

Mediating Knowledge Set

coordinated by
Anne Lehmans and Vincent Liquète

Volume 1

Perceptions and Analysis of Digital Risks

Edited by
**Camille Capelle
Vincent Liquète**

Color section

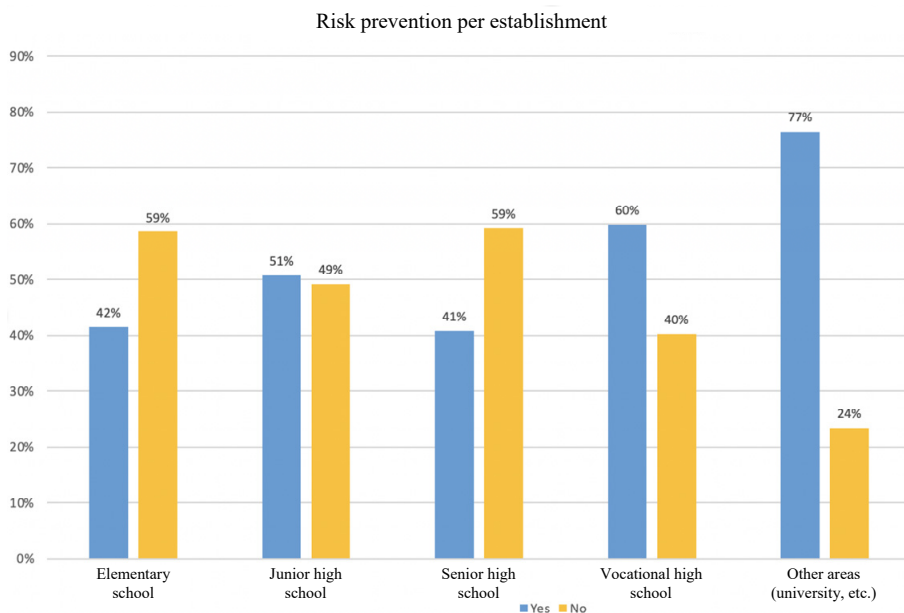


Figure 1.1. *Distribution of respondents addressing digital risks by institution*

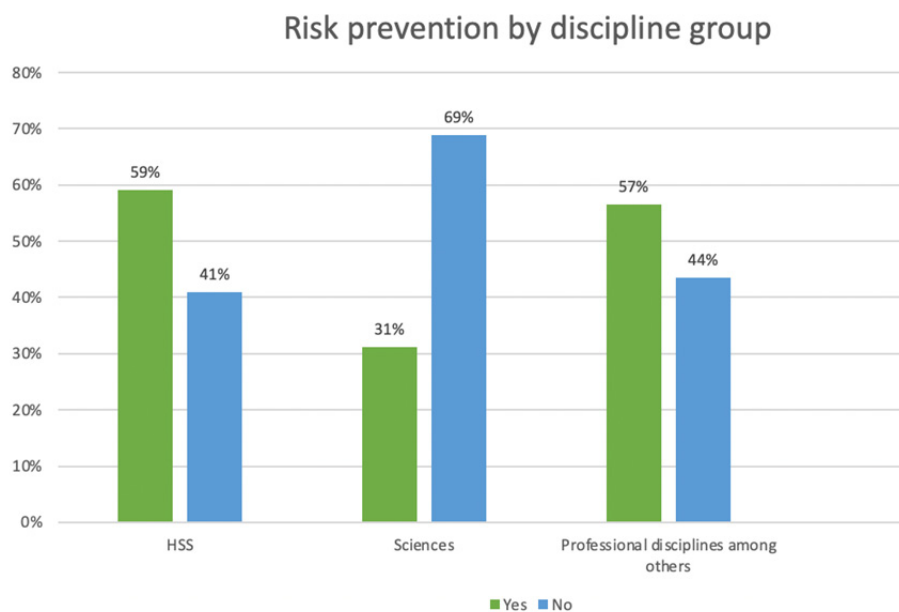


Figure 1.2. *Distribution of respondents addressing digital risks by disciplinary group*

Comparison between risks perceived by teachers for themselves and for students

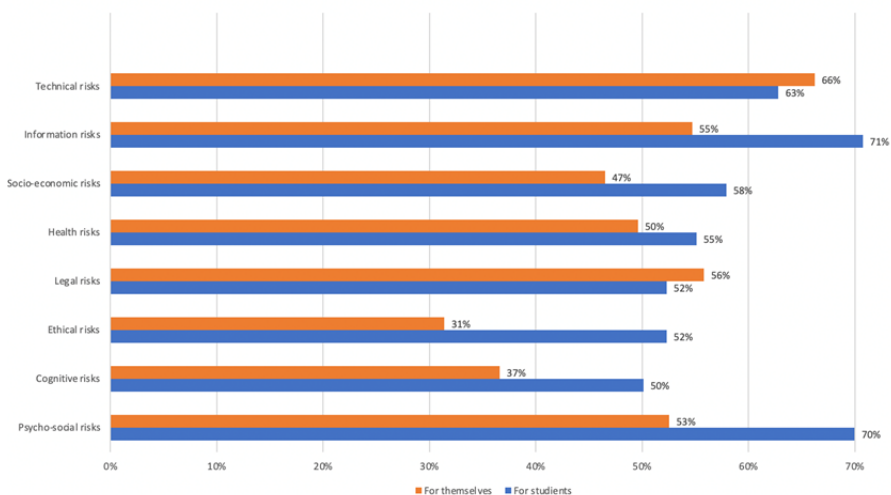
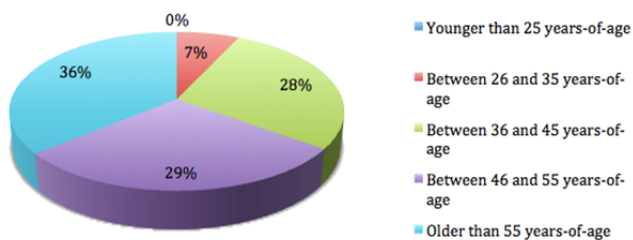


Figure 1.3. Teachers' perceived risks to themselves and students

Age of trainee teachers (FSTGs) surveyed



Age of trainers surveyed

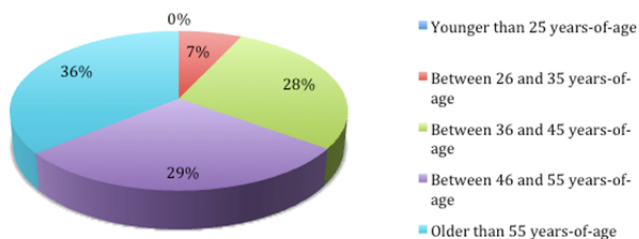


Figure 3.1. Age of the respondents

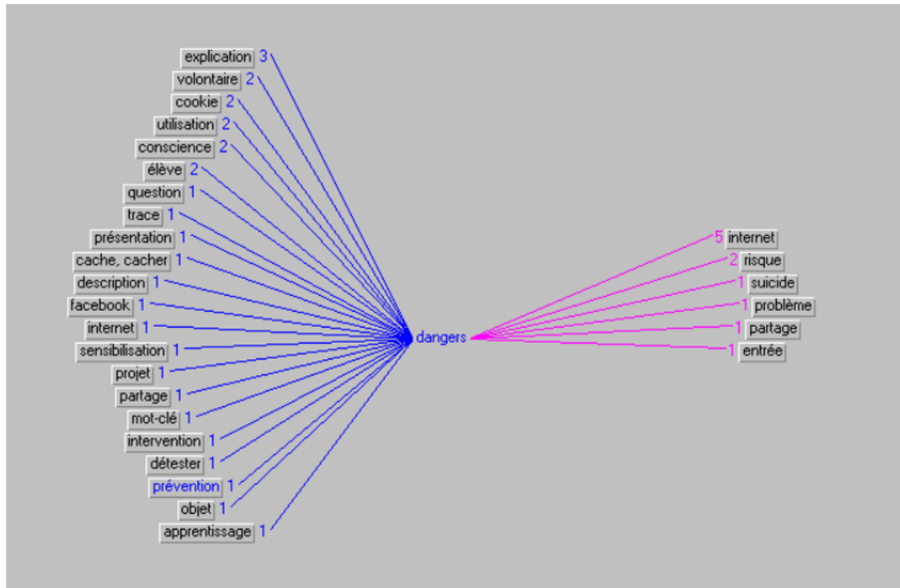


Figure 6.2. *Star graph of dangers* (Translation from left to right and top to bottom: *explication* = argument, *volontaire* = headstrong person, *cookie* = cookies, *utilisation* = use, *conscience* = consciousness, *élève* = student, *question*, *trace*, *présentation* = presentation, *cache*, *cacher* = hiding, *description*, *facebook*, *internet*, *sensibilisation* = awareness, *projet* = project, *partage* = sharing, *mot-clé* = key word, *intervention*, *détester* = hating, *prévention* = prevention, *objet* = object, *apprentissage* = learning, dangers, *internet*, *risque* = risk, *suicide*, *problème* = problem, *partage* = sharing, *entrée* = input)

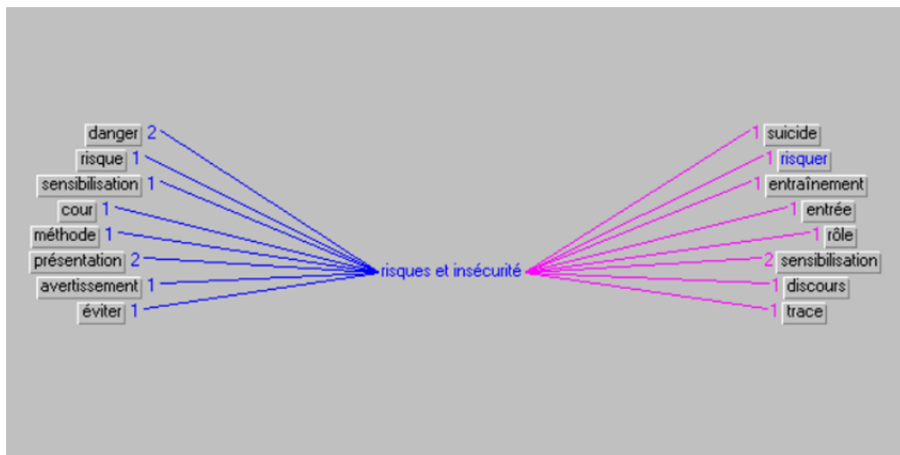


Figure 6.3. *Star graph of risks and risk factors* (Translation from left to right and top to bottom: *danger*, *risque* = risk, *sensibilisation* = awareness, *cour* = schoolyard, *méthode* = method, *présentation* = presentation, *avertissement* = warning, *éviter* = avoidance, *risques et insécurité* = risks and insecurity, *suicide*, *risquer* = risking, *entraînement* = training, *role* = role, *sensibilisation* = awareness, *discours* = discourse, *trace*)

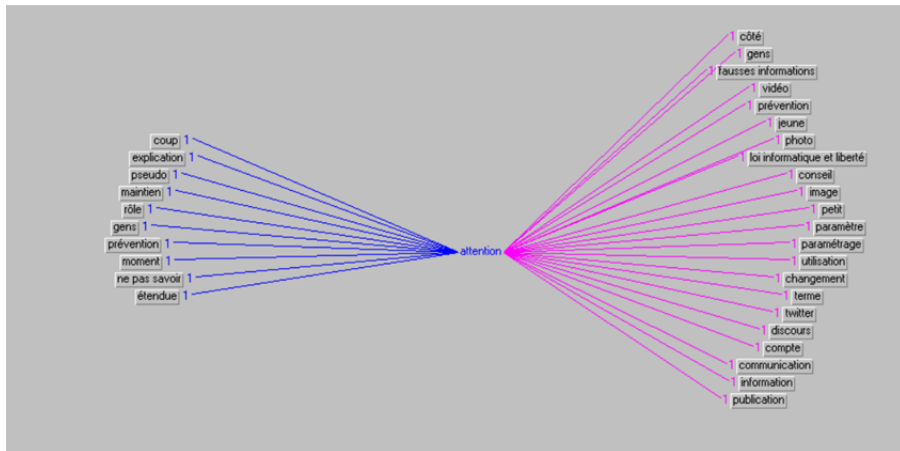


Figure 6.4. Star graph of attention (Translation from left to right and top to bottom: *coup* = time, *explication* = explanation, *pseudo* = pseudo, *maintien* = maintenance, *rôle* = role, *gens* = people, *prévention* = prevention, *moment* = moment, *ne pas savoir* = not knowing, *étendue* = extent, *attention*, *attention* = warning, *côté* = direction, *gens* = people, *fausses informations* = fake news, *vidéo* = video, *prévention* = prevention, *jeune* = young, *photo*, *loi informatique et liberté* = computer law and freedom, *conseil* = advice, *image*, *petit* = small, *paramètre* = factor, *paramétrage* = configuration, *utilisation* = use, *changement* = change, *terme* = term, *twitter*, *discours* = discourse, *compte* = account, communication, information, publication)

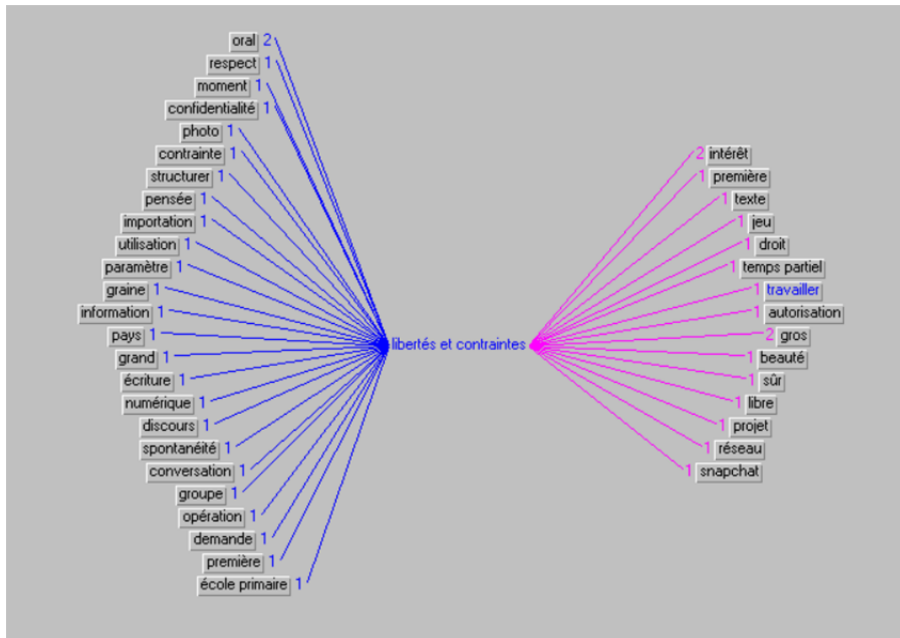


Figure 6.5. *Star graph of freedom and constraints* (Translation from left to right and top to bottom: oral, respect, moment, *confidentialité* = confidentiality, photo, *contrainte* = constraint, *structurer* = structure, *pensée* = thought, importation, *utilisation* = use, *paramètre* = factor, *graine* = potential, information, *pays* = country, *grand* = large, *écriture* = writing, *numérique* = digital, *discours* = discourse, *spontanéité* = spontaneity, conversation, *groupe* = group, *opération* = operation, *demande* = request, première = first, *école primaire* = elementary school, *liberté et contraintes* = freedom and constraints, *intérêt* = concern, première = first, *texte* = text, *jeu* = game, *droit* = law, *temps partiel* = part time, *travailler* = work, *autorisation* = authorization, *gros* = large, *beauté* = beauty, *sûr* = secure, *libre* = free, *projet* = project, *réseau* = network, snapchat)

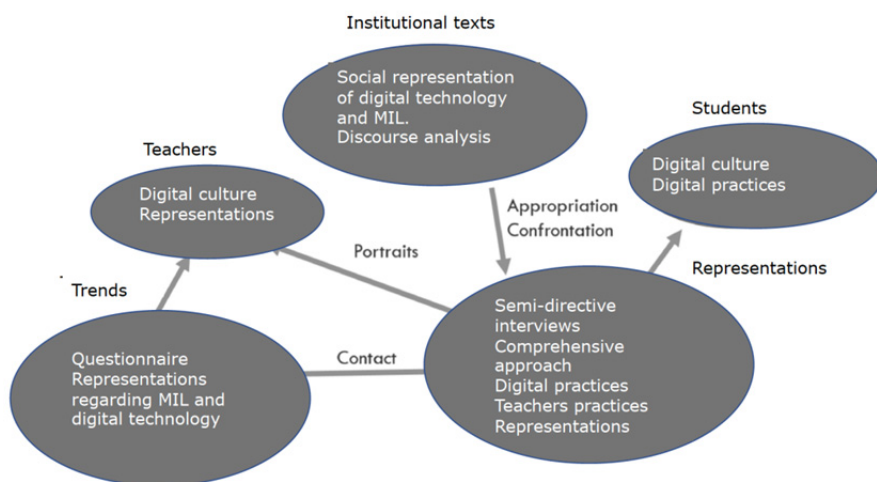


Figure 7.1. Methodology of research on the representations of digital technology in the context of MIL among primary school teachers

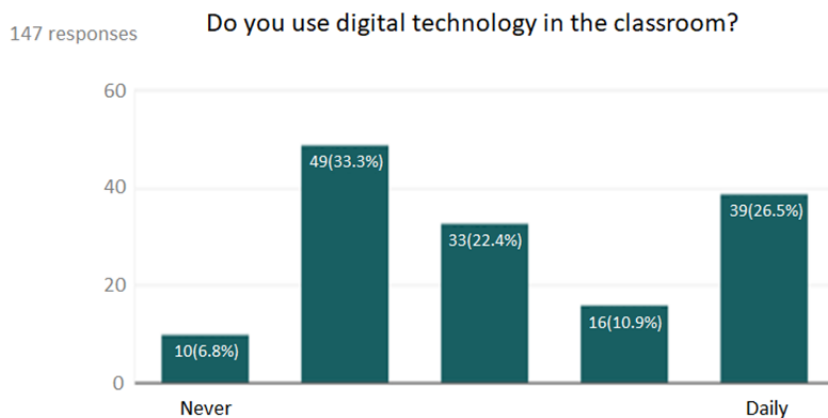


Figure 7.2. Frequency of digital technology use in the classroom

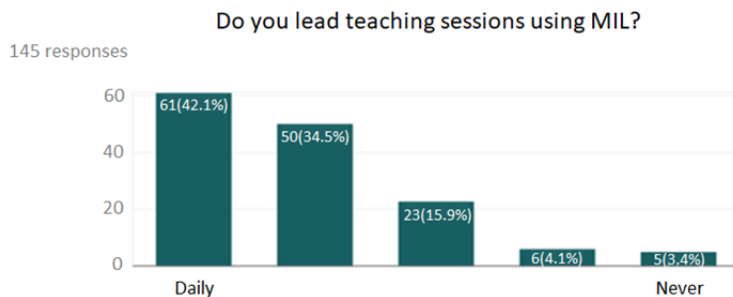


Figure 7.3. MIL in elementary school, department 64

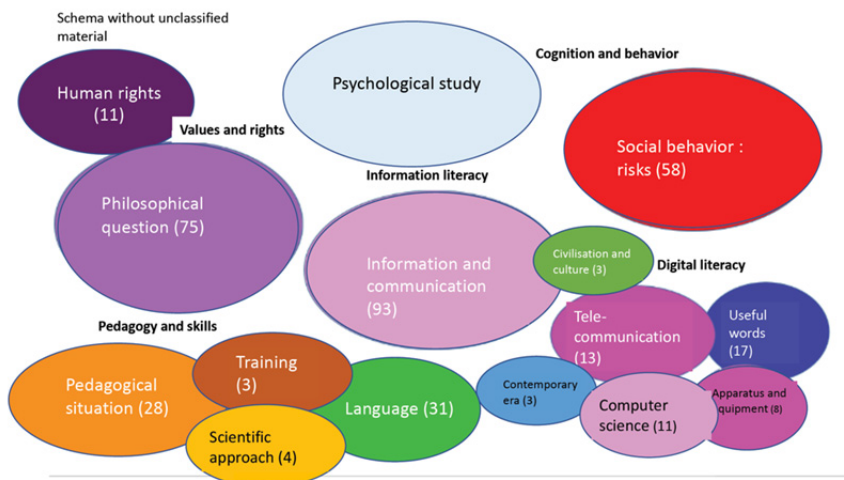


Figure 7.4. What media and information literacy means to elementary-level teachers of department 64, as described by the Motbis thesaurus (127 responses, translated into English)

Occurrence	Motbis descriptor: specific term (ST)	Microthesaurus (MT)	Motbis descriptor: generic term (GT)
53	Cyberviolence (41), Digital divide (5), Social networks (10), society (1)	2310	Social behavior – social life
33	Attention: psychology (6), Curiosity (2), Personality development (1), Imagination (1), Psychological influence (2), Motivation (6), Cognitive process (13), Behavioral psychology (1), Feelings (1)	2205	Psychological study - Psychology GT

Figure 7.5. Key words to define media literacy grouped by descriptors and micro thesauri from Motbis, and translated into English

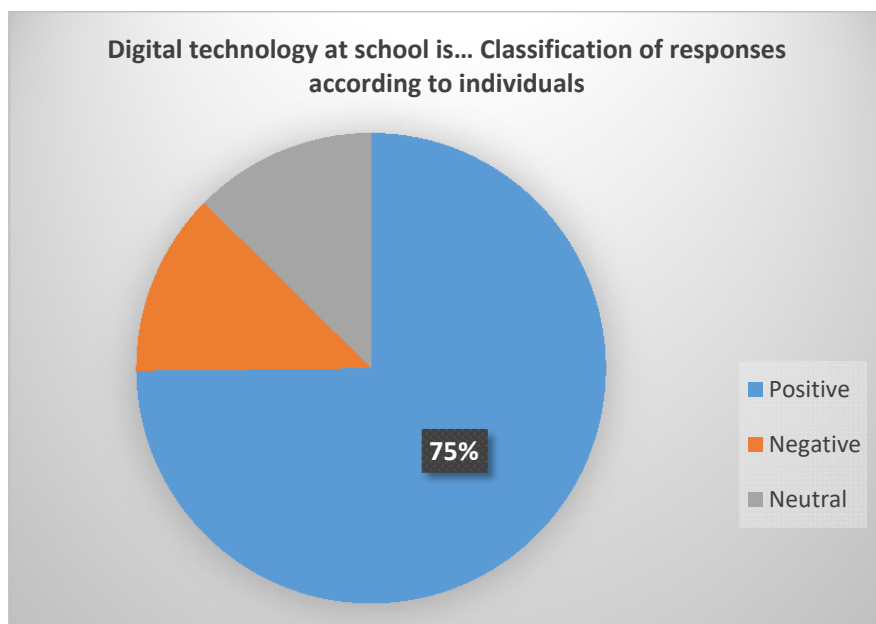


Figure 7.6. Teachers' feelings about digital technology

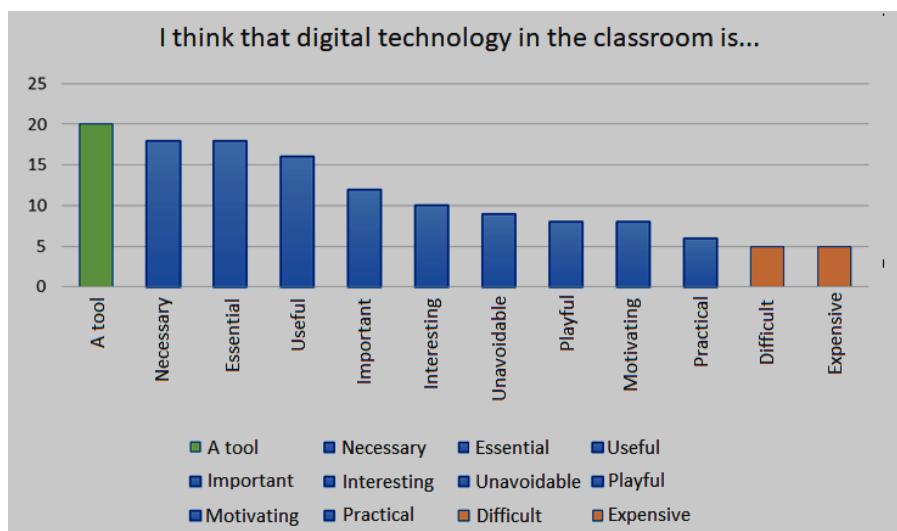


Figure 7.7. Ranking terms with the most occurrences when the topic of digital technology is raised

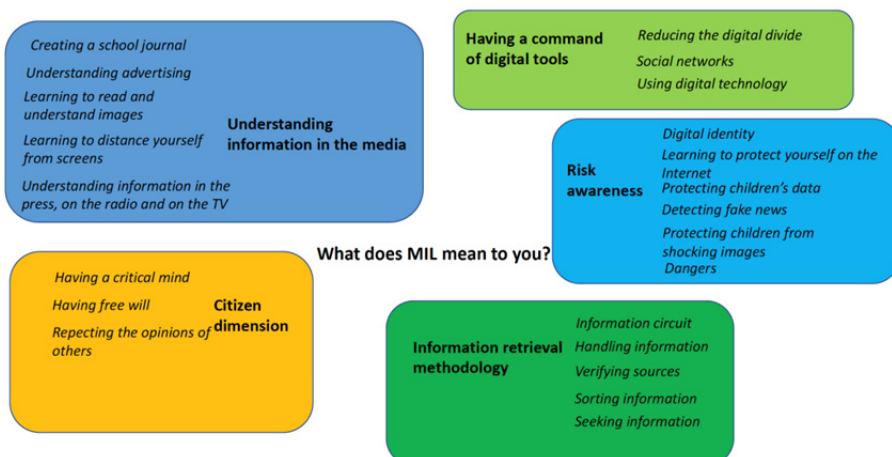


Figure 7.8. Representation of media and information literacy among elementary school teachers

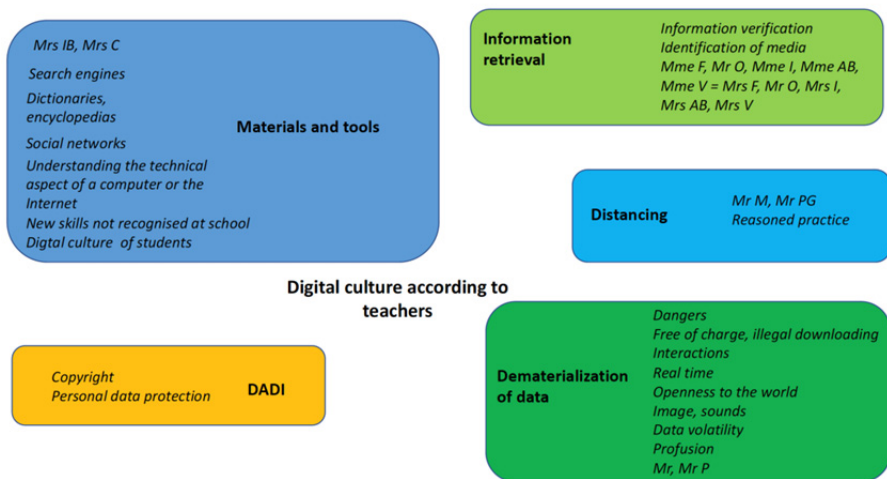


Figure 7.9. *What teachers think digital literacy contains*