Design, Validation and Application of a Questionnaire on Media Education for Teachers in Training


INTRODUCTION

Media education is essential in the training of teachers to promote it in them and in their future students the development of abilities which can enable them to interact with media in a critical and creative way.

METHOD

PARTICIPANTS

501 students from second to fifth year in Education degrees

The instrument has 15 items (5-item Likert-type scale)

1. Knowledge about media education (ME) (4 items)
2. Attitudes about ME in teacher training (5 items)
3. Reasons to integrate ME into schools (6 premises)

RESULTS

Questionnaire on Knowledge, Attitudes and Reasoning about Media Education (CAR-EM)

CRONBACH'S ALPHA = 0.8168

Internal consistency

Convergent Factor Analysis

Work was carried out with communalities above 0.50

Good adjustment, Discriminant validity, ANOVA test, Bonferroni test and Kruskal-Wallis test

RESULTS OF DESCRIPTIVE AND INFERENTIAL STATISTICS

1. Knowledge about ME
   - VERY LIMITED
2. Attitudes about ME
   - FAVORABLE TOWARDS THE NEED TO RECEIVE ME
3. Reasons to integrate ME into schools
   - 6 premises

CONCLUSIONS

CAR-EM validated

Objective: CAR-EM validated

1. Objective
   - there is a clear lack of knowledge about the topic.
   - Awareness is raised about its importance. A more specific treatment of ME is required in the curriculum; and it is relevant for all school levels.

2. Objective
   - Lack of technological resources

3. Objective
   - No significant stable difference throughout the results analysis, which leads us to conclude that ME is transversal to different classifications and the interest towards it, homogeneous throughout the teaching staff.

4. Objective
   - Validating the questionnaire in other contexts.

5. Objective
   - Training them in a key competence

No significant differences were detected by gender, specialty or year of study.