



# Evidence in Action

## *A K20 Center Research Brief*

### The Role of Media Clubs in Developing Students' Media Literacy Skills in Selected Rwanda Secondary Schools

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#### Introduction

The study addresses the growing need for media literacy in the digital age, where students must critically engage with diverse media content. Traditional curricula often overlook this skill, but media clubs offer an extracurricular platform for students to develop media literacy through hands-on experiences. Drawing from global and African research, the authors highlight how media clubs foster critical thinking, ethical awareness, and digital competence. The study focuses on two Rwandan secondary schools to explore how media clubs contribute to students' ability to analyze, evaluate, and create media content responsibly.

#### Methodology

##### Research Design:

A mixed-methods approach was used, beginning with quantitative surveys followed by qualitative interviews and document analysis. This design allowed for a comprehensive understanding of the impact of media clubs.

##### Sample:

The study involved 100 participants from two secondary schools in Kigali: Ecole Secondaire Scientifique Islamique Nyamirambo and Groupe Scolaire Cyahafi. Participants included 80 students, 10 teachers, and 10 administrators.

##### Data Analysis:

Quantitative data were analyzed using descriptive statistics, while qualitative data from interviews and document reviews were coded and thematically analyzed to identify patterns and insights.

#### Results

Key findings include the following:

**News Writing & Reporting:** Over 55% of students frequently engaged in news writing, which enhanced their critical thinking, writing skills, and ethical awareness.

**Editorial Activities:** Students involved in peer review and content editing developed stronger analytical and evaluative skills.



**Feedback Mechanisms:** 65% of students actively sought feedback, which improved writing quality, analytical thinking, and audience awareness.

**Mentorship:** 80% rated their media club mentors as effective, highlighting the importance of guided learning in ethical journalism.

**Social Media Use:** While 60% used social media for news, students learned to verify sources and critically assess content, reducing susceptibility to misinformation.

### **Application Into Practice**

To replicate the positive outcomes from this study, schools may consider the following:

1. **Structure:** Establish or strengthen media clubs in secondary schools with a focus on journalism, editorial work, and media critique.
2. **\*Dosage:**
  - a. **Frequency:** 2 sessions per week
  - b. **Duration:** 90-120 minute sessions
  - c. **Timeline:** 8 weeks
3. **Activities:** Include news and editorial writing, peer review, feedback sessions, and mentorship from trained educators.
4. **Support:** Provide access to digital tools, media resources, and training for club mentors.
5. **Evaluation:** Use student reflections, sample media projects, and feedback surveys to assess impact.

### **Works Cited**

Kwigira, I., Njuguna, J., & Irungu, F. (2024). The role of media clubs in developing students' media literacy skills in selected Rwanda secondary schools. *African Journal of Empirical Research*, 5(4), 583-593.

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