

Students Make Media – a more detailed description

After the reception, headmaster's and his deputy's greeting, short introduction of the school, the hosts showed us around the school. Besides Slovenians and Bulgarians, there were approximately ten host pupils. Then, the French and Austrian pupils online, and other pupils on-site, introduced themselves. The activity was followed by a team-building activity. In the afternoon, digital lecture by Prof. Dr. Michael Butter (University of Tübingen) about conspiracy theories and fake news was given. After the discussion, the pupils formed quizzes about conspiracy theories. Pupils from France and Austria also participated.

The next days, the hosts, started with the activity What are fake news (recap), how can they be detected and unmasked? Pupils work in international groups on a selection of texts (collaborative learning) in order to answer the question. Then the team of local teachers with expert knowledge started the activity. Pupils were assigned into groups to produce a: TV interview video; TikTok/YouTube-style video; stop motion film; Explainity film. Students were writing scripts/story board for their films. The activity was also carried out in France and Austria.

The next day, pupils started filming for their videos based on their scripts/storyboard, and in the afternoon, they edited and finished their videos. In the evening, the pupils and teachers went to see Stuttgart and to have a dinner in a typical Bierhalle.

The last day was dedicated to presentation of videos/products: pupils presented their different videos and together, we did a reflexion on different forms of film (What is good about so many formats). Their peers from Austria and France also participated and presented their products via Zoom. In the end, we evaluated the mobility and gave some feedback in a form of open feedback round and digital evaluation (questionnaire). After the joint lunch, the participants on-site went to see Ludwigsburg Baroque Castle (residence castle) and said farewell to each other.

As a result of the activities mentioned above, we expected the students to be able to effectively and efficiently comprehend and use various forms of mediated communication. We strongly believe that the participants became more media literate and turned into more competent audience members who are ready to develop independent judgments about media content, understand the process of mass communication, are aware of the impact of media on the individual and society, adopt strategies for analyzing and discussing media messages, know the ethical and moral obligations of media practitioners. We have changed the proposed LTT activity in a way, that we adapted to the situation in the society (covid-19) and the school (their resources). This was sensible incorporated in this blended LTT-activity so that all the participants had the opportunity to interact, use their English and media knowledge.