

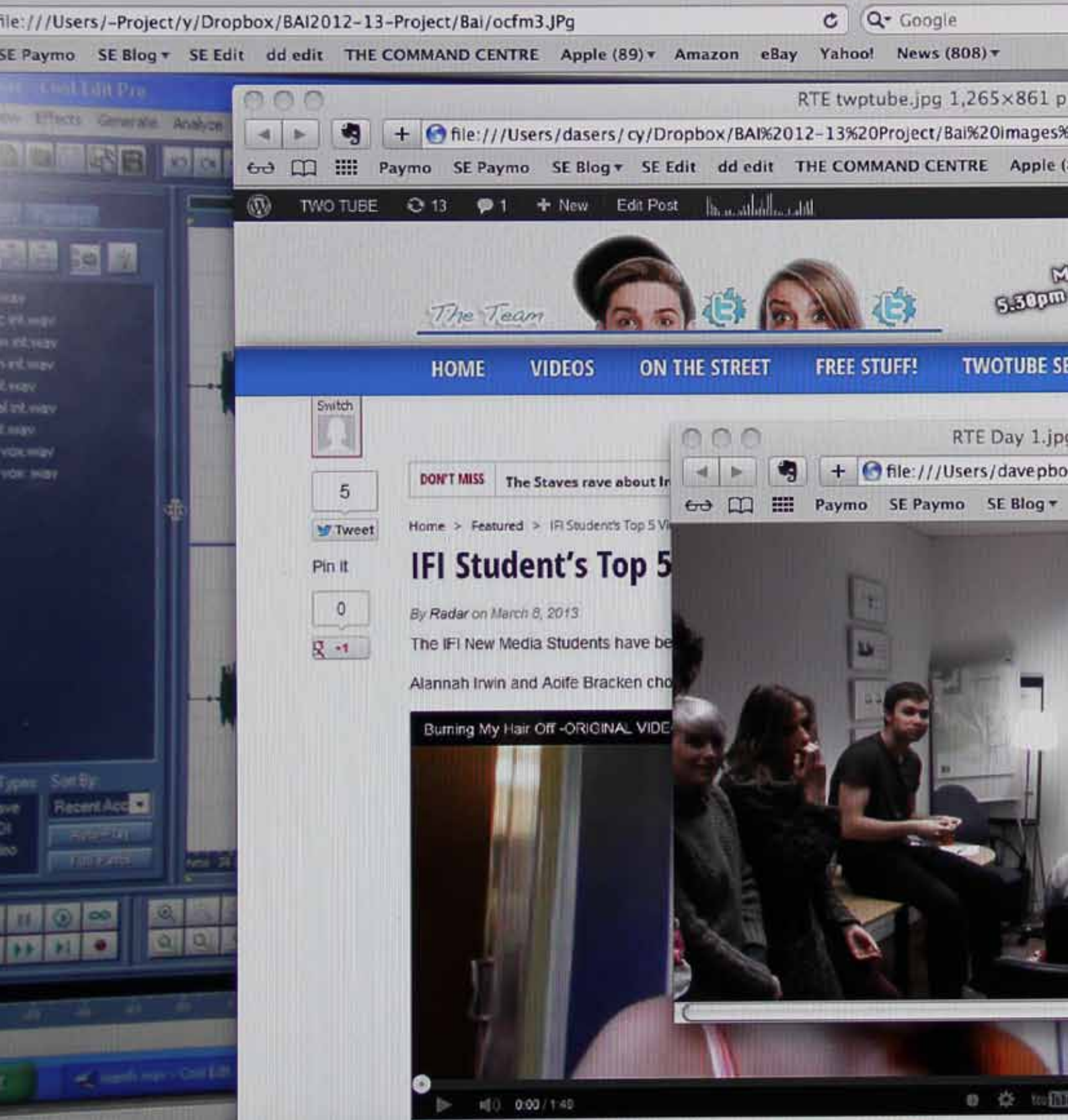
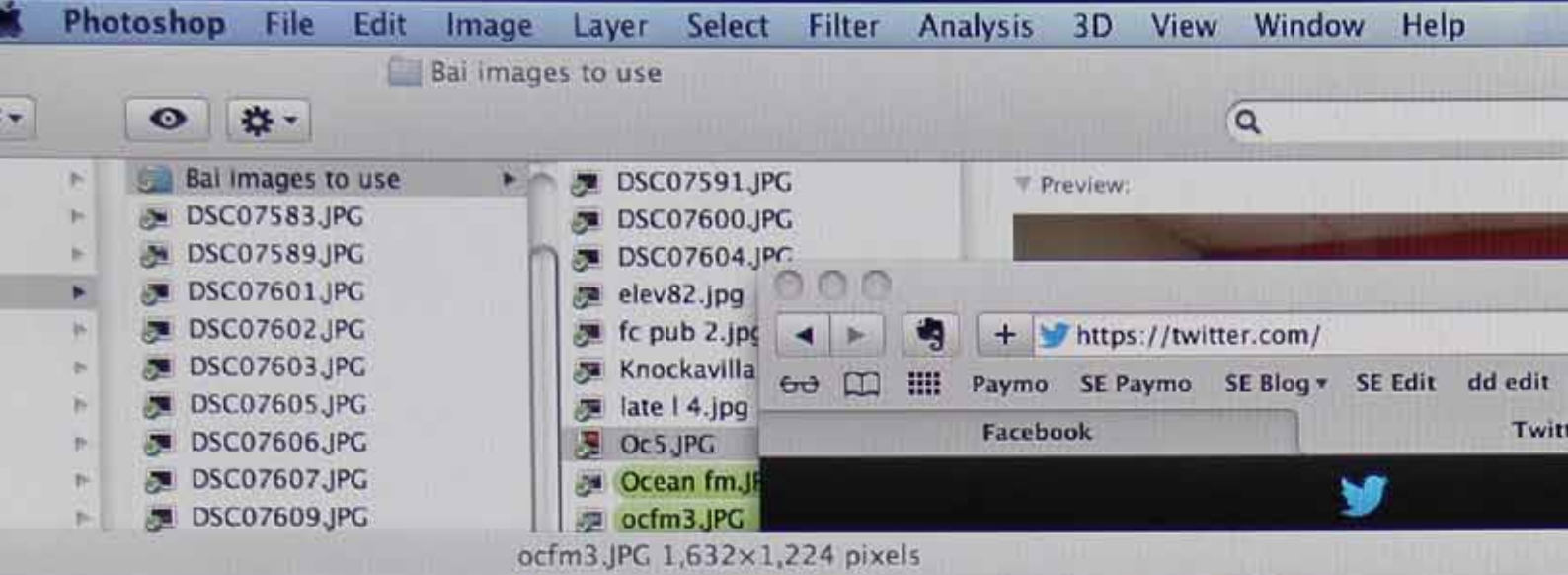


Irish Film Institute

Irish Film Institute and Broadcasting Authority of Ireland

# 12–13 PROJECT

## MEDIA USAGE AT AN IN-BETWEEN AGE



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<b>Executive Summary</b> .....	<b>04</b>
<b>Introduction</b> .....	<b>06</b>
<b>Research Methods</b> .....	<b>08</b>
<b>Overview</b> .....	<b>10</b>
<b>Phase 1 The Media Log</b> .....	<b>16</b>
<b>Phase 2 Media Literacy Interventions</b> .....	<b>32</b>
<b>Phase 3 Family Festival Data</b> .....	<b>52</b>
<b>Phase 4 Conclusions and Recommendations</b> .....	<b>58</b>

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## — EXECUTIVE SUMMARY —

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### *'It's the pictures that got small'*

They most certainly did. When Gloria Swanson uttered this immortal line in the 1950s' film *Sunset Boulevard*, who would have thought that the film could be viewed today on a screen the size of your palm? Or that you could watch films without going near a cinema? Film can now be accessed in so many different ways that ensuring people watch it on a 'big' screen is increasingly a challenge.

## — EXECUTIVE SUMMARY —

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As Ireland's national cultural institution for film, cinema exhibition is central to all our activities at IFI. We nurture future cinema audiences through our very active schools' programme. Yet we are conscious that for young people, watching film is just one aspect of their multi-platform media lives. Keeping film an active part of these lives is one of our aims. Finding out how, what and why they watch is part of achieving it.

We were delighted therefore, to have the opportunity to investigate young people's media usage through this research project, carried out with the support of the Broadcasting Authority of Ireland (BAI). The project focussed on 12-13 year olds, at the crucial, pre-facebook, in-between stage of primary and secondary education. In many ways, the findings revealed what we already knew - that young people love using media, and that they are, to varying degrees, media literate. They are conscious of online safety, even if they do not put all the safeguards in place. Providing media education experiences may not have a direct impact but it does fire their enthusiasm for learning more.

At IFI we want our audiences' cinema experiences to be enjoyable, engaging and informed. Working with young people, we want to provide them with access to a range of film and opportunities which will augment their media literacy skills. They may not always choose big pictures, but being media literate, they will make their own informed decisions. We hope this project contributes in some small way to a better understanding of what these decisions might be.

Ross Keane  
*Director*

## — INTRODUCTION —

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The 12-13 Project was carried out by IFI between September 2012 and May 2013, with the support of the BAI and the Arts Council. The aim of the project was to map media usage among young people between the ages of 12 and 13, and to investigate whether or not media literacy interventions could have any direct impact on their subsequent media habits and attitudes.

## — INTRODUCTION —

The impetus for this project came from both BAI and IFI. IFI have an interest in continuing their investigations into media literacy following the recommendations of their action research project, Film Focus (2012)<sup>1</sup>. The BAI have a remit to promote media literacy under the Broadcasting Act 2009 and were thus prompted to pose relevant questions. Both organisations share an interest in contributing to Ireland's profile in media literacy debate at national, European and international level, alongside the major reports of EU Kids Online<sup>2</sup>. With an established history of collaboration through the work of the IFI Irish Film Archive in the cataloguing and archiving of completed Sound and Vision projects, and BAI's representation on the Advisory Group of the Film Focus Research Project, the 12-13 Project was developed as a new endeavour that would further the media literacy concerns of both bodies.

From the outset, the 12-13 Project was defined to operate within the context of IFI Education's school programme, drawing on established education contacts as well as promoting new networks in the fields of media education and production. Although the predominant target audience was 6<sup>th</sup> Class Primary School, the age range meant it also overlapped into First Year Secondary School. Curricular context was offered by the digital media elements of the National Literacy Strategy<sup>3</sup> (2011), the Primary Curriculum Review<sup>4</sup> (Phases One & Two), the Language Curriculum Research Reports<sup>5</sup> and the new Junior Cycle<sup>6</sup>. All of these provided useful reference points through their recognition of the use of digital media technologies among young people and the potential for learning therein.

Before commencing our research, we looked at international media education programmes, and how their effectiveness was measured. In the absence of agreed assessment of digital and media literacy skills, and given that this piece of research was introductory, our decision was to focus on attitudinal change following our media interventions rather than attempt to measure specific skills development. Finally, although we set out to concentrate on 'out of school' media usage, we worked with participants both in and out of school, in order to ensure an adequate sample.

The 12-13 Project reflects the support of the IFI and the IFI Board, the BAI, the Arts Council, the Media Loggers, the teachers, parents and guardians who enabled the young people's participation and the media producers and providers who devised and delivered workshops. Not unsurprisingly, those who took part in our interventions were already keen media users. The research, therefore, didn't preach to the unconverted, but at the same time it highlighted the possibilities for future research and connections between local media and young consumers. This report is a summary of the complete project from conception to delivery to evaluation. We hope you find it stimulating and useful in your media literacy endeavours.

Alicia McGivern      Thomas McGraw Lewis

*Irish Film Institute, November 2013*

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1 [www.ifi.ie/learn](http://www.ifi.ie/learn)

2 EU Kids Online, the pan-European survey funded by the EC Safer Internet Programme (2007 – ongoing) [www.eukidsonline.net](http://www.eukidsonline.net).

3 [www.education.ie/en/Publications/Policy-Reports/lit\\_num\\_strategy\\_full.pdf](http://www.education.ie/en/Publications/Policy-Reports/lit_num_strategy_full.pdf)

4 [www.ncca.ie/en/Publications/Reports/Primary\\_Curriculum\\_Review\\_Phase\\_2\\_Final\\_report\\_with\\_recommendations.pdf](http://www.ncca.ie/en/Publications/Reports/Primary_Curriculum_Review_Phase_2_Final_report_with_recommendations.pdf)

5 [www.ncca.ie/en/Curriculum\\_and\\_Assessment/Early\\_Childhood\\_and\\_Primary\\_Education/Primary\\_School\\_Curriculum/Language\\_Curriculum\\_Research\\_Reports/intlangreport.pdf](http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Primary_School_Curriculum/Language_Curriculum_Research_Reports/intlangreport.pdf)

6 [www.juniorcycle.ie/](http://www.juniorcycle.ie/)

## **— RESEARCH METHODS —**

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The 12-13 Project used quantitative and qualitative research methods through a number of questionnaires. These were devised to garner information about young people's media usage and their response to the subsequent media interventions.



## — RESEARCH METHODS —

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### **The Project was structured around three Phases.**

#### PHASE ONE: Media Log

- (i) An online diary concerning media usage to be completed daily over a fixed period (October 24 – November 5, 2012)
  - (ii) A hardcopy diary concerning media usage issued to a number of class groups after the online survey date, in order to ensure adequate sample. To be completed daily
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#### PHASE TWO: Web Awareness & Media Literacy Interventions

These interventions were set up with content creators and local media providers in four different locations. While each workshop differed, depending on the provider's specialism, we aimed for a common format throughout i.e. classroom preparation to include web safety and online issues followed by hands-on workshop and discussion.

<b>Dublin</b>	Day 1: Visit to RTÉ (two different days to accommodate two groups) Day 2: Web day with RTÉ Online and SpunOut <sup>7</sup>
<b>Cork</b>	Preparation on web usage, safety and content with teacher 2 Days short film workshop with Frameworks Film
<b>Mayo</b>	Preparation on web usage, safety and content with IFI & teacher 2 Days web development with Gaelscéal
<b>Sligo</b>	Preparation on media usage with teacher 2 Days radio production with Ocean FM

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#### PHASE THREE: Family Festival Data

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#### PHASE FOUR: Analysis and Write-Up

Following the various research phases, the findings were collated and analysed with a view to assessing media usage and the impact of the interventions in terms of critical awareness, changed media habits or attitudes.

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<sup>7</sup> [www.spunout.ie](http://www.spunout.ie)

## — OVERVIEW —

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*‘It showed me that cyberbullying is everyone’s business’.*

This opinion offered by a participant in the 12-13 Project neatly encapsulates some of the concerns of our research. In setting out to map media usage among 12-13 year olds nationwide, and to subsequently implement a number of media education interventions, we were committed to creating reflective and creative encounters that would promote knowledge and critical use among this media-friendly age group.

## — OVERVIEW —

Steering away from an overt emphasis on safety and risk, both of which are comprehensively addressed by other organisations<sup>8</sup>, we were nevertheless aware that by inviting minors to engage with digital media, we were obliged to address their online safety. Safe use of media is also within the remit of the Broadcasting Authority of Ireland<sup>9</sup> who had commissioned the research. Our decision therefore was to filter online safety matters through broader discussions on content creation. Participants would then apply safety measures through their own creative endeavours. The observation cited above, made during a workshop with RTÉ personnel, exemplified this being realised.

### Media Usage and other Surveys

Measuring media usage among young people has several precedents and, to define the parameters for our study, we looked to a number of surveys both in Ireland and overseas. Most notable was EU Kids Online, the pan-European survey funded by the EC Safer Internet Programme (2007 – ongoing)<sup>10</sup>. This survey had for the first time offered an indication of the amount of time young people (ages 9-16) in Ireland and the other surveyed nations were spending online. While its emphasis was on online activity, rather than television, mobile devices (beyond mobile internet), radio or gaming, all of which we wanted to include, it offered highly useful statistics and methodology with which we could compare our findings.

In 2008, the Broadcasting Commission of Ireland (now BAI) - funded Ipsos Mori Children's Advertising Code Attitudinal Survey<sup>11</sup> presented a series of statistics that describe the amount of time spent watching television. Half a decade later, these numbers (e.g. 56% spent 1-2 hours) compare with our own findings. In contrast, Television Audience Measurement Ireland's<sup>12</sup> (TAM Ireland) numbers appear higher than our findings; however, for most of their data 'Children' is a category that denotes the 4-14 demographic without further demarcation. TAM noted that in the first quarter of 2013 'Children' watched an average of 153 minutes of television per day with 17 (11%) of those minutes time-shifted. Another March, 2013 report from TAM<sup>13</sup> noted that 12-17 year olds far outweighed other ages regarding the viewing of television on games consoles and tablets in the home.

On the subject of radio, the Joint National Listenership Research<sup>14</sup> reports do not look at audiences who are under 15 years of age. While RTÉ commands the majority of the audience share as per the JNLR survey (at 32.1%), younger audiences from our survey favoured more youth-orientated programming regardless of region – often stating that RTÉ 1 and RTÉ 2fm were on more 'when' their 'parents had it on'.

Other useful reports came from the UK's Ofcom (Children and Parents: Media Use and Attitudes in the Nations Report<sup>15</sup>, and The Consumer's Digital Day<sup>16</sup>), along with various 'State of the Net' bulletins produced quarterly through 2012 by AMAS<sup>17</sup>.

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8 Internet Safety for Schools Ireland [www.isfsi.ie](http://www.isfsi.ie); Webwise [www.webwise.ie](http://www.webwise.ie)

9 The BAI define Media Literacy as 'the skills, knowledge and understanding that allow consumers to use media effectively and safely'

10 The Irish section of this project is led by Professor Brian O'Neill, DIT, Dublin

11 [www.bai.ie/wordpress/wp-content/uploads/ChildrensCode-Attitudinal-Survey.pdf](http://www.bai.ie/wordpress/wp-content/uploads/ChildrensCode-Attitudinal-Survey.pdf)

12 [www.tamireland.ie/box-clever/takeaways/viewing-trends](http://www.tamireland.ie/box-clever/takeaways/viewing-trends)

13 TAM Ireland Who's Viewing What When Where and How [www.tamireland.ie/box-clever/takeaways/general](http://www.tamireland.ie/box-clever/takeaways/general)

14 [info.ipsosmri.com/jnlr](http://info.ipsosmri.com/jnlr)

15 [stakeholders.ofcom.org.uk/binaries/research/media-literacy/2012-Metrics-Bulletin/2012-Metrics-Bulletin.pdf](http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/2012-Metrics-Bulletin/2012-Metrics-Bulletin.pdf)

16 [stakeholders.ofcom.org.uk/market-data-research/market-data/digital-day](http://stakeholders.ofcom.org.uk/market-data-research/market-data/digital-day)

17 [www.amas.ie](http://www.amas.ie)

## — OVERVIEW —

### Media Literacy

The second dimension of our research was to address media literacy through follow-up interventions, and assess whether these would develop skills or in fact, influence behaviour.

Much research exists on the nature of media literacy and associated skills and knowledge, its use in and out of school and the necessity of being digitally and media literate in order to fully participate in society. Where media education had traditionally been protectionist in attitude, it had evolved to include concepts of production, audience, effects and aesthetic pleasures. Despite the evolution in technologies and the rise of the media-savvy consumer, it is somewhat ironic that much discussion about media and young people today has become protectionist in emphasis. Our aim was to upskill while augmenting safety awareness, or as educator and scholar Renee Hobbs observed when devising a plan of action for media education in American communities, to simultaneously ‘empower and protect’<sup>18</sup> rather than regard these as conflicting aims.

To define media literacy for the 12-13 Project, we looked to our previous research, Film Focus, and our media literacy definition therein<sup>19</sup>, which we had drawn from a number of definitions including that of the BAI, cited earlier. From this definition we extrapolated the skills of critical understanding, cultural access, creative engagement and communication by which we had measured Film Focus projects, to embed them within the aims of the 12-13 follow-up activities, which would be developed with a safety consciousness.

### Effective Practice

In a comprehensive review of media literacy education, media scholar Hans Martens<sup>20</sup> sets out to examine the knowledge and skills by which media literacy is defined, but also to evaluate what is known about the effectiveness of media literacy practices on participants’ media habits. He observes that ‘while some authors find limited support for the effect of media literacy programs on childrens’ and adolescents attitudes and behaviour, most studies conclude otherwise’. So while young people may upskill during media literacy interventions, their behaviour might remain the same. The fact too of ‘the pitfall of social desirability’ in pre and post-test surveys could also be an issue for us as we attempted to look at usage before and after, while being aware that the young people might well give us what they perceived we wanted to know.

Despite these considerations, at the very least the media literacy programmes we set out to initiate would bring local media providers in direct contact with local young audiences through collaboration on media production. These activities, while modest in scope, touched on the participatory nature of media practices which sought to bring about ‘more active and critical participation in (the) media culture that surrounds them (young people)’. (Buckingham<sup>21</sup>).

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18 [www.knightcomm.org/wp-content/uploads/2010/12/Digital\\_and\\_Media\\_Literacy\\_A\\_Plan\\_of\\_Action.pdf](http://www.knightcomm.org/wp-content/uploads/2010/12/Digital_and_Media_Literacy_A_Plan_of_Action.pdf)

19 Film/Media literacy –the skill which enables us to access, create, make meaning from and critique forms of cultural expression conveyed in print, audio and visual media, including film, television, video, gaming and online. [www.ifi.ie/wp-content/uploads/IFI\\_FilmFocus\\_WV.pdf/6-8](http://www.ifi.ie/wp-content/uploads/IFI_FilmFocus_WV.pdf/6-8)

20 [www.jmle.org/index.php/JMLE/article/view/71/44](http://www.jmle.org/index.php/JMLE/article/view/71/44)

21 Buckingham in Martens [www.jmle.org/index.php/JMLE/article/view/71/44](http://www.jmle.org/index.php/JMLE/article/view/71/44)

## 12-13 Year Olds and Social Networking

Other features worth noting in the development of the research include the contemporary media environment in which social networking is one of the preferred modes of communication for young people, and with increasingly younger sign up. The frequent touch-paper nature of findings in youth and media research is evident particularly in the coverage that has followed specific, often tragic incidents, where social networking has played a role<sup>22</sup>. When social media providers such as facebook or Ask.fm leap to their own defences, it appears to merely fuel the fury<sup>23</sup>, while all the while, a significant portion of youngsters aged as young as eight in Ireland and elsewhere have facebook accounts<sup>24</sup>, despite the fact that its sign-up age is 13.

The fact of widespread youth engagement with social and other media contributed to our designation of this particular age range as our target group, to be surveyed out of school, without subject or other curricular restrictions. We also wanted to engage with the media skills that bridge the gap between school and out-of-school – the ‘transactional learning space’ defined by Erstad, Gilje and de Lange (2007)<sup>25</sup>. Yet, despite our best endeavours, we found out that reaching young people out-of-school and engaging their commitment over a period of time was far from easy. Ironically the facebook age limit prevented us making direct contact through social media and so we linked to the organisational pages of youth and sports clubs in the hope that it would filter down to their members.

## Digital Media and School

Looking to the school environment, digital media technologies and media literacy are being afforded increased significance as teachers and those involved in curriculum development seek to embrace technologies and to exploit their students’ enthusiasm for media across their subjects. Relevant to our target age range, the Primary Curriculum Review and later the Language Curriculum Research reports made specific references to the implementation of digital media as a teaching and learning tool. The National Literacy Strategy essentially addresses the field in defining literacy as ‘the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media and digital media’.<sup>26</sup> At post-primary level, the new Junior Cycle<sup>27</sup> will include media literacy in a number of ways, including its use in the development of key skills and as the basis of a short course.

Aged 12 or 13, young people in Ireland find themselves either in the final year of primary school or starting post-primary school, when they are required to become familiar with learning and teaching styles that differ from those they have relied on since the start of school. Moving Up<sup>28</sup>, an NCCA study into the experiences of first year pupils, reported a certain ‘mismatch between the primary and post-primary curricula’ which can ‘cause difficulties for students’. If media literacy could provide a ‘transactional learning space’ between in and out of school times, we were curious to see if it was a prevailing skill that would ease transition into more demanding curricula and contribute to building the confidence needed to take on a new school environment.

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22 [www.donegaldaily.com/2013/05/30/tragic-suicide-girls-mum-says-daughters-would-still-be-alive-but-for-chat-websites](http://www.donegaldaily.com/2013/05/30/tragic-suicide-girls-mum-says-daughters-would-still-be-alive-but-for-chat-websites)

23 [www.dailymail.co.uk/sciencetech/article-2294023/Facebook-worst-social-network-bullying-New-survey-shows-youngsters-targeted-online-else.html](http://www.dailymail.co.uk/sciencetech/article-2294023/Facebook-worst-social-network-bullying-New-survey-shows-youngsters-targeted-online-else.html)

24 [www.irishtimes.com/business/sectors/technology/facebook-has-serious-underage-user-problem-1.1313595](http://www.irishtimes.com/business/sectors/technology/facebook-has-serious-underage-user-problem-1.1313595)

25 Learning, Media and Technology Vol. 32, issue 2, 2007

26 [www.education.ie/en/Publications/Policy-Reports/lit\\_num\\_strategy\\_full.pdf](http://www.education.ie/en/Publications/Policy-Reports/lit_num_strategy_full.pdf)

27 from 2014

28 Moving Up The Experiences of First-Year students in Post-Primary Education



## — OVERVIEW —

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### **The 12-13 Project and IFI**

The final reference point for our research was our education work at IFI. As the Irish Film Institute, our business is predominantly film exhibition and, through our education programme, we provide access to a range of films and promote critical viewing. While our emphasis is mainly on cinema, as we learnt through Film Focus, a media literate young person will have enhanced access to a range of films which they may stream, download, view on/offline, on mobile, tablet, TV, DVD/VOD, or at the cinema. Our Media Log offered the possibility of finding out how films are being watched and the follow-up interventions would enhance participants' critical viewing skills.

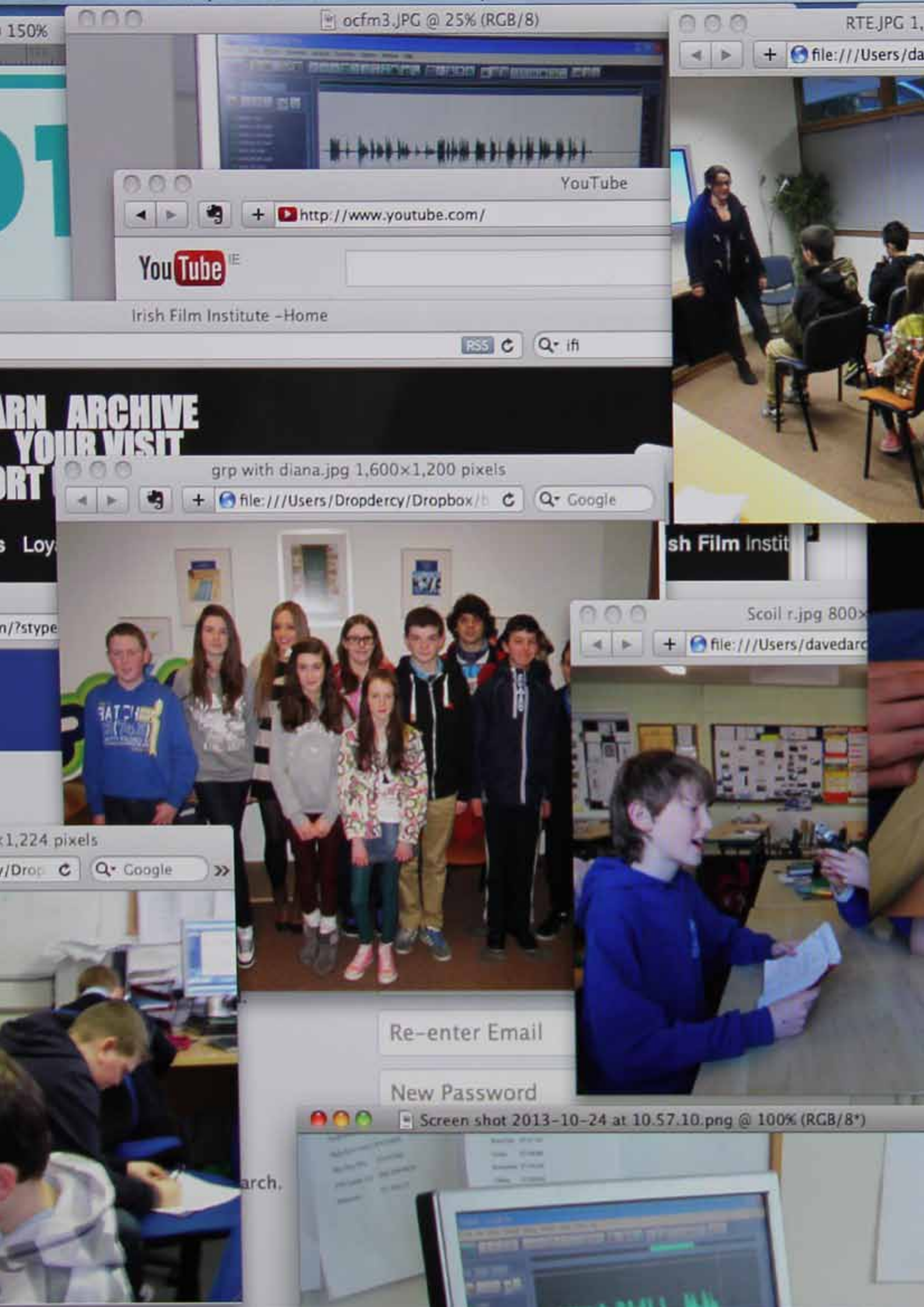
### **Conclusion**

The 12-13 Project was thus developed within a number of different contexts. The young people we were targeting were prolific media users at a changing point in their lives, utilising media in out of school. School also offered us an easy access point through media-friendly teachers, some of whom we had worked with already and others who welcomed the chance for their students' skills to be enhanced. We were aware that the fact of this being an internet and social networking age, and that young people are already proficient, meant that the research, while topical, might have no bearing whatsoever on their media usage or habits. Also, constantly evolving technologies and changing trends in how young people communicate would result in findings that cannot be fixed. Nevertheless we knew from previous research that offering young people media-based opportunities unfailingly generates an excitement and creativity and we hoped that the 12-13 Project would encourage a similar energy.

## — OVERVIEW —



Media Usage at an in-between age



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# PHASE 01

## THE MEDIA LOG

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## — DEVISING THE MEDIA LOG —

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To address the mapping aims of the Project, we devised a Media Log (See Appendix) in which the target group would log their own media usage over a number of days, covering a wide range of media to include internet, social networking, TV, gaming and radio. From this we would draw a sample for a number of interventions.

Drawing up the Media Log, we referenced other surveys used with young people, most particularly for the EU Kids Online research. Unlike this, however, we were not investigating the social/cultural/transgressive implications of media usage and social networking such as isolation, bullying or internet pornography. We did not believe this to be within our remit, nor would we have the capacity to analyse or respond to such information if shared. In formulating our questions, we were conscious of asking for information that we could respond to through the follow-up media interventions. We aimed for a majority of multiple choice over text responses in order to make the survey as accessible as possible.



## — DEVISING THE MEDIA LOG —

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### **Formats**

While the survey was made available online through our website and related online platforms, we also forwarded a quantity in hard copy to a number of education, youth and arts contacts.

### **Child Protection**

All IFI activities involving children and young people operate in accordance with our Child Protection Policy.<sup>29</sup> For the 12-13 Project, as we were asking minors to access media as well as provide information which we would use for research purposes, we required parental/guardian consent. This was included in the survey itself, both online and hard copy. While we had no way of knowing who was completing the consent form, at the same time by asking parents/guardians for contact information, we were ensuring we had a point of contact should any issue arise. In doing this we realised that we may have deterred some loggers, particularly as going online is very much about young people's individual expression.

### **Disseminating the Media Log**

Significantly, we wanted the information to come from young people themselves, rather than through schools, and in this way to engage their out of school media usage. However, we were also aware of how difficult it would be to target young people independently so we adopted a range of approaches.

### **School /Education networks**

We made contact with school-related organisations and their members through their own mailing lists and social networks. Initial contacts included the members of the former National Centre for Technology in Education (NCTE) who used their contact databases to spread word of the project to ICT and English teachers. These subject areas were selected as ICT teachers deal directly with digital technologies and the Junior Cycle English syllabus includes Media Studies as a specific part of the curriculum. ICT Advisors also support teachers in primary schools. Similarly we attempted to reach ICT teachers through the Computers in Education Society of Ireland (CESI – the organisation for ICT methodologies who work directly with the NCTE, the Subject Area Representative Group and the Department of Education and Skills).

Within the context of school, we presented the Media Log to the t4 group (Technology Teachers Support Services). Through t4, the Media Log was plugged to the members of Edtechforum, an online message board for technology teachers.

### **Education Centres**

The Media Log was sent out to all Education Centres<sup>30</sup>.

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<sup>29</sup> [www.ifi.ie/learn/child-protection-policy](http://www.ifi.ie/learn/child-protection-policy)

<sup>30</sup> For full list see [www.ateci.ie/education](http://www.ateci.ie/education)

## — DEVISING THE MEDIA LOG —

### Teachers

Individual teachers were also targeted in this initial phase. They included:

- 15 teachers with whom the IFI had previously worked in a research capacity
- Six individual teachers who expressed interest in the project through various media campaigns
- The convener of [www.englishleavingcert.net](http://www.englishleavingcert.net), who is an English teacher and the MediaHQ 'Teacher of the Year 2012', an 'eLearning advocate' and regular twitter user

### Out-of-School

Beyond the classroom, the Media Log was introduced in the youth sector by the Youth Arts Project of the National Youth Council of Ireland (NYCI) in both their monthly mail-out and an individual email sent around to the Youth Arts member organisations and facilitators. It was sent to Youth Work Ireland, Foróige and the National Association for Youth Drama (NAYD) for distribution to their members. The Media Log was also sent nationwide to 28 Youth Services organisations attached to Youth Work Ireland and to a series of youth groups who work with digital content production in areas such as Kilkenny, Wexford and Clare. We made contact with the GAA Education Officer who raised awareness of the project in certain clubs within their network.

### Media Promotion

On Wednesday October 24<sup>th</sup>, the Media Log project was given airtime on RTÉ's Two Tube after which the log was launched. The launch date was postponed to incorporate this coverage so the logging period continued during mid-term break though we were aware that this may have caused a loss of momentum.

IFI promoted the Media Log through the IFI website, facebook and social networking outlets. Conscious of our members' age range and the target audience for this project, we hoped that parents/guardians or interested adults might forward to young people they knew.

### Response and feedback

This multi-faceted approach to dissemination met with varying degrees of success. While initial communications with the organisations by phone or email were generally positively received, subsequently we had no way of knowing whether or not the survey was actually sent out to their respective contacts.

Although our initial aim was to engage young people out of school, we quickly learnt that reaching this audience was a lot more difficult than it would seem, despite their media usage. Our own IFI networks were geared towards an adult audience, and although we have numerous education contacts, these are largely through teachers or arts educators rather than young people themselves. Using social media to target media users who are officially under the age for facebook, meant that we could not directly communicate with them in this way.

In the end, by relying on a combination of education and youth-based organisations, using traditional and contemporary media forms, we reached a considerable cohort who began the log and a small number who completed it over the full logging period.

— DEVISING THE MEDIA LOG —

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Media Usage at an in-between age

### — COMPLETING THE MEDIA LOG & FINDINGS —

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The Media Log was launched on October 24<sup>th</sup>. Each day, a young person would log on to our survey and, through a series of questions, provide information on their media usage for that particular day including TV, radio, phone, internet, gaming and film.

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**Commencement Date:** October 24<sup>th</sup>

**End Date:** November 5<sup>th</sup>

**2nd round call out (schools and other contacts):** November 9<sup>th</sup>

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## — COMPLETING THE MEDIA LOG & FINDINGS —

### Methodology

Over the survey period, a new log was uploaded onto our website each day. As an added incentive, respondents were invited to build up a word bank to create a complete sentence on the final day. While we contemplated other incentives, e.g. cinema tickets, DVDs etc., we felt it more appropriate with this age group to gauge the instinctive level of response.

### Findings

Unsurprisingly, uptake was best on school days, when a peak of 102 loggers was reached. In using their names to identify returnees over the 4-day identified logging period, it can be determined that 89 unique individuals participated. Findings are also cited for the 2<sup>nd</sup> round survey by way of comparison and included in the overall total.

#### Media Usage of 102 12–13 year olds as logged:

Computer Use (desktop or laptop) beyond the Media Log	78/102	76.47%
Television	74/102	72.55%
Mobile Phone (Text)	63/102	61.67%
Radio Listening (Active)	49/102	48.04%
Video Gaming	36/102	35.29%
Mobile Internet	33/102	32.35%
MP3 Player	31/102	30.39%
Mobile Phone (Talk)	24/102	23.53%
Tablet	21/102	20.59%
DVD Watching	18/102	17.65%

#### Media Competencies of 88 individual 12-13 year olds:

Download content	81/88	92.05%
Upload Content	80/88	90.91%
Email Send/Receive	77/88	87.50%
Create Email Address	69/88	78.41%
Use Webcam	67/88	76.14%
Set Passwords	64/88	72.73%
Adjust Privacy	55/88	62.50%
Create Avatar/etc.	53/88	60.23%
Visit Chatroom	39/88	44.31%
Block Email Address	35/88	39.77%
Create Blog	20/88	22.72%
Create Webpage	20/88	22.72%



## — COMPLETING THE MEDIA LOG & FINDINGS —

As can be seen from the chart, the highest number of respondents reported competency in downloading and uploading i.e. using content that is already there. Creating one's own content features at almost the other end of the scale. Interestingly well over half could adjust privacy settings whereas under half could not block an email address.

### Mobile Phone Usage

Of the 102 entries, mobile phone usage across the three categories (talking, texting, internet) totalled 68 individuals – exactly **66.67%** of the Media Loggers. Adjusting the number to look strictly at those who used mobile phones, the numbers are as follows:

Per cent of phone users who talked	Per cent of phone users who sent texts	Per cent of phone users who used mobile internet
<b>36.76% (25/68)</b>	<b>91.18% (60/68)</b>	<b>48.53% (33/68)</b>

Ofcom (2012)<sup>31</sup> has noted that in the United Kingdom, texting has now replaced talking as the primary form of communication, outnumbering traditional voice based communication by a factor of nearly 3:1. Both the overall numbers of our survey (a factor of **2.6:1**) and the numbers adjusted for phone users (a factor of **2.5:1**) echo the Ofcom findings.

### Tablet Usage

The 20.59% who reported tablet usage during the Media Log period stands in marked contrast to the 76.47% who report desktop or laptop usage. This relatively low rate of tablet usage does show some growth however from a November 2011 RED C<sup>32</sup> poll which placed Ireland's tablet ownership at 16% of adults. While this data has now dated, projected tablet sales are due to grow apace. A February 2013 Forrester<sup>33</sup> survey argued that across the EU 27, tablet ownership would move from 2012's figure of 14% to 55% by 2017, effectively quadrupling the market. Posited within this period of growth, the **20.59%** number of the Media Log makes sense. Given the early adoption patterns of Irish consumers regarding digital technology, the fact that Ireland was, in 2011, ahead of the EU average for tablet ownership is unsurprising. While only anecdotal evidence, in the classrooms we visited during the second phase of the 12-13 Project, access to tablets was closer to 50%. Less than six months later, the 2013 school year began with almost 5000 students using digital books and mobile technologies<sup>34</sup> confirming the increasing prevalence of tablet use in schools. Additionally, our survey revealed that **12.75%** respondents had home access to both computers and tablets.

### Time Spent Online

The next step in our analysis of results was to look at the time spent online by young people on each logging day. Unsurprisingly, weekend days scored higher than weekdays. But whether or not the time spent might actually reflect the time they spent completing the log itself is not evident. Nevertheless the findings are interesting, particularly when compared with other surveys.

31 [media.ofcom.org.uk/2012/07/18/uk-is-now-texting-more-than-talking](http://media.ofcom.org.uk/2012/07/18/uk-is-now-texting-more-than-talking)

32 [www.redcresearch.ie/wp-content/uploads/2012/03/Connecting-the-World-MEDIA-REPORT-IT-Tel-Syndicated-Study-Winter-2012-RED-C-WIN.pdf](http://www.redcresearch.ie/wp-content/uploads/2012/03/Connecting-the-World-MEDIA-REPORT-IT-Tel-Syndicated-Study-Winter-2012-RED-C-WIN.pdf)

33 [www.forrester.com/Forrester+Tablet+Ownership+In+Europe+To+Quadruple+By+2017+18+To+24YearOlds+Now+Lead+The+Charge/-/E-PRE4704](http://www.forrester.com/Forrester+Tablet+Ownership+In+Europe+To+Quadruple+By+2017+18+To+24YearOlds+Now+Lead+The+Charge/-/E-PRE4704)

34 [www.siliconrepublic.com/digital-life/item/33963-5-000-kids-to-start-school](http://www.siliconrepublic.com/digital-life/item/33963-5-000-kids-to-start-school)

## — COMPLETING THE MEDIA LOG & FINDINGS —

### Time spent online during a typical school day:

Up to 30m	47.25% (43)
30m-1h	27.47% (25)
1h-90m	12.09% (11)
90m-2h	06.59% (06)
2-3h	01.10% (01)
3h+	05.49% (05)
<b>91 reporting</b>	<b>99.99%(91)</b>

**86.81% of students sampled spend less than 90 minutes online on a school day.** Taking the midpoint of each of these timespans (e.g. 15 mins, 45 mins, 75 mins, etc.) the average time spent online across these 91 young people is **53.57 minutes/day**.

In the second round of surveys completed by class groups, 42 young people were asked how much time they spent online during a typical weekend day.

### Time spent online during a typical weekend day:

Up to 30m	15.38% (06)
30m-1h	38.46% (15)
1h-90m	17.95% (07)
90m-2h	10.26% (04)
2-3h	07.69% (03)
3-4h	02.56% (01)
4-5h	00.00% (00)
5h+	07.69% (03)
<b>39 reporting</b>	<b>99.99%(39)</b>

**71.79% of this sample spent less than 90 minutes online each day at the weekend as well.**

Once again taking the midpoint of each of these timespans, the average time spent online at the weekend across these young people is **83.85 minutes/weekend day**.

### EU Kids Online

These findings are largely in line with the Ireland report of EU Kids Online<sup>35</sup>, which identified Irish children's online activities as fewer in number than the EU average. In taking the mean between EU Kids Online's 11-12 and 13-14 year old categories, it can be determined that their 12-13 year old young people spent 59 minutes a day online in 2010. In a 2013 document<sup>36</sup>, EU Kids Online still cite an average of 61 minutes/day spent online by Irish 9-16 year olds, classifying the national youth as 'lower use' in the process. By comparison, the UK average within the same age range is reported as 99 minutes.

### Why Go Online?

Having gathered a sense of time spent online we now wanted to find out the purpose of their online engagement.

### Why do students go online in a typical day?

Fun	46.39% (45)
School Work	46.39% (45)
Hobbies	23.71% (23)
Research	34.02% (33)
Playing games	37.11% (36)
Emailing	26.80% (26)
Downloading (music, photos, etc)	26.80% (26)
Uploading (music, photos, etc)	23.71% (23)
Reading the news	07.22% (07)
Surfing/no real reason	21.33% (22)
Watching films	28.89% (28)
Shopping	13.40% (13)
Social Networking with friends/family	46.39% (45)
Social Networking with people I don't know in person	04.12% (04)
<b>97 reporting</b>	

35 [www.internetsafety.ie/website/ois/oisweb.nsf/0/0234B716E9BDC62580257831004336F0/\\$File/Full%20Report.pdf](http://www.internetsafety.ie/website/ois/oisweb.nsf/0/0234B716E9BDC62580257831004336F0/$File/Full%20Report.pdf)

36 [arrow.dit.ie/cgi/viewcontent.cgi?article=1032&context=aaschmedcon](http://arrow.dit.ie/cgi/viewcontent.cgi?article=1032&context=aaschmedcon)

## — COMPLETING THE MEDIA LOG & FINDINGS —

### Why Go Online? (contd.)

Unsurprisingly, social networking, schoolwork and fun are the most cited reasons for going online by a fairly wide margin. Online gaming and research outside of school topics come next.

Email, like voice-to-voice phonecalls would appear to be outmoded as only a quarter of young people send an email in a typical day – with nearly twice as many connecting via social networks. While young people are using these technologies, they are not using them passively, but rather, they are going online for specific reasons and creating their own content. A nearly equal number downloading and uploading content is indicative of this. One in twenty-five 12-13 year olds state that going online to social network with people that they don't know in person is a routine reason for going online. Whether this is on bulletin boards or through gaming networks such as MMORPGs, etc. is not known.

### Television Viewing Habits

Of 90 recorded Media Logs, 83 of those respondents said that they regularly watch television during school days.

#### Time spent watching TV on school days:

Up to 30m	33.73% (28)
30m-1h	25.30% (21)
1h-90m	19.28% (16)
90m-2h	07.23% (06)
2-3h	07.23% (06)
3h+	07.23% (06)
	100.00% (83)
83 reporting	

For its 2008 research into the Children's Advertising Code, Ipsos Mori identified that 57 % of children watched television for 2 or fewer hours/day<sup>37</sup>.

Four and a half years later that number, from a smaller sample, has risen to **85.54%** of young people watching television for 2 or fewer hours/day. The numerical average by median of timespan shows that on average these young people watched **62.35 minutes/school day** of television on the average school day. It must be acknowledged that far greater wider opportunities for screen media are now available to young people, despite the fact that in our initial questioning the number of 12-13 year olds spending time with television (72.55%) and computers/laptops (76.47%) was nearly identical.

In the second round survey, three class groups (38 respondents) were asked about their weekend television viewing habits. Of those, 35 of the respondents said that they watched television during the weekend.

#### Time spent watching TV at the weekend:

Up to 30m	08.57% (03)
30m-1h	17.14% (06)
1h-90m	25.71% (09)
90m-2h	08.57% (03)
2-3h	14.29% (05)
3-4h	17.14% (06)
4-5h	00.00% (00)
5h+	08.57% (03)
	99.99%(35)
35/38 reporting	

Once again, utilising the median of each timespan, the numerical average of time spent viewing television at the weekend was **117.86 minutes/weekend day**. Young people in our samples doubled their television viewing habits at the weekend.

37 [www.bai.ie/wordpress/wp-content/uploads/ChildrensCode-Attitudinal-Survey.pdf](http://www.bai.ie/wordpress/wp-content/uploads/ChildrensCode-Attitudinal-Survey.pdf)

## — COMPLETING THE MEDIA LOG & FINDINGS —

### What kinds of Programmes do they watch?

When asked what types of programmes they enjoyed watching, soaps and films dominated.

Types of programmes watched:

Soaps	36	42.35%
Animations/Cartoons	32	37.65%
Afternoon TV	20	23.53%
Drama/Comedy	30	35.29%
Music programme	19	22.36%
Reality TV	31	36.47%
Film	34	40.00%
Documentary	24	28.24%
Sports	30	35.29%
<b>85 reporting</b>		

Six of our nine categories showed 30 or more responses with **Soap Operas** and **Film** being the top formats/forms of content viewed on television. **Reality Television** and **Cartoons** filled out the third and fourth spots, with **Comedy** and **Sporting Events/Coverage** tying for fifth place.

Asked whether they watch Irish content, **76** of the **85** respondents said that they watched Irish television.

Watching Irish channels:

RTÉ	51	67.11%
RTÉ2	52	68.42%
TV3	41	53.95%
TG4	18	23.68%
3e	51	67.11%
<b>76/85 reporting</b>		

### Video Gaming Habits

When asked whether they played video games on school days, of **87** respondents, **39** answered in the affirmative. This is analogous to **44.83%** of the young people in the sample playing video games on any typical school day.

Time spent gaming on a typical school day:

Up to 30m	17	43.59%
30m-1h	10	25.64%
1h-90m	04	10.26%
90m-2h	03	07.69%
2-3h	02	05.13%
3h+	03	07.69%
		100.00% (39)
<b>39/85 reporting</b>		

The numerical average by median of timespan shows that on average these young people played **55.38 minutes/school day** of video games on the average school day.

In a second round survey, three classrooms (36 respondents) were asked about their weekend video gaming habits. Of those, 30 of the respondents said that they played video games during the weekend.

Time spent gaming on each day of the weekend:

Up to 30m	04	13.33%
30m-1h	06	20.00%
1h-90m	04	13.33%
90m-2h	05	16.67%
2-3h	06	20.00%
3-4h	00	00.00%
4-5h	03	10.00%
5h+	02	06.67%
		100.00%(30)
<b>30/36 reporting</b>		

## — COMPLETING THE MEDIA LOG & FINDINGS —

### Video Gaming Habits (contd.)

Once again, utilising the median of each timespan, the numerical average of time spent playing games at the weekend was **97 minutes/ weekend day**. Young people in our samples nearly doubled their gaming times on weekend days.

19 of 55 respondents said that they play video games online; however, due to the marked difference between students answering the question about *whether they played video games* and *whether they played online*, it is possible that this question was misinterpreted. It is possible that in the minds of young people, console games that are connected to the internet (such as PlayStation Network and Xbox Live) were not considered to be 'online'.

When asked change whether they play solo, or multiplayer with friends and family or with people they do not know, the highest percentage were solo gamers.

#### Solo or multiplayer gaming:

Solo	78.84% (41 of 52)
With Friends	53.85% (28 of 52)
With Family	51.92% (27 of 52)
Online with People	19.23% (10 of 52)
I do not know	

### Radio Listening Habits

During the Media Log process, we asked participants to tell us about their radio listening on the particular day of completion. 72 of 94 respondents [76.60%] listened to the radio on the days when they completed the log.

#### Listening durations on logging days:

Up to 30m	48	66.67%
30m-1h	13	18.06%
1h-90m	06	08.33%
90m-2h	02	02.78%
2-3h	01	01.39%
3h+	02	02.78%
72/94 reporting		100.01%(72)

The numerical average by median of timespan shows that on average these young people had **34.38** minutes of radio listening per school day. The survey did not ask them to specify the time of day or location eg. during the school commute.

In a second round survey, three class groups (34 respondents) were asked about their weekend radio listening habits. Of those, 26 of the respondents [76.47%] said that they tended to listen to the radio at the weekend.

#### Their estimated radio listening times for each day of the weekend:

Up to 30m	13	50.00%
30m-1h	05	19.23%
1h-90m	00	00.00%
90m-2h	03	11.54%
2-3h	03	11.54%
3-4h	00	00.00%
4-5h	00	10.00%
5h+	02	07.69%
26/34 reporting		100.00%(26)

Again, utilising the median of each timespan, the numerical average of time spent listening to the radio at the weekend was **68.65 minutes/ weekend day**. Young people in our samples doubled their radio listening times on weekend days.

## — COMPLETING THE MEDIA LOG & FINDINGS —

### What type of radio content?

In trying to ascertain the kind of radio content participants listened to, we established the following categories: **music, talk, sports, news, comedy/drama and documentary.**

#### Types of radio programmes preferred:

Music	74	89.16%
Talk	33	39.76%
Sports	26	31.33%
News	25	30.14%
Comedy/Drama	22	26.51%
Documentary	09	10.84%
<b>83 reporting</b>		

Additionally, 67 participants listed the radio stations that they listened to. In total, 125 stations were listed. Amongst the respondents, 33 of 67 [49.23%] listened to multiple radio stations; the rest only listed one primary station. Breaking down the stations from the 125 listed, they included national, national independent, multi-region and local channels.

#### Radio stations preferred:

National Radio (RTÉ 1&2, Lyric)	29
Independent National (Today FM, Newstalk)	14
Independent Regional (Beat, Spin SW, iRadio)	33
Independent Local (Dublin and Others)	49

Across the country, independent radio accounted for **76.80%** of radio listenership in Irish 12-13 year olds. Regarding the national broadcaster, **58.62%** of responses were given over to RTÉ 2fm, with Lyric beating RTÉ 1 2:1 across the remaining 12 mentions. Today FM took **11 of 14** national independent records with **3 of 14** going to Newstalk. For the purposes of this geographic view of Irish radio, Spin Southwest and Spin 103.8 appear in different categories with the former listed as a regional station and the latter a local one. At regional level, iRadio accounts for **28 of 33** entries [84.85%]. This statistic gives it the widest market share outside of Dublin. When looking at the entirety of Leinster (where there is greater competition with more Dublin-based stations), the listenership of 38 respondent 12-13 year olds breaks down accordingly:

### Radio station habits of 38 Leinster-based Media Loggers, Autumn 2012.





## — COMPLETING THE MEDIA LOG & FINDINGS —

### Snapshot of an average 12-13 Year Old Media User

From the information provided through the Media Log, we can attempt to determine what the average 12-13 year old does, and can do, regarding levels of media consumption, navigability and media literacy.

If we average this out to a group of ten Irish 12-13 year olds, media usage among the group would be as follows:

- Seven of the ten young people would have their own mobile phones

Each of these young people would use them to send texts, and half would use them to go online. Only 2 of these seven would use their mobiles to talk.

- Eight of the ten young people would go online either via computer or tablet each and every school day

One out of ten would use both a computer and a tablet in the home.

- Eight out of ten would spend 60 minutes or less online – with a total average of 53.57 minutes per person

At the weekend, this number would expand to 83.9 minutes – which is still below the European average (88 mins).

- Nine out of ten would be competent in downloading from and uploading content to the web
- They could send emails and use webcams without any problems

Only two or three would send emails, however, as social networking has greatly eclipsed email as the preferred form of social interaction (with a factor of 1.9:1). Additionally, eight of those nine (from our group of ten) could set up their own email accounts – though only 6 of them could adjust the privacy settings on their browsers and/or inboxes.

- While online, half of our ten 12-13 year olds would simply have fun, half would social network
- Four play games, three would watch films, one would look at the news and one would shop
- On a typical school day, nine out of ten would watch TV, five out of ten would listen to the radio

The average television viewing would last an hour, radio listening would be half of that. Each of these durations doubles at the weekend.

- Two thirds of our ten 12-13 year olds would watch RTÉ 1 and RTÉ 2 and 3e on any given day
- Half would watch TV3 and a quarter TG4
- Four out of ten prefer soaps, cartoons and films (the latter countering the claim of 30 active minutes of viewing) above other formats. Reality TV, sports events and fictions (dramatic and comedic) round out the top six. Three out of ten would watch documentaries and two out of ten would watch music programmes in a typical day

## — COMPLETING THE MEDIA LOG & FINDINGS —

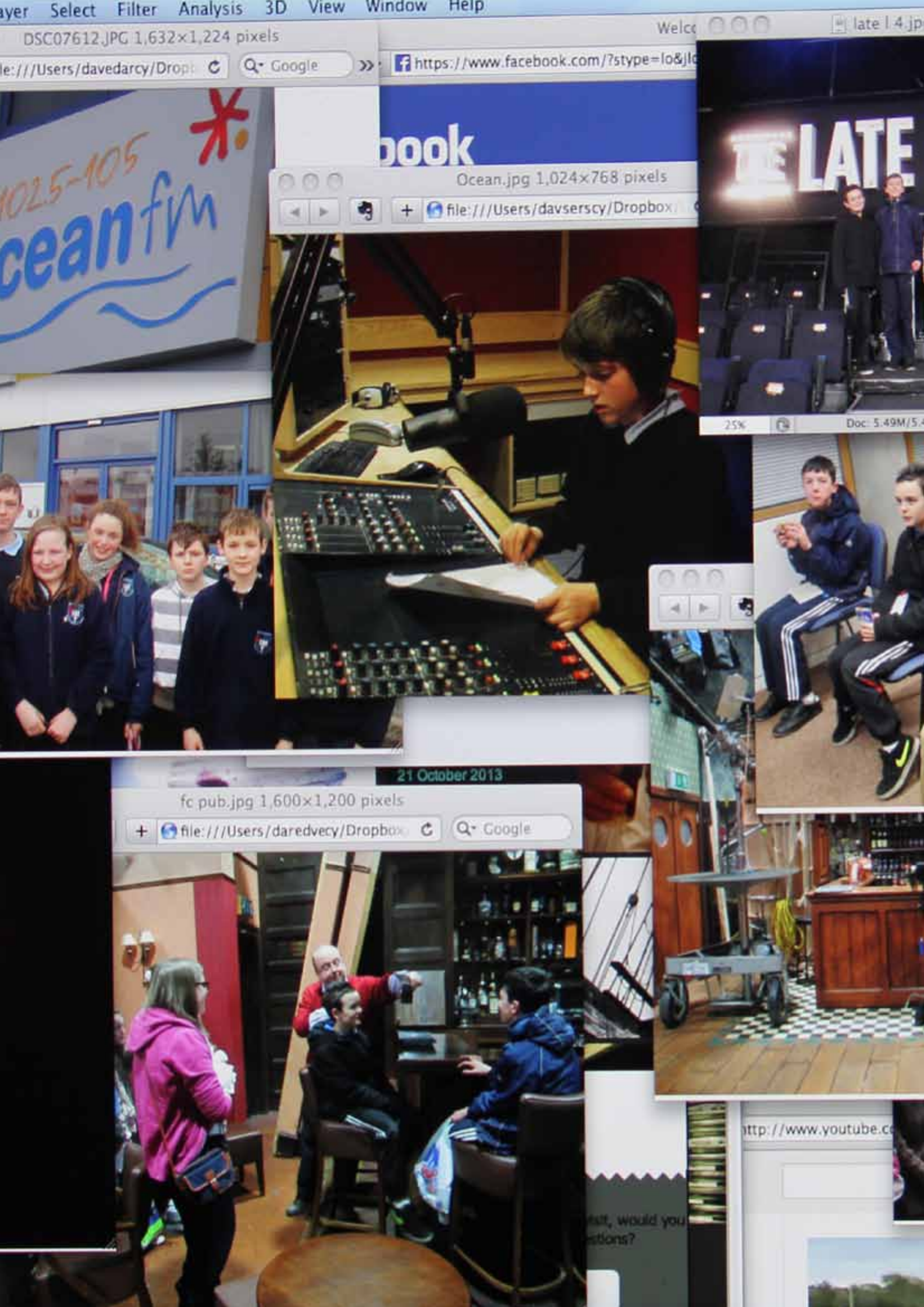
- Counter to television, in the radio stakes the national broadcaster does not fare as well. The overwhelming majority of 12-13 year olds prefer private stations aimed specifically at younger demographics, with iRadio, Spin (103.8 and Southwest) and FM 104 (in Dublin) accounting for many listeners
- Half of our ten 12-13 year olds would play video games for an average of 53 minutes a day (again this time doubles at the weekend to 97 minutes/day)

### The Digital 12-13 Year Old in Ireland

To break it down further – the typical Irish 12-13 year old, whether urban or rural, operates his or her digital life in the following manner:

(S)he has a WiFi/3G enabled mobile phone which is used mostly for texting, surfing and social networking. (S)he spends a conscious hour online every day, but has devices that remain online either at home or in public. Our typical 12-13 year old, can operate basic safety features on her web browser and upload and download data, use a webcam and – crucially – report abusive posts on sites like facebook. (S)he uses facebook and You Tube – often sharing videos they like but has little interest in sending emails or using social networks such as Twitter. She goes online for the purposes of connecting with friends, simple surfing or schoolwork but is unlikely to read the news, beyond local events, and does very little online shopping. As well as desktop and mobile devices, it is increasingly likely that (s)he would also go online on a tablet.

(S)he watches an hour of television a day and owns a gaming console . Our typical 12-13 year old spends 65 minutes a day playing games. Much like the internet the amount of time spent in front of a console is greater at the weekend. Dedicated radio listening may be half an hour, but often her parents listen to far more radio. When in command of the dial, if (s)he is in any of the catchment areas, the radio is most likely tuned to Spin, Spin SW or iRadio; their parents are far more likely to listen to RTÉ 1 & 2fm.





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# PHASE 02

WEB AWARENESS & MEDIA LITERACY INTERVENTIONS

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## — OVERVIEW —

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Phase Two of the 12-13 Project took place in the Spring term (2013). This followed the mapping and data analysis of Phase One which had uncovered patterns of media consumption among young people regarding television, phone, radio, gaming and online activity.

Phase Two interventions aimed at building on participants' media literacy, including online safety awareness, through engagement with local media providers. We were interested in seeing whether promoting the skills required to access, understand, create and communicate with media would bring about any change in their media consumption, behaviour or attitudes.

## — OVERVIEW —

### Identifying Participants

Owing to the relatively small number of individual Media Loggers, in order to ensure an adequate sample we broadened the survey out to a number of schools around the country who were already digitally active through the FÍS Film Project<sup>38</sup>. The groups who responded were located in Cork, Mayo and Sligo and, along with the individual loggers, were invited to take part in Phase Two.

### Engaging Content Creators/Intervention Facilitators

To set up the interventions, we approached a number of content providers from IFI and BAI contacts and collaboratively constructed a series of workshops centred on investigation and production of digital and media content. The Media Log had taken a multi-platform approach and invited loggers to record their film, TV, radio, web, gaming and phone usage. Having already amassed considerable understanding of young people's engagement with film and gaming through our IFI Education programme and Film Focus Research, we decided to focus on television, radio and online content, and set about creating two types of engagement:

- (i) with individual Media Loggers and RTÉ to take place in Dublin
- (ii) with school groups and local media providers to take place outside Dublin

By providing analytical and creative behind-the-scenes education for these groups, we were endeavouring to determine whether learning about and working with these media made them think differently – and more actively – about what and how they consume.

### Phase Two Projects

Between January and April, 2013, there were five projects for Phase Two of the IFI/BAI 12-13 Project. These included:

#### 1. Behind the Scenes at RTÉ Young People's Programming - Parts (i) and (ii)

- (i) During two single day-long sessions, each group was given behind-the-scenes access to programme-making
- (ii) A day long workshop with participants from both groups to explore being young online and making online content

#### 2. Web-based media content creation in Mayo

A collaborative project in which the 6<sup>th</sup> class pupils from a Gaelscoil worked with web designers to create web content through the medium of Irish and English. They then used the school's website as a platform for building an interactive and multimodal point of interaction online.

#### 3. Short filmmaking project with Frameworks Films, Cork

A collaborative project in which the students produced a short film with Frameworks Films and learned about broadcasting for community television.

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<sup>38</sup> [www.fisfilmproject.ie](http://www.fisfilmproject.ie)



## — OVERVIEW —

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### 4. Radio broadcasting with Ocean FM

A collaborative project with local radio station, Ocean FM. Students learned the personal and technical skills necessary to create a radio programme and implemented them in the production of a 17-minute radio documentary suitable for broadcast.

What follows for each of these five projects is a short summary and findings derived from the comments, opinions and evidence put forward by students, teachers and facilitators alike.

## **Project 01: Media Workshops with RTÉ Young People's Programming**

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### **Background**

The highest percentage (75%) of media usage recorded in the Media Log was dedicated to watching TV so we had no difficulty finding participants who were willing to travel to RTÉ in Dublin for television-based workshops. Drawing on IFI contacts with RTÉ Young People's Programming, a first encounter with the national broadcaster was devised which would take participants behind the scenes. To ensure quality engagement for each participant, and to allow for capacity within RTÉ, two separate visits (for Day 1) were organised. Scheduling meant different personnel were available, but all followed the same agreed outline:

### **Day One: Behind the Scenes**

A visit to RTÉ to explore:

- Programme-making
- Catering for young audiences
- Regulation of content
- Moving from terrestrial to multi-platform, on and offline

During these sessions, each group on each day was given behind-the-scenes insights into programme-making. They engaged in a series of discussions with content producers, production managers and commissioning editors who explored how this audience is catered for within the Irish television landscape, both on and offline.

Included in each day was a visit to the Fair City set, and meeting with a cast member.

### **Day Two: RTÉ Online**

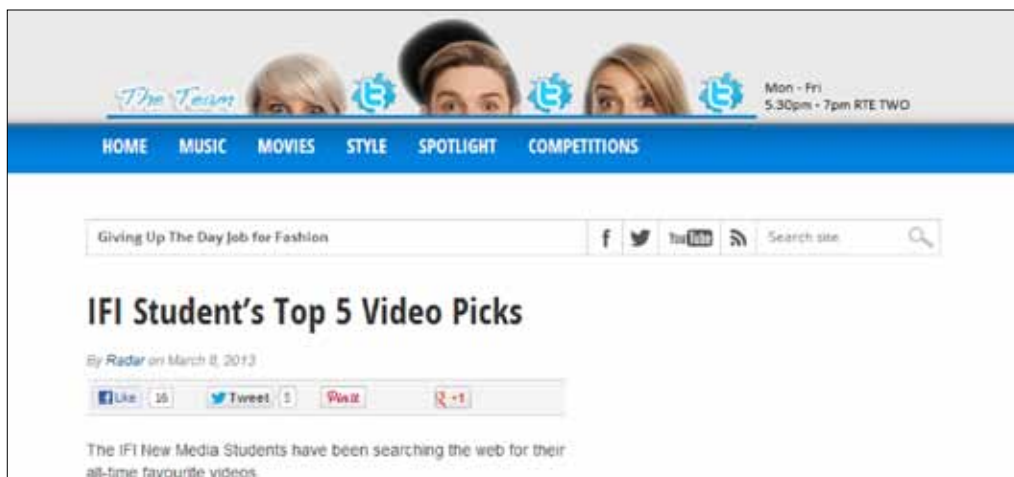
The primary aim of this 2<sup>nd</sup> encounter was to look at online content with members of RTÉ Young People's Programming online production team. However, in keeping with the overall concerns of our Project, we also wanted the participants to consider the nature of 'being young online'. This activity was developed in collaboration with SpunOut, who devised sessions to bookend the RTÉ input.

Owing to fall off in numbers for school and other reasons, the two groups were combined into one to explore:

- Being young online – online identities, safety, favourite activities
- Making online content
- You Tube personalities

During the first session, SpunOut's John Buckley facilitated discussion around the participants' online activities, the websites they liked and why, how they interacted online and what their understanding was of good social networking habits.

## — PROJECT 01 —



This was followed by a session with RTÉ personnel on RTÉ Young People's Online Programming. They discussed the main considerations in creating content for their age range and they were then invited to create a blog using iPads about their favourite online video which they posted on Two Tube later that day.

### You Tube

Presenter Stephen Byrne, RTÉ's You Tube sensation, spoke to the group about his success on You Tube and the various ways it can be financially beneficial through sponsorship etc.

Following Stephen's session, John brought the day to a close by inviting the group to critically reflect on the different sessions of the day.

### Evaluation

*'It was the visit of a lifetime!'*

As a short term observational study of a group of young people in the 12-13 age range, these two workshops served the remit of our research. They offered critical and reflective encounters with media professionals; they promoted skills development through content creation; and they incorporated awareness-raising of online safety issues for young people and the concept of being young online. Added to these aims was our interest in establishing whether or not these encounters actually made any difference to participants' viewing patterns and attitudes.

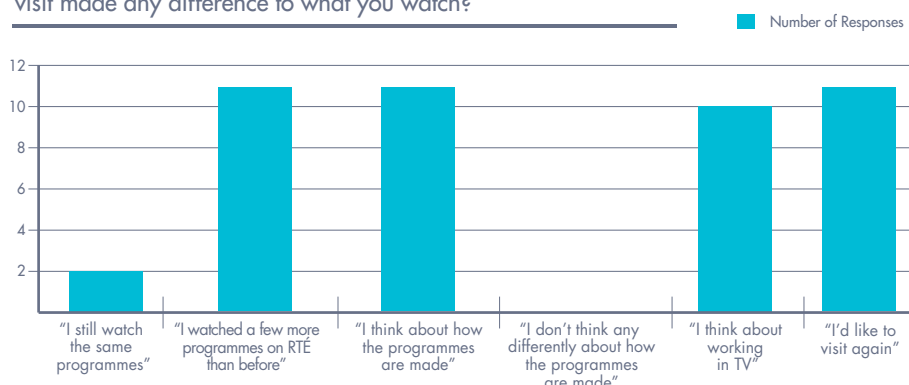
To address this, participants were asked to complete follow-up surveys after each day.

### Day One

From the chart (see pg. 37) we can see how viewing patterns had changed in that participants watched more programmes on RTÉ than before. Increased awareness of how programmes are made coupled with a large proportion who would consider working in TV suggests that this intervention had an impact. However, given the huge enthusiasm expressed for the day itself **we might exercise reservation in asserting these as longterm changes.**

## — PROJECT 01 —

Over the next two or three days, make a note of the programmes you watch on tv. Think about your visit to the studios. Has your visit made any difference to what you watch?



### Day Two

A qualitative survey on the experiences of Day 2 offered a range of responses concerning changes – if any – in participants' perceptions of online content, the qualities of good websites, social networking behaviour and Irish media in general. Observations ranged from a new understanding of how much effort goes into making a good website, how long it takes to film a scene in *Fair City*, to how much money could be made from YouTube. Responses indicated an understanding of how good websites operated, and of how companies such as YouTube targeted their age group. Participants articulated safety concerns with confidence and showed protectiveness towards younger users, despite their own relative youth. As a focus group, their comments – several of which are cited below – show a mature reflectiveness; as critical media users they appear open to learning and changing their practice for more effective and safe usage.

#### On improving a website:

*'I noticed that I used to think that making a website would be very easy but found out it's really hard and takes lots of effort.'*

#### On making online content for a particular age group:

*'One way is by looking at what the target group like and are interested in and including that type of content on the site.'*

#### On YouTube:

*'I now notice if You Tubers are using the You Tube studios & if their account pages are different to other You Tubers.'*

*'I learnt that You Tube is a multi-billion dollar industry.'*

#### On learning something about online safety:

*'Don't just join up to a website unless you know it's quite safe. And don't just do it because all your friends are doing it eg. ask.fm, make sure you do what you think is right.'*

*'You have to be careful with what videos you share because some things might not be appropriate for younger viewers.'*

## — PROJECT 02 —

### **Project 02** **Web Design with Gaelscéal**

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Of the online competencies measured in the Media Log, it is not insignificant that creating a web page was one of the lower ranked skills. High proportions of the loggers could upload (80.77%), download (92.31%), use webcams (82.69%) or set passwords (75%) yet, a considerably smaller number (30.77%) had the creative media skill (30.77%) of web page design – despite the fact of the webpage being the main point of entry for all online interactions.

#### **6th Class Web Designers**

A sixth class/Rang a Sé group of boys and girls from Scoil Raifteirí in Mayo who had participated in the FÍS Film Project responded to our Media Log call out. The class teacher is highly enthusiastic about using media in school and upskilling his pupils. He also actively maintains the school website. As a Gaelscoil with an Irish language school website, we were keen to offer them an intervention through the medium of Irish. BAI put us in contact with Eo Teilifís, an independent production company based in Spiddal. They subsequently connected us with web designers from former newspaper, Gaelscéal, who would develop and deliver a web design workshop in Irish and English. These web specialists were very keen to develop a school-friendly workshop that would both raise awareness of their own activities in the Gaeltacht as well as upskill the young people to actively use the internet to both promote their school and the Irish language.

#### **Going online**

In advance of the web-based intervention, IFI delivered a pre-workshop session on online use and safety. Although the class had completed the Media Log, this was an opportunity for them to explore matters of media usage and online safety further as well as their aspirations for the proposed workshops.

Opening discussions about going online revealed some interesting facts. While our Media Log had taken place in November 2012, showing tablet use hovering around 20%, anecdotal evidence based on this class group suggested a rise in tablet purchasing over the winter of 2012-2013 (see also p. 15) 52% [12/23] of Rang a Sé had access to tablets.

Equally surprising was that 92% [21/23] had a console gaming system at home – and 11 of those 21 [52%] were wired for online connectivity.

More than half of the students [57%: 13/23] had a wifi/3G enabled smartphone.

Among all the online activities which occupied the group, You Tube was most popular (11/23) while facebook was a mere 3/23. It's unclear whether the presence of the class teacher throughout the workshop may have influenced this statistic, given the facebook age requirement for signup. 10/23 spent 1-2 hours online during the week while fifty per cent said they spend less time online at the weekend than they do during week days (though they collectively said that Friday was a day when they tended to be online – and gaming – the most).

### What makes a good webpage?

When asked what they liked about web pages, they had no difficulty in articulating safety concerns and sought:

- *Things that are safe*
- *Things with tutorials/transparency*
- *Things that are free/easy to use and navigate*
- *If there are ads they aren't flashing and 'in your face'*

They had clear ideas for features to add to the school website through the workshop, showing a distinct awareness of interesting and purposeful online communications. These features included:

- *Things that can be used for learning*
- *A sense of staying connected (e.g. a hub for local/community events)*
- *Interaction that is more immediate than the blog format*
- *AV content in a more streamlined, more contemporary looking fashion*
- *The ability to click out to games that are approved and age/content appropriate*

### Web Design Workshop

The Web Design intervention with web specialists Caroline and John took place at the school over two days. Using Irish and English in their presentation, and maintaining a broad focus on connecting with the community, the course was structured around the following themes:

- Understand what a story is.
- How to find/develop a story.
- How to cover a story – interview skills.
- Planning a story.
- Writing for the web/your voice/accuracy.
- Different methods of telling a story: spoken, written, sound, photo & video.
- The use of different equipment, camera, podcast, web.
- Different styles of web design.
- How to upload material onto the site.
- Code that is used for websites – basic HTML.
- The importance of the web.

The children combined this learning with their own ideas to develop websites with links to other sites. They created images and recordings of their own, collated material from other sites and incorporated this information into theirs, adding links to videos which the class had made. They constructed their sites with basic HTML and subsequently learnt to use Dreamweaver to make further modifications.

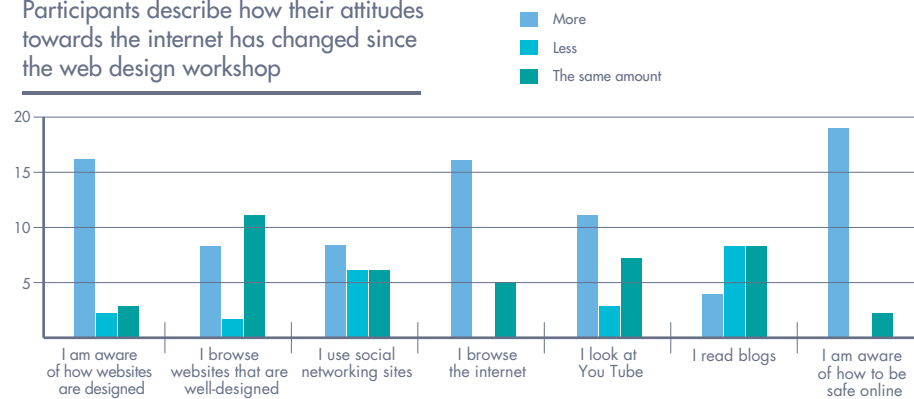


## — PROJECT 02 —

### Follow-up

Completing our follow-up questionnaire to assess the impact of the project, participants responded to questions relating to what they had learnt and changes, if any, in their attitude to the internet.

Participants describe how their attitudes towards the internet has changed since the web design workshop



73.7% said they were more aware of how websites were designed.

78.9% browse the internet more. No participants admit to using the internet less.

57.9% said they look at media on You Tube more, while 15.8 said the opposite.

An astounding 89.5% said they were more aware of how to be safer online, while 10.5% said the same amount.

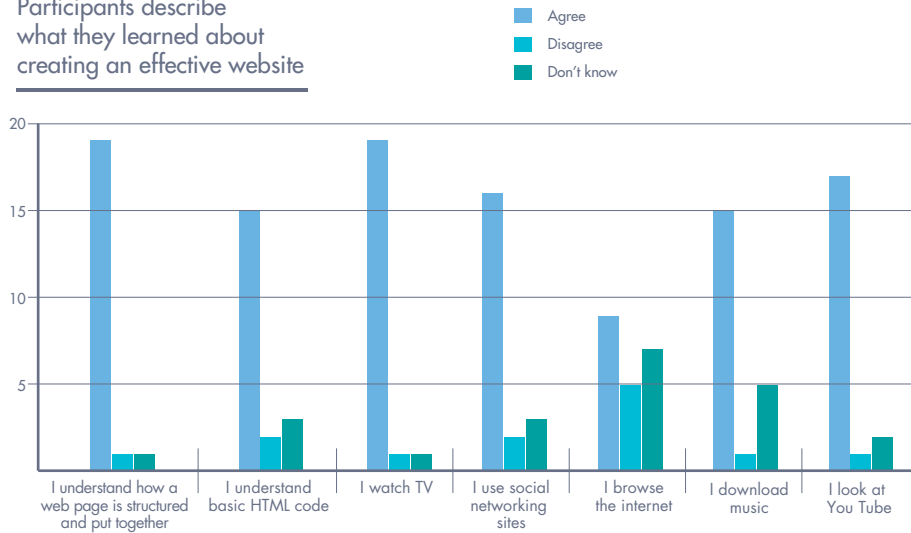
Pupils acquired softer skills aimed at better connecting them with their community. These included improved interview techniques, team work, researching a story.

### Learning about Web Design

Of the skills specific to web design, and how the school website could be used to communicate with pupils, teachers and the wider community, participants expressed a relatively high level of understanding. They improved their interview techniques, the ability to work as a team and to research a story.

## — PROJECT 02 —

Participants describe  
what they learned about  
creating an effective website



*'I really learned a lot about websites. I didn't know the amount of work our teacher puts in to the school website'.*

While the participants' responses varied slightly, the main thing they reported to have learned about were codes and links, making colourful web designs and creating their own website. The responses provided seemed on the whole positive. All of the participants liked creating their very first web page.

### Media Literacy – what did they learn?

89.5% think it is important to learn about media in school; 78.9% agreed they had learned something about media literacy in the Project.

52.6% believed it important to use media to communicate while 57.9% preferred creating your own media

100% of participants agreed that learning about media makes you think more about using it.

For 89.5% of this group, the most important aspect was learning how to protect oneself from cyber bullying and how to use the internet safely.

Overall, the responses to the web design workshops were very positive. They illustrated how young people enjoyed the sense of ownership that creating their own content afforded them. They were aware of how to be safe while surfing the internet and also how they just enjoyed using the medium in a safe way.

## — PROJECT 02 —

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### **Teacher Response**

*'The sense of achievement after seeing all (that) the pupils produced'*

The final element of feedback from this intervention came from the class teacher, on the subject of the workshop and media literacy in general.

As mentioned, the teacher was an avid user of media and maintained the school website. He had brought the class through several filmmaking projects for FÍS Film Project. Unsurprisingly, he agreed with the opinion that developing media literacy is just as important as traditional literacies. Along with his teaching colleagues in the 12-13 Project, he maintained that teachers needed to be upskilled in media literacy education, and that it should be integrated into initial teacher education. He believed that learning about media makes young people think more about how they use it. He wanted this age group to learn to be safe, creative, literate, communicative, critical and reflective users of media.

## — PROJECT 03 —

### Project 03

#### Short filmmaking project for Community TV with Frameworks Films

##### Background

A sixth class group from a Knockavilla Primary School in Cork who were active in the FíS Film Project had responded to our Media Log callout. The school had devised a script on the subject of cyber bullying and conversation with the teacher confirmed their interest in furthering their media skills and in bringing this script to production. BAI put us in contact with Frameworks Films, an organisation which focuses on community-based filmmaking workshops. They are active in developing Cork Community TV (CCTV) and have done projects with Transition Year groups which include short filmmaking, introduction to community television and related aspects of media literacy. Discussion with the organisation revealed their particular interest in informing young people about community television, as well as broadening their general media literacy skills. The class group in question would bring their existing media experience to the workshop and build on this to bring their short film script to production. Taking place in CCTV's studios in Farranferris, Cork City, the young people learned aspects of production and regulation before creating content of broadcast quality.

##### Preparatory stage

With a busy 6<sup>th</sup> class programme, time constraints inhibited IFI attending the school in advance of the workshop. Frameworks and the class teacher had several preliminary conversations to develop the project. The pupils had already explored online issues such as cyber bullying and safety measures to a certain extent.

##### Making a short film

*'The project built on our knowledge and skills base'.*

Drawing on their filmmaking experience the young people approached this new project with professional facilitators with a degree of confidence. Frameworks put together a comprehensive production schedule for the group. Comprising pre, production and post production, the group were led through the three production phases. This included:

- Learning about community media and the role they could play themselves as contributors and as consumers
- Script development
- Using equipment
- Filming
- Editing
- Transfer
- Screening

## — PROJECT 03 —

### Follow-up

#### Teacher response

*'This was such a worthwhile exercise and the learning was invaluable in many areas - use of technology, use of technology as an art form and as a communication tool and how to evaluate the use of the Internet.'*

For the follow-up evaluation, the teacher and pupils responded to a number of questions concerning learning outcomes, augmented skills and the overall impact on their media literacy. Interestingly, the teacher observed both her own skills development in the delivery of the project and that of her pupils; she learnt about using technology and got ideas for further media-based classroom projects. Observing *'The incredible skill of the pupils in using the technologies as well as their extensive use of social media'*, it was unsurprising that she asserted the need for media literacy to be taught as an *'essential standalone subject'*.

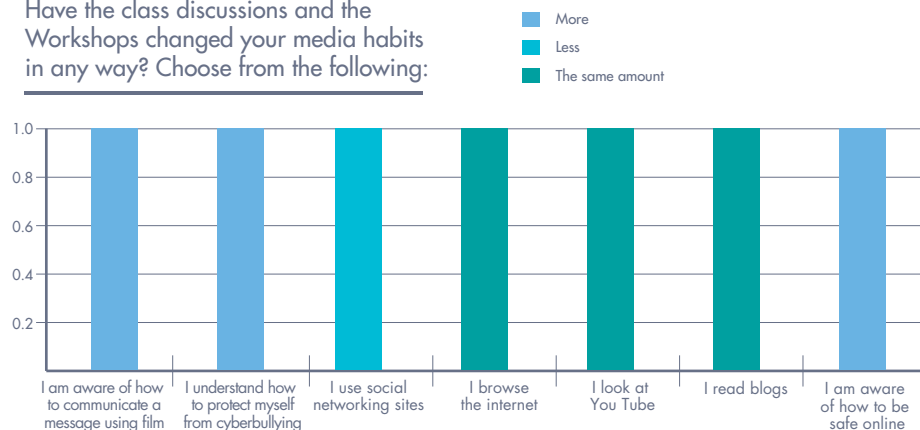
Alongside a request for an upskilling of teachers in media literacy and technology and for more funding for equipment and specialists in schools, there was an affirmation that learning about media actually did encourage young people to think more carefully about how they used it.

#### Pupil response

##### **The importance of planning. Fail to plan, plan to fail.**

Pupils' feedback was delivered as a group making it difficult to assess individual learning or behavioural change. Together they emphasized the need for planning.

Have the class discussions and the Workshops changed your media habits in any way? Choose from the following:



As a group, they augmented their media skills and learnt to protect themselves more online. They perceived the most important aspects of media literacy to be:

- How to *create* your own media
- How to use the internet safely
- How to be *literate* in all types of media

Adding the element of community television, which participants had learnt about through the project, and we realise that the skills of creative engagement, cultural access, critical understanding and communication which defined our framework were embedded in the learning outcomes of this short filmmaking project.

## — PROJECT 04 —

### **Project 04** **Radio broadcast with Ocean FM**

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#### **Background**

A collaborative Sligo-based project in which pupils from St Aiden's National School, Monasteraden, worked with local radio station Ocean FM. Learning the personal and technical skills necessary to create a radio programme, they implemented these in the production of a 17-minute radio documentary fit for broadcast on-air and online.

The school, which was active in the FÍS Film Project, had responded to our call out and expressed an interest in continuing their involvement. BAI put us in contact with Ocean FM – 'the fastest growing local radio station this year bar none!' – which served their region. Radio had emerged in our log as a consistently popular media form among young users, showing 45.31% usage over the survey period. Ocean FM had an established and recognised commitment to community broadcast. This project would enable the group to learn how to communicate with listeners in their area and experience a sense of ownership of their own local media.

#### **A Radio Production Module**

Adapting a project they had already successfully delivered with Transition Year groups, Ocean FM developed a radio production module around the topic of the group's media consumption. Students would interrogate their own media habits and those of their families and use these as the basis for programme content, at the same time as learning the skills to create their own half-hour radio programme. As creating radio content coincided with the broader context of the 12-13 Project, this approach would reinforce the pupils' understanding of the Project itself while at the same time promote further critical reflection on media usage and its potential for community engagement.

Day one of the Module took place in the school. During this session, pupils were introduced to radio as a medium and invited to consider how best they might communicate with their local community using radio and other media forms. The professional training included interview techniques which they would use in making their programme.

For day two, the group travelled to Ocean FM studios where they learnt to download music, record their segments, create links and edit before listening back to the finished piece.

#### **Follow-Up**

Owing to scheduling conflicts IFI was unable to meet with the class until after their radio workshops. However, social networking and other online related topics were integrated into the discussions on media habits and these fed into the radio piece they produced.

When asked their initial impressions of both the project and Ocean FM, participants' responses revolved around either how much fun they had, how small the studio was, how difficult it was not to laugh when on air and the multiple jobs each person has to do. When asked to describe the workshop in three words, of the twenty-seven answers the descriptors given by the young people included:





### What did they learn?

Through discussion, the group articulated a range of learning outcomes from the workshop which included technical skills and personal proficiencies. Hard skills comprised learning the fundamentals of sound recording and editing for broadcast. Soft skills included understanding what makes for a compelling news story, how new technology has changed the industry as well as the '7 P's' of speaking for radio – posture, position, personality, pitch, punctuation, pronunciation and projection.

Discussing the place of local and regional radio on the broadcast spectrum, the participants noted that Ocean FM addresses their community specifically through news, advertising and competitions. Regarding national radio, seven of nine said that they routinely listened to RTÉ 1 and 2; however, most said that this was because the national broadcaster was their parents' primary choice of radio station. More regionally, eight of the nine listen to iRadio – specifically as the music played is targeted at their demographic. Ocean FM was listened to primarily for local news articles, as well as the ability to request songs. Of the nine students who participated in the workshop, six said that they would be interested in pursuing radio/media careers. All agreed that working on the project made listening to the radio more interesting, rather than a medium to be taken for granted.

### Media use and online safety

From there the discussion moved on to wider questions of media use and online safety which they had worked into their documentary. Staying safe online was a crucial element. The purpose of going online varied from Skype and You Tube to gaming. Four of the nine students accessed internet via tablets at home.

The points of safety they highlighted included:

- keeping passwords private
- not disclosing contact information
- not advertising when their families are going out of town on holidays
- in principal, their parents should have their passwords/access to their social media accounts
- if someone they know is showing signs of being bullied, then both their parents and moderators should be made aware of it
- accept friendship requests on facebook from those with whom they are friends in real life

## — PROJECT 04 —

It should be noted that while most of the students in this group were too young to comply with the terms and conditions of facebook, nine out of the ten are facebook users. By contrast, only one uses Twitter (a social network labelled 'absolutely useless for us' by another student).

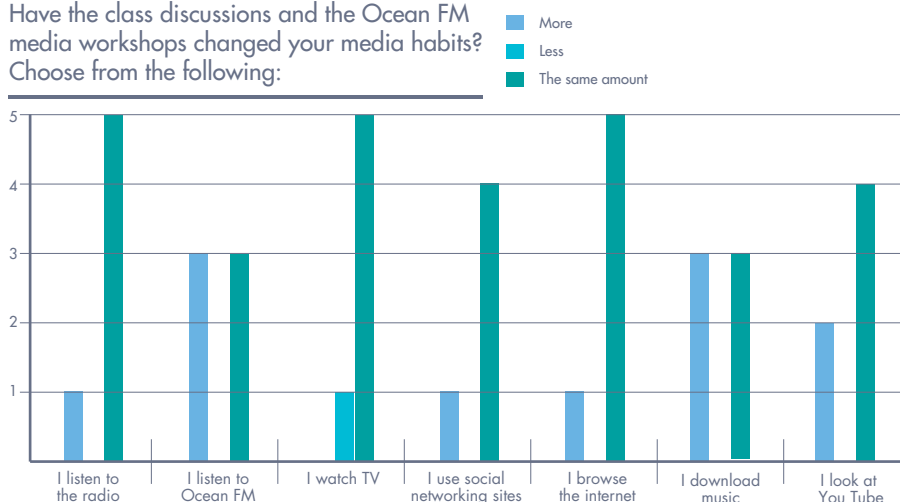
As a final note the young people all agreed that talking about online safety and navigation is extremely important. They pointed out that they are all about to head into post-primary school and that given the manner in which their worlds are going to change – plus the engagement they will have with much older students each day – dedicating a day to a discussion of media grounded in their own experiences was, they felt, incredibly worthwhile.

### Participant online Evaluation

Reverting to our 12-13 Project aims, we were interested finally in assessing whether or not the investigative and productive radio-based venture combined with related discussions, had in fact made any impact on the group's media usage, in particular regarding their attitude to local radio.

The online survey revealed overall more or less the same media habits:

Have the class discussions and the Ocean FM media workshops changed your media habits? Choose from the following:



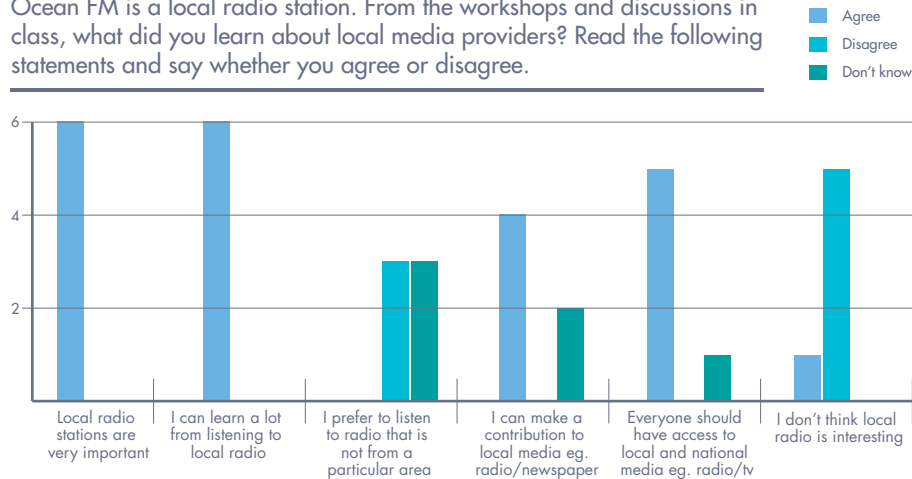
### Media Literacy – what did they learn?

In terms of media literacy, they accrued different skills. Personal skills such as having a better understanding of how to interview people (100%) or work as part of a production team (66.7%) scored highly while acquisition of technical skills varied according to complexity i.e. 83.3% understood how to record an interview, 33.3% understood how to make a link.

Regarding local media, young people recognise its importance and that they themselves can contribute a lot to it. The wide recognition (83.3%) that everyone should have access to local media was gratifying to the providers themselves.

## — PROJECT 04 —

Ocean FM is a local radio station. From the workshops and discussions in class, what did you learn about local media providers? Read the following statements and say whether you agree or disagree.



Although the result could be a reflection on how much they had enjoyed the workshop, a resounding **83.3%** agreed that it was important to learn about media in school. The entire cohort agreed that learning about media made them think more carefully about how they use it and, as we had found in other projects, the biggest concern was knowing how to protect themselves from cyber bullying (83.3%). Creating, accessing safely, communicating - all basic tenets of our research aims - all featured in their assessment of media literacy education as can be seen below.



What do you think is the most important thing to learn about media literacy for your age group?

- How to protect yourself from cyber bullying
- How to create your own media
- How to surf the internet
- How to use the internet safely
- How to be literate in all types of media
- How to communicate with other people through social networking

## — PROJECT 04 —

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### **Facilitator Response**

*'Ocean FM feels it is incredibly important to educate young people about the modern media environment.'*

The final element in this Project was input from the workshop facilitator. Ocean FM regard their young listeners highly, and acknowledge the challenges faced by traditional media outlets today, given the fragmentation of the media landscape across multiple platforms and the advent of social media. This fragmentation made it difficult for young people to have any sense of ownership and the workshops were constructed with this particularly in mind.

Ocean FM is committed to engaging with young people, out of a sense of responsibility to them as listeners but also 'to ensure that our broadcasting is both relevant and reflective of the needs of young people today'. To this end they deliver a range of training programmes and are working to develop partnerships with IT Sligo and other training outlets.

*'There are three important things about local media: local, local, local'.*

The station's acknowledgement of its local listeners, and its commitment to developing unique and fresh initiatives to ensure their ongoing relationship, indicates a conscious exploitation of listeners' media literacy i.e. they create opportunities with which listeners will want to engage.

*'There is a genuine level of interest among young people to engage with media and to learn more.'*

This final comment confirms what resounded throughout the entire 12-13 Project. Young people are motivated by media and want to know more about it.



# SE 01

## MEDIA LOG



**WHAT'S ON LEARN ARCHIVE**  
**INTERNATIONAL SHOP YOUR VISIT**  
**ESS & NEWS SUPPORT**

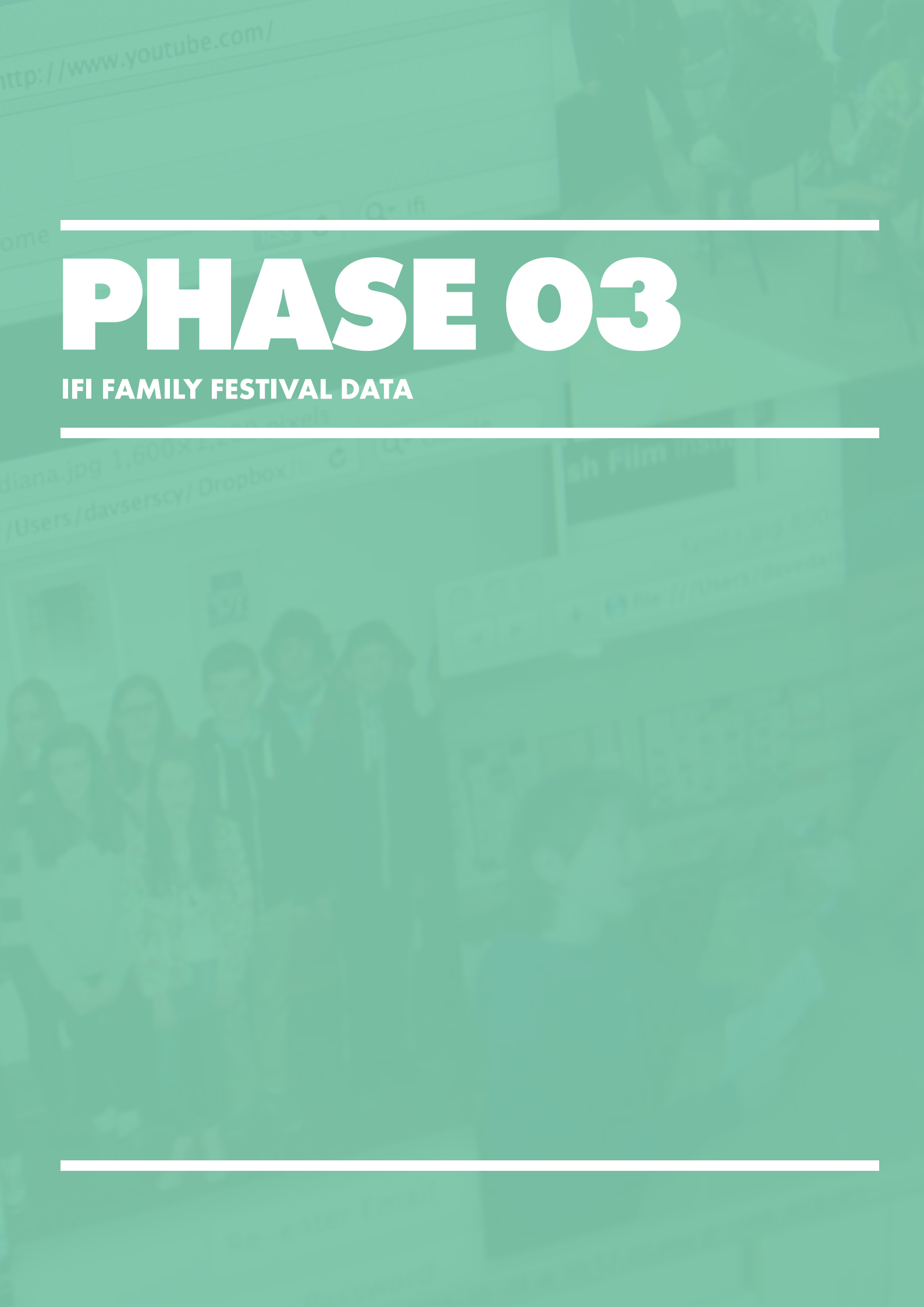
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file:///Users/daveavecy/Drop

Google



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# PHASE 03

IFI FAMILY FESTIVAL DATA

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## — IFI FAMILY FESTIVAL DATA —

### IFI Family Festival Data

IFI run a monthly family screening programme which culminates in an annual Family Festival in July. These events comprise screenings of international children's films and practical workshops for children from 4-12 years of age.

Although this age group was not the focus of the 12-13 Project, we decided to use the opportunity of the Festival to assess family audiences' media usage (See Appendix). We also wanted to explore notions of 'family literacies', given that children were attending with parents/guardians but also that there were a number of different possibilities for media engagement during the Festival e.g. iPad workshops, tweeting, 3D film viewing etc.

The small number of respondents (eleven) offered us a glimpse of how even younger children are engaging readily with media today. With ages ranging from 4 to 11, this small cohort may not give us a clear indication of what is happening on a broader scale. Nevertheless, as a focus group, it tells us much about the way in which digital competencies and media-centred skillsets grow in the pre-teen years.

#### What do they do online?

Activity	
Work	— [0]
Homework	27.27% [3]
Games	90.91% [10]
Shopping	09.09% [1]
Downloading/Uploading media	36.36% [4]
Films	54.55% [6]
Social Networking	— [0]
Video Clips (e.g. You Tube)	72.73% [8]
Fun	72.73% [8]
Keeping in Touch	18.18% [2]
Twitter	— [0]
NUMBER OF PARTICIPANTS = 11	

Unsurprisingly playing games, watching You Tube and having fun topped the list of what children do online. Gaming accounted for 10 of 11 [90.91%] of respondents with 6 of 11 [54.55%] citing 'film viewing' as an activity undertaken online. None of the respondents (all of whom are under the required age for facebook) reported that they have any present interest in social networking. Nor do they have any interest in Twitter<sup>39</sup> (for which there is no minimum age). Unsurprisingly, none of the respondents use the internet for 'work'; although, by way of context, 9 of 11 [81.82%] of their parents do.

<sup>39</sup> Note: Twitter was separated from other social networking in an effort to draw attention to it. During the IFI Family Festival, volunteers manned a Twitter station that would allow young cinema goers the ability to live-tweet their own reviews of the films that had just watched. Presented in a walled garden format, the Twitter feed was private and not available to the general public.



## — IFI FAMILY FESTIVAL DATA —

### What do they know?

Regarding their online skills, many of the skillsets break down into very predictable patterns. For example the **6 of 11 [54.55%]** of respondents who marked either knowing *a lot* or *a little* about 'surfing the web' were aged between 7.5 and 11. Similarly the same 11 year old knew *a lot* about 'using a webcam'; 'using a mobile' and deleting [his/her] search history. The other respondent who reported knowing *a lot* about safety was, curiously, the 6 year old – who also reported that laptops, desktops and tablets were essential parts of his/her day.

While generally the survey revealed that older children are more capable than younger, tablet use is quite mixed. In this, 4 and 5 year olds report knowing as much, and more, than children twice their age. Theses around *digital natives* vs. *digital immigrants* can be corroborated as we see a relatively nascent technology being implicitly understood and engaged with by increasingly younger audiences.

	A lot	A little	Very little	Nothing	Total	No.
Apps	27.27% [3]	27.27% [3]	09.09% [1]	36.36% [4]	99.99%	11
Surfing	36.36% [4]	18.18% [2]	09.09% [1]	36.36% [4]	99.99%	11
Tablet Use	27.27% [3]	27.27% [3]	36.36% [4]	09.09% [1]	99.99%	11
E-mail	18.18% [2]	09.09% [1]	09.09% [1]	63.64% [7]	100.00%	11
Using a webcam	09.09% [1]	18.18% [2]	09.09% [1]	63.64% [7]	100.00%	11
Social Networking	— [0]	09.09% [1]	27.27% [3]	63.64% [7]	100.00%	11
Twitter	— [0]	09.09% [1]	18.18% [2]	72.73% [8]	100.00%	11
Mobile Use/Texting	10.00% [1]	30.00% [3]	30.00% [3]	30.00% [3]	100.00%	10
Deleting Search History	18.18% [2]	09.09% [1]	18.18% [2]	54.55% [6]	100.00%	11
Protecting Profile	12.50% [1]	— [0]	12.50% [1]	75.00% [6]	100.00%	8

### Teach your Children

In total, **4 of 8 [50.00%]** who replied thought that they could teach their parents something about online technology, while **6 of 8 [75.00%]** felt that their parents/guardians could still teach them. The age breakdown of this question shows that between the ages of 8 and 10 online media-centred competencies and assertiveness begins to emerge.

Of nine parents/guardians who answered similar questions, **7 of 9 [77.78%]** believed they could still teach the children something. Two parents said their children, who were 10, could teach them. Two additional parents ticked both boxes indicating that they could both teach and be taught by their young people. In total **4 of 9 [44.44%]** felt that their children could teach them.

Regarding smartphone use only **2** respondents – aged 10 and nearly-9 – reported that they used them; at the same time **8 of 9** reporting parents/guardians said that they use similar devices.

### How much do the adults know?

Of the nine parents/guardians who responded, some knew 'a lot' or 'a little' about protecting their social networking profile, **2 of 9** knew 'very little', while **one third** knew 'nothing' at all.

Unsurprisingly, parents/guardians knew 'a lot' and often more than their young people about email and mobile phones use; however, **one third** equally knew nothing about Twitter.

## — IFI FAMILY FESTIVAL DATA —

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### **Conclusion**

This small survey group comprising children and adults yielded no surprising results. Young children love TV, adults know a lot about mobile phones. However, it was revealing that younger children expressed competencies in tablet use where there was a range of technologies in the home. The 'who knows more' factor suggests a distinct opportunity for family media literacy programmes in which the roles of expert would be interchangeable, with each bringing their particular expertise, irrespective of age.

— IFI FAMILY FESTIVAL DATA —

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Media Usage at an in-between age

facebook.com/?stype=lo&jllo

g 1,024x768 pixels:

/dropdarcy/Dropbox/

# THE LATE LATE SHOW



RTE1.JPG 1,600x1,200 pixels



file:///Users/davroarcy/Dropbox/

Google



studio.j

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# PHASE 04

## CONCLUSIONS AND RECOMMENDATIONS

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## — CONCLUSIONS AND RECOMMENDATIONS —

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*'For kids growing up now there's no difference watching Avatar on an iPad or watching You Tube on a TV and watching Game of Thrones on their computer. It's all CONTENT. It's all STORY.'*

— Kevin Spacey.<sup>40</sup>

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<sup>40</sup> Quote from keynote address for the James MacTaggart Memorial Lecture the Edinburgh International Television Festival (2013), [www.theguardian.com/media/interactive/2013/aug/22/kevin-spacey-mactaggart-lecture-full-text](http://www.theguardian.com/media/interactive/2013/aug/22/kevin-spacey-mactaggart-lecture-full-text) p.13

## — CONCLUSIONS AND RECOMMENDATIONS —

During his keynote address for the James MacTaggart Memorial Lecture at the Edinburgh International Television Festival (2013), actor Kevin Spacey acknowledges both the manner in which young people watch today and their ease at moving between platforms in pursuit of content. This practice, driven by media literacy skills, is at the heart of our research. By first finding out how young people engaged with media, we then set about seeing if we could further their skills.

In the end, according to one participant: *'It did not really change the way I think'*. The 12-year-old who offered this feedback on the 12-13 Project, also observed in the same questionnaire that he had learned *'lots about how you should think about what you put up (online)'*. The seeming contradiction of his opinions alludes not only to his own confidence in using media, but also the relatively unstable nature of findings regarding online activity and young people today. Where once having a mobile phone was the extent of connectivity, children and young people are socialising online through an increasing array of platforms with or without competent skills. Kevin Spacey's assertion that young people can access content is unquestionable. How and why they access it is one of the challenges we must all face.

### **Aims and Realities**

The IFI/BAI 12-13 Project set out to provide a glimpse of media usage in young people aged 12 and 13 across Ireland today. We wanted to find out what media they were using, and to see whether exploratory and creative media interventions would in fact have any impact on their habits and attitudes. We set up workshops with local media providers that would operate from the perspective of safe internet practice. We observed how these encounters motivated the participants who displayed creativity, an enthusiasm for local media and an expertise that was at once remarkable and challenging.

Yet despite this careful monitoring, mediation and validation of media literacy skills, the persistence of tragic or disturbing stories from Ireland and overseas regarding invasive social media, meant it was unsurprising that the vast majority of 12-13 Project participants listed cyberbullying and staying safe online as their primary concerns when talking about media. Across the second phase of our research, a high proportion of young people with whom we spoke had witnessed cyberbullying and had reported abusive posts to facebook administrators. This acknowledgement speaks to another glaring concern: even though 12-year-olds are below the minimum age limit required to participate in facebook's social network, many are already familiar with the service and are actively using it. This further emphasises the fact that keeping 12-year-olds out of conversations around facebook is pointless and anathema to their needs. Children are aware of the risks of networking online, and many can implement safety features; however, as we found out, a number of children cannot. While the argument can be made that there is no 'too soon' to begin training students in the safe use and navigation of online technologies, the 12-13 age range, and the move from primary to post-primary education is a crucial interstice. The students we spoke with were both genuinely excited and full of apprehension about the leap from 6th Class to 1st Year, and as their educational landscapes get wider, so too do outward influences. A media literate student is undoubtedly better equipped to face new social, learning and environmental challenges.



## — CONCLUSIONS AND RECOMMENDATIONS —

### Irish Kids Online

Despite the fact that the latest findings from EU Kids Online depict Ireland as 'relatively low risk' in terms of online use because of parental restrictions, Dr Brian O'Neill<sup>41</sup> points out that 'Ireland with 45% classified as "young networkers" stands out as the highest in Europe.' What this and our findings allude to is the need for critical media literacy implementation within and beyond schools, to support curricula undoubtedly but more importantly to equip all young people to live responsibly, safely and creatively with media today and in the future.

### Media Literacy and Schools

Irish schools need to be supported to make new technologies **available** to all students and to provide students, and teachers alike, with the **expertise** to use the multimedia tools in a safe and engaging manner. In the course of this research we found that the technology gap is extremely apparent in both how media is used but also its accessibility. Across the spectrum of education, both in and out of school, there needs to be acknowledgement that new media technologies can enrich children's lives, and they are here to stay. A commitment to media, literacy education needs to be embedded in all school policies, and media skills afforded regular and consistent classroom time – not just as a tool for other subjects. The problems of new curricula, resourcing, cutbacks, underfunding and lack of continued professional training face all schools. Yet the positive learning and social outcomes from media encounters offer huge opportunities for radical change in how young people learn and interact. Learning about – and doing – the stuff of media, teaches young people both hard and soft skills. They learn not only about implementing multimedia technologies, but about teamwork and sharing ideas, resources and specific talents. Young people fundamentally understand the interconnectedness of contemporary media. In the 12-13 workshops, when a finished product was put up online, the participants immediately began to share it across a host of platforms. Creating digital artefacts with local media providers empowered them with a sense of ownership and a desire to communicate with their communities.

### Media Literacy at Home

In the National Strategy to Improve Literacy and Numeracy, published in 2011, there was clear acknowledgement of the role to be played by parents/guardians and communities in furthering literacy among children and young people. Our small survey of parents and children at the IFI Family Festival had revealed 50.00% of attendees (up to 12 years of age) who thought that they could teach their parents something about online technology, while 44.44% of parents felt that their children could teach them. The disparity in statistics could be considered to emanate from the age of the children accompanying parents but could also link to the restrictions being imposed by many parents on their children's online activities. Despite these provisos, a clear opportunity exists on a community level for media education practices where teacher/mentor/pupil roles are fluid in an atmosphere of mutual learning.

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41 [www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20III/Classification/Home.aspx](http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20III/Classification/Home.aspx)

## — CONCLUSIONS AND RECOMMENDATIONS —

### **Our Conclusion and Recommendations**

From the young person who remarked that *'I am not currently on facebook and I don't plan on joining anytime soon, but I know some of my friends are on it'* to the other who observed *'it (radio broadcasting) was very complicated but I did get it at the end.'*, the IFI/BAI 12-13 Project served to remind us that young people learn and socialise in different ways and at different paces, with varying needs and abilities. But nowadays, they all need and deserve their formal and informal education to reflect the possibilities and pitfalls that technology can offer them. To this end we make the following recommendations:

- Continue to support media literacy initiatives through our education programme at IFI
- Continue to assert the place of film in media literacy definitions and debate
- Support the endeavours of the BAI in their media literacy remit
- Incorporate media literacy into our Junior Certificate Short Course in Film
- Develop a Module for Continuing Professional Development for teachers in film and media literacy to support the National Literacy and Numeracy Strategy
- Consolidate our links with RTÉ Young People's Programming and further our links with local media providers and filmmakers with a view to future collaborations on media initiatives
- Investigate the potential for a family-based media literacy pilot in conjunction with BAI through our IFI Family programme and other community partners
- Continue to lobby the Department of Education and Skills to broaden their definition of literacy to incorporate film and media literacies in advance of their mid-term review
- Contribute to national and international debate on media literacy through the Creative Europe agenda

Finally, from the perspectives of the mandates of both the Irish Film Institute and the Broadcasting Authority of Ireland, the 12-13 Project confirmed that having young people learn about, implement, complete and disseminate media projects fosters in them a genuine curiosity about indigenous and other media. Knowing how it is made and the processes undertaken to bring an idea to the airwaves, television or cinema screen or to the palm of their hands galvanises such young people to participate in the Ireland of today and in the future.

## — ACKNOWLEDGEMENTS AND THANKS —

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All the 12-13 year olds who completed our Media Log

The RTÉ Young People's TV and Online team

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Gerry Ryder & Rang a Sé, Scoil Raifteirí, Castlebar

Anne Moriarty & 6<sup>th</sup> Class, St Aiden's NS, Monasteraden

Beryl Furlong and Keith Young, Typetech, Dublin 12

Ann Travers and Stephanie Comey, BAI

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### **Workshop Participants:**

Alannah McGinley

Kate Gaffney

Evelyn O Connor, Mount St Michael Secondary School

Alannah Irwin

Keira Donovan

Colm Kenny, Manor House School.

Alice Kirk

Nicola Cadden

Facilitators:

Andy O Connor

Riana Dougan

Eddie & Emma, Frameworks Films

Aoife Bracken

Rory Nevin

Daniel & Aoife, Ocean FM

Brian McCormack

Sarah Heaney

Caroline & John, Gaelscéal

Carol Cassidy

Sinead Crowley

Fionn Bentley

Siobhan Lyons

Georgie McGuinness

Susan Macken  
& their parents/guardians

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Quotation from *Sunset Boulevard* with kind permission of Paramount Pictures

Quotation from Kevin Spacey with kind permission of Finch & Partners

— APPENDIX —

**Media Log (Sample page):**

<p><b>What media did you use today? Circle all that apply:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Mobile phone for calling</td> <td style="width: 33%;">Mobile phone for texting</td> <td style="width: 33%;">Mobile Internet</td> </tr> <tr> <td>Computer (desktop or laptop)</td> <td>TV</td> <td>Video Game(s)</td> </tr> <tr> <td>Radio</td> <td>MP3s</td> <td>Tablet</td> </tr> </table>	Mobile phone for calling	Mobile phone for texting	Mobile Internet	Computer (desktop or laptop)	TV	Video Game(s)	Radio	MP3s	Tablet	NOV 5						
Mobile phone for calling	Mobile phone for texting	Mobile Internet														
Computer (desktop or laptop)	TV	Video Game(s)														
Radio	MP3s	Tablet														
<p align="center"><b>*INTERNET*</b></p> <p><b>How long were you online today?</b></p> <p>Up to 30min.   30min.-1hr.   1hr.-90min. 90min.-2hr.   2hr.-3hr.   3hr. or more</p> <p><b>Circle all the reasons you went online today:</b></p> <table style="width: 100%; border: none;"> <tr> <td>Fun</td> <td>School work</td> <td>Research</td> </tr> <tr> <td>Download music, photos, etc.</td> <td colspan="2">Upload music, photos, etc.</td> </tr> <tr> <td>Emailing</td> <td>Reading news</td> <td>Play games</td> </tr> <tr> <td>Shopping</td> <td>Watch films</td> <td>Just surf</td> </tr> <tr> <td>Social Network with friends/family</td> <td colspan="2">Social Network with people you don't know in person</td> </tr> </table>	Fun	School work	Research	Download music, photos, etc.	Upload music, photos, etc.		Emailing	Reading news	Play games	Shopping	Watch films	Just surf	Social Network with friends/family	Social Network with people you don't know in person		<p align="center"><b>*GAMING*</b></p> <p><b>How long were you gaming today?</b></p> <p>Up to 30min.   30min.-1hr.   1hr.-90min. 90min.-2hr.   2hr.-3hr.   3hr. or more</p> <p><b>Did you play online?   Yes / No</b></p> <p><b>Did you play?</b></p> <p>Alone                      With/against friends</p> <p>With/against family    With/against people you don't know</p> <p><b>What systems/consoles did you use?</b></p> <p align="center">↓↓↓</p>
Fun	School work	Research														
Download music, photos, etc.	Upload music, photos, etc.															
Emailing	Reading news	Play games														
Shopping	Watch films	Just surf														
Social Network with friends/family	Social Network with people you don't know in person															
<p align="center"><b>*TELEVISION*</b></p> <p><b>How long did you watch TV today?</b></p> <p>Up to 30min.   30min.-1hr.   1hr.-90min. 90min.-2hr.   2hr.-3hr.   3hr. or more</p> <p><b>What did you watch?</b></p> <table style="width: 100%; border: none;"> <tr> <td>Soaps</td> <td>Animations/Cartoons</td> <td>Reality TV</td> </tr> <tr> <td>Film</td> <td>Sports programme</td> <td>Documentary</td> </tr> <tr> <td>Drama</td> <td>Music programme</td> <td>Afternoon TV</td> </tr> </table> <p><b>Did you watch Irish Channels?</b></p> <p>RTÉ    RTÉ2    TV3    TG4    3e</p>	Soaps	Animations/Cartoons	Reality TV	Film	Sports programme	Documentary	Drama	Music programme	Afternoon TV	<p align="center"><b>*RADIO*</b></p> <p><b>How long did you listen today?</b></p> <p>Up to 30min.   30min.-1hr.   1hr.-90min. 90min.-2hr.   2hr.-3hr.   3hr. or more</p> <p><b>What did you listen to?</b></p> <table style="width: 100%; border: none;"> <tr> <td>Music</td> <td>Talk</td> <td>Drama/Comedy</td> </tr> <tr> <td>Sport</td> <td>News</td> <td>Documentary</td> </tr> </table> <p><b>What stations did you listen to?</b></p> <p align="center">↓↓↓</p>	Music	Talk	Drama/Comedy	Sport	News	Documentary
Soaps	Animations/Cartoons	Reality TV														
Film	Sports programme	Documentary														
Drama	Music programme	Afternoon TV														
Music	Talk	Drama/Comedy														
Sport	News	Documentary														
<p align="center"><b>*FILM*</b></p> <p><b>Did you watch any films today?</b></p> <table style="width: 100%; border: none;"> <tr> <td>On TV</td> <td>On DVD/TV</td> <td>On DVD/Computer</td> <td>Download</td> <td>Streaming Online</td> </tr> <tr> <td>In the cinema</td> <td>In school</td> <td>In youth club</td> <td>On a mobile phone</td> <td></td> </tr> </table>		On TV	On DVD/TV	On DVD/Computer	Download	Streaming Online	In the cinema	In school	In youth club	On a mobile phone						
On TV	On DVD/TV	On DVD/Computer	Download	Streaming Online												
In the cinema	In school	In youth club	On a mobile phone													

— APPENDIX —

## IFI Family Festival Media Survey



Who's more media savvy – you or your child?

Complete this short survey with your child and help us gather information about parent and child digital media usage today.

1. **(Child)** How old are you?

2. What do you use the internet for? Tick all that apply

	Parent/Guardian	Child
▪ Work		
▪ Homework		
▪ Playing Games		
▪ Shopping		
▪ Downloading/uploading music/photos		
▪ Watching Films		
▪ Social Networking		
▪ Watching video clips (YouTube)		
▪ Fun		
▪ Keeping in touch		
▪ Twitter		
▪ Other	(Please explain)	

3. **(Child)** How much do you know about:

	A lot	A little	Very little	Nothing
▪ Apps				
▪ Surfing the web				
▪ Using a tablet				
▪ E-mail				
▪ Using a webcam				
▪ Social networking				
▪ Twitter***				
▪ Mobile phones/Texting				
▪ Deleting your search history				
▪ Protecting your social networking profiles				

\*\*\* Have you sent a tweet from our Festival account? See our Twitter volunteer to find out how to do this.



