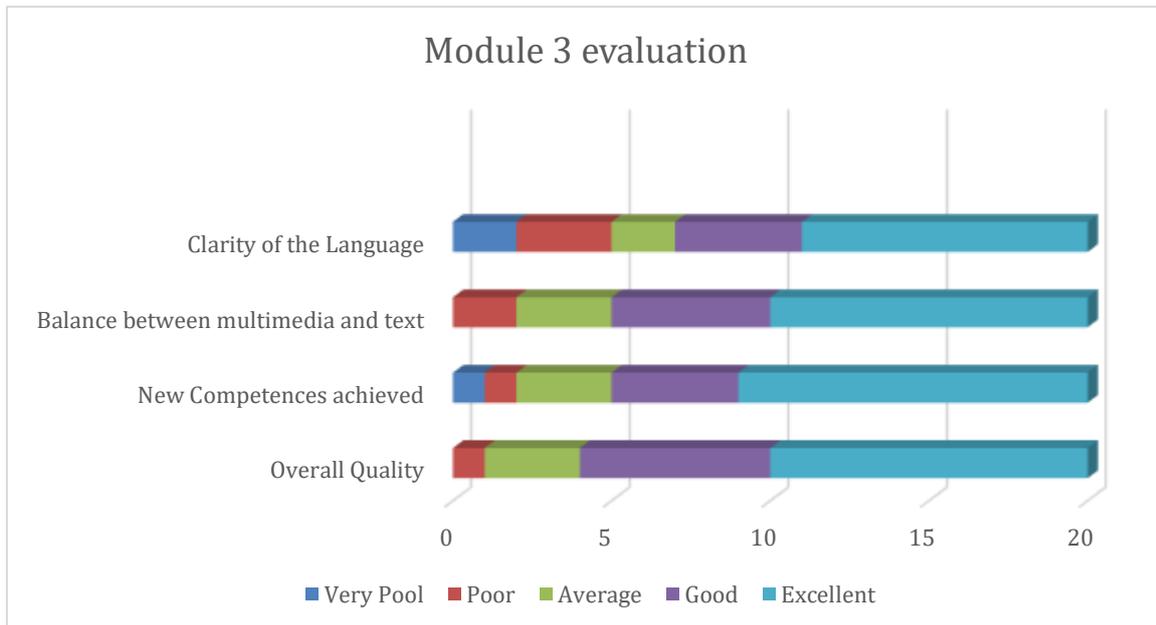

Feedback from adult participants:

It was in average condition overall.

- A simpler language could have been used in the narration.
- The content could have been simplified and given more emphasis to visuals and exercises

Module 3

The participants' opinion of this module point at the good quality of the module, and remark the new competences achieved and the clarity of the language.

Considering the balance between multimedia and text and and the clarity of the language it is important to regard that 30% of the participants rate this item very poor, poor or average, therefore, further improvement are recommended due to the extensive length of this particular module.
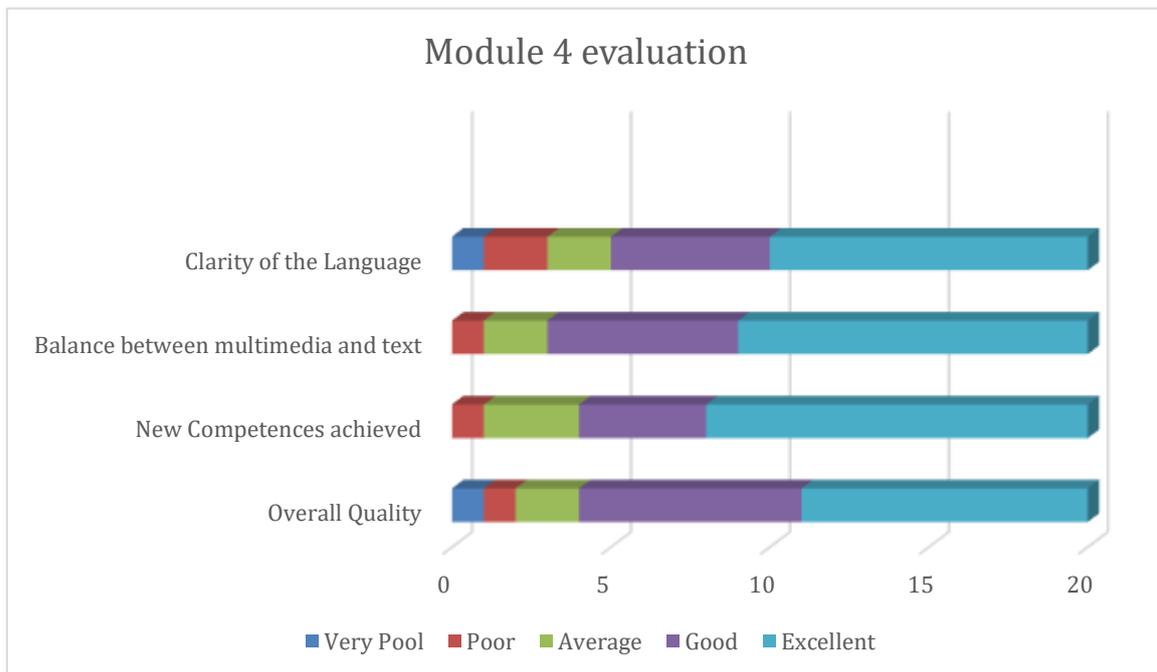

Feedback from adult participants:

- Could be more simple and understandable
- Visibility, pictures and exercises can be increased

Adult Community Media Lab

2020-1-TR01-KA204-093885

Module 4

The responses of the participants highlight the overall quality of the course, the competences achieved and the clarity of the language, though, 25% of the respondents rated the balance and multimedia as poor or average, and despite being a small number, it is suggested to revise how this issue can be addressed.
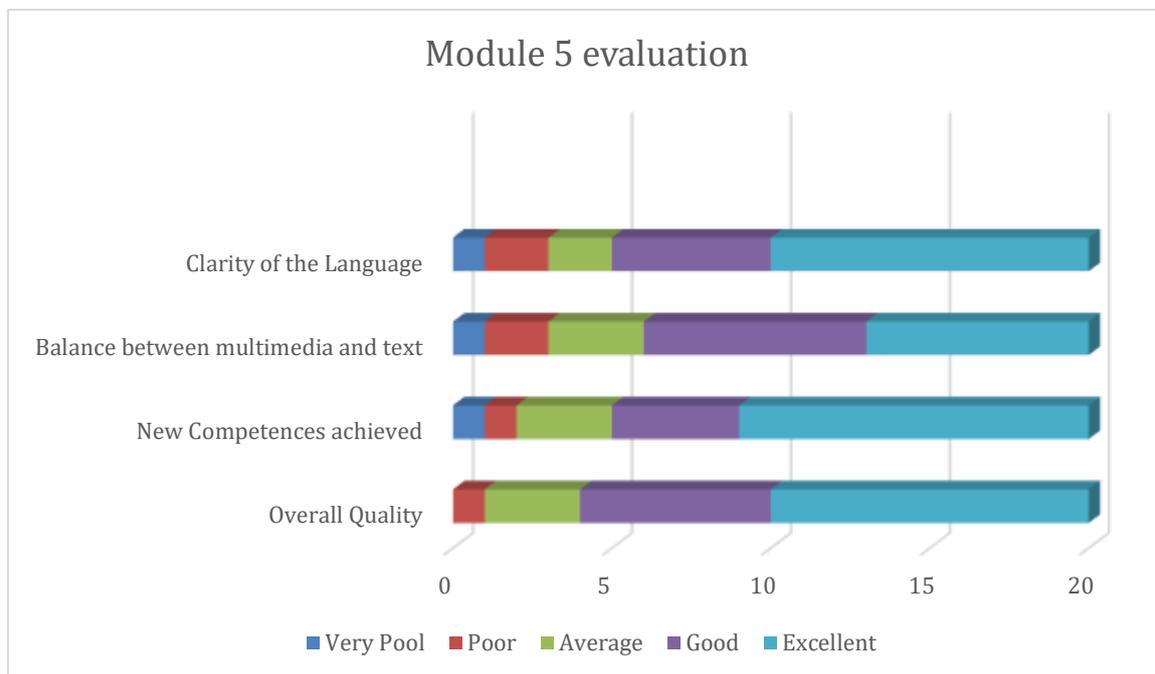
Module 4 evaluation

Clarity of the Language	
Balance between multimedia and text	
New Competences achieved	
Overall Quality	

Legend: ■ Very Pool ■ Poor ■ Average ■ Good ■ Excellent

Axis: 0, 5, 10, 15, 20

Feedback from adult participants:
- Could be more simple and understandable
- Visibility, pictures and exercises can be increased

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Module 5

The responses of the participants highlight the overall quality of the course, the new competences achieved, and the clarity of the language.

Nevertheless, 30% of the participants have rated balance between multimedia poor or average, thus, this could be addressed by further reviewing this module summarising content and including contents based videos when pertinent.

Module 5 evaluation

	Very Pool	Poor	Average	Good	Excellent

Categories: Clarity of the Language, Balance between multimedia and text, New Competences achieved, Overall Quality

Feedback from adult participants:

- Multimedia can be increased
- Visual details can be added

Module 6

The participants' opinion of this module point at the good quality of the module, and remark the new competences achieved and the clarity of the language.

Considering the New Competences achieved, it is important to regard that 30 % of the participants rate this item very poor, poor or average, therefore, further improvement are recommended due to the extensive length of this particular module.

Module 6 evaluation
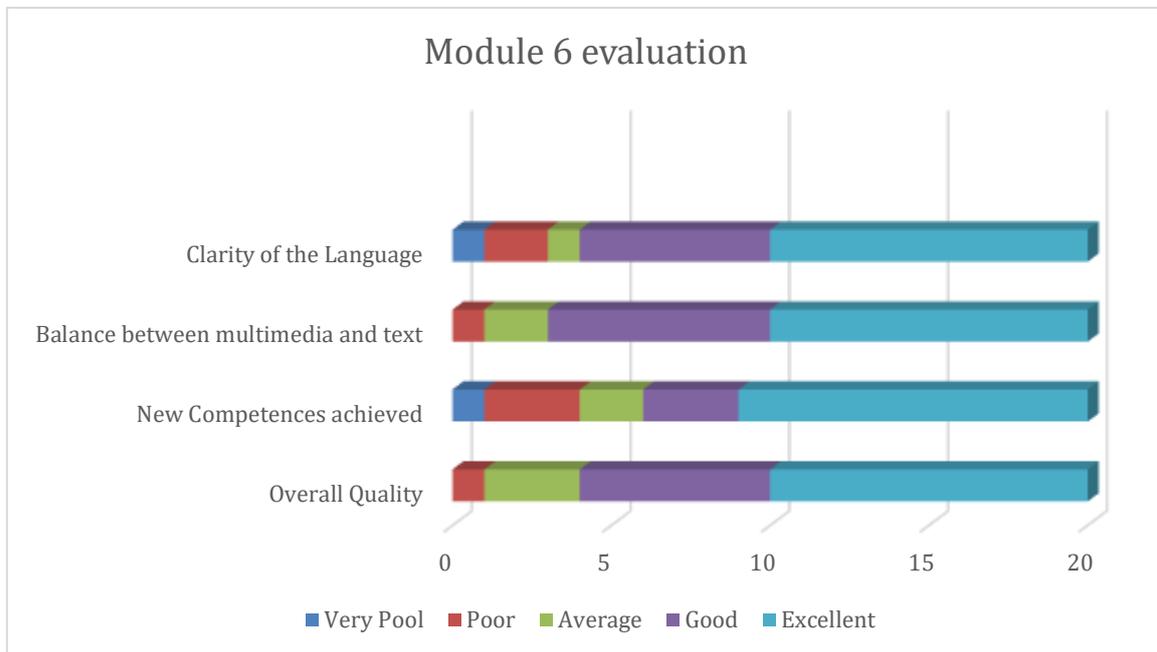
Feedback from adult participants:

- Can be more plain and simple
- Narration can be simplified

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Module 7

The responses of the participants highlight the overall quality of the course, the competences achieved and the clarity of the language, though, 25% of the respondents rated the balance and multimedia as poor or average, and despite being a small number, it is suggested to revise how this issue can be addressed.

Module 7 evaluation
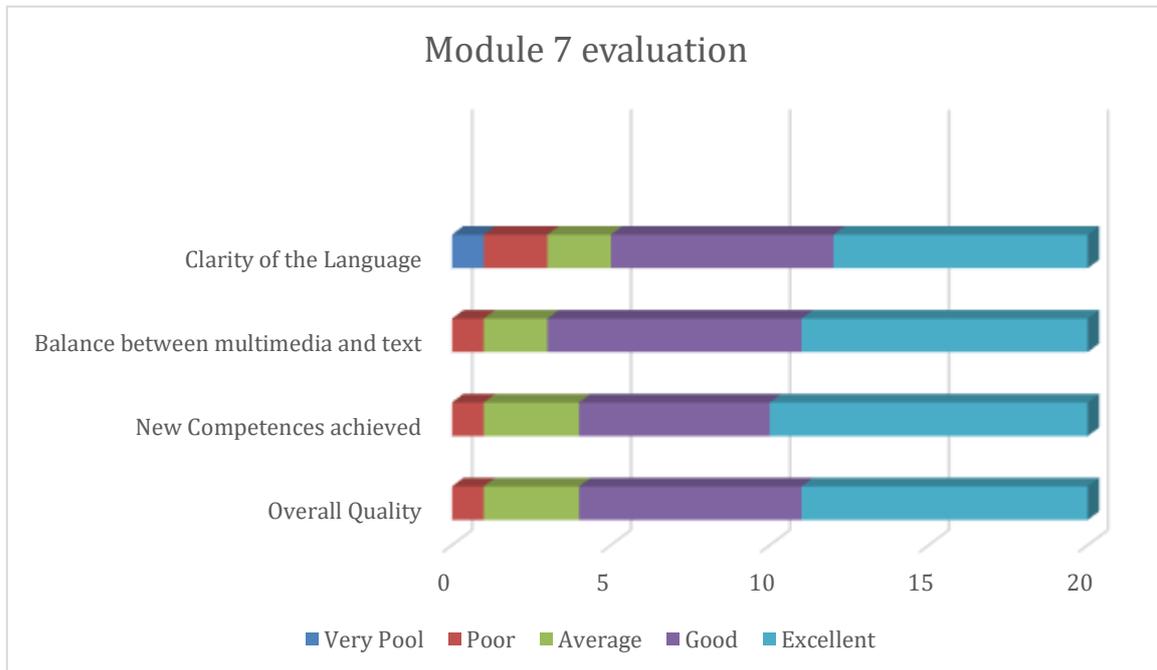
Feedback from adult participants:

- Could be more simple and understandable
- Visibility, pictures and exercises can be increased

Participation in the course platform

In regards with the use of google classroom, the following graphs represent the numbers of hits (clicks inside the platform) by facilitators and participants in regards at visits to google classroom, activities and resources.

Please note that the data cannot be disaggregated to provide detailed information in the following areas: Module 3 to 5, individual lessons, individual activities and project works.

Google classroom

The graphics below represent the number of hits (Enrolled) of visits on the platform, between September 2021 and November 2021. The visitors (blue) refer to enrolled in the course or participants and blue ones, refer to people with access to the system but without any role on the course.

Course participants
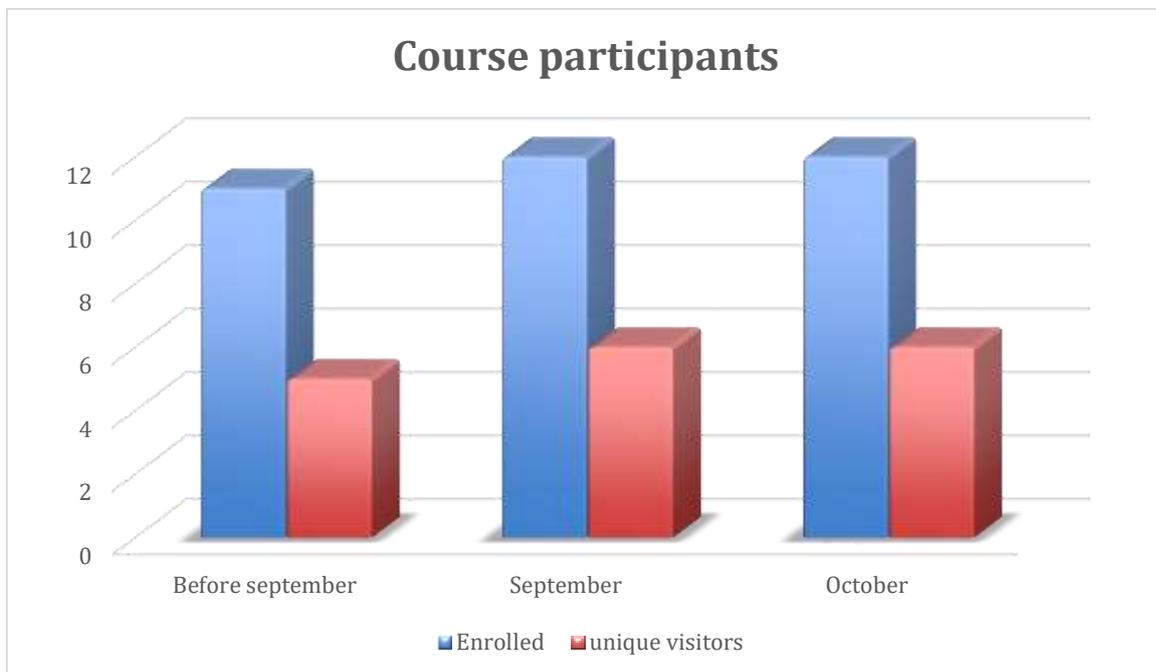
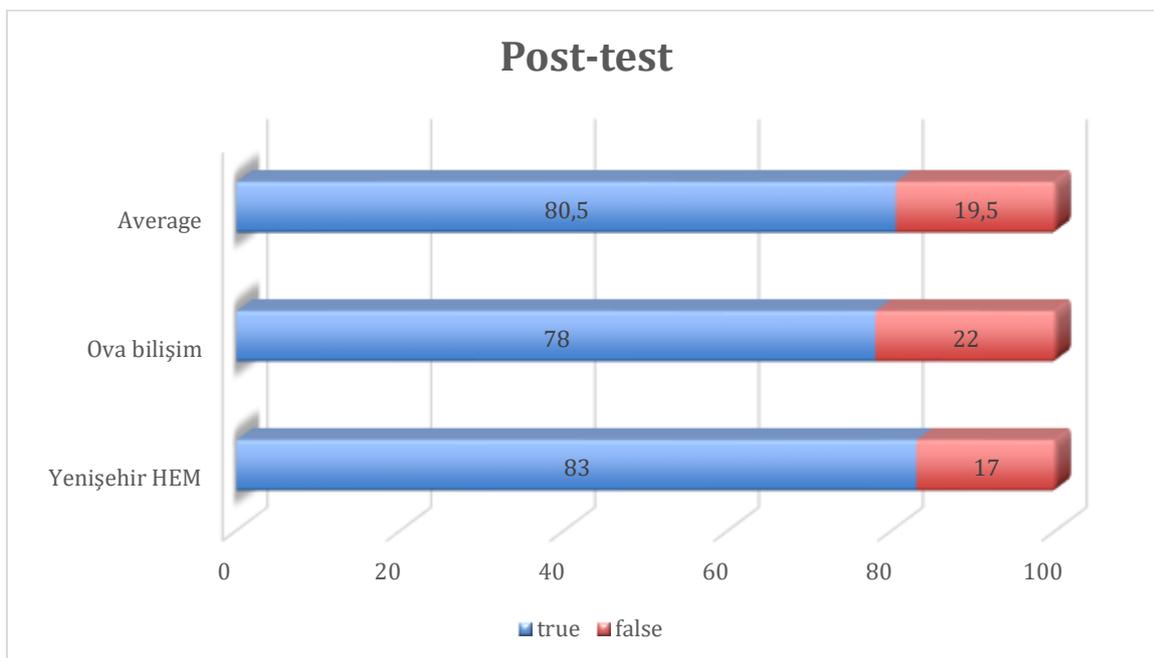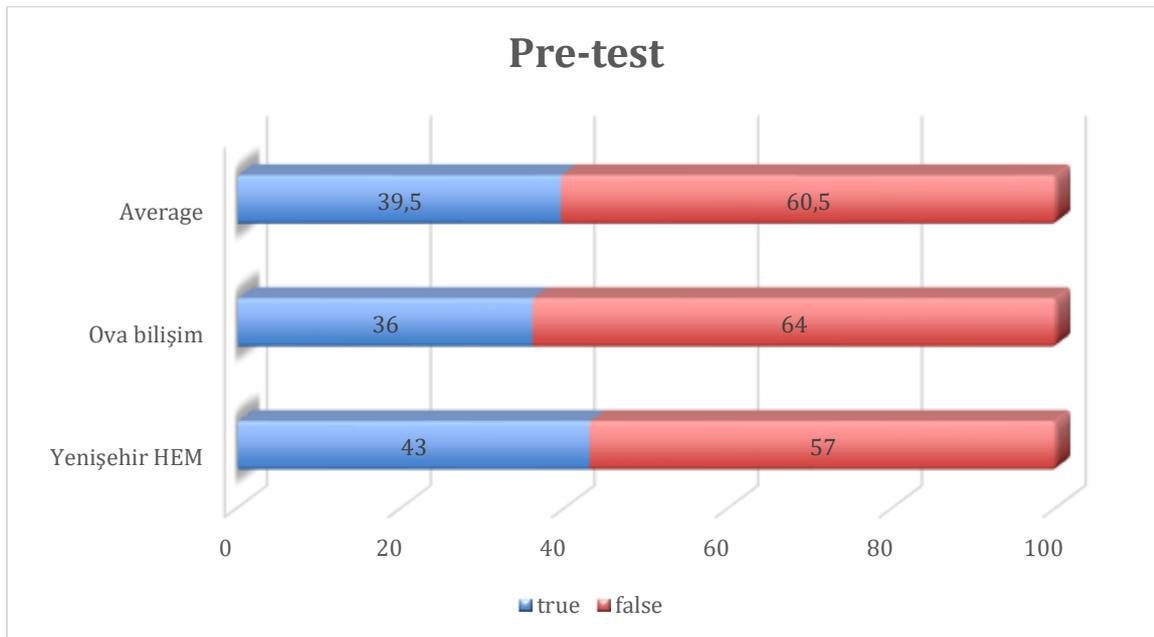A parallel number of participants was reached each month.

Activities

This section refers to the number of hits by participants into a series of activities such as assignments; online discussions [forum], pre-test and post-test

Course participants

Before september | September | October
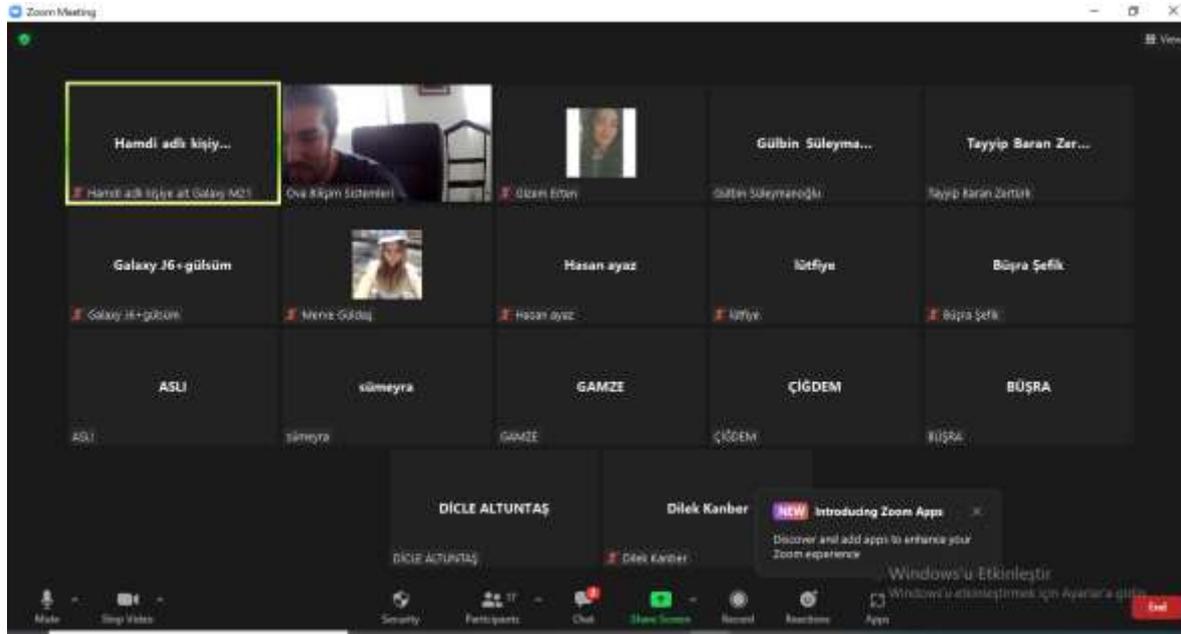
online discussions [forum]   pretest   posttest
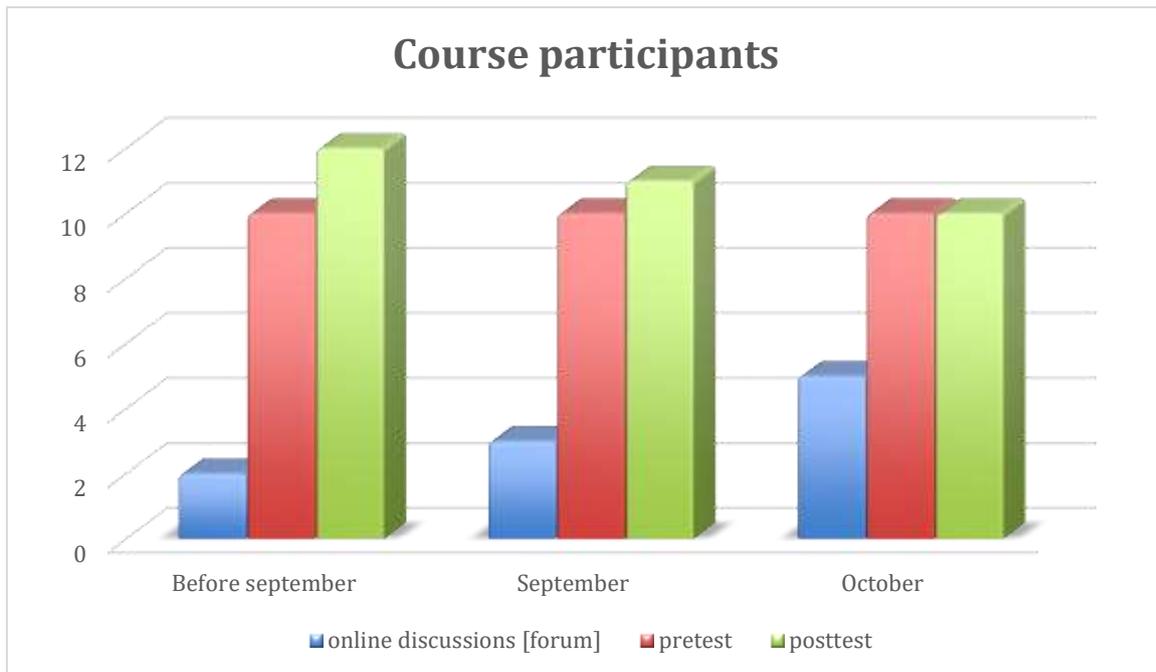
Course evaluation

As a result of the pre-test, it was measured that the participants knew the content at the rate of 40%. According to the post test results at the end of the course; It was determined that the subjects were learned and the success was 80%.

Pre-test

	true	false
Average	39,5	60,5
Ova bilişim	36	64
Yenişehir HEM	43	57

Post-test

	true	false
Average	80,5	19,5
Ova bilişim	78	22
Yenişehir HEM	83	17

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Recommendations

In order for the application to work better in media labs, there should be a clear and simple narrative. Visual details should be increased. Video and multimedia details are remarkable. In addition, adult participants should be more active and practitioners. Too much and too much information should be avoided. The exercises should be increased and applied to adult participants.

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Project Reference: 2020-1-TR01-KA204-093885
Programme: Erasmus+
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Mersin, 2021

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