

How did participants perceive the value of the program? To examine perceptions of the value of the program, we used the Net Promoter score (NPS), a standardized measure of program satisfaction that has been used in both business and education.²² The measure is widely used to measure the customers’ willingness to recommend a product, program, or service to their friends or colleagues. If participants are willing to recommend a program to a colleague, they must be satisfied with the experience. As Figure 6 shows, three groups are identified by their response to the question: promoters, passives, and detractors. NPS is calculated by subtracting the percentage of participants who demote the program from those who are willing to promote or recommend it. Those who rate the program a 7 or 8 are ignored. Figure 6 shows a Net Promoter Score of 76.6, which is a very strong indication that most participants perceived the program to be highly valuable.

“How likely are you to recommend MEDIALOGUES or a similar professional learning experience to your colleagues? N = 36

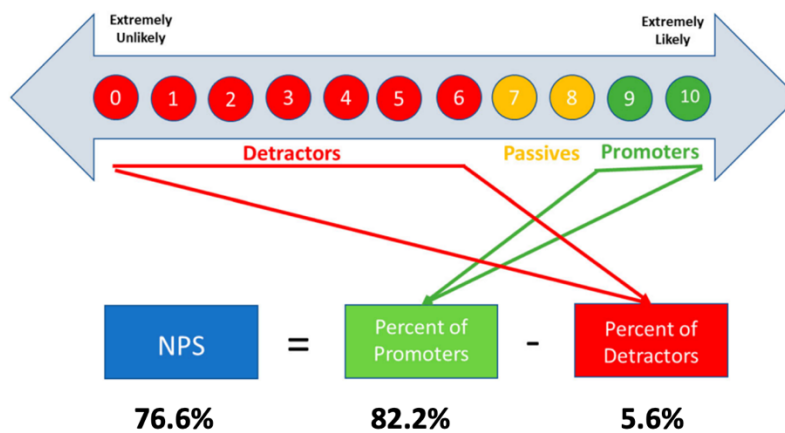


Figure 6. Net Promoter Score (NPS), a global measure of customer satisfaction used in program evaluation, shows high levels of loyalty with a larger number of promoters and few detractors.

What happens when partners work collaboratively to generate questions about a media artifact about disinformation, fake news, or propaganda? The best evidence we have on what happens when partners work collaboratively to generate questions about propaganda and disinformation comes from the culminating event on April 26, 2022, where participants were invited to share the results of their collaboration. Nine teams presented their work and we transcribed their short presentations and reviewed the slides they created to present their work. In reviewing these presentations as shown on Table 5, we

²² Kara, A., Mintu-Wimsatt, A., & Spillan, J. E. (2021). An application of the net promoter score in higher education. *Journal of Marketing for Higher Education*, 1-24.

find strong evidence of creating and critical thinking that builds upon concepts and instructional practices that were modelled and demonstrated during the Medialogues on Propaganda program.

Table 5

The Power of Two Final Projects

<p>1. April Leach and Randall Fujimoto</p>	<p>Game-Based Media Literacy Learning</p> <p>April Leach, Palm Beach County Public Schools (USA) and Randall Fujimoto, Game Train Learning (USA) first met as regular participants in the fall Medialogues program. In <i>The Power of Two</i>, they worked to develop a game-based activity utilizing Minecraft to build media literacy, social emotional learning, and English proficiency skills for English Language Learners. For instance, they described one way that students might begin their inquiry with a story about contaminated drinking water and they would then use multiple sources — including the Ad Fontes Media Bias Chart explored earlier in our Medialogues webinars — to have students investigate multiple sources related to their topic. Then, in Minecraft, they would invite students to imagine their project in action; with this topic, for instance, students could create a new drinking fountain with a filtering system. Leach and Fujimoto suggested that students might even create final screencast videos, describing their inquiry with media literacy practices and creating a “tour” in Minecraft.</p> <p>The power of two came to fruition for this pair; from this initial collaboration, they developed a grant proposal, “Cyber Café: Student-directed Minecraft Projects advancing ELL Media Literacy, Language, and SEL Learning,” to be submitted to a funder. We were notified on May 28th that their project was approved for \$8,000 in funding from the SEL in Action Award, funded by NoVo Foundation, Education First, and Rockefeller Philanthropy Advisors (RPA).</p>
<p>2. Bob Van Oosterhout, Randall Fujimoto, Jannis Hahn & Iglia Ivanov</p>	<p>Addressing Fear-Based Thinking with Media Literacy</p> <p>The second collaboration consisted of Bob Van Oosterhout (USA), Randall Fujimoto (USA), Jannis Hahn (Germany), and Iglia Ivanov (Bulgaria). For this four-person team, the focus also included gamified elements as they created a classroom game for secondary students entitled, “Fear-Based Thinking, SEL, and Media Literacy.” With the primary goal that students will understand how fear and fear-based thinking affect our perceptions, the team focused on the intersections of media literacy and social-emotional learning, helping students move beyond a scarcity model in their thinking. Providing a heuristic of the “ABCs” (accept, balance, and clarify), the group described how their game would invite students into a collaborative, not competitive, game</p>

	<p>where they would examine contemporary propaganda in Europe, especially related to the conflict in Ukraine, and help students discern the persuasive techniques and misinformation being used. Their goal, ultimately, is to help students understand how to promote democracy that bring insights on the nature of propaganda to overcome fear while also giving students the social-emotional tools to recognize the effects of fear on their own mental health and well-being.</p>
<p>3. Philipp Schleicher & Ashkumar Gopalani</p>	<p>Influencers In Our Lives</p> <p>In their work together, Philipp Schleicher, (Germany) a middle level-educator, and Ashkumar Gopalani (India) a media literacy consultant, designed and implemented a lesson for ninth grade students in which they would examine multiple media artifacts to discern the effects of “influencers” and to uncover the ways in which influencer marketing has taken hold in social media. Sharing examples from Instagram created by contemporary influencers — as well as historical smoking advertisements and public service announcements about the effects of nicotine — Schleicher and Gopalani invite their students to consider the ways in which propaganda can be used in positive and negative ways. Returning to the core questions of “Is the post selling something?”, “What aspects of the post do you find influential?”, and “Go through the text and the image, what atmosphere does it set?” as their protocol, students would look for patterns in the propaganda, both modern and from the past. As a culminating activity, students plan to analyze and create their own gallery of examples with modern examples of misinformation from health and wellness influencers, describing how each uses propaganda techniques. They plan to continue their collaboration in the future offering more opportunities for students from Germany and India to communicate with one another.</p>
<p>4. Zan Walker-Goncalves & Maha Bali</p>	<p>International Bridge Building</p> <p>Zan Walker-Goncalves, a writing professor at Franklin Pierce University in Rindge, New Hampshire (USA) and Maha Bali, an instructional designer and instructor at American University in Cairo (Egypt) worked to help students used both synchronous and asynchronous technologies to connect, engage in dialogue, and build empathy and humility. Beginning by having students write the story of “My Name” that they could then share during a real time conversation in Zoom, Walker-Goncalves and Bali first connected students in mid-February for a 75-minute workshop, beginning just after 7:00 PM in Egypt and 12:00 PM in America. In that workshop, they shared their name stories and engaged in some brief media literacy analysis activities. From that initial meeting, Walker-Goncalves and Bali then scaffolded students through a semester-long project that also included</p>

	<p>asynchronous discussion of three readings about empathy and the plight of refugees from Syria using the Hypothes.is web annotation tool. At the middle of the semester, students were invited to share a 2-minute video reflection on the process of collaboration using Flipgrid. A second Zoom session near the end of the semester invited students to “Describe a time you felt your culture or identity was not seen or heard or respected or was misappropriated,” and to share those stories with one another in breakout rooms. Ultimately, Walker-Goncalves and Bali were encouraged by students’ willingness to engage in the work and express what they describe as “cultural humility,” all in an effort to continue dialogue and build empathy.</p>
<p>5. Renee Hobbs & Pam Steager</p>	<p>Media Literacy for the Austin Police Academy Renee Hobbs (USA) and Pam Steager (USA) used the Power of Two process to support the needs of instructors who teach in the Austin Police Academy in Texas. They had been asked to help trainers make better use of videos for learning, and they brought a media literacy lens to their efforts; in the workshop, they invited officers to critically examine videos used in police training, including how they may reinforce race and gender stereotypes and promote excessive use of force. From their work, they recognized the need that officers must move beyond an institutionalized norm of “us-vs-them” thinking, noting that police instructors need support to appreciate multi-perspectival thinking.</p>
<p>6. Cathy Leogrande, Insa Martin & Franziska Pukowski</p>	<p>Deconstructing Stereotypes As a three-person team, Cathy Leogrande (USA), Insa Martin (Germany) & Franziska Pukowski (Germany) worked together to help their 13- and 14-year-old students to recognize, understand, actively engage with, and deconstruct stereotypes of ableism. Developing a sequence of lessons that would help students critically evaluate media stereotypes in the form of superhero comics, this trio invited students to examine the ways that stereotypes pervade real-life literature, often creating misrepresentation of minorities and those who have intersectional identities. They were able to develop lesson plans and related instructional materials and were also able to engage in teaching at Deutschhaus Gymnasium, Wuerzburg. With key questions that include “What’s the use of using stereotypes?” and “How are these stereotypes helpful and/or harmful?”, the teachers then guide students through steps of analyzing these stereotypes and the representations of super heroes that students themselves have found from popular culture. From there, students would create their own drawings of superheroes in a four-panel comic strip, bringing their ideas about appropriate representation to life. Given their work with German students, these</p>

	examples are quite pertinent.
7. Huan Gao & Kristina Förster	<p>Culturally Sensitive Information Literacy in a Social Virtual Reality Context</p> <p>Through their partnership, Huan Gao (China) and Kristina Förster (Germany) worked to examine approaches to information literacy education in intercultural settings. They examined the ways in which media literacy standards represent a socio-cultural, critical approach to media literacy. If established standards in information literacy education imply universal validity, then there is a risk that the information literacy strategies of international students and teachers will be perceived as deficient. A culturally sensitive approach to information literacy would be based on dialogue to pluralize perspectives and strategies. A culturally sensitive approach to information literacy would be based on dialogue to pluralize perspectives and strategies. Through their conversations, they linked this approach to a pedagogical concept using a social VR environment. Especially in transnational contexts, this medium offers special potentials, as social presence can be experienced, which in turn can have an empathy-promoting effect and facilitate dialogical processes. Using that environment, they were able to collaborate on designing a pilot project. Though it is still in a beginning phase, they are likely to continue.</p>
8. Melanie Hartman and Fred Haas	<p>Spotting Propaganda</p> <p>As an early childhood educator and a high school teacher, Melanie Hartman (Germany) and Fred Haas, a high school teacher from Hopkinton, Massachusetts (USA) brought their shared interest in exploring international news to help create “kid-friendly” (and, for that matter, “teen-friendly”) resources to help their students, younger and older, to gain context and perspective on major headlines. In sorting through the many news sources, they tried to identify ones that leaned more into propaganda-driven techniques as compared to reputable media outlets, and their curated list provides students with a brief overview of media outlet’s nation of origin, and some comments about ownership (public vs private), primary mode (periodical vs broadcast), and screenshots to show their students what to expect.</p>
9. Johnny Allred and Lauren McClanahan, Colleen Kenyon	<p>Critiquing the Influencers</p> <p>Working with pre-service English teachers at two American universities, Johnny Allred from Brigham Young University (USA) and Lauren McClanahan (Seattle, USA) are working to integrate media literacies into their existing teaching methods course curricula. Their project invited pre-service teachers to examine their own social media</p>

	<p>feeds, looking for examples where they would find and analyze an example of a YouTuber, Instagrammer, TikTokker, vlogger or blogger who is popular in the health/diet/exercise/nutrition world. From there, they would use the five key questions of media literacy to form a critique of these influencers’ social media posts, and then create a 3 – 5-minute screencast in which they deconstruct those posts. Finally, they would embed that screencast in a video annotation tool such as Video Ant to offer a few written reflections on the choices that they made throughout their project.</p>
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What motivates someone to participate in a global, intercultural PD in times of a pandemic? Of course, intrinsic motivation is both contextual and situational – and because this program was an online professional development program – we know little about the contexts where participants experienced learning. From the attendance data, we observe that no two participants had the same learning experience. Participants chose to attend whichever of the various Medialogues programs that piqued their interest. It is highly likely that work and home factors also affected their level of availability.

We used the Intrinsic Motivation Inventory (IMI) to better understand the subjective experience of participants’ motivations. The IMI is a multidimensional scale²³ developed in support of self-determination theory, which posits that motivation is moderated by three innate needs: autonomy, belonging, and competence.²⁴ The instrument assesses participants’ interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, perceived choice, and the experience of relatedness.

Table 6
Intrinsic Motivation Inventory for the Medialogues on Propaganda Program

Dimensions	N	MEAN	SD	Min.	Max.
Interest/Enjoyment	36	6.32	0.74	4.00	7.00
Perceived Competence	36	4.98	1.01	2.67	7.00
Effort/Importance	36	4.88	1.67	1.00	7.00
Pressure/Tension	36	5.43	1.30	1.33	7.00
Perceived Choice	36	6.24	1.30	3.00	7.00
Value/Usefulness	36	6.39	0.77	4.00	7.00
Relatedness	36	5.73	1.05	2.67	7.00

²³ Markland, D., & Hardy, L. (1997). On the factorial and construct validity of the Intrinsic Motivation Inventory: Conceptual and operational concerns. *Research Quarterly for Exercise and Sport*, 68(1), 20-32.

²⁴ Ryan, R. M., Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

When applying the intrinsic motivation inventory to professional development for media literacy education, we posit that people will be motivated to learn when they have autonomy and choice, strong connections with peers and colleagues, and when they perceive themselves as competent in the tasks required for participation. Table 6 shows that participants were motivated primarily by the perceived value and usefulness of the program (6.39), followed by interest and enjoyment (6.32) and perceived choice (6.24). Of moderate value were relatedness (5.73) and pressure/tension (5.43). The lowest values were for perceived competence (4.98), and effort/importance (4.88). Thus, we conclude that participants were motivated to engage in the professional learning program primarily because of the autonomy it cultivated and rewarded.

Further Insights from the Project

The opportunity to collaborate on the Medialogues project resulted in a significant amount of learning for all members of the project team. Because we were able to involve two German PhD students specializing in media and technology education, the program had value in supporting the leadership development competencies of the next generation of teacher educators in Germany. We will take what we learned into the future as we continue to explore and experiment with new forms of online professional learning for educators in Germany and around the world.

We recognize that the Medialogues program reached educators who already self-identify as independent, lifelong learners. Participants were people who appreciated intercultural dialogue, were comfortable speaking in English, and who valued the active participation component of the program. We acknowledge that commitment to a sustained project like Medialogues was difficult for many participants. We were unable to measure the value of each webinar as it was experienced by participants, so we cannot assess how casual participants (the many who only attended one event) perceived there to be value to the experience. In the future, we will continue to balance events that can be experienced as stand alone, one-time sessions (like the Phase 1 webinars) with opportunities for deeper collaboration (like Phase 2 Power of Two). We may want to experiment with an alternating pattern, where a webinar delivered in the first week of the month could be followed by a “Power of Two” gathering. An approach like this might also encourage those who missed the live webinars to view them before meeting with their partners. Still, a good sense of community developed among a small group and people reached out to continue relationships. As we expected, the size of the Spring cohort was smaller, but evidence is strong that this program format inspired meaningful relationships and productive partnerships.

We relied on participants’ intrinsic motivation to attend the program, but we wish we could also have offered extrinsic rewards to motivate participation, especially for German educators. Budget limitations did not permit this. A larger budget of \$50,000 or \$75,000 would have enabled us to engage teachers more successfully by incentivizing them with a stipend (or paying for graduate credits for a sustained program). We understand that these kinds of stipends and project financials can create some challenges for the leadership team, especially for international payments for those working in public institutions. Any given teacher may not be entirely motivated by earning a stipend, but we believe that a project of this sort could have benefitted from an application and acceptance process. When educators have a personal investment in the work, they are more likely to commit to regular meetings and producing a deliverable at the end.

We learned that different regulations about data privacy affect collaboration between German and American educators and researchers. General Data Protection Regulation GDPR of the European Union and its application and practice in Germany by Federal, regional, and institutional data protection officers may lead to the decision to not recommend or even ban the use of public cloud services in German educational institutions, especially when processing of personal data is taking place. Although our German partners made this quite clear to us, it was difficult for American team members to adapt their online learning practices, since the use of Google Docs, Forms, and other tools are ubiquitous in American educational contexts in both K-12 and higher education. We continued to use them in planning and implementing the Medialogues program, and sometimes we modeled the use of these tools in the online programs.

However, we worked closely with our WUE team members to use an online survey tool compatible with European GDPR regulations for collecting personal data like names or emails from participants, and we also created a space for asynchronous participation on the WUE Open Campus platform, which is hosted by the University of Wuerzburg and familiar to some German educators. It is possible that, because of the differing stances on data privacy, intercultural programs that focus on digital and media literacy pedagogies may not seem relevant to German educators if software is used that is not compliant to local data protection regulations.

Conclusion

Propaganda, disinformation, and the changing epistemologies of the information environment continue to be a meaningful problem with direct relevance to people around the world, and this project focused its efforts on working with an underserved audience: teachers and teacher educators. We are grateful to the Public Affairs Section of the Berlin Embassy for the opportunity to collaborate and learn from this experience. It was a leadership development program for our whole team. We ourselves are learning along with participants about online professional development in times of crisis, in adapting to the new realities of the ongoing coronavirus pandemic. The information we learned from this program helped us better understand the value of good design in the practice of online professional development. The opportunity to address timely issues, including propaganda in wartime, increased the perceived relevance of the program for all.

About the Project Team

The [Media Education Lab](#) at the University of Rhode Island (USA) advances the quality of digital and media literacy education through scholarship and community service. With its vibrant online learning community, it is the largest provider of professional development in media literacy in the United States, offering a year-round professional development events, teaching resources, and research publications.

The [Media Education and Educational Technology Lab](#) (Germany) is the University of Wuerzburg's school and media pedagogical lab for research and teaching. It focuses on aspects of teaching and learning with and about digital media in school as well as in teacher education from a pedagogical, technical, interdisciplinary, and international comparative perspective.

Media Literacy Now (USA) is a non-profit organization devoted to advancing media literacy in the United States. This organization serves as the fiscal agent for this project.

The **U.S. Embassy Berlin, Public Affairs Section (PAS)** supports this project which is designed to showcase cutting-edge approaches to foster increased media literacy with participating German audiences. using an interdisciplinary and international comparative perspective.