



Creative Audiovisual Lab  
for the promotion of  
critical thinking and  
media literacy

# Impact Assessment Report

UAB  
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The Impact Assessment Report is intended to evaluate the methodology experimentation of the CrAL methodology in the 5 different European countries of the project (Italy, Greece, Croatia, Spain and Lithuania). This document includes the results of the experimentations in each involved country and their analysis, results, and conclusions.



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## EXECUTIVE SUMMARY

The aim of the **Creative Audiovisual Lab (CrAL) for the promotion of critical thinking and media literacy** is to enhance **critical thinking** and media literacy among young people between 14-19 years old. This report has the objective of showing the impact obtained during the pilot phase of the project. It includes the needs detected in the project, the main indicators, the activities carried out, a sample and analysis of results by country. In summary, the outcomes are positive across diverse contexts. The innovative methodology proves adaptable to various countries and educational settings, yielding positive results. During the pilot stage, we received **282 student responses and 120 teacher responses**. In terms of disadvantaged student participation, individuals from low-income backgrounds and remote areas were actively involved. The project prioritized principles of equity, equality, and inclusion, ensuring that all students interested in participating had the opportunity to do so.

## Pilot phase

The **pilot experimentation** of the CrAL methodology has been carried out from November 1, 2022, to June 30, 2023. To evaluate the project's experimentation methodology, the following tasks have been carried out:

- The target persons of this evaluation have been the young participants of the project and the teachers who have been involved in the training, development, and implementation of the project. During the months of December 2022 to June 2023, teachers and students have completed these different surveys:
- **Pre-test Survey for teachers/ Pre-test Survey for students (December 2022, March 2023)** These surveys had the objective of knowing the expectations prior to the implementation of the CrAL methodology. They included questions related with the experience and role in the lab workshops and the expectations of learning activities and outcomes.
- **Post-test Survey for teachers/ Post-test Survey for students (March 2023, June 2023)** These tests were designed to compare and evaluate the satisfaction and perception of teachers and students once they implemented the methodology. These surveys included questions related to the same topics as in the pre-surveys. The results of both tests offer a valid instrument to carry out a correct evaluation.
- **Each implementing partner has carried out 2 focus groups (1 with teachers and 1 with students)** Both had a minimum of 4 participants and a maximum of 7 to establish a dialogue focused on the implementation of the CrAL Lab Workshops to identify strong and weak points, improvements, and suggestions.

## Main challenges

To correctly evaluate and analyze the results, the main needs derived from the project have been considered:

- **Improve the professional skills, media literacy, and critical thinking of the students involved in the methodology.**
- **Facilitate the acquisition of digital skills among students: collaboration, creativity, problem-solving critical thinking, and self-confidence.**
- **Promote social inclusion of disadvantaged target groups.**
- **Increase knowledge among schools and education systems on the value of audiovisual language as a mean to promote critical thinking and social inclusion.**

## Indicators

The questions asked in the surveys and focus groups addressed the following issues related to the implementation of the CrAL methodology:

- 1. Previous experience in teaching/studying media literacy**
- 2. Learning outcomes: digital skills, active citizenship, active communication, problem-solving, self-confidence, and social inclusion of disadvantaged target groups**
- 3. Content creation aimed at social change**

In general, the project has achieved all of its objectives:

- At least 80% of the participants in the course are satisfied with the programme.
- At least 50 students per piloting partner involved in the pilot action. Some partners have involved more students and others have obtained less due the restrictions argued in each country.
- At least 10 members of local community involved in the pilot action. Each partner included community members in their respective processes, familiarizing them with the project and the videos created by young people.
- At least 80% of the young people are satisfied with the programme.

## By country

COUNTRY	Survey students (pre and post) Total answers	Survey teachers (pre and post) Total answers	Focus group students	Focus group teachers
Lithuania	33	15	7	4
Croatia	95	20	6	9 (two groups)
Italy	67	24	6	4
Spain	52	10	6	5
Greece	50	25	6	9 (two groups)
Total	297	94	31	31

It is important to note that both teachers and students are satisfied and consider that the learning outcomes have been reached.

## Positive Aspects

Results show that CrAL has improved both students' **technical skills** (digital skills, image skills, etc.) and overall **media literacy** competences. In addition, students have improved their **collaborative** skills and their ability to work in teams. The relationship with the teachers has also improved. In Italy, for example, students have pointed out how CrAL has allowed them to see their teachers in a new light, showing that they can be partners in learning rather than judges that assess their performance.

These aspects have been identified as positive:

### 1. Step-by-step methodology

All the actors involved have appreciated the different phases of the methodology stressing that this approach helped them. The methodology has shown to be innovative and has the ability to be put into practice in different countries and educational contexts with positive results.

The main learning outcomes acquired by the students using the methodology include **critical thinking, media literacy and digital skills**. This outcome remained fairly consistent across the various countries involved with the projects. When asked in the post surveys, a large percentage of both students and teachers either 'agreed' or 'totally agreed' with these outcomes.

## STUDENTS

Countries	Critical Thinking	Digital Skills	Media Literacy
Lithuania	84,6%	69,3%	77%
Croatia	93,2%	93,2%	83,8%
Italy	90,7%	96,9%	87,5%
Spain	100%	100%	100%
Greece	100%	100%	100%

## TEACHERS

Countries	Critical Thinking	Digital Skills	Media Literacy
Lithuania	57,2%	57,2%	42,9%
Croatia	100%	100%	100%
Italy	100%	55,5%	55,5%
Spain	100%	100%	80%
Greece	100%	100%	100%

### 2. Help by the tutors

Many respondents have stressed that the tutors/project managers helped make the project development smoother. In particular face-to-face meetings have been positively assessed and even had a greater impact at times.

### 3. Hands-on approach

Students have clearly pointed out that they have found the practical approach very satisfactory. Besides filming, students seemed to benefit from ultimately being responsible for the entire process (acting, directing, costumes, editing, etc.) and learning how to work together.

### 4. Focus on the process rather than on the output



One of the key point is that both students and teachers have appreciated that CrAL has focused more on the process of learning in itself rather than on the output, that is to say the final video, reducing stress and making the process of learning more enjoyable.

### **Inclusion matters**

A strong point of the CrAL project is its commitment to equity, equality and inclusion. The project was opened to any and all students who wanted to be involved and participate. Because the project worked on the basis of equity in five different countries (Lithuania, Croatia, Italy, Spain and Greece), this allowed for a versatile perspective from teachers and students. This helps achieve a better understanding on how the implementation of the CrAL methodology can be used in different educational contexts. Additionally, a better understanding can be gained on how the methodology can be improved should it be continued in the future.

**"Being able to work with each other on different topics forced us to see each other in a new light."** - student from Spain

## **Criticalities**

### **Teachers**

#### **1. BUREAUCRACY and ORGANIZATION**

Especially in Italy (but also in Spain) teachers struggle with bureaucracy that has become worse after COVID-19 pandemic. It is complicated for them to include activities such as CrAL in their strict timeline and curricula. In addition, projects need to be approved by the School Council and this process is time and energy consuming. In general, all teachers agree that these activities should be planned far in advance to be able to be integrated in the school year.

#### **2. LACK OF TIME and ECONOMIC INCENTIVES**

Most teachers reveal that they lack time to develop these kinds of activities and its implementation is somehow left to the teachers who make the effort to stay longer at school (that is to say they are obliged to implement these activities outside the school schedule) without receiving any economical compensation. Most teachers agree that these activities should be included in the school curricula

#### **3. METHODOLOGY**

Although the methodology has been assessed very positively, results show that some teachers have struggled to adapt to it, therefore it could be presented in an easier way.

### **Students**

Although students' feedback has been extremely positive, teachers underline their (apparent) lack of interest in dealing with topic related to **political/social Issues**, suggesting that the project could

have somehow “forced” them into these topics. In the case of Lithuania, for instance, students who choose to focus on a political topic appeared more aware than those who chose to follow on other topics.

## Opportunities

### 1. INCLUDING PROJECTS (LIKE CrAL) IN THE CURRICULA

Both students and teachers have indicated that projects like CrAL should be included in the official curriculum as a transversal project or inserted within a specific subject in order to have enough time to work on and enjoy the activities.

### 2. FOCUS ON SOCIAL/LOCAL ISSUES

Most teachers in different countries recognize that while video can be an excellent tool to reflect upon social problems, students tend to avoid these topics and center their attention to problems more relevant to them. Accordingly, it would be interesting to focus specifically on social/political issues to invite students to analyse them and observe them from different points of view.

In this sense a sort of localization of the project (intended as a focus on more local problems) might help.

### 3. DISADVANTAGED STUDENTS

Disadvantaged students from low-income and remote areas have participated in the project. However, for future endeavours, it is essential to incorporate more precise indications and tools to gather specific details. Due to GDPR restrictions, we are unable to collect individual characteristics explicitly. Teachers express the general profile of the students in their reports without providing information about individuals.

# RESULTS BY COUNTRIES

## Lithuania's Results



The need analysis in **Lithuania**, conducted with partner **Association Langas | ateiti (LIA)** (<https://www.langasiateiti.lt/en/>), as reflected in the initial document of the project, reveals that young people in this country need to acquire and improve digital skills.

### 1. Analysis of Students Pre-Survey (23 students)

#### 1.1 Profile and knowledge in media literacy

A total of **13 women** and **10 men** participated (**23**). They are **all school students**.

All students have been asked about their **prior knowledge in media literacy subjects**. As the results show, **12 students have never studied** any topic related to the subject, while **10 students have**. In the case of the students who have answered (**7 answers**), all of them have knowledge of topics related to **photography, art, and filming**.

#### 1.2 Expectations of CrAL workshop

Related to the expectations of the CrAL workshops, the following responses have been collected.

- **Learning about filming processes**
- **Learning and fun**
- **Development of new skills**
- **Innovation**
- **Development of artistic skills**
- **Enhancement of Media literacy skills**

Of all of them, **7 students** have responded that they would find it interesting to **work with other students** in the **development of cinematographic videos**.

#### 1.3 Skill's improvement

Students were asked about outcomes in the CrAL lab workshops. The outcomes proposed have been **critical thinking, media literacy, digital skills, active citizenship, active communication, self-confidence** and **social inclusion of disadvantaged target groups**. The following parameters have been established 'totally agree', 'agree', 'disagree', 'totally disagree' and 'I don't know'.

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	43,5%	56,5%			
Media literacy	39,1%	60,9%			
Digital Skills	39,1%	47,8%	13%		
Active Citizenship	30,4%	39,1%	2,7%	4,3%	4,3%
Active communication	52,2%	34,8%	4,3%	4,3%	4,3%
Problem-solving	57,1%	38,1%			4,8%
Self confidence	65,2%	30,4%			4,3%
Social inclusion	47,8%	30,4%	13%		8,7%

## 2. Analysis of Students' Post-Surveys (13 students)

### 2.1 Profile and learning outcomes

A total of **6 women** and **7 men** have participated (**13**). **12** of them are **school students** and one of them belongs to another educational institution. They are between **12-13 years old** (2 students) **14-15** (1 student) **16-17** (6) and **18-19** (4). In this test, all students have been asked about learning outcomes:

- Which is the topic that you have worked with your colleagues?
- What is the learning that you like most acquired through CrAL lab workshops?

13 students have responded that they have worked together with their colleagues on the following topics: **Issues related to exile, Parent-child relationship, and emotional dependency.**

The following responses were collected regarding the learning they would most like to have acquired:

- **Communication with others**

- Video recording and filming process
- Directing skills
- Acting
- Practical activities
- Team work
- Creation and improvisation
- Feeling comfortable in front of a camera

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	30,8%	53,8%			15,4%
Media literacy	23,1%	46,2%	15,4%		15,4%
Digital Skills	38,5%	38,5	7,7%		15,4%
Active Citizenship	53,8%	30,8%			15,4%
Active communication	69,2%	13,4%			15,4%
	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	30,8%	53,8%			15,4%
Media literacy	23,1%	46,2%	15,4%		15,4%
Digital Skills	38,5%	38,5	7,7%		15,4%
Active Citizenship	53,8%	30,8%			15,4%

## 2.2 Skill's improvement

To check if the students have been able to develop the skills after their participation in the CrAL workshop lab, the following questions were asked.

- Do you think you and your colleagues have become active creators of solutions to social challenges with CrAL Lab workshops?
- Do you think that CrAL lab workshop could be applied with young people from different countries?

- Do you recommend other young students to participate in CrAL lab workshops for learning critical thinking and media literacy?

**92% of the students** responded that they **have become active creators of solutions to social challenges**. Moreover, **100%** think that it **could be applied with young people** from different countries. Finally, **54% would recommend** other students to participate in CrAL's labs to learn critical thinking and media literacy, while **46% would not**.

### 3. Analysis of Teachers Pre-Survey (8 teachers)

#### 3.1 Profile and learning outcomes

A total of **4 women, 3 men** and **1 non-determined gender** have participated (**8**). They are between **20-35 years old (3), 36-50 (3), 51-65 (1)** and **66-75(1)**. **Two** of them work in a **secondary school**, **two** of them in a **civic center** and **three** of them in **non-formal education institutions**. All of them have previous experience teaching young people media literacy and have attended.

To know the expectations of learning activities and outcomes teachers were asked about how many CrAL Lab they expected to implement with students:

- **1 teacher: 15 workshops**
- **4 teachers: 10 workshops**
- **2 teachers: 5 workshops**
- **1 teacher: 3 workshops**

The 8 teachers have responded that they didn't have previous topic proposals to work with their students. Regarding the training in the methodology, they selected these learning outcomes for their students:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	87,5%	12,5%			
Media literacy	87,5%	12,5%			
Digital Skills	62,5%	37,5%			
Active Citizenship	62,5%	37,5%			
Active communication	87,5%	12,5%			
Problem solving	87,5%	12,5%			
Self confidence	87,5%	12,5%			
Social inclusion of disadvantaged target groups	50%	50%			

**50 % of Teachers** affirm that **students will become active creators of solutions to social challenges**, while the other half, 50%, are not sure and want to wait for the ending of the pilot implementation. For their part, **63%** think that **disadvantaged people could be included successfully with the implementation of CrAL workshop**. **88%** believe these **could be applied in different contexts and countries**.

#### 4. Analysis of Teachers Post-Survey (7 teachers)

A total of **4 women, 2 men** and **1 non-determined gender** have participated (**7**). They are between **20-35 years old (2), 36-50 (3), 51-65 (1) and 66-75(1)**. **Five** of them work in a **secondary school**, **two** of them in a **civic center** and **one** of them in **non-formal education institutions**.

After the implementations, teachers have been asked on the **reinforcement of their ability to teach media literacy and critical thinking** with the implementation of CrAL Lab workshop. **43%** of the teachers answered that they **'totally agree'**, **43%** **'agree'** and **14%** **'I don't know'**. Also, they have

been asked about the **usefulness of the lessons in blended learning course**. The results are the same: **43%** of the teachers answered that they **‘totally agree’**, **43%** **‘agree’** and **14%** **‘I don’t know’**.

They have implemented a total of 46 workshops with their students and worked on different topics: **how to film and create a documentary, the script, the history of cinema, audio and video syntax, character (person to character)screenwriting and editing**.

**Learning outcomes acquired by their students with the implementation of CrAL lab workshops:**

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	42,9%	14,3%			42,9%
Media literacy	28,6%	28,6%			42,9%
Digital Skills	28,6%	14,3%			57,1%
Active Citizenship	14,3%	28,6%			57,1%
Active communication	28,6%	28,6%			42,9%
Problem solving	57,1%				42,9%
Self confidence	28,6%	28,6%			42,9%
Social inclusion of disadvantaged target groups		28,6%		14,3%	57,1%

## 5. Focus Groups Teachers

**1 focus group** was conducted with a total of **4 teachers**. The objective of the focus group was to establish a dialogue focused on the implementation of the CrAL Lab Workshop to identify **strengths and weaknesses, improvements and suggestions**.

Teachers consider that the strongest point of is that the CrAL project is **long-term** and gives the possibility to dive into the image and learn the importance of the image. According to a respondent the project allows “not to rush, but to think about the scenario, the image and prepare for the filming”. They also appreciate the **comprehensive methodological base**: video lessons, detailed edupacks,



and a variety of methods that can be adapted to different needs of teachers and students. Some teachers particularly appreciated the “**maturity of the methodology**” stating that “it is evident that the methodology is created by experienced authors” and that it is presented in clear and logical phases.

On the negative side they consider that it can be challenging to adapt this new methodology to their experience and that it requires a lot of time from teachers and students.

Regarding the learning outcomes, teachers recognize that students have improved their **digital skills** and their ability to **communicate** and **work together**. In this sense, they express that the project has been “extremely helpful for cooperation, as nowadays the individualism is very evident in youngsters. The teamwork in taking the responsibility while sharing the tasks and taking the responsibility for assigned part”. In addition, although acknowledging that it was **not easy at the beginning of the workshops** for teachers to get something creative from youngsters (the first ideas of students were usually copy-paste from something seen in everyday life, so it took some effort for teachers to stimulate the creativity of students to tell the stories), the project actively boosted their **creativity** and **self-confidence** (“teamwork in film creation is helpful to boost self-confidence”). They also observed an improvement in **critical thinking**, especially the ability to express the criticism and evaluate ideas of others without insulting, and overall media literacy skills.

Focus group members agreed it is a difficult to answer whether young people have become active creators of solutions to social challenges, as the methodology encourages youngsters to analyse the image and find the reflected problem or issue, and film gives a possibility for actors to fit into a role and see another perspective. However, youngsters usually create videos about their own problems and situation (identity, relationships) and they are mostly affected by seeing problems from their own surroundings. The problems of others are not that important for them at their age. Nonetheless, video creation is an important tool to analyse social problems and to start talking about it. As an example, the challenge of poverty – youngsters cannot really do anything tangible to solve the problem, but video creation is a perfect tool to talk about it and provide their own perspective about the problem.

Finally, the focus group participants, in their own experience piloting the methodology didn’t really have situations with involvement of disadvantaged young people. However, it is evident to them that video creation in general gives a possibility to open up for more shy youngsters. Thus, it also has big potential to support the integration and improve self-confidence of disadvantaged youngsters.

As per the teachers’ recommendation for improving the implementation of CrAL Lab workshops they state that a sort of **localization of the content** would be beneficial, so they suggest including more national examples into the methodology and in practical workshops.

## 6. Focus Group Students

**1 focus group** was conducted with a total of **7 students**. The objective of the focus group was to establish a dialogue focused on the implementation of the CrAL Lab Workshop to identify **strengths and weaknesses, improvements, and suggestions**.

Students expressed that their favorite part of CrAL Lab Workshops was **filming** and **cooperating** with others. They pointed out how they enjoyed filming “when you try to convert your idea into the reality”. They appreciated the creation of the scenarios and the search and selections of costumes, especially “those connected with earlier times”. Some of them chose editing as the most enjoyable part, as “what was imagined and painted in our heads became a reality”.

The latter students liked “deciding and distribution of functions among the team members for video creation” allowing them to get closer to each other. According to a respondent working together allowed to get “closer to my friends, strengthened my relationships with people I didn’t know well and had many adventures with them”. Students perceive that what they learn the most with CrAL Lab Workshops are mainly **technical and acting skills** and **team-building**, especially the expression of opinion and the acceptance of opinions of others. They learned that “the video editing part revealed that the initial material filmed must be quite long to be able to choose the best scenes to go the final video”, to think logically, thus improving existing skills.

Regarding the cooperative side, they highlight that they have learned to communicate better, how to collaborate with strangers, be more adventurous, be more sociable, and make yourself work even when it’s hard. In this sense students do believe that the project has helped them become **active creators of solutions to social challenges**, mostly because they recognize that there “are all sorts of problems and challenges in making a film. You have to turn your head well to make things go smoothly, so this kind of practice develops problem solving skills”. However, while the students whose videos dealt with social problems (in particular Partisans fighting against Soviets in Lithuania) perceive these aspects more clearly than those whose videos did not tackle socio-political issues.

As per their recommendation for improving the implementation of CrAL Lab workshops, students suggest more practice, in particular **more frequent video making activities**, together with smaller teams to be able to work more efficiently. In addition, some suggest “not to be afraid to involve local community members and ask for their help” and to involve **younger people**, or even younger children, because video creation is very useful in the future.

The partner Association Langas į ateitį (LIA) has finally implemented a total of **46 workshops**, with **13 students** and **7 teachers**. The predominant **age range** of the students has been between **16-17** and of the teachers between **36-50**. All of them have implemented the CrAL methodology in secondary schools, civic centers and non-formal education institutions.

Regarding the topics they have dealt with in the laboratories, the results show that the students have focused their work on the **search for emotions through audiovisual language**. This highlights the idea of examining the relationships established between emotions and memory with the audiovisual image (film and video) in the secondary education stage. Thus, the need for different fields of study such as the **psychology of emotions**, **sociology**, or **social media**.

Continuing with the different topics worked on with the students, the highest percentage of satisfaction obtained (57.1%) shows that the learning outcome acquired was **problem solving**. This indicates that **learning based on problem solving** is a very important subject to deal with, since it allows fostering teamwork, one of the topics that students wished to work on before the implementation of the laboratories.

## FOCUS GROUP TEACHERS LIA

### Strengths and Weaknesses



#### Long-term project

Gives possibility to **deep dive into image**, to grasp the **meaning of the image** and the importance of the image.



#### Comprehensive methodology base

Video lessons, detailed edupacks, variety of methods.



#### Communication and collaboration

Extremely helpful for **cooperation**, as nowadays the individualism is very evident in youngsters



#### Time of the implementation

Requires quite amount of time from teachers and students.

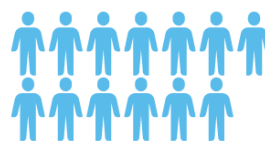


#### Social problems

**Video creation** is quite **important tool** to analyse the social problems and to start talking about it.

## Statistics LIA

13 STUDENTS



57 %

PROBLEM SOLVING

7 TEACHERS  
46 WORKSHOPS



## WORKSHOP TOPICS

### LIA

HOW TO CREATE A  
DOCUMENTARY

HISTORY OF CINEMA  
SCREENWRITING

AUDIO AND VIDEO SYNTAX  
PERSON TO CHARACTER

## Croatia's results



The need analysis in **Croatia** conducted with **partner Centre of Technical Cultural Rijeka (CTC Rijeka)** as reflected in the initial document of the project, reveals that the teaching of media literacy is a pending subject in the national educational system. It is necessary to teach how to critically analyze and validate texts and multimedia. The study "Analysis of curriculum of Universities educating Croatian language teachers and Librarians showed that media education, as well as media literacy, isn't sufficiently represented".

## 7. Analysis of Students Pre-Survey (51 students)

### 7.1 Profile and knowledge in media literacy

A total of **35 women, 15 men and 1 non-determined gender** have participated (**51**). **5 students** are between **12 and 13 years old**, **20** between **14-15**, **19** between **16 and 17** and **7** between **18-19**. 75% come from secondary education and 24% from primary education.

All students have been asked about their **prior knowledge in media literacy subjects**. As the results show, **20% of students have never studied** any topic related to the subject, while the **80% students have**.

### 7.2 Expectations of CrAL workshop

Related to the expectations of the CrAL workshops, the following responses have been collected. **41 students** have responded that they would find it interesting to **work these topics with other students**:

- **Croatian language**
- **Art and cinema**
- **Computing**
- **Creation of videos and audiovisual communication**
- **Media projects**

### 7.3 Skill's improvement

Students were asked about **outcomes** in CrAL lab workshops. The outcomes proposed have been **stimulate creativity, work on expression and foster critical thinking, fun, gain knowledge about media literacy, multimedia production work, learning about the social community, recording videos, challenges and problems presented by the digital age, learning to express the opinion**. In all the answers the promotion of creativity and the commitment to fun learning have predominated. The following parameters have been established 'totally agree', 'agree', 'disagree', 'totally disagree' and 'I don't know'.

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	47,1%	51%			2%
Media literacy	49%	39,2%	5,9%		5,9%
Digital Skills	54,9%	27,5%	11,8%		5,9%
Active Citizenship	31,4%	41,2%	15,7%	2%	9,8%
Active communication	58,8%	27,5%	7,8%		5,9%
Problem-solving	60,8%	31,4%	3,9%		3,9%
Self confidence	54,9%	39,2%	3,9%		2%
Social inclusion	39,2%	41,2%	11,8%	2%	5,9%

## 8. Analysis of Students Post-Surveys (44 students)

### 8.1 Profile and learning outcomes

A total of **29 women, 13 men** and **2 non-determined gender** have participated (**44**). They are between **12-13 years old** (5 students) **14-15** (17 student) **16-17** (15) and **18-19** (7). In this test, all students have been asked about learning outcomes:

- **Which is the topic that you have worked with your colleagues?**
- **What is the learning that you like most acquired through CrAL lab workshops?**

The 44 students have responded that they have worked together with their colleagues on the following topics: **Issues about social stereotypes (nursing homes), drug use in young people, depression, loneliness and isolation and feminism.**

The following responses were collected regarding the learning they would most like to have acquired:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	43,2%	50%	2,3%		4,5%
Media literacy	50%	43,2%	4,5%		2,3%
Digital Skills	47,4%	36,4%	9,1%	4,5%	2,3%
Active Citizenship	29,5%	40,9%	6,8%	2,3%	20,5%
Problem-solving	43,2%	47,7%	4,5%	4,5%	
Self confidence	31,8%	50%	11,4%	2,3%	4,5%
Social inclusion	36,4%	38,6%	6,8%	2,3%	20,5%

## 8.2 Skill's improvement

To check if the students have been able to develop the skills after their participation in the CrAL workshop lab, the following questions were asked.

- Do you think you and your colleagues have become active creators of solutions to social challenges with this CrAL Lab workshops?
- Do you think that CrAL lab workshop could be applied with Young of different countries?
- Do you recommend to other young students to participate in CrAL lab workshops for learning critical thinking and media literacy?

**80% of the students** responded that they **have become active creators of solutions to social challenges**. Moreover, **100%** think that it **could be applied with young people** from different countries. Finally, **52% would strongly recommend** other students to participate in CrAL's labs to learn critical thinking and media literacy.

## 9. Analysis of Teachers Pre-Survey (13 teachers)

### 9.1 Profile and learning outcomes

A total of **12 women and 1 man** and have participated (**13**). They are between **20-35 years old (3)**, **36-50 (8)** and **51-65 (2)**. **12** of them work in a **secondary school**. The **54%** have previous experience teaching media literacy with young people, while **46%** have not. They expected to implement 10-15 CrAL Lab workshops with their students.



Regarding the training in the methodology, they selected these learning outcomes that they would reach with their students:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	46,2%	46,2%		7,7%	
Media literacy	46,2%	46,2%		7,7%	
Digital Skills	30,8%	61,5%		7,7%	
Active Citizenship	30,8%	46,2%	7,7%	7,7%	7,7%
Active communication	46,2%	46,2%		7,7%	
Problem-solving	30,8%	61,5%		7,7%	
Self confidence	46,2%	46,2%			7,7%
Social inclusion of disadvantaged target groups	30,8%	30,8%	7,7%	7,7%	23,1%

**31% of teachers** affirm that **students will become active creators of solutions to social challenges**, while 69%, are not sure and want to wait for the ending of the pilot implementation. For their part, **31%** think that **disadvantaged people could be included successfully with the implementation of CrAL workshop**. **69%** believe that these labs **could be applied in different contexts and countries**.

## 10. Analysis of Teachers Post-Survey (7 teachers)

A total of **7 women** have participated (**7**). They are between **20-35 years old (3)** and **36-50 (4)**. **All of them** work in a **secondary school**.

After the implementations, teachers have been asked on the **reinforcement of their ability to teach media literacy and critical thinking** with the implementation of CrAL Lab workshop. **29%** of the teachers answered that they **'totally agree'**, **57%** **'agree'** and **14%** **'disagree'**. They were also asked about the **usefulness of the lessons in a blended learning course**. The results are the same: **29%** of the teachers answered that they **'totally agree'**, **57%** **'agree'** and **14%** **'disagree'**.



Teachers implemented a total of **72 workshops** and have worked with the students on the following topics: **creating scenarios, stereotypes and gender inequality, active citizenship, drug use among young people.**

The following are learning outcomes acquired by their students with the implementation of CrAL Lab workshops:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	28,6%	71,4%			
Media literacy	57,1%	42,9%			
Digital Skills	28,6%	71,4%			
Active Citizenship	14,3%	71,4%			14,3%
Active communication	28,6%	71,4%			
Problem-solving	14,3%	85,7%			
Self confidence	28,6%	71,4%			
Social inclusion of disadvantaged target groups	14,3%	42,9%	28,6%	14,3%	

**57% of teachers** affirm that **students have become active creators of solutions to social challenges.** For their part, **43%** think that **disadvantaged people have been successfully included in CrAL Lab Workshops.** **100%** believe that these laboratories **could be applied in different contexts and countries.**

## 11. Focus Groups Teachers

**1 focus group** was conducted with a total of **4 teachers.** The objective of the focus group was to establish a dialogue focused on the implementation of the CrAL Lab Workshop to identify strengths and weaknesses, improvements, and suggestions.

According to the teachers, the positive sides of the **methodology** are that it is **interesting** and **current.** One respondent pointed out that “children really like technology and civic education, so it

was also very interesting for them". In general, they agree that the students were not stressed about the final product because **the emphasis was on the process**.

Although teachers stated that the students found theoretical sessions somehow boring, they loved the **videos**, as "they could absorb the point of everything through an example of good practice. As per the teachers' experience, they have highlighted that **in-person meetings** were very helpful to solve problems and that the project managers helped them making their work not demanding not time-consuming, as they acted only as "**moderators**" while most of the work is done by the students.

In terms of the negative aspects their first concern is **student motivation**, followed by schedule. Accordingly, they recommend **planning the activities earlier**, to make the organization better and easier since "in July assignments are made, so it could be an extracurricular activity if it is set up in time". In the same vein they suggest to introduce an additional hour, so the product itself would be better, as "everything that takes so long is complicated to lead, you need to have a lot of motivation and time, if it lasts the whole school year it should include some kind of education for the teachers, so that the teachers could go to some education." As per the **online platform** teacher believe it is too extensive, **there is too much content and it should be better systematized**.

Concerning the different **learning outcomes**, teachers believe that this project mostly developed students' **creativity** and **cooperation** among students ("Leaving the classroom, students are placed in a completely different environment where they learn in a new and fun way"). However, the project encouraged students' creativity rather than active thinking. Maybe if the topics had been defined differently more critical thinking could have been enhanced.

## 12. Focus Group Students

A focus group was realized with **6 students**.

As far as what students liked the most, they enjoyed the filming process and the hands-on method of the projects. They were excited to be able to choose their own ideas and then use those same ideas to create a film. Students appreciated being their own bosses and sharing roles in an independent manner.

In terms of learning outcomes, students learned the importance of working in teams since the projects required a lot of effort to complete. In addition to this, they were able to see the community from a different perspective and see a side of the community that is usually unseen. They also developed their digital skills and creativity.

Regarding the students becoming active creators of solutions to social challenges, the students feel neutral. They felt that they were simply neutral figures who entered a nursing home, recorded the situation, and pointed out the problems in that context. Students expressed that this specific topic is not known to the local community, so their responsibility was more creating awareness of it. They said they can only encourage people to take action.

The students did not have recommendations since they love the way everything is designed and would not change anything. They highlight that the best part about the project is that there are few guidelines because this allows for more creativity.

## FOCUS GROUP TEACHERS CTK

### Strengths and Weaknesses



#### Technology and civic education

Emphasis on the process. Fun and learning.



#### Focus on the learning process

The students are not stressed about the final product because the emphasis is on the process.



#### Need motivation and time

It should include some kind of **education for the teachers**. Students can also go on a trip where they will meet new people.



#### Encourage student's creativity rather than active thinking



#### Time of the online course

The online learning course it is too extensive in itself. There is too much content and it should be better systematized.

## WORKSHOP TOPICS

CTK

**STEREOTYPES  
GENDER INEQUALITY**

**ACTIVE CITIZENSHIP**

**DRUG USE AMONG YOUNG  
PEOPLE**

## Italy's results



The needed analysis in **Italy 2** conducted with two different partners, **Istituto Centrale per i Beni Sonori e Audiovisivi- ICBSA**, and **European Grants International Academy-Egina Srl**, reflects that the thematic focus of main interest is **cinema and audiovisual language in schools**: “The National Cinema Plan for School (2018) aims at including cinema and audiovisual language in schools as an educational tool that can facilitate learning and be used across transversal and multidisciplinary curricular pathways. It encourages students' and teachers training on the topic. This includes the **enhancement of digital skills, culture and music skills, competencies in art and creativity**.”

### 13. Analysis of Students Pre-Survey (35 students)

#### 13.1 Profile and knowledge in media literacy

A total of **28 women** and **7 men** have participated (**35**). **33 students** are between **16 and 17 years old** and **2** between **18-19** years old. 97% are from schools and 3% from other educational institutions. All students have been asked about their **prior knowledge in media literacy subjects**. As the results show, **63% of students have never studied** any topic related to the subject, while the **34% students have**.

#### 13.2 Expectations of CrAL workshop

As far as the expectations of the CrAL workshops, the following responses have been collected. **35 students** have responded that they would find it interesting to **work with other students** in:

- **Improvement of the English language**
- **Development of interdisciplinary knowledge**
- **Development of critical thinking**
- **Trips**
- **Meet new people and different cultures**
- **Discover the country and its language**
- **Work and expand knowledge of digital tools**

### 13.3 Skill's improvement

Students were asked which **skills** they would like to work in CrAL lab workshops following parameters that have been established: 'totally agree', 'agree', 'disagree', 'totally disagree' and 'I don't know'.

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	25,7%	71,4%			2,9%
Media literacy	28,6%	68,6%	2,9%		
Digital Skills	22,9%	77,1%			
Active Citizenship	34,3%	57,1%	5,7%		2,9%
Active communication	45,7%	54,3%			
Problem-solving	25,7%	60%	8,6%		5,7%
Self confidence	34,3%	54,3%	8,6	2,9%	
Social inclusion	20%	71,4%		2,9%	5,7%

## 14. Analysis of Students Post-Surveys (32 students)

### 14.1 Profile and learning outcomes

A total of **22 women** and **10 men** have participated (**32**). **All of them** are **school students**. They are between **16-17** (24) and **18-19** (8). In this test, all students have been asked about learning outcomes:

- Which is the topic that you have worked with your colleagues?
- What is the learning that you like most acquired through CrAL lab workshops?

The 32 students have responded that they have worked together with their colleagues on the following topics: **Rescue of Jews in Lake Trasimeno during World War II, Environment and sustainability, storytelling, travel and immigration, photography, research, Empress Theodora, art, music, painting and poetry, the importance of language, culture and cooperation.**

The following responses were collected regarding the learning they would most like to have acquired:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	43,8%	46,9%	3,1%		6,3%
Media literacy	21,9%	75%	3,1%		
Digital Skills	34,4%	53,1%	12,5%		
Active Citizenship	34,4%	53,1%	9,4%		3,1%
Problem-solving	62,5%	28,1%	6,3%		3,1%
Self confidence	46,9%	43,8%	3,1%	3,1%	3,1%
Social inclusion	37,5%	59,4%			3,1%

## 14.2 Skill's improvement

To check if the students have been able to develop the skills after their participation in the CrAL workshop lab, the following questions were asked.

- Do you think you and your colleagues have become active creators of solutions to social challenges with this CrAL Lab workshops?
- Do you think that CrAL lab workshop could be applied with Young of different countries?
- Do you recommend to other young students to participate in CrAL lab workshops for learning critical thinking and media literacy?

**100% of the students** responded that they **have become active creators of solutions to social challenges**. Finally, **38% would strongly recommend** other students to participate in CrAL's labs to learn critical thinking and media literacy.

## 15. Analysis of Teachers Pre-Survey (15 teachers)

### 15.1 Profile and learning outcomes

A total of **12 women and 3 men** and have participated (**15**). They are between **36-50 (4)** and **51-65 (9)** and **66-75 (2)**. All of them work in a **secondary school**. **33%** have previous experience teaching

media literacy with young people, while **67%** have not. They expected to implement **2-10** CrAL's Lab workshops with their students.

Regarding the training in the methodology, they selected these learning outcomes that they would reach with their students:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
<b>Critical Thinking</b>	40%	40%	6,7%		13,3%
<b>Media literacy</b>	40%	53,3%			6,7%
<b>Digital Skills</b>	46,7%	53,3%			
<b>Active Citizenship</b>	40%	40%	6,7%	6,7%	6,7%
<b>Active communication</b>	46,7%	46,7%		6,7%	
<b>Problem solving</b>	33,3%	53,3%	6,7%		6,7%
<b>Self confidence</b>	46,7%	46,7%			6,7%
<b>Social inclusion of disadvantaged target groups</b>	40%	40%	6,7%	13,3%	

**60% of teachers** affirm that **students will become active creators of solutions to social challenges**, while the 40%, are not sure and want to wait for the ending of the pilot implementation. For their part, **73%** think that **disadvantaged people could be included successfully with the implementation of CrAL workshop**. **80%** believe that these laboratories **could be applied in different contexts and countries**.

## 16. Analysis of Teachers Post-Survey (9 teachers)

A total of **7 women and 2 men** have participated (**9**). They are between **20-35 years old (1)**, **36-50 (3)** and **51-65 (5)**. All of them work in a **secondary school**.

After the implementations, teachers have been asked on the **reinforcement of their ability to teach media literacy and critical thinking** with the implementation of CrAL Lab workshop. **44%** of the teachers answered that they **'totally agree'**, **33%** **'agree'** and **22%** **'disagree'**. They have also been



asked about the **usefulness of the lessons in a blended learning course**. **67%** of the teachers answered that they **‘totally agree’** and **33%** **‘agree’**.

The teachers have implemented a total of **41 workshops** and have worked with the students on the following topics: **conscious use of social networks, sustainability objectives of the 2030 Agenda, travel, self-knowledge and otherness, awareness of the development of empathic thinking, the development of cities and their transformations, forms of communication and the language of the media, Europe and film techniques.**

Learning outcomes acquired by their students with the implementation of CrAL lab workshops:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
<b>Critical Thinking</b>	22,2%	77,8%			
<b>Media literacy</b>	33,3%	22,2%		22,2%	22,2%
<b>Digital Skills</b>	22,2%	33,3%		22,2%	22,2%
<b>Active Citizenship</b>	22,2%	77,8%			
<b>Active communication</b>	33,3%	44,4%		22,2%	
<b>Problem solving</b>	33,3%	44,4%		22,2%	
<b>Self confidence</b>	44,4%	22,2%		22,2%	11,1%
<b>Social inclusion of disadvantaged target groups</b>	22,2%	55,6%		22,2%	

**56% of teachers** affirm that **students have become active creators of solutions to social challenges**. For their part, **56%** think that **disadvantaged people have been successfully included in CrAL Lab Workshops**. **100%** believe that these laboratories **could be applied in different contexts and countries**.

## 17. Focus Groups Teachers

**Two focus groups** were realized: one by In ICBSA with **5 teachers** and one by Egina with **4 teachers**.

Teachers agree that the methodology they learnt is very useful in their profession, in teaching their subjects and in establishing a successful relationship with their students especially after COVID-19. Teachers interviewed by Egina, especially, pinpoint that it was particularly interesting to work applying both the interview methodology and the preliminary work of analysis and also they enjoyed research to produce audiovisual products that were a practical and creative reworking of the CrAL method.

However, they underline that they had **too little time for the implementation** of the project with the students; they wish they had more hours in a shorter period, also in the afternoon. They would like to spend more time with students (and of course to be extra paid for that); for example, a full immersion week.

Although it was noted that **more technical aspects of audiovisual production were needed**, the process was more important and more fruitful than the end result.

They also agree that they experienced challenges due to **bureaucratic processes**.

Regarding different learning outcomes, teachers stress that great willingness was shown by the students.

The project has improved creativity, self-expression, communication of ideas, clarification of ideas (an idea has to be very clear to myself if I want to communicate it), relationship among students, and the social ability of living in a group.

Teachers, moreover, noted as interesting to see through the students' eyes the interpretation of a great historical personality as the students positioned themselves in an innovative perspective.

The relationship between teacher and student was improved, teachers understood student's thoughts, a new dialogue was built. Socialization was improved in classes involved in CrAL project, students collaborated profitably with no arguments, relationships got stronger.

As per their recommendation for improving the implementation of CrAL Lab workshops, teachers suggest that this methodology could be linked to **curricular subjects**; frontal lessons could be broken by doing some topics by videos. Students prefer this methodology to frontal lessons, when they are involved, they study with more interest, more motivation, more success, even those that don't like studying. Additionally, the collaboration with tutors has to be improved because the school can't count on the voluntary work of teachers; they need **economic incentives** and central organization, if the whole school is involved it will become a better school.

In addition, they suggest to "rethink the pathways by favouring the participation of multiple cooperating teachers", since a lack of co-participation in multiple voices, multiple disciplines or subjects was perceived.

## 18. Focus Group Students

**Two focus groups with 6 students** has been organized.

Students appreciated every part of the project, they enjoyed the fact that the project was composed of different steps, and they followed them with interest and passion. Students acknowledge that they **improved self-confidence, critical thinking, collaboration and social skills**, particularly problem-solving; they had stalemate moments, but they solved every problem they met by

collaboration. They learned how to become a team. Looking around at reality they learned to see things that they used to ignore before the project. Students also noticed that the method of confrontation with others was also important, stating “if one of us doesn't understand, the group helps him”.

They also recognize they have become active creators of solutions to social challenges, stressing that “there was already a group” but it was strengthened, new **friendships** came out, and students learned more about each other. Moreover, the **relationship** with teachers was improved; as “the teacher is no more an enemy that judges students but a human being with whom you can share your ideas”. Collaboration between students and teachers was a great result.

As per their recommendation for improving the implementation of CrAL Lab workshops, they would like to do it again and they wish also their friends in other classes had the same **opportunity**.

Students interviewed by Egina, in particular, stress that they would have appreciated to have the chance to meet with **an external expert** on the chosen topic to speak at school, to understand how best to deal with it and then apply it to our own work.

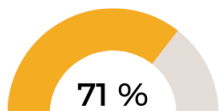
In addition, they stress out that they would have liked to have **more time** to immerse ourselves in the methodology and finalise our audiovisual projects



## Statistics

### EGINA/ ICBSA

32 STUDENTS



CRITICAL THINKING

9 TEACHERS  
41 WORKSHOPS

## Spain's results



**Lins**  
**La Mercè**

The need for analysis in **Spain** at **Institut Mare de Déu de La Mercè** is reflected in the official school curriculum. There is currently no dedicated subject that extensively addresses audiovisual media and its impact on society. This absence underscores the urgent need for a comprehensive media literacy program that equips young individuals with essential skills for navigating the ever-evolving media landscape.

### 19. Analysis of Students Pre-Survey (26)

#### 19.1 Profile and knowledge in media literacy

A total of **10 women** and **16 men** have participated (**26**). **15 students** are between **16 and 17 years old** and **11** between **18-20** years old. 85% are from secondary schools and 15% from community centers. All students have been asked about their **prior knowledge in media literacy subjects**. As the results show, **65% of students have never studied** any topic related to the subject, while the **35% students have**.

#### 19.2 Expectations of CrAL workshop

Related to the expectations of the CrAL workshops, the following responses have been collected. **26 students** have responded that they would find it interesting to **work with other students** in:

- **Improvement of the English language**
- **Storytelling**
- **Development of critical thinking**
- **Learning about different cultures**
- **Teamwork development**
- **Expand knowledge of digital tools**

### 19.3 Skill's improvement

Students were asked which **outcomes** would like to work in CrAL lab workshops. following parameters have been established 'totally agree', 'agree', 'disagree', 'totally disagree' and 'I don't know'.

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	26,9%	69,2%			3,8%
Media literacy	26,9%	65,3%	7,8%		
Digital Skills	23,1%	76,9%			
Active Citizenship	38,4%	57,6%	3,8%		
Active communication	42,4%	57,6%			8%
Problem-solving	26,9%	61,5%	7,6%		3,8%
Self confidence	30,7%	65,3%			
Social inclusion	19,2%	73,1%		3,8%	3,8%

## 20. Analysis of Students Post-Surveys (26 students)

### 20.1 Profile and learning outcomes

A total of **10 women** and **16 men** have participated (**26**). **15 students** are between **16 and 17 years old** and **11** between **18-20** years old. In this test, all students have been asked about learning outcomes:

- Which is the topic that you have worked with your colleagues?
- What is the learning that you like most acquired through CrAL lab workshops?

The 26 students have responded that they have worked together with their colleagues on the following topics: **Spanish Civil War, Environment and Sustainability, Storytelling, Travel and Immigration, Photography, Language, Culture and Cooperation, History**

The following responses were collected regarding the learning they would most like to have acquired:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	26,9%	73,1%			
Media literacy	23,1%	76,9%			
Digital Skills	42,4%	57,6%			
Active Citizenship	30,7%	50%	19,2%		
Problem-solving	65,3%	26,9%	3,8%		3,8%
Self confidence	53,8%	46,1%			
Social inclusion	34,6%	61,5%			3,8%

## 20.2 Skill's improvement

To check if the students have been able to develop the skills after their participation in the CrAL workshop lab, the following questions were asked.

- Do you think you and your colleagues have become active creators of solutions to social challenges with this CrAL Lab workshops?
- Do you think that CrAL lab workshop could be applied with Young of different countries?
- Do you recommend to other young students to participate in CrAL lab workshops for learning critical thinking and media literacy?

**100% of the students** responded that they **have become active creators of solutions to social challenges**. Finally, **54% would strongly recommend** other students to participate in CrAL's labs to learn critical thinking and media literacy.

## 21. Analysis of Teachers Pre-Survey (5 teachers)

### 21.1 Profile and learning outcomes

A total of **1 woman and 4 men** and have participated **(5)**. They are between **35-45 years old**. **(5) of them** work in an educational institution. **60%** have previous experience teaching media literacy with

young people, while **40%** have not. They expected to implement **6-8** CrAL's Lab workshops with their students.

Regarding the training in the methodology, they selected these learning outcomes that they would reach with their students:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
<b>Critical Thinking</b>	40%	40%			20%
<b>Media literacy</b>	20%	60%			20%
<b>Digital Skills</b>	60%	40%			
<b>Active Citizenship</b>	20%	40%	20%		20%
<b>Active communication</b>	20%	60%	20%		
<b>Problem solving</b>	40%	40%			20%
<b>Self confidence</b>	60%	40%			
<b>Social inclusion of disadvantaged target groups</b>	20%	20%	20%		40%

**80% of teachers** affirm that **students will become active creators of solutions to social challenges**, while the 20%, are not sure and want to wait for the ending of the pilot implementation. For their part, **60%** think that **disadvantaged people could be included successfully with the implementation of CrAL workshop**. **80%** believe that these laboratories **could be applied in different contexts and countries**.

## 22. Analysis of Teachers Post-Survey (5 teachers)

A total of **1 woman and 4 men** and have participated **(5)**. They are between **35-45 years old**. **(5) of them** work in an educational institution. **60%** have previous experience teaching media literacy with young people, while **40%** have not.

After the implementations, teachers have been asked on the **reinforcement of their ability to teach media literacy and critical thinking** with the implementation of CrAL Lab workshop. **44%** of the teachers answered that they **'totally agree'**, **33%** **'agree'** and **22%** **'disagree'**. Also, they have been



asked about the **usefulness of the lessons in a blended learning course**. **72%** of the teachers answered that they **‘totally agree’** and **28% ‘agree’**.

They have implemented with their student a total of **31 workshops** and have worked with the different topics: **History, Sustainable Travel, Self-awareness and Conscientiousness, the Spanish Civil War, Digital Communication, Art, and Psychology**

**Learning outcomes acquired by their students with the implementation of CrAL lab workshops:**

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	20%	80%			
Media literacy	40%	60%			
Digital Skills	40%	40%			20%
Active Citizenship	20%	40%	20%		20%
Active communication	40%	40%	20%		
Problem solving	60%	40%			
Self confidence	20%	40%			20%
Social inclusion of disadvantaged target groups	20%	40%		20%	20%

**60% of teachers** affirm that **students have become active creators of solutions to social challenges**. For their part, **40 %** think that **disadvantaged people have been successfully included in CrAL Lab Workshops**. **100%** believe that these laboratories **could be applied in different contexts and countries**.

## 23. Focus Groups Teachers

One focus group with **5 teachers** has been realized.

The positive aspects highlighted by the teachers include the comprehensive guide provided, which is rich in resources, and the availability of a collaborative work forum. They found these resources to be particularly beneficial in enhancing their teaching methods and fostering more effective student-teacher relationships, a significant advantage in the post-COVID-19 era.

Regarding learning outcomes, teachers agree that the methodology they learnt is very useful in their profession. The project has improved creativity, communication of ideas, clarification of ideas, teamwork and the relationships among students. The relationship between teacher and student was also improved.

Teachers expressed frustration with the excessive **bureaucratic processes** associated with the project, which they found time-consuming and burdensome. Another challenge raised by the teachers was the difficulty of initiating and sustaining local projects within a global context. They found it challenging to align the project's objectives with the specific needs and dynamics of their local educational environment, underscoring the need for more flexibility and adaptability. Additionally, they feel that they do not have enough time to implement the project with the students.

As per their recommendation for improvement, teachers suggest the methodology could be better implemented if it was not for the time constraints. They feel that if the students are given the time to complete their projects, the learning outcomes would be better. They also recommend mixing this methodology with other parts of the curriculum as if it is more exciting for students thus inspires them to be more involved in classroom activities.

While they appreciate the abundance of resources and the collaborative forum, concerns regarding bureaucracy, forum agility, and adapting the project to local contexts must be addressed to ensure the project's success. We are committed to incorporating these insights into our project's development to enhance its overall effectiveness and impact.

## 24. Focus Group Students

One focus group with **6 students** has been organized.

The students have reported notable improvements in critical thinking skills, a boost in self-confidence, social skills and a profound sense of accomplishment in bringing their ideas to life through film production. Furthermore, many students emphasized the positive impact the project had on their relationships with peers, fostering a sense of teamwork and collaboration.

They also recognize they have become active creators of solutions to social challenges, while existing relationships were strengthened. They were able to learn more about each other working as a team in an audiovisual context. They felt that being able to create stories together forced them to get to know one another in a new light. The collaboration between students and teachers was also

improved. Students began to build their self-confidence and build a more trusting relationship with their teacher, seeing them less as an enemy.

The foremost concern raised by students were the time constraints. Some students found it challenging to complete their stories in the time allotted. At time they felt rushed, which was frustrating and they feel that it hindered their creative process. Additionally, some students pointed out that certain project concepts leaning toward social issues made them feel somewhat outside their comfort zone.

As per their recommendation for improving the implementation of CrAL Lab workshops, they would like for this methodology to be included permanently in the curriculum so that everyone can have the opportunity to hone their digital skills, especially considering that we live now in an age where this is a crucial skill.

## Greece's results



The need for analysis in **Greece** at **Hellenic Open University** is reflected in the official school curriculum and the lack of equipment to encourage new learning methods. At this time, there is no dedicated course to media literacy and its importance in today's society. This absence demonstrates the need for a media literacy program that prepares young individuals with these skills for navigating the modern media landscape.

### 25. Analysis of Students Pre-Survey (1)

#### 25.1 Profile and knowledge in media literacy

A total of **50 students** have participated: 32 female and 18 male. The students' age is between **12 and 17 years old** and they are from official educational institutions (secondary schools). The students have been asked about their **prior knowledge in media literacy subjects**. As the results show, **100% of students have never studied** any topic distinctly related to the subject, which can be explained as it has not been included in the official school Curriculum.

#### 25.2 Expectations of CrAL workshop

Related to the expectations of the CrAL workshops, the following responses have been collected. **30 students** have indicated that they would find it interesting to **work in any topic, not specifying any in particular, while the following topics have been indicated: digital tools and storytelling**

#### 25.3 Skill's improvement

Students were asked which **outcomes** would like to work in CrAL lab workshops. following parameters have been established 'totally agree', 'agree', 'disagree', 'totally disagree' and 'I don't know'.

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	30%	70%			
Media literacy	40%	60%			
Digital Skills	60%	40%			
Active Citizenship	20%	40%			40%
Active communication	40%	60%			
Problem-solving	60%	40%			
Self confidence	20%	40%			40%
Social inclusion	20%	40%		20%	20%

## 26. Analysis of Teachers Pre-Survey (15)

### 26.1 Profile and learning outcomes

A total of **7 women and 8 men** and have participated **(15)**. They are between **20-35, 36-50, and 51-65 years old. (14) of them** work in secondary schools and **(1)** of them work in a non-formal education center. **87%** have previous experience teaching media literacy with young people, while **13%** have not. They expected to implement **3-5** CrAL's Lab workshops with their students.

Regarding the training in the methodology, they selected these learning outcomes that they would reach with their students:

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	53,3%	40%			6,7%
Media literacy	66,7%	33,3%			
Digital Skills	73,3%	26,7%			

Active Citizenship	46,7%	33,3%	20%	
Active communication	73,3%	13,3%	13,3%	
Problem solving	66,7%	26,7%	6,7%	
Self confidence	53,3%	33,3%	13,3%	
Social inclusion of disadvantaged target groups	53,5%	26,7%	6,7%	13,3%

**53% of teachers** affirm that **students will become active creators of solutions to social challenges**, while the 47%, are not sure and want to wait for the ending of the pilot implementation. For their part, **60%** think that **disadvantaged people could be included successfully with the implementation of CrAL workshop**. **93%** believe that these laboratories **could be applied in different contexts and countries**.

## 27. Analysis of Teachers Post-Survey (10)

A total of **5 women and 5 men** and have participated **(10)**. They are between **20-35 (1), 36-50 (7), and 51-65 (2)** years old. **10 of them** work in secondary schools.

After the implementations, teachers have been asked on the **reinforcement of their ability to teach media literacy and critical thinking** with the implementation of CrAL Lab workshop. **60%** of the teachers answered that they **‘totally agree’** and **40% ‘agree’**. Also, they have been asked about the **usefulness of the lessons in a blended learning course**. **100%** of the teachers answered that they **‘totally agree’**.

They have implemented with their student a total of **41 workshops** and have worked with the different topics: **Online hate speech, Right use of IT, Inclusion through media literacy, Active citizenship and Safe use of online tools**.

**Learning outcomes acquired by their students with the implementation of CrAL lab workshops:**

	Totally agree	Agree	Disagree	Totally disagree	I don't know
Critical Thinking	100%				
Media literacy	100%				
Digital Skills	90%	10%			
Active Citizenship	60%	10%			30%
Active communication	100%				
Problem solving	100%				
Self confidence	100%				
Social inclusion of disadvantaged target groups	90%				10%

**100% of teachers** affirm that **students have become active creators of solutions to social challenges**. For their part, **100%** stated that **disadvantaged people have been successfully included in CrAL Lab Workshops**. **60%** believe that these laboratories **could be applied in different contexts and countries**.

## 28. Focus Groups Teachers

Two focus groups with have been realized, one with **5 teachers** and the other with **4 teachers**.

The positive aspects highlighted by the teachers include the methodology's solid theoretical basis and its combination with practical activities, which is particularly enriching for the students. Additionally, the steps in the CrAL platform are clear and organized, making it easier for implementation. Having the tutors' continuous support during the process is also highly appreciated.

Regarding learning outcomes, teachers agree that the methodology they learned is very useful in their profession. The project has improved collaboration, communication of ideas, creativity,

problem-solving, critical thinking, teamwork, self-confidence and the relationships among students. These skills have all been enhanced due to the need to work on a team in the workshops. The relationship between teacher and student was also improved.

In terms of whether young people have become active creators of solutions to social challenges, teachers agreed that it is difficult to give a definite answer. Depending on the topics and methods in which they worked with their students, in some cases maybe more, in some maybe less. On the positive side, the overall feeling is that the workshops with students were student-centered so it forced them to become active creators. The teachers also mentioned that if more time is provided to implement such activities with their students, the probabilities of them becoming active creators of solutions to social challenges would increase.

As per their recommendation for improvement, the teachers highlighted that the providing of audiovisual equipment could be helpful, especially in the cases in which the schools cannot provide it. There were also issues with the GDPR that need to be considered as some of the students are minors. They also recommend more incentives for teachers and the need to get programs like CrAL permanently included in the curriculum.

## 29. Focus Group Students

One focus group was realized with **6 secondary school students**.

The positive aspects highlighted by the students include the collaboration between the students. They also appreciated the teacher's continuous support throughout the project. The students enjoyed participating the activities, particularly when they worked on videos.

Regarding learning outcomes, students agree that the methodology encouraged students team collaboration to help reach a common goal. They learned how to better exchange opinions and partake in discussions with one another. Additionally, they achieved a better understanding of what media literacy as well as its importance in our society.

In terms of whether young people have become active creators of solutions to social challenges, four of the students agreed with this sentiment, however, two students mentioned that it is difficult to give a definite answer. The four students mentioned that the collaboration and the effort to solve problems enabled them to become active creators of solutions to social challenges.

As per their recommendation for improvement, the students highlighted that the providing of audiovisual equipment could be helpful, especially in the cases in which the schools cannot provide it. They also emphasized that they needed more time to complete the activities since they already have many other responsibilities and deadlines for classes within the school framework. The students would like to see these activities implemented in their other school courses as well.