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There is no good evaluation ...there are only “good questions” for evaluation!

The first issue could consist in making a distinction between evaluation as a pedagogical practice and evaluation as a type of research. The first is often implicit and spontaneous, but can be explicit and carried out locally; the second is always explicit, formulated and socially organised.

Evaluation is part of any pedagogical practice, but it is very important because we cannot be satisfied merely by stating “it works”. It is devised beforehand, during the project, and demands the questions “what are we doing when doing it?”, “what have we actually done?” and “what can we evaluate?”, because not everything can (luckily?) be evaluated. These questions, which apply to any pedagogical practice, are particularly relevant to media education, bearing in mind the ideological dimension and non-stabilised element of the field. In the end, to evaluate a pedagogical practice is to consider it in relation to the objectives pursued, the audience addressed, and the moment when this evaluation takes place, from tools which have been built especially and used several times to test their relevance.

In order to consider evaluation as a type of research, we must ask the following questions: who is the initiator? What is this evaluation needed for (a diagnostic, a prognostic, a prescription, a summary evaluation at the end of a process, or formative in the course of the process, with the partners implicated)? As with any research, it must bring “evidence” and improve everyone’s knowledge, not merely provide feedback to the initiator of the evaluation. As with any educational research, it must have a “praxeological” reach likely to improve practice.

In that sense, evaluation has both a pedagogical and a social reach: how and why should media education be introduced in formal and informal settings?

Generally included in the category of applied research, evaluative research (to decide, improve, or legitimise) can be critical and/or empirical (whether experimental or “adaptative”) and its theoretical and methodological presuppositions are obviously not impartial. It stands in this category side by side with “intervention” research - of the type of action research to improve existing practices and to innovate - and the development research (of a concept, an object or programme, of a person). Very often, in the field of media education, evaluative research is linked to intervention (because we set up innovation) and to development (of didactic material, for example).

It seems to me that the priorities of the evaluation of media education are: the definition of the basics (principle of no transparency; media sources and mechanisms; rhetoric of the messages; reception studies; mass media and new media...always serving political and cognitive democracy); the initiation of comparative research, especially European, about long-term action following the triangulation method; but at the same time the multiplication of local, formative research, involving all the players so as to participate in the construction of a specific corpus of knowledge of what is at stake, the methods and the results of this kind of activity.

To begin with, a descriptive analysis grid could be drawn up to establish a kind of mapping of existing practices, in each country for example. Next, one or two objectives considered as

having priority could be chosen with the corresponding indicators, and a common methodology of research could be elaborated...because it is high time we go beyond the different points of view, to go from the practice of pioneers to a general implementation, taking into account the technological, cultural and social realities, the knowledge acquired about media (and there is some, of which we are trying to give an account in our journal *Mediamorphoses*) and of young people as well as many other dimensions. To evaluate media education, as in the field of arts or in any other educational practice, is to initiate a fundamental reflection about the field or the discipline in question.