Book of Abstracts: **Media Education Research** Section

Teaching (with) Alternative Media

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This essay examines a variety of approaches to teaching about and with alternative media across a media studies curriculum. I locate this discussion in the context of ongoing debates surrounding the theory and practice of critical media literacy (Kellner and Share, 2005; Lewis and Jhally, 1998). The essay proceeds with examples of teaching (with) alternative media in two courses: an introductory media studies course and a video production class. Throughout, I highlight the role alternative media play in educating students about the political economy of media, the cultural politics of media representation, and the relationship between media, citizenship, and social movements.

Educational Use of Media in traditional schools of the South Zone of Rio de Janeiro: If season in Education

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Due to the speed in which they extend more and more media content, it is evident to the same extent a gap of knowledge between the media on the one hand, and the traditional agencies of socialization of others - including the school. From this premise, this monograph is to present one of several initiatives of educational projects developed by the Brazilian media itself, for through this encounter between communicators and educators, to investigate the conditions under which certain schools have joined the practice. In this study, dialogue with two schools included in the project "Education in the season" and analyze parallel definitions of scholars related to media issues, school and what is expected of the educator at this reality.

Perspectives on 'ethics' in media: pedagogy Vs industry

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'Ethics' imparted in a class room situation as part of pedagogy might seem highly distanced from the real world of media industry. Yet, as part of media education, it remains high on the agenda of any media curriculum. As future journalists it becomes imperative to learn and develop an ethical outlook while covering events and reporting them. However, one finds it exceedingly difficult to sustain it while on the field. Ethical inquiry especially in today's competitive media industry, where one is faced with ethical dilemmas constantly is crucial. It helps them to examine their basic moral and political principles, their responsibilities and rights, and their accountability to their employers and their audience. Many a time, a student's understanding of ethics might differ from that of the teacher's. At other times, it might differ from that of a practicing journalist. In addition, the inherent contradictions and pressures that are faced by youth today, might define their understanding of ethics. However, in their journey from being ordinary citizens to that of responsible journalists, it is important that this

sensitivity is not lost. A globalised world, a competitive media working under enormous pressure due to the 24x7 coverage, the technological explosion leading to multiple media platforms, and cultural variations pave the way for an already corporatized media to become over zealous in catching eyeballs and sustaining them for longer periods, where increasingly 'attention' has become a coveted commodity. An outcome of this could be ethical lapse that is naturalized during the course of time. The paper would examine what ethics mean in a modern world as compared to the traditional definition of morality to provide the context to understand ethics in today's world. The ethical dilemmas faced by the media, especially in the coverage of recent events in India, where media were proactive, would elaborate what ethics mean in the media world today. An analysis of what define ethics for media students, media teachers and working journalists would help arrive at a conclusion of how 'ethics' and 'ethical behaviour' are viewed by all three sections, the problems and dilemmas faced in the course of their routine work and their perspective on the relevance and importance of ethics in the real world. The study would help provide an in-depth understanding of what ethics mean to a media person constantly faced with the challenge of battling various pressures, and challenges for media teachers to provide a mooring for future journalists and help them pave way for better journalism. Lastly, do the youth today feel that ethics is essential, or expendable for larger materialistic gains? The deepening crisis in media education to bring forth a balance between the normative ethical practices vis-à-vis the changing perspective on what ethics mean in the industry, is a challenge that ought to be faced and a viable solution sought.

Strong and weak points of Media Literacy in the Basque Country. Results of a qualitative investigation done in the School Community

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This work summarizes the principal conclusions extracted from a qualitative investigation made by the research group titled Mass-media, Society and Education during the period 2007-2009. The main goal has been to check the situation of the Media Literacy in the School Community of the Basque Country. The whole Basque School Community has been taken into account in this research. That is one of the most important novelties of this study. Opinions of students, teachers and parents have been scrutinized in this work. The study is based on the information collected in ten focus-groups and in six in-depth semi-structured interviews. The interviewed people were teenagers between 14-18 years old, parents between 40-55 years old and eight experts of different ages. According to the gathered information, the fluctuations in the Media Literacy situation are very evident in the Basque Country. For example, the fascination that students show with new technologies provokes contradictory sensations. On the one hand, they feel freer, but on the other hand, they accept they are more dependent on the new gadgets. Sometimes they are able to be critical about some content of the media, but at the same time, they appear unable to decode some aspects related with the audiovisual language. That double perception appears among parents too. They value in a positive sense the new panorama created by new technologies, but they admit their impotence to put limits on their children media consumption. The digital divide –connected, in this case, with age- shows the different audiovisual skills which exist among children and parents. Similar dichotomies become visible in the group of teachers: they inform about some interesting experiences which have taken place during the last fifteen years (especially when pedagogic objectives and pleasure go hand in hand) but, at the same time, they demand higher commitment from the Educational Administration with this issue (Education in communication). They make evident the isolation that this subject experiences in the educational curricula. In their opinion, this subject suffers an evident lack of material resources and they reclaim more training in this. Meanwhile, they recognise they don't normally apply a critical attitude when treating this matter.These are the principal conclusions of our qualitative investigation. In the next months we will get the

results of an important sociological survey about this subject. This quantitative perspective will complete our research.

Internet & Governance in Coercive Societies of (MENA)

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The Middle East and North Africa is one of the most contradictory media scenes in the whole world as a result of its rather troubled societies that suffer from the negative effects of imposed democracies, and the internal tripled-edged syndromes of illness, poverty and illiteracy. Most of the traditional media in MENA are still operating under authoritarian systems, so their roles are limited to advancing government policies, because they are at mercy of their governments, through licensing, legal action and financial assistance. It is thus very vital to realize that the media education always needs good practice of democracy to function properly to keep up with the complexity, as well as the continuous changing environment. In that regard, we also need to consider two main variables in our assessment: The first has to do with the available resources, and the second has to do with the kinds of accessibility. A primary dilemma in these societies is the use of 'operational variables' that are always problematic in hybrid imposed democracies like in MENA. This study reviews a number of regional studies to have concrete indicators of the level and direction of media education in MENA. This includes a regional study of journalists and media educators, and it also includes change agents in non-urban societies

A pedagogy of inquiry: Toward student-centered media education

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Almost three decades have passed since the Grunwald Declaration on Media Education was issued by the representatives of 19 nations at UNESCO's International Symposium on Media Education in Germany. Cycles of information revolution and education reform over this period have led to significant changes in the sectors of media and education. The new media environment has seen the rise of "prosumers" who contribute to the proliferation of "user-generated content". In the education sector, policy makers have proposed various reforms to address the ills of the present schooling system, and learning theories have developed from behaviorism and cognitivism to social constructionism. Communication technologies now provide a more enabling environment for audiences to engage in media prosumption, and the shift in focus toward knowledge construction highlights the importance of learning motivation. With such dramatic changes on both sides, it is pertinent to examine how media education practices will be affected. Proponents of media education have long argued its benefits and the importance of teaching various key concepts and principles. These tireless efforts have finally led to the forging of a consensus that media education is far more than a "Mickey Mouse subject". However, in actual classroom practice, problems relating to curriculum, pedagogy, and assessment continue to generate new debates. These debates are often related to classroom dynamics and power relations between teachers and students, which somehow reflect worries about the effectiveness of media education programs. These critical reflections have helped media educators to move on to different pedagogies, with the goal of achieving "genuine" student-centered media education. Armed with the same goal and a belief in the potential of a pedagogy of inquiry, this study started with the basic "ingredient" in any inquiry: the question. The aim was to determine what questions learners would most want to ask when assigned to conduct an independent inquiry study about a media issue. In total, 439 questions about media were collected and analyzed from a sample of 649 sixth-formers in 11 secondary schools in Hong Kong. The findings identified a general concern about media ethics among young people, but also their inadequacy in the ability to formulate inquiry questions. These findings have significant implications for both the media and education sectors. The implication for the media sector is that the credibility crisis has become an issue that requires substantial and serious attention. The implications for the education

sector are that students actually share some of our gravest concerns, but that educators must carefully consider the limits of inquiry learning. The most important implication, however, is for media education. This study recognizes the changing role of audiences and learners and sets out to address the essence of student-centered media education by going back to the very first step. The simple exercise of asking students for questions is a good opportunity for educators to examine our assumptions about young people and to consider the topics and issues that are of relevance and importance to them.

Communication, Education and Citizenship: an analysis of the film "The Class"

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Cinema, considered a very influential media, has been a tool used in school projects, either to create a situation or to arouse students´ interest in different topics. Themes of some films, however, are food for deeper reflection on the nature of education and citizenship. The objective of this paper is to analyze two points of crisis in the film "The Class" ("Entre les murs", 2008): the difficulties of communication skills in hybrid environments and the persistent presence of the dichotomy colonizer-colonized. The complex achievement of a balance between patronizing and pressuring is the theme of "The Class", winner of the Palm d´Or at Cannes in 2008, based on the semi autobiographical homonymous novel by François Bégaudeau, and directed by Laurent Cantet. The fact that the film is a fake documentary, with students, parents and teachers from a Paris east suburb school, enhances the verisimilitude that allows different readings in the attempt to find causes for the lack of success in a high school class in which students and teachers never come to a consensus about what should be good education and respect for citizenship rules. In order to have a theoretical basis to analyze the battle developed in the film, I adapt some concepts of Canclini´s hybrid cultures, as well as Appadurai´s concepts of deterritorialization and reterritorialization. François, the protagonist of the film, is white and wants to teach formal French. The students see the teacher as a bourgeois who wants to impose social markers on them by teaching them what they consider useless tenses of verbs, such as the imperfect subjunctive, used only in very formal written circumstances. The age and culture of the students, coming from French colonies, from Asia and Africa, makes hard the task of teaching them anything. When asked for their favorite hobbies, many answered games and blogs. Canclini believes that hybrid cultures will always tend to consider the colonizer as a threat to their individualities and idiosyncrasies. On the other hand, the teacher sees them as uninterested and impolite. As Appadurai explains, deterritorialization causes people to appeal for their rights as citizens, but in the film the line between teachers and students is frequently broken, either by students or by teachers. The concept of citizenship, if taken from a European point of view, may differ from the interpretation of African or Asian citizens. However, even more important is the abstraction developed in the film that human beings, teachers or students, colonizer or colonized, white or colored, can make mistakes. It is through the mistakes that the question of citizenship has to be analyzed. This paper attempts to answer or at least to address the following questions: what is considered "a relevant topic" in contemporary schools? how can media education empower citizenship?

Media education: a research about the communicative-educative tensions in teacher's professional practices.

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The text to be presented at IAMCR congress results from data extracted from a research we've been conducting with educators from Elementary and Middle-High Schools of the state and municipal network of São Paulo, with the age limit of thirty years old when the questionnaires were applied and the interviews accomplished. This work project, financed by the National Council of Technological and Scientific Development (CNPq, in Portuguese) is focused on the comprehension of the established relationships between the processes of education and communication (media education research). Important to note, it's of our interest understanding how the media,

within its group of systems and processes, penetrates into the school's dynamics, particularly highlighting the role of young educators in such practices. We have set two strategies to collect and to organize the resulting data from the educators that were part of the field sample. In the beginning, questionnaires were applied with open and closed questions. This kind of approach had the purpose to collect information and even free expressions, regarding topics dealing with professional profiles, media frequency habits, career expectations, etc. Such procedure involved in-person contact with teacher's groups and discussions capable to better enlighten our main issue: the relationship communication/ education in the formal school environment. The questionnaires were applied to educators of various disciplines, taking place at their schools or in encounters or meetings realized by the Bureaus of Education and even in courses of uninterrupted education. The sample diverseness was a target due to the guidelines set in the wider perspective of the research's interest. In other words, our problem is not to segment groups of educators, while keeping the sample according to the age-group, but to follow subjects as the ones of initial education and those about relations with the challenges arisen by the languages and different types of communication, either regarding reception or related to the media usage in the educational environments. We aim to clarify the investigation's theoretic/ methodological development and what it has brought about data, comments and conceptual perceptions. The initial conclusions sport a kind of dichotomy, involving the young teachers: in one side, the daily routine circumstance, characterized by the digital cultures and, in the other, the professional practice of professorship, guided by paradigms poorly connected to the new ways of producing information, knowledge and communication.

Using newspapers as an historical resource for teaching history in primary school

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This paper describes an experience with newspaper in a fourth grade (25 students) classroom in an urban school of Braga in the years 2005-2006. This experience is one of many experiences development in my PhD (2009) in didactic-pedagogic strategies, to promote temporal and historical comprehension in primary school. As a researcher-practitioner I taught Portuguese History in one of the session using newspapers as an historical resource. The children worked in cooperative learning. The class was organized in five groups, each group read, analysed and discussed one national historical event (1.st Republic, participation in first World War; New State; 25th de April; Portugal in the European Union) in old local newspapers (Diário do Minho and Correio do Minho). To assess the influence of this approach I documented all groups with copies of old newspapers related to one national event per group. I gave them some questions for them to explore, and I gathered a range of resources to use with the students, these included books and photographs. Each group analysed their events in the newspaper, summarized the information according with their national event, put their photograph event in a chronological position in a large time line and had to write a short sentences about the historical events. I evaluated the work undertaken in the classroom and what the students have learnt about some important national historical events using the newspaper. Some skills can be clearly identified not only based on History but also with the Portuguese Language: developing chronology, finding information from primary written resources, learning about past events, and about people's response to those events, using historic vocabulary, communicating awareness and understanding historical events.

The cognitive assimilation of the children about the stereotypes represented in the cartoons

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In the present paper, we study the explicit and implicit messages that are transmitted through the cartoons and the values associated to them. Also we analyze the messages that the children perceive and assimilate, because

it can constitute the substratum in which the attitudes and judgments of individuals are consolidated. This special audience is in a period of formation and critical development. Between the different forms of stories of fiction to which the children accede - infantile stories, audio-visual statements of cinema and tv, comics-, the cartoons are peculiar formats where stories are narrated through animated dolls, that take life in colourist scenes with all type of expressive resources and that are showing great attractive, specially for children. A narrative of fiction proposes a vision of the world that a competent reader or spectator is capable of detecting and submitting to reflexive analysis. The cartoon offer narrative schemes to the children, contributing to the development of his narrative competence. In addition, there provide types of histories and models of character who in occasions personify certain stereotypes, and, certainly, a system of values and a vision of the world expressed indirectly across the organization of the narrative. For that reason, we focused our study concretely on the study of stereotypes represented visually in animation formats because these special audio-visual designs can influence deeply in the cognitive nivel and behaviour of the infantile audience. The stereotypes transmitted in the animated series can condition the attitudes and behaviours of the children, because reduce the reality about different social groups to simple images, sometimes discriminatory. These animated characters serve as cultural models and identification for the children, therefore, it's necessary to teach them to analyze the messages that are transmitted, and to offer them the strategies that help them to decode those simplistic schemes, and to be able to recognize the wealth of the reality, free of limited archetypes, avoiding the acritic assimilation of the stereotypes. The data presented come from the study entitled: The mediation of the screens: television and video games, controversial models for cognitive-social learning, funded by the University of Oviedo (2008) (Spain). The research reflects the opinions of a sample of children from primary education in the Asturias, on the cartoon characters they love to do and why they like it, the characters seem to want and the qualities that stand out in them. The analysis is interesting depending on the genre and to emphasize the qualities of beauty, kindness, force, valor and intelligence that indicate like priority, and on the other hand, to analyze what they reject. Undoubtedly the cartoon are a important fountains of experiences and social learning for the children, very useful to initiate the children in the audio-visual literacy and in the development of a narrative competition, and can be considered to be a attractive audio-visual documents of great educational value. Finally, we propose a series of didactic applications linked to the audio-visual literacy to integrate them in the classrooms of Primary Education.

Raise your hands or hands-on? The meaning and implications of interactive technologies for educational processes

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Young people are often referred to as digital natives, for whom digital technologies such as computers, the Internet and mobile phones are natural, self-evident and ever-present (Livingstone, 2002; Livingstone and Bober, 2005; Bauwens, Pauwels et al., 2009, De Haan, 2002). They are considered to be skilled in multitasking (Boschma and Groen, 2006), probing and telescoping (Smits and De Bruyckere, 2009), and oriented towards digital technologies for accessing information and interacting with peers. As a result scholars have called for substantial educational reforms responding to the ICT skills and practices of these generations. Accordingly, besides the traditional lecture teaching style, issues arise as to apply a more hands-on, learner-centered approach, which includes ICT environments and applications. Notions of digital natives have, however, been challenged and have become the focus of recent debates, consequently also questioning the need for educational modifications (Bennett, Maton & Kervin, 2008). Building on the outcome of two research projects, i.e. BOM-VL (Archiving and Distribution of Multimedia in Flanders) and MuTable (the Multi-Touch Multimedia Table), the paper aims to contribute to the prevailing debates by elaborating on the North Belgian context, in which we have found that the appropriation of ICT and new media by young adults contrasts with the manner in which new media are employed in classrooms. Although it is beyond the purpose of this paper to call for, or refute claims to educational reforms, it discusses the MuTable as a tool that can be considered more tailored to

widespread ICT practices among young adults. The MuTable is a touch-sensitive device that can act as a platform for collaboration, communication and presentation between teachers and learners and between learners themselves. Based on the outcome of expert interviews (BOM-VL) and focus group conversations and public test cases (MuTable) we want to reflect on the following questions: How does the adoption of touch interfaces influence teaching and learning processes in classrooms and what are the implications for teaching models (traditional versus more interactive models)? Results in BOM-VL show that it is not evident for teachers to apply and use multimedia in a classroom environment in the way students are used to. The MuTable project has shown that, given its visuality, the interface as a portal integrates the retrieval, analysis and presentation of information in a creative and interactive manner. Thereby it responds to learners' common practices to interact with digital materials and with each other. This paper concludes by arguing that the MuTable is, above all, suitable for younger age groups in order to reach final attainment levels and for creative programs, such as secondary art education programs and design programs in higher education. Besides elaborating on these opportunities of multi-touch displays in educational contexts, we discuss the implications for models of ownership of learning processes.

"Playing on Scratch with the "Friends that came from afar": process of the co-creation with children in the Kindergarten "

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The project "Scratch'Ando com o SAPO" of the University of Aveiro want to respond and contribute in five areas: reception - create content for Scratch for children to play and learn, with or without the assistance of educators; emission - use the criteria referring to the Human rights in the design and editing; production - to assist children in learning the Scratch programming language and in the adventure to talk about topics of interest to incorporate in the design process of communication and ludicity to the development of the tutorials; evaluation - participation of children aged between 3-6 years old, the focus in this presentation, present the illustration of the characters and scenarios resulting from the interaction adult-children, collect the new guidelines given and integrate them into the final production; formation - to promote and develop literacy skills as the basis of citizenship. This communication intends to present the process of co-creation of the set of characters and scenarios that make up the narratives of tutorials aimed at children between 3 and 6 years to play and learn, through the Scratch program, with or without the help of the educators, provided in the kids.sapo.pt site. The criteria that supported the options for achieving all the illustrations for the tutorials designed for this group, first, that the team would be part of the real life context of the pre-school group; develop interpersonal relationships with children and educators; play with children and observe them in their daily routines; talk to children about various issues related to human rights; inclusion; equality between boys and girls; friendship; nature conservation; play. So in this way, the collection of guidelines from children and educators allowed us to go beyond the domain of desire (desejo) to build for the children and build with them, integrating all data on the design project (desígnio), try to overcome the constraints of the Scratch programming language and formalize it on the design (desenho) of the illustrations "friends that came from afar". This is how it was given to the "friends that came from afar" a cultural identity of origin, name and artefacts: the "Ó-ós" of their emotional attachment. The final proposal was presented to children who have reassessed and given the new suggestions, which were incorporated by the designer in the final production.

"Scratch'ando com o sapo" Guardians: designing the mediators for play-work-study for kids.sapo.pt

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The Post-Industrial era in which we live reveals how the media institutions have changed in regard to children. The number of software applications directed and vehiculated towards them, essentially by new media, creates

an impact on educators who interact with children and with parents who respond to a child's decision-making capacities and influential abilities. It is fascinating to verify how adults are pleased and willing to learn from children. It should be noted that in Portugal 61% of households with children have two or more computers, 39% of Portuguese children between the ages 4 and 5 use the internet regularly, 67% of children between the ages 6 and 7 use computers on a daily basis and 78% of children ages 8 or 9 and up, use the computer on a regular basis. One of these software applications, available for free, is called Scratch, created by Mitchel Resnick, Professor at MIT, who recognizes the new children's status, regarding the process of communicative, reflective, creative and playful child co-participation. This application was translated into Portuguese and made available in Portugal by Portal SAPO Kids, which belongs to the company Portugal Telecom. In the sphere of action of the project "Scratch'ando com o Sapo", from the Sapo Laboratory at the University of Aveiro, tutorials were built – action guides to promote and develop play, work and study activities for various segments of Scratch users. The "Scratch'ando com o Sapo" guardians are the characters that guide the children through the choices available. In terms of design, the creation of these characters were based on a set of data collected from the observation of participants and the gathering of guidelines of children from different project groups. Separated into three age groups – 3-6 years, 7-9 years and 10-12 years – the guardians represent the child's visual universe and can therefore be easily identified by each of the referring age groups to which they belong. This equally applies to the accessories that characterize each of the characters, contributing to the understanding of both their visual and verbal recognition. Thus Pópia and Pópio guide the actions of children between the ages of 3 and 6 and have as attire a doll, a ball, a book and tools. Argus and Sylla with ages between 7 and 9 years are attired with super hero costumes, stars, an ipod, hair adornment and a karaoke microphone. Bicuda and Bilóca, between the ages of 10 and 12, show off a wallet, rings, a gardener's apron, tools for nature care and a fruit basket. Also in regard to illustration options that were taken, is important to note the use of strong and bright flat colours, simple strokes with little texture and minimal visual noise, not exaggerating with details, not only due to the fact that the guardians are to be viewed primarily in small format on the computer screen, but, also, to be able to maintain the user's focus of attention towards what is essential.

School as a mixed media environment

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My ongoing postdoctoral research project Youth, Literacies, and Changing Media Environment started in 2009 and is funded by the Academy of Finland. The research focuses on the media use and literacy practices of Finnish youth, especially at school. Situated in the field of media literacy education, this research applies educational and media ethnography to study the media experiences and literacy practices of 13–16 year-old children. The ethnography is preceded by a quantitative survey on media use among the participants. At present, I am conducting ethnographic fieldwork (started in autumn 2009) in a middle school in the western part of Finland, and this will continue until spring 2010. Concurrently (winter 2010), I am also doing online ethnography. In this paper, I will discuss the media ecology of the school in question and the students' media literacy practices in and outside of school. The basic questions are: what kinds of media are common at school and how do young people and teachers use media and media texts? I understand media literacy from the perspective of New Literacy Studies as an everyday social practice and meaning making by using different media technologies and texts. Young people bring their own literacy practices to school as an important part of an identity and taste. Media ecology in a school is therefore a mixture of teachers' authorised, "official" media and young people's "unofficial" media and literacy practices. My research shows that students' media landscape in and outside of school are different. For example, 6 per cent of the students used PC almost every day at school, but at home, or elsewhere outside of school, the percentage was 91 (n=305). The most important media in the school were books. The media landscape of the school seems to be quite one-sided. On the other hand, teens used, for example, cell phones and mp3 players in classrooms. They watched videos, sent SMS messages, took photographs, listened music and wrote fan fictions and web blogs at school for their own out-of-school purposes. Students' own media landscape was in this way also a part of the school's media landscape, and vice versa:

some teachers used media as a pedagogical tool and utilised students' everyday media use. Students were allowed to make videos, animations, magazines, cartoons and other media texts instead of reading books. Media literacy education was also a part of the school curriculum. For example, students critically analysed advertisements and made ads during mother tongue lessons. When young people are using these kinds of creative practices at school, they are involved in the classroom as a community of practice and enhance their media literacy skills like sharing, simulation, performance and appropriation.

Crisis and change in the advertising industry: new areas of professional expertise as challenges for higher education

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Information and Communication Technologies (ICT) have been a crucial factor of change in the recent years. ICT has created a global landscape for knowledge and information exchange. And, on the Internet, individuals and organizations are connected instantly from all over the world. Advertising is suffering the effects of the revolution in communications. Besides that, advertisers are increasingly more demanding meanwhile budgets have decreased. And it also results more difficult to reach the audience because of media fragmentation and consumer complexity. So what will professionals have to face in the future? This study aims to answer three different questions. Firstly, it identifies the main trends in the advertising profession and anticipates future developments. Secondly, it uncovers the new knowledge and skill demands of the industry. And finally, it analyses if these new demands are actually taken into account and accomplished in higher education syllabi or study programs. The overall goal is to readjust higher education to current market demands. The research is based on a varied methodology which utilizes a wide range of techniques, both quantitative and qualitative. To begin with, future professional trends were defined through a Delphi's method. Subsequently, experienced practitioners from five different areas of expertise were surveyed to establish what abilities will be required in the next few years. And then some focus groups –formed by professionals, teachers and graduate students- were conducted in order to assess the relevancy of the higher education syllabi. The study also uses internships or training periods in companies as an evaluation tool. As a conclusion, the research –funded by Agència de Gestió d'Ajuts Universitaris i de Recerca (AGAUR), a Catalan Government Research Agency- provides some useful guidelines to improve the quality of education in the advertising field. Moreover, the methodology is entirely applicable to all other universities and graduate studies because of its versatility.

Videoconference Technologies in the Portuguese Public Higher Education: Best Practises and Trends

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The enormous development of high-bandwidth infrastructures over the last years, which has occurred especially in the national and international I&D networks, has harnessed the development of the videoconference technologies. The proliferation of videoconference systems in higher education institutions (HEI) and their integration in the everyday activities of these institutions demand a deep research about their usage and it becomes pertinent to identify good practises and trends in this field. This research will focus on the usage of the videoconference technologies in the Portuguese public HEI, and especially on the trends verified on the usage of these technologies in the Portuguese public higher education and the best practises on the usage of these technologies. This research will enclose all of the Portuguese public higher education institutions, totalizing about 36 institutions. In the initial phase, these Portuguese public higher education institutions will be analysed focusing on the exploration of the videoconference infrastructures and the exploration of their potential through a significant collection of data about the frequency and types of usage, the technologies used and the usage

methods, the objectives of this usage and the goals of the interactions. In the second phase, there will be an analysis of two case studies of the usage of the videoconference technologies in the higher education environment with the goal of generating a deep understanding about the usages, trends and potentialities of these technologies in the HEI, through the identification of practises and perceptions of the users of the videoconference systems. At the end of this research, a set of relevant information about the use of the videoconference technologies will have been obtained, which will provide the possibility to create a set of good practises and trends of the usage of these technologies in the Portuguese Public Higher Education.

"Scratch'ando com o sapo", a communication and ludicity strategy for education: the co-construction of tutorials for kids.sapo.pt.

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As a result of the partnership between the University of Aveiro, interested in promoting the use of scratch programming in education, and Portugal Telecom, interested in disseminating scratch and promoting the use of the internet in Portugal, the "Scratch'ando com o sapo" project was born, with the aim of providing exclusive contents for Scratch made available by Kids.sapo.pt. The project is based on seven structuring contexts: a) children's living environments are filled with technologies; b) the familiarisation of children, aged 3 to 13, with computers and the internet offers extraordinary conditions for creating contexts and contents; c) out of the 10.6 million Portuguese people, around 1/10 of those living in Portugal are aged 13 or under; d) in the 3 505 292 homes in continental Portugal, 1 842 million have a computer with a utilization rate of 52.5%; e) the post-industrial era is consolidating itself and societies are becoming more exposed to one another through social, political, economic and Human values networks; f) the technological mediation of the process of human communication is booming with the new mass communication medium, the Web 2.0; g) scratch programming as a computer application strengthens the play-work-study connection. A set of questions guided the communication and ludicity design of the project, developed in the sapo.pt laboratories at the University of Aveiro, namely: how to incorporate the cultural heritage we have inherited and which has made us human into the worlds of experience of children? How to implement an entertaining culture that combines work, study and ludicity? The answers to these questions were built up gradually in a process of co-participation developed in the real life contexts of the participants. 125 childrens, grouped into four educational contexts, one Pre-School and three schools in the 1st cycle of basic education, and 10 education professionals. We thus chose conversational interaction as the leading strategy. And the topics, apart from learning scratch programming, were: cultural diversity, friendship, cooperation, nature conservation and inclusion. The project achieved the expected results and it was possible to develop 11 tutorials that incorporate the interests, motivations and concerns of the participants. The importance of integration in the video tutorials (Screencasts) enabled a real-virtual connection: a presenter clarifies the basic concepts of scratch programming, provides guidance on the paths to follow and in the end explains how the results achieved can be shared. A multidisciplinary team was responsible for the six month project. This presentation intends to foster a discussion of the process and the results obtained.

Title Field communication/education and consumption: elementary relations of citizenship

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The socialization process, which involves several players, particularly school, family, and religion, has found in the mediatic apparatus - today the strongest thread in the fabric of culture - another player, which not only overlaps, but involves everyone, teachers, students and parents alike, and has great impact on the formation of

social subjects. The issue of consumption, the pillar of contemporaneity, and knowledge regarding which is indispensable, emerges in the realms of these relationships. Consumption is directly related to communications, by means of the discourse of advertising, of the media, of mouth-to-mouth, of the divulging of goods to consume, etc.; to education, formal or not, since that is where one can build competence on the theme, in order to form citizens that relate to it reflexively. It is, therefore, in the heart of the communication/education field, the privileged locus where social meanings are formed and the stage of the permanent war between what already exists and what is yet to come. That is where we can win many battles, in a cumulative process for change, using the weapon of knowledge. Attitudes regarding consumption are very similar to the relationships society, particularly the school, had with the media: repudiation, condemnation for the evils they brought about, the formation of passive, manipulated subjects. The same occurs, even with the same arguments, regarding consumption. The "villain of contemporaneity," it is the main player in the formation of our era, the Era of Consumption. It is necessary to know its several aspects, to dodge simplification, from the mere disapproval that common sense - which ends up being dropped by the school and by the family - brings. Consumption is not only consumerism, the commodification of consumption itself. It is indispensable for any society to exist. Educating students as active subjects in the process of building and innovating this society implies in consumption being widely known, overcoming simplifications: whether those that treat consumption merely as the evil of consumerism or those that, nearly naively, turn studying it into a manual of consumer behaviors. Checking the state a can of food (bloated or not) is in or its expiry date - both indispensable behaviors - are confused for the necessary reflection that allows providing the subjects with conditions to be critical citizens, citizens who can consume, or not, based on their own analyses. For example, in the most recent global crisis, in 2009, consumption helped a few countries, among which Brazil and China, to recover from the crunch more quickly. As Marx would say, producing and consuming are part of the very nature of any society, and are indispensable for its existence. The consumer is the outcome of a set of social and cultural practices that determine and indicate the differences among the groups, their belonging. This allows the consumer-receptor approximation: both are active subjects. The process that precedes and succeeds consumption is the same as the one that precedes and succeeds reception: the subjects' immersion in their sociocultural relations. Reflections point to the consumer-receptor relations as clues; the importance of the communication/education field, etc. This is but the beginning of the journey.

Comunication-ludicity-learning strategies in primary school children using "Scratch'ando com o sapo"

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The ludic potential of programming with Scratch engages children in active participation where they learn to problem-solve, create and recreate projects by simply playing. Children are therefore able to learn how to think creatively, to express themselves clearly, to analyze systematically, to be fluent in the use of IT programming – which is an important contribute towards literacy in the 21st Century – to build iterative development processes, to put in practice metacommunication and to promote cooperation between children and adults. The journey which promotes the communication, lucidity and learning strategies developed in real-life contexts in children between the ages of 7 and 12 involves different strategies which encompass three distinct phases of the "Scratch'ando com o sapo" project. The dominant strategy is the conversational one, giving meaning to the technological mediation. In the first phase, face-to-face interaction within the team prevails. This phase begins with interpersonal mediation, in an attempt to discover the participants' motivations and interests, and ends with intra-institutional cooperation. Computers were used as a means to incorporate images, sound and text using PowerPoint, Scratch and screen casts. In this manner, the children were led along a path where they began to familiarize themselves with the logical thinking necessary to programme in Scratch and, in the future, other languages. In the second phase, the interaction strategies are those mediated by technology and face-to-face

interaction. The team helps the children by explaining, guiding and co-participating whilst answering their questions. Being that computers were not available in this phase, other strategies were embraced. For example, cardboard pieces similar to Scratch commands were used to serve as examples of the way in which Scratch works, establishing an analogy with Lego pieces. During this phase, orientation guidelines were used with an adventure story as their basis, with increasing levels of difficulty. These portrayed situations could be encountered when one is using Scratch, and therefore the children were encouraged to solve problems themselves. In this way, they felt more motivated to apply the knowledge they had acquired to overcome these obstacles. In both these phases, data was collected and analysed in order to allow for a better understanding of the main difficulties the children faced. This analysis also helped the team to conceptualize the eleven tutorials which were distributed in PDF format, as well as support files and screen casts, which can be viewed in kids.sapo.pt. The third and final phase of this project involved the strategy of participative co-training. The children who participated in the first and second phases now taught other children and teachers to play using Scratch in the Sapo website. The team's presence was essential in order to make this sharing process more dynamic, and to assist the children between 3 and 7 years of age, encouraging them to also participate. The communication-ludicity-learning process ends with this phase, which was made evident by the event "Scratch'ando com o sapo" that brought together approximately 800 children of different school years. Children using "Scratch'ando com o sapo" can reinforce their identities as citizens of the world, becoming themselves teachers to their families and friends.

Cyberbullying: characteristics, causes and effects

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Cyberbullying as media effects According to current surveys 20 to 35 percent of teenagers have been cyberbullied once (e.g. Grimm, Rhein, & Clausen-Muradian 2008; Hinduja & Patchin 2008; Kowalski, Limber & Agatston 2008; MPFS 2008; Ybarra et al. 2007). Nevertheless, we know very little about this social phenomenon. This analysis explores this relatively new problem amongst youth focussing on cyberbullying via public channels, e.g. social communities or weblogs. From the point of view of communication studies, public channels are particularly interesting as private communication becomes public, technically, to every Internet user worldwide. The perpetrator acts in a public sphere producing "negative media content" about the victim and thereby he or she causes media effects. Research questions and Method This qualitative study explores the evolution of bullying triggered by the use of Internet, both from perpetrators and victims point of view. It analyses the following research questions: (1) How can cyberbullying be characterized? (2) How can the behaviour of the perpetrators be explained and (3) How does cyberbullying affect the victims? To answer questions 1 and 2 qualitative interviews with 16 German and Anglo-American experts were conducted from November 2007 to February 2008. People who have been working on cyberbullying were experts, such as school psychologists, pedagogues etc. The effects on the victims were analysed by interviewing four cyberbullying victims. Results At first, the results from the expert interviews will show how cyberbullying changed due to the use of the internet, e.g. perpetrator and victim are invisible to each other. That is to say, the perpetrator can not observe the victim's reaction and he or she can bully anonymously. Cyberbullying is independent from time and location: it can take place 24/7 and perpetrator and victim don't even have to be in the same place. The victim almost can't escape from the incident. The second part will deal with the behaviour of the perpetrator and the effects on the victims. Beside a lack of social skills that causes anti-social behaviour in general the experts hold the view that perpetrators are not aware about the consequences of the online environment. They underestimate the effects of the public on victims that is the media effects they produce. According to the concept of media literacy, I call this (a lack of) "media effects literacy": Young people need to grasp the impact that the public exposure can have on the victims that suffer enormously from the incidents. Based on these results I will show how a new concept of media literacy and cyberbullying prevention programmes can be developed. References Grimm, P., Rhein, S. & Clausen-Muradian, E. (2008): "Gewalt im Web 2.0. Der Umgang Jugendlicher mit gewalthaltigen Inhalten und Cyber-Mobbing sowie die rechtliche Einordnung der Problematik." Berlin: Vistas. Hinduja, S. & Patchin, J. W. (2008): "Cyberbullying: an exploratory analysis of factors related to offending and victimization." In: Deviant

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Distance Education in Brazil: new media and citizenship

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With the fall of the soviet empire and the globalization of the economy, it can be observed a new attitude in Brazilian society. At this moment, it can be perceived an exponential growth in the use of the internet (nowadays reaching millions of Brazilians), making possible to people connections with the world in minimal space and time basis when using the new media for communicating on the internet. In this sense, based on Carvalho's concept of citizenship (2006), as it can be understood as the exercise of the rights to plain freedom and equity for all, besides its counterpoint that says that this concept is an almost unreachable ideal, though it serves as a parameter for the judgment of the quality of citizenship in each country and in each historical moment, it is presented the historical process of Distance Education in Brazil. This presentation occurs since the first appearance of letter exchange still in the Brazilian colonial period, later having the radio besides the ordinary mailing during the Republican period, followed by the TV and the Internet with the advancement of the communicational media. In this way, based on theoretical arguments as in Castells (1999) about post industrialism, who explains that "productivity and economical growth organize the societies according to its logic in the work process and wealth production", Brazilian society is addressed in relation to its cultural miscegenation that promotes social processes of production, circulation and the consumption of signification in the construction of socio-cultural educational identity of the individuals. Having this in mind, reflections about Distance Education in contemporary Brazilian society refer to the concrete questioning that education and citizenship are inseparable factors for the construction of a sovereign country, with potentials for social, political, cultural, and economic development, compatible with its cultural diversity. Besides that, it is considered that, being a citizen has to do not only with rights recognized by the state, but also with socio-cultural practices that make possible the cultural identity and the feeling of belonging to the society and the homeland in which one lives. It is pointed out that, when considering Distance Education and Citizenship, we refer to the potentials of information democratization that this mode of teaching offers. However, it is not possible to let unobserved the mechanisms of intervention of class differences, demonstrated by the excessive socio-economic inequality of Brazil. It is in this sense, of distinct socio-cultural significations, that the proposal of Distance Education for a consumer society is analyzed, according to the institutional and technological limits of the Brazilian Superior Education community. For that, it is analyzed the use of the communicational media of the internet by a public institution of Superior Education in accordance to the concepts of accessibility, information democratization, and informational competence. In this way, in a socioeconomic context in which it is perceptible the reduction of the role of the State as central, Distance Education can be an ally in the evolution of citizenship, manifest in the process of democratization and access to information.

Critical reading and writing of new media signification

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This communication starts from hypothesis that new technology, that has provided to citizens new habits, new skills and new problems, may have limited and even partially invalidated some important paradigms of Media Education. • Portability. One of the principal trends of Tics, today, is the elimination of the need to have a fixed

place for the treatment of the information. The steps of the old fixed telephone to the mobile and of the domestic or office PC to netbook, and the successive meeting between both devices, in the so called smartphones, is proposing solutions for which with the mobile it is possible to surf in Internet, to extract photographies, to do videoes and to send them, to see television. • Customization. The digital media are increasingly "personal", because they concern to the private sphere of the subject. It is as if the technology was turning into technological prothesis of our memory, of ours existential information. And in addition, the digital media also are "personal" because though finished to the interaction, it is a very peculiar employment of the individual. • Multitasking. Thirdly, the digital media promote a situation of consumption very diffuse and very different from traditional those. In it they administer at the same time many levels of communication and many tasks develop at the same time. It is a question of a cognitive new style that was defined as multitasking. • Production. A last aspect, easy to observe in the natural situations of the juvenile media consumption, it consists of the fact that the individual, with great facility, thanks to the multimedial tools of the mobile and of PC, there make to themselves increasingly media producers. It is a question of a practice fed in sites as YouTube; in them they find space galleries of photographies and filmed personal in which the life of an individual is told in network, offered to the valuation of other visitors. So social networks sanctions individual`s reputation. The latter point, dense for the cognitive, emotive and pragmatic consequences that it means, puts in discussion and maybe in crisis the traditional paradigm of the Critical Reading, one of the fundamental topics of the Media Education. Traditionally, to educate in the mass media has meant to create the conditions in order that the boy was developing a few competitions of intelligent and conscious reading of the mass media. Just for this motive, Semiotics and the skills of textual analysis with the time have turned into a precious instrument for Media Education. Nevertheless, portability of the supports and step of the reading to the writing are two new scenes on those have to appear the productive and interpretive disciplines of the communication. For Semiotics, especially, it is a question of interrogating on the theoretical and operative validity of some basic concepts, as the hypothesis on the narrative generation of the sense or on the enunciative relation among a text and his users.

Being connected: Digital leisure and social relationships.

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The paper discusses the digital entertainment activities in relation to the concepts of casual leisure and serious leisure of Stebbins. Leisure activities, including digital activities using Internet that generate spaces of communication and interaction that a user consider a kind of socialization and a way to maintain relationships using the Communications services available at internet. The paper it's a part of the results of a qualitative research study conducted with 21 users of digital activities and spaces that were interviewed in the province of Barcelona during three months. The objectives of the study were focused on digital leisure activities in which the dynamic aspects of use and experience in those activities were analyzed. In the results there is an approach to different processes during digital leisure activities about experiences that leads to understand how different processes of Communication are beyond the boundaries of entertainment and leisure and became a way to stay in touch with friends, family, partners and internet's made friends, all the time possible using the Internet and Mobile services that generates an state called Being Connected. From the research I extract that the digital activities in leisure time became a subject of discussion about the way the users needs of communication and interaction are important and necessary, the contact by digital activities is valued for its consistency and availability and are beyond of a schedule. Besides, the virtual space is assimilated and adapted to routines and any moment considered out of productive time that can be spend connected using internet services or mobile connections. This new media practices are more and more usual and have an impact in user's life. Media of digital spaces it's not only a communication channel, it's another space in user's life and the boundary between leisure and work tends to fade in digital environments, which leads to a questioning of the scope of digital leisure, it's effects in social life and the digital divide.

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A NEW MODEL FOR MEASURING THE MEDIA LITERACY SKILLS, THE EUROPEAN PERSPECTIVE

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For over a decade, the European Commission has recognized the importance of media literacy as a central component in national agendas and the European agenda itself. Therefore, and in order to have a tool to establish the status of ML in Europe (according to the Audiovisual Media Service Directive, in 2011 each Member State shall submit a report that includes our own levels of ML) EC requested the establishment of a model to assess the levels of media literacy of Europeans. This paper deal with the new analysis model built to assess the levels of media literacy and media in Europe and presents the preliminary results of its implementation in the 27 EU Member States. Based on a conceptual framework that provides the dynamism and complexity of the phenomenon of media literacy (which includes and complements digital and computer literacy), the assessment tool includes a series of indicators (which measure the use, the critical competencies and creative and communicative abilities, such as citizen participation skills) deemed necessary to determine the levels of media literacy in each country. The proposed assessment model considers two fundamental dimensions: The first one includes individual skills, from technical abilities of individuals to access and use resource to those cognitive skills necessary to process and question the information, or to generate and communicate those messages through ICT. The second dimension refers to the contextual factors that facilitate or inhibit the development of individual skills (availability of resources and technology, as well as the legal, social, educational affecting how individuals use the media). The work breaks each of these broad dimensions into its various components and indicators assigned to each specific value on an algorithm that, by integrating all data will provide information that give an overview of the levels of media literacy. The final part of the research described the first results of the sample obtained from statistical data from those existing indicators. The proposed analysis allows establish a correlation between the variables studied, and propose a qualitative assessment with the participation of international experts, evaluating the state of media literacy in their country.

The Implementation of a Media Literacy Curriculum in the Public Schools in the USA:

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The purpose of this study was to answer the question: does the knowledge obtained by teachers trained in media literacy education lead to significant change in the classroom? Using the case study methodology, this study gathered full descriptions of the experiences of three specific teachers who have been trained to teach media literacy, and what happened when they returned to the classroom. Research has indicated that media literacy education is an important teaching process that can promote such critical thinking in the classroom (Tyner, 1998). However, teacher training in the area of media literacy is just at its inception, and much more is needed. Very little research has been done to find out how those teachers who have received training have been able to implement this knowledge when they return to the classroom (Flores-Koulish, 2005). This study provides for a broad contextual analysis of these three teachers who were successful in implementing a media literacy education curriculum in their classroom. The results of this study have implications for future teacher development.

INDICATORS FOR ASSESSING THE CRITICAL UNDERSTANDING OF MEDIA, IN THE EUROPEAN MODEL OF MEDIA LITERACY

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The European Commission initiated a process aimed to enhancing the digital skills and media of European citizens. To reach that objective the EC has developed a series of investigations -"Promoting Digital Literacy" (2004), "Study of the current trends and approaches on Media Literacy in Europ"e (2007), and "Study Assessment Criteria for Media Literacy Levels. A comprehensive view of the concept of Media Literacy and an understanding of how media literacy levels in Europe should be assesed" (2009)-. A comprehensive view of the concept of Media Literacy and an understanding of how media literacy levels in Europe should be asses "(2009) - which resulted in the need to establish indicators for measuring and comparing media literacy. This paper describes the research developed to measure the media competences, regarded as the ultimate goal of media literacy, that is the critical understanding competence, which involves the ability to search, select, and analyze the information and content, and understanding the media environment, as well as the economic and social development in which those contents are created and spread. The work explains the grounding base and the methodology used to propose a series of indicators to assess the skills of critical media users, that is, the cognitive processes related with understanding and evaluate the digital media content. It describes the process to obtain existing indicators that explains media literacy, and detail requirements for the creation of new reliable indicators and parameters for assessing the level of media literacy. Due to the work is about cognitive processes, it is not a study of observable or measurable assessing processes, but it is an assessment of attitudes towards different media and different media scenarios. The need to assess the levels of understanding critical of the media has been widely recognized, in studies such as the OECD Programme for International Student Assessment (PISA), which has included –in the assessment of 2009- the measurement of the competences of young people to manage their selves in the digital society. On the other hand, the European Commission has also recognized the importance of knowing the abilities of citizens of develop their selves in the new technological environment; and this has been highlighted by the interest to implement it in a European level, the indicators are proposed in order to know the trends of media literacy in Europe.

TRENDS OF MEDIA LITERACY IN EUROPE: BETWEEN DIGITAL COMPETENCES AND CRITICAL UNDERSTANDING

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In recent years, the European Union (EU) has launched different initiatives and strategies to faced the needs of the new digital environment, in which communication and information tools have changed deeply, besides its use has spread (unevenly) across the world, leading also significant changes in the way of acquiring knowledge and establishing innovative forms of social relations and participation in social and community life. This research focuses on models and strategies the EU has developed over the last decade in order to deal with these new and changing conditions. This is an important fact due to these strategies also have guided the actions of the European Union in promoting digital and media literacy. In order to understand how it has got to the current position in Europe, we identify and describe the models of literacy (digital and its gradual transformation in media literacy) that have emerged along more than a decade: 1) the model focuses on achieving total connectivity and

access; 2) the model focused on promoting the development basic skills for using computers and Internet; 3) the model that promotes developing the basic skill of specific groups; 4) the latest model, more inclusive, since it seeks to increase the quality of use of digital technologies. We also establish how, at the same time of technological changes appear, authorities had to drive initiatives that recognize the need to develop those capacities that ensure that individuals can live in the digital environment and media, namely that the benefits of the new knowledge society reach the entire population. This way, we refer to initiatives that have driven just the digital literacy (limited to technical and instrumental skills) but latter, authorities had recognized that the digital competition will be incomplete unless it take into account the knowledge and practices that include not only technical factors, but cultural factors; admitting that effective use of ICTs and media also requires developing a critical understanding and awareness, that enables people to use media with awareness and autonomy that guarantees them the benefits of the new knowledge society.

Civic and Political Participation through the Media: an European panorama

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Media have, nowadays, a central role in democratic societies. They stand on matters like freedom of speech, access to information, willing to choose and decision ability. Media provide these matters, contributing actively to democracy. Besides these matters, media still introduce debate themes, contributing for public opinion making and changing. Media now have easy access. General population can easily get information through almost any mean of communication, like TV. But nowadays the new media are gaining ground, like the internet. Internet is a powerful media, connecting the whole world (or most of it) as it is a peculiar mean of communication, allowing us not only to receive but also send communication. Media are an effective way of receiving information, at the same time that is the common citizen's voice vehicle. Through the internet we can get ourselves heard without censorship, especially now that there's a growing access to this mean of communication, not only in Portugal, but all over Europe. As we change our means of communication, societies and citizenship concepts also change. We live today in a global world, in which societies are becoming global, the so called net societies. Studies indicate the increasing detachment of young people for political issues and very weak levels of civic and political engagement and participation. However, there are now new forms of participation in civil society, opposing the traditional ones, especially with the emergence of new information technologies and communication. This study focuses on two fundamental areas: citizenship and media literacy. Our goal is mainly to understand the bond between civic and political participation of Portuguese youth, more specifically through the Internet, and media literacy. The new media are now an important context for learning and interacting for young people, with a high potential for their civic and political involvement. For this propose, we will use a mixed investigation methodology, starting with a quantitative analysis on media consuming and participation habits of Portuguese youth. The qualitative part of the investigation will be based on content analysis of focus group sessions with youngsters between 15 and 25 years old, covering medium and higher education population. There will be several focus group sessions, in order to monitorize a possible evolution on these youngsters media literacy habilities or some kind of participation changing of habits. Here we present the first part of our study which gives us an European panorama of civic and political participation and media consuming habits.

"Media Jam" as Practice of Media Literacy Education

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Just as the media literacy education developing nowadays, we can say the aim of media literacy is to increase awareness of the many forms of media messages encountered in our everyday lives. It should help citizens (audience) to recognize how the media filter their perceptions and beliefs, shape popular culture and influence personal choices. It should empower them with the critical thinking and creative problem-solving skills to make them judicious consumers and producers of information. Since the concept of "media access" particular in the phrase of media literacy education is varied defined, in this article the author would like to propose a definition of media access and further discuss the educational practices at universities. The main attempt for this article is to construct core concepts of media access in Taiwan's media context, especially about "Intervened Resistance" as practice of media access in media literacy education. The author concerns how media access is run, and how possible is from concept to practice. He also created a concept for media access, so-called "media jam". The concept is originally from "culture jamming". Culture jamming has been characterized as a form of public activism which is generally in opposition to commercialism, and the vectors of corporate image. For intervened resistance of media to achieve media access, the author will bring up not only why "media jam" should be used as a kind of media access, but how important to media literacy education field. Besides, what's different between "media jam" and "culture jamming". Lastly, the article indicates that the challenges and problematic media jam as practice of media literacy education faced.

Taking New Media Literacies Global: How Identity Theory Can Inform New Media Literacy Across Cultures

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The proliferation of always-on, Web-enabled communication has opened up the floodgates of scholarship on "new media literacies." Contested and overused as this concept may have become, scholars seem to agree that new media literacies are important to understanding new forms of participation in today's networked media contexts, particularly for youth. Thus, scholars from many disciplines (education, sociology, communication, and journalism, to name a few) have re-conceptualized literacy, paying special attention to youth participation, citizenship, learning and cultural expression. Indeed, as Livingstone (2004, p. 19) points out, the promise of many of these approaches to new media literacies is that they can potentially "reposition the media user—from passive to active, from recipient to participant, from consumer to citizen." A key, yet underexplored question for this ongoing research is how to conceptualize new media literacies so that they have relevance in the lives of youth in non-Western contexts, particularly in authoritarian-leaning, developing countries. In this paper, I suggest that youth in these contexts are likely developing their own forms of media literacies through their own new media practices. As long as they have access to these new media, these youth are charting their own course toward new media literacy. Drawing on my recent quick ethnography of youth Internet use in Bishkek, Kyrgyzstan, I argue that efforts to conceptualize new media literacies should address how youth in these emerging digital contexts engage with these media on their own terms. My study investigated the interaction between identity and Internet use and probed for alternative, mediated forms of citizenship. Based on evidence from this quick ethnography, I propose that concepts from identity theory can help scholars develop an approach to new media literacy that is relevant to youth in the developing world, where barriers to new media diffusion, such as low income, weak infrastructure and government controls, are formidable but often surmountable. The paper maps out recent definitions of new media literacy, identifying key themes and continuities. Using evidence from the study of youth in Kyrgyzstan, the paper then proposes how concepts from identity theory can increase the relevance of new media literacies in the developing world.

Communication, Pedagogy and Social Inclusion: relations between the movie O contador de histórias and the book A arte de construir cidadãos.

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This paper confronts the Brazilian movie O contador de histórias (2009) (The storyteller), directed by Luiz Villaça, to the book A arte de construir cidadãos: as 15 lições da pedagogia do amor (2004) (The art of forming citizens: the 15 lessons from the pedagogy of love), written by Roberto Carlos Ramos, whose biography served as the basis for this filmic narrative. The study investigates how the film dialogues with popular culture, in the complex relations between communication and social inclusion, emphasizing the art of storytelling as a pedagogical resource. This analysis is based on Cultural Studies, Pedagogy, and Sociology, in order to demonstrate how the movie makes a comparison between the ancient FEBEM (Fundação Estadual do Bem-Estar do Menor) from the Brazilian military dictatorship period - and the humanitarian social action of an extraordinary French pedagogue, Margherit Duvas. This foreign educator succeeded in the restoration of the minor, Robert, who lived from 6 to 13 years old as a FEBEM's inmate (from 1971 to 1978). The boy was drug addicted and even a thief on the streets. With 132 registered escapements in his official files, he was considered "a lost case"; but he was "fostered" by the pedagogue who had dedicated herself to the boy's education. Duvas had put into practice the method that nowadays Ramos, a writer and also a pedagogue himself, names as the 15 "pedagogy of love" lessons, as follows: Notion of Time and Space, Self-esteem, Relationship, Reciprocity, Spirituality, Solidarity, Humbleness, Happiness, Cohabitation, Tolerance, Sensibility, Family, Continuity, Extraordinariness and Magnanimity. From the reading of the book, this study aims to demonstrate the subtle manners that all these lessons are pictured in the film, by the touching cohabitation of the pedagogue with the teenager - an afro-descendant and from a marginal social condition. The filmic narrative shows his social restoration process, as a beloved foster child. When he returned to Brazil, the young man start to take for adoption 25 kids and became a famous storyteller. This paper focus on each step experienced by the movie's protagonist, with his reflexive actions exposed in his future books, and in his consequent inclusive social actions for the citizenship education. The study even investigates the way as the film uses the ironic plus emotional tone in order to criticize the government political failures in the presence of the social exclusion victims of privation.

Teaching Side-by-Side Educators, Students, Journalists and NGOs to Report on Social Issues

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Media education is often conducted in silos. Students learn among other students only sometimes having the opportunity for a short period of time to learn from media practitioners if they are fortunate enough to get an internship, practitioners engage in mid-career training in the company of other practitioners, and teachers learn among other educators in conferences and seldom go back to the world of media practice. This paper reports on a series of workshops conducted in South Asia to report on social issues, specifically HIV/AIDS, where students, educators and journalists come together with each other and also with staffers from non-government organizations in a process of mutual learning to form symbiotic relationships for continued future collaborative learning and action. The participants come from several different countries and represent a mix from each country. The workshops' philosophy of combined learning is operationalized in several ways. Some of these are: 1. "Day in the Life" of a journalist (for example) so that NGOs are better prepared to get their social issues news covered, 2. Developing and sharing lists of each group's expectations of others to arrive at a consensus on working relationships, 3. The actual collaborative writing/producing of a story by teams combining the different types of participants, 4. Teachers and sometimes students engaging journalists in a discussion of various journalism theories such as peace or communitarian journalism, The results have included among other things: 1. Cross border student-teacher trips including field visits to journalism organizations in other countries, 2.

Journalists opening up to academic research and ideas on doing an alternative kind of journalism that tells underrepresented stories using these journalism philosophies, 3. Greater willingness of journalism organizations to engage in socially responsible journalism and to engage with universities, 4. Students learning from journalists and NGOs. 5. Better understanding on part of journalists of the seriousness of social issues and of their role in bettering their societies. Some of these workshops have also included education policy makers and government officials from information ministries. Including these additional groups has helped raise the salience of media education and of the critical role of information for the development of citizenship and society. In particular, media educators have been able to voice their need for equipment and resources (reserved often for the physical sciences) and media practitioners their need to have access to information. Such a model of training, while not sustainable on a permanent basis in schools, colleges and universities, may be useful to implement at least periodically within these institutions. Such training brings together idealism and energy, practice and ideas, creators and doers, the young and the old, charm and officiousness, to make for a synergistic learning and action experience.

Reading, analysing, creating advertising – a media education project with young people at school

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The centrality of media, new and old, in contemporary life, requires basic skills of citizenship. The promotion of such competences is up to a broad range of partners but it has unavoidably to rely on schools. In the European Union the consciousness of the responsibility of the member States and social actors has been emerging in promoting an effective media education or media literacy. This paper intends to present a study whose purposes were mainly to explore young and older children's experiences with advertising and to assess their awareness concerning advertising literacy. The study was carried out in two different schools and within different age groups. The first part of the study was developed within two classes of 16/17 year-old students attending the 11th form, at a public school, Secondary School of Vila Verde, a village in the North of Portugal. Advertising is part of the curriculum and it was in this unit this work was carried out during three lessons. The methodology was as follows: students' group work to comment on statements about advertising; Analysis of four advertisements and induction of the students' literacy on the subject through basic questions; presentation of a Power Point by the teacher focusing on essential items concerning advertising and clearing up any previous doubts; analysis of three advertisements, considering the type of advertising, the type of media it might appear in and its aim, based on the learnt information. Analysis of a particular advertisement on advertising for a special cause; Students' production of advertisements for social causes, in pairs; drawing up conclusions on the importance of advertising / media literacy. The second part of the study was carried out in five different classes of 12/15-year-old students attending the 7th, 8th and 9th forms at Colégio Teresiano, a private school in Braga, a city also in the north of Portugal. The study was not conducted as part of the curriculum but rather as extra-activity with the purpose of optimizing students' language skills, team work competences and media literacy. The methodology was as follows: analysis of advertising and marketing strategies in different countries; creation in groups of an original product, as well as its brand, package, logotype and slogan; production of TV commercials using Windows Movie Maker, Adobe Premiére and Adobe Photoshop; presentation of the commercials in class; questionnaire on the relevance of the activity. In the scope of this project young people were invited to express their experiences, perspectives and conceptions about advertising; to reflect about advertising and its industry; to analyse and 'read' different advertisements and finally to create and produce their own ads. Considering these purposes, considering that "media literacy relates to the ability to access the media, to understand and critically evaluate different aspects of the media and media content and to create communications in a variety of contexts" and also that "the ability of European citizens to make informed and diversified choices as media consumers would contribute to the competitiveness of the European audiovisual and content industry" , we understand how this

project fits within the framework of media education, creating opportunities for young people to become media literate.

Proposals of educommunication approved at I Confecom: giving a chance for the audiences

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The 1st National Conference on Communication – I Confecom – was held in Brasília, from December 14 to 17, 2009 and gathered about 2,000 people, including representatives of civil society organizations, businessmen and representatives of public service organizations, all connected to Social Communications. The main theme, "Communication: mean for the constitution of rights and citizenship in digital age", aroused a debate, carried out for the first time, on delicate issues in the area, such as radio and TV concessions, censorship of broadcasting, etc. This debate was initiated in several states of Brazilian Federation over 2009 and has involved about 4 million Brazilians. This article distinguishes some of the proposals approved and examines the proposals of educommunication discussed in the 14 Working Groups at the Conference. Our main goal is to draft those proposals that can be considered "educommunication"-related, aiming to produce a classification consistent with its theoretical definition, then to reflect on the relationship between this proposals of "media education" and the concept of critical analysis of communication media. At the Conference, we were able to attest that these proposals ranged from the need to show to the audience how mass media operate to the desire to empower agents of social and popular movements to create their own media content. Finally, we conclude that the proposals that aim at the education of the audience, either to make it more critic – aspiration of social movements – or to captivate it to media products – aspiration of communication businessmen – were approved without controversies, indicating an almost consensual need of Brazilian society for educommunication projects. This analysis aims to examine from both theoretical and methodological points of view the consequences of these results on the relationship between the audience and Brazilian media products.

Fanfiction and webnovelas: the digital reading and writing of Brazilian adolescents

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Digital natives, young people born in the Internet era, not only hear music, watch videos, play and communicate via instant messaging in the digital space, but also read and write stories online; participating in communities via social networks to disseminate narratives in which idols of their favorite movies and books appear as characters. This paper describes practices and representations of reading and writing by Brazilian digital natives observed in an ethnographic case study conducted for my doctoral thesis, still in progress. For the adolescent web-user Isabela, 14, a new world was discovered: the virtual communities for writing and dissemination of fanfiction and webnovelas (stories written by fans, in which you can find over 35 thousand registered members, most with fake profiles). Through web-ethnography, following the communication flows of 4 digital communities of this kind within the social networking site Orkut (www.orkut.com) , a questionnaire was posed with 28 open questions and received, after a week, 200 online responses. In this paper, I present the results of the questionnaires, analyze the specific features of writing by authors of fanfictions and webnovelas in the virtual environment, and also present the factors considered in the digital natives' own terms, as the most important stage of their development as readers and writers.

Youngsters and the Internet: Dealing with opportunities and risks

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Younger generations in Portugal gained wide and early access to the Internet in informal contexts. Aiming to guarantee their children's equal access to digital opportunities, parents are investing in technology, creating a

diverse media-rich home. Additionally, the Portuguese government's technological plan for education enables families to purchase laptop computers at low prices. Currently, this program covers students from six to eighteen years old. Moreover, the available investigation indicates that youngsters prefer accessing the Internet in the privacy of their homes. The predominance of this informal use allowed the development of distinct knowledge and skills, parallel to those that evolved in formal education settings. Research shows that the autonomous and interest-driven use of the Internet fosters innovative and creative experiences more successfully than formal and structured educational objectives. On the other hand, unaccompanied access challenges the promotion of a healthy and positive conduct online, blurring the boundaries between opportunities and risks. Previous studies suggest that by moving beyond the safe and consensual use of online resources, youngsters not only embrace richer online experiences but acquire a more extensive knowledge about how to cope with risks. Developing expertise seems to enlarge the capacity to deal with both good and bad experiences. On the contrary, a poor experience implies a less substantial knowledge of the dangers. Understanding youngsters' perspectives can play an important role in responding to these challenges. Listening to what children and young people have to say, acknowledge their experiences, value their points of view, interests and so forth represents a step towards adjusting safety and educational strategies to their own cultures, languages and online independency. This may not only help parents, teachers and policymakers improve the way they deal with these issues but also contribute to raise awareness, promote critical thinking and media literacy, empowering children and young people. Using qualitative methods, namely focus groups, unstructured interviews and participatory methods, this investigation intends to include youngsters own agenda in this debate. The first phase of the study occurred in after school activity centres, with two groups of children from 10 to 12 years old. Important clues to what youngsters seek when online, their attitudes towards specific safety strategies and awareness campaigns, their notions of danger and opportunity, how they cope with negative experiences and seize Internet's potential, among other topics, have emerged. Taking into account these first results, this paper will, on one hand, debate the strategies that are being defined to promote a secure Internet use and, on the other, make a case for the importance of considering youngsters' own perspectives.

Reliability vs. Authority - Difficulties Within Practices of Credibility Assessment of Information by Highschool Students and Teachers in Austria

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The competence to reasonably assess the credibility of information has become a key literacy in the knowledge society. However, schools – at least in Austria – still do not provide an adequate framework for children to aquire the respective skills. Moreover, the structural and cultural context of school and the respective practices of teachers even seem to conflict with the aim to make children digitally literate, as indicated by our qualitative study in Austrian schools. Within this explorative research project carried out in 2008/9, three dozens of group interviews with a total of 117 students aged from 13 to 17 years and 47 teachers were conducted in 10 Austrian schools of different type and location. The project systematically asked for the terms, forms and consequences of Internet use in schools and the impact of the school on Internet practices of teens. The analysis of our data, based on strategies provided by Grounded Theory, showed that teachers and students have very different strategies for credibility assessment of information from the Internet, that can be described on a conceptional (truthfullness of information on the basis of a specific concept of assessment) and an operational (usefullness of information for certain tasks) level. On a conceptional level, the students put a lot of trust into a quite vague concept of 'Wisdom of the Crowds', assessing information more credible the more people were involved in producing and evaluating it or the more sources they found stating the same particular information. Teachers are very skeptical about this concept. They put trust into the traditional concept of credibility by authority. But, although some are trying to teach students this concept of authorative credibility, their actual practices contradict these efforts as they use the same sources the students rely on. On an operational level, students assess credibility of information by its efficacy in proving itself in the context of school tasks (assignments,

presentations). Unfortunately, and that turns out to be a major problem, teachers often do not evaluate the quality of information when grading student's assignments. Accordingly, students, little by little, 'learn' that the quality of information is less relevant than the form it is presented in. Thus, they put very little effort into information research and a lot of effort into composition, style and design of school-related tasks. The results of our project provide new and detailed insights into the changing nature of credibility assessment from an authorative credibility to a credibility by reliability. Even if the results can not be generalized as the culture of schooling is different in other countries, the results from Austria can make researchers and practitioners aware that certain problems in making today's youth digitally literate may also lie in problematic processes of interaction among teachers and students.

Multimedia, interactivity and hypertextuality on online learning

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In the last few years, a long series of iniciatives and projects seek to adjust the Portuguese education system to the introduction and subsequent impact of new information and communication technologies. Since the project eEurope – An information society for all, to the most recent project e-escola (e-school) and e- -escolinha, much has been done to promote computer use and learning through this technological device and through the web. The constant search for knowledge through this medium led to the development of new ways of teaching associated with the web, such as e-learning and b-learning. With them new educational tools emerged, such as e-learning platforms. These platforms respond to the new challenges facing the educative system, revolutionizing the learning-teaching process and knocking down temporal and spatial barriers. Despite the huge expectations created around the e-learning and these platforms, a Spanish study showed that the rate of dropping out of such courses can reach 60% (Cebrián, 2003). The analysis of e-learning platforms has allowed us to identify two types of problems: structural deficiencies in the field of usability and interface design and little use of multimediality and interactivity in the design of the contents. Most of the contents available on e-learning platforms are texts in PDF format and the few attempts to include video, animated infographics, audio and images, demonstrates a tendency to the accumulation of contents instead of their integration. Considering that the three features of the Web – hypertextuality, multimedia and interactivity – are fundamental for the efficacy of learning-teaching in virtual environments, in this study we tried to understand in which ways this features have an impact on the student who uses these platforms. In an attempt to understand this impact, an experimental study was carried out assessing the effects of hypertextuality, multimedia and interactivity on the levels of satisfaction, and comprehension perception of online students. Two e-learning platforms with the same interface and the same contents were created; however, the contents were presented in different formats: one with the text only in PDF format (just the text) and the other with texts connected for a hyperlink system, with 3d interactive video, and animated infographics, assembled and integrated to improve the learning efficacy. Two groups, formed by students, used each of the platforms and answered the same survey immediately after the test. The data, statistically treated using SPSS, revealed that the multimedia, interactive and hypertextual contents may have positive impact on the satisfaction and the comprehension perception of the students, so the success of e-learning platforms may also depend on the correct application and appropriate exploration of this three web features.

Interactive Media Literacies: Tell – Show – Do

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Videogame literacy is reaching more and more support each day (Gee, 2003; Prensky, 2005; Robinson and Good, 2005; Egenfeldt-Nielsen, 2006; Squire, 2007; Buckingham & Burn, 2007; Zagal, 2008; Lacasa, 2009).

This presentation will discuss interactive media literacy specifically in its relation to two of the videogames main qualities. First, videogames consist of a storytelling process in which the story is no longer merely an act of telling (as in traditional storytelling), nor even of showing (as films are), but mainly of doing. Videogames can then exploit all the force behind storytelling mechanics, making use of a strong combination of telling, showing and doing. This multisensorial learning opportunity gives videogames a strong learning advantage. Secondly, their capacity to induce high levels of emotions, more specifically levels of the emotion of Interest, makes them challengers for learning environments (Lang et. al, 2000; Gunter, 2005). Storytelling is still seen today as the most efficient system of memorizing and learning new ideas, mostly because of the efficient undergoing associative task when making sense of a story. Videogames as interactive media opened a new realm of possibilities in storytelling. In literature, the main goal of a writer is "to tell" the narrative with the most detail as possible in order to develop a strong fabula or mental story in the receptor's mind. In Film, the narration gains new media terrain making it possible to "Show" instead of "Tell" the narrative (Mamet, 1992): the filmmaker doesn't need to spend time telling the details because they are shown. The story world is given to the receptor already built, purposing direct perception of the visual world that would enhance perceptive emotions and, hence, learning. Finally with videogames, storytelling activates a completely new set of cognitive activities and therefore, of learning possibilities. Story is no more an act of Telling, neither Showing but mainly of Doing. Videogames opened up a new (virtual) space for the mediation of knowledge, and for the enhancement of knowledge construction in the receptor. Interactive Media can then use all the force behind storytelling mechanics, making use of a strong combination between Tell, Show and Do. The receptor is no longer only a receptor but he/she is also a participator. The story that contains the message for specific learning situations will evolve only through the actions of the participator. Learning becomes a task that can then be memorized through actions, using body perception instead of mere mental activity configuring an optimized situated cognition environment (Kirshner & Whitson, 1997). References: Buckingham, D. & Burn, A. (2007). Game literacy in theory and practice. Journal of Educational Multimedia and Hypermedia. 16 (3), pp. 323-349. Chesapeake, VA: AACE. Egenfeldt-Nielsen, Simon, (2006), Overview of research on the educational use of video games, in Digital Kompetanse, 3-2006, vol. 1, side 184–213 Gee, J. P. (2003), What Video Games have to Teach us about Learning and Literacy, New York: Palgrave Macmillan. Gunter, B. (2005), Psychological Effects of Video Games, In Raessens, J. & Goldstein, J. (Eds), Handbook of computer games studies, Cambridge: Massachusetts Institute of Technology Press, pp. 145-160. Kirshner, D. & Whitson, J. A. (1997) Situated Cognition: Social, semiotic, and psychological perspectives. Mahwah, NJ: Erlbaum (ISBN# 0-8058-2038-8) Lacasa, Pilar, Rut Martínez & Sara Cortés, (2009), Real and virtual play in NBA Live 07: Sport videogames as educational tools, in Proceedings of Videojogos2009, November 26-27, Aveiro, Portugal, ISBN: 978-972-789-299-0 Lang, P. J.; Bradley, M. M. & Cuthbert, B. N. (1998), Emotion, Motivation and Anxiety: Brain Mechanisms and Psychophysiology. Biology Psychiatry, 44: 1248-1263. Mamet, David, (1992), On Directing Film, Penguin, USA Prensky, M. (2005), Computer Games and Learning: Digital Game-Based Learning, In Raessens, J. & Goldstein, J. (Eds), Handbook of computer games studies, Cambridge: Massachusetts Institute of Technology Press, pp. 97-122. Squire, Kurt, (2007), Video-Game Literacy, A Literacy of Expertise, University of Wisconsin-Madison, (Url: http://website.education.wisc.edu/kdsquire/tenure-files/04-video-game%20literacy.pdf) Zagal, José P., (2008), A Framework for Games Literacy and Understanding Games, in Proceedings of FuturePlay 2008, November 3-5, Toronto, Canada, ACM 978-1-60558-218-4

Older girls profit more from educational science films – Results of a survey in class rooms of secondary schools

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Media, including audio-visual materials, are seen as a popular way of fostering education and of improving the quality of lessons in formal education settings. Detailed research on the precise impact of audio-visual materials in educational settings is lacking. For example, only a few studies have been carried out to find out more about

the effects of films on recall of the viewer in a learning environment. Results indicate that fictional movies, television and educational films can have a positive influence on recall on students in university and on learners in primary and secondary schools. As there is a steady decline in learners' interest in science it is also important to investigate how to increase the learner's interest in scientific topics than only enhancing their recall. This is especially relevant for age groups 14-17, a time when future schooling decisions are made by learners. The present study, carried out in secondary schools in two EU countries, investigated the impact of showing educational science film on interest and recall of content combined with evaluation of learners' interest in the presented topic. Methodologically, the study evaluated films specifically produced for the usage in school settings. The films were embedded in an undisturbed classroom setting with only the presence of the regular teacher. In total 442 learners between the age of 11 to 20 in Germany and Austria were included in the survey. After watching the film, the learners filled out a questionnaire that measured their interest in the film topic and their recall in the film content as well as their impressions about the film and the required socio-demographic data. Our findings show an enhancement in recall and interest caused by the films. Thus watching educational science films in secondary class settings enables boys as well as girls to recall equally scientific relevant information. No significant differences were found between the two countries investigated. There were however significant differences between age groups: Older learners show a better recall of the content than their younger peers. The educational science films also show an impact on the interest of the learners in the film topic. More disparities exist between the different learners regarding a 'passive' (would like to know more about the topic) and an 'active' interest (will further inform him/herself about the topic). With reference to the age, the older learners show a higher 'active' interest than the younger. Educational science films can have a greater impact on the 'passive' and 'active' interest of girls that than of boys. And while the 'active' interest in the topic after watching the educational science film is the same for both countries, the 'passive' interest is higher in Austria than in Germany. Implications will be discussed.

Media Education in school curriculum in India: formation of future citizens or media professionals? (A case study of Media Education Syllabus of National Council of Education, Research and Training (NCERT) of India)

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Media Education in school curriculum has come quite late in India as compared to Europe and US where it has been taken up almost after the impact of television on children was felt. In India, it has come with very little thought given to it in spite of the fact that the university level teaching of journalism and Mass Communication has a long tradition dating back to 1930. It was around 2004 that a committee was set up by National Council for educational research and training (NCERT) for revision of National curriculum framework where media education was discussed for the first time. Now that the first manual to teach media to secondary school is almost ready, it has become imperative to ask about the purpose and methods of teaching such a subject as it was neither discussed openly among the stakeholders nor debated seriously in public. Questions like why such curriculum has been introduced at 10+ levels and why not at primary level would open a new debate. Some organizations like Gandhi Smriti Nyas have taken up media education among school children with a totally different perspective. They are bringing out a children's newspaper where children themselves are writing and editing the material. It suggests that there is a scope of looking at the whole process of children's involvement in media from a drastically different point of view. But, here too, the debate is missing. The relevance of media education in a developing society like India could be viewed from the prospective of citizenship, democracy and development. As the New Education Policy of 1986 and its revised versions very emphatically refer to the preamble of Indian Constitution and there by emphasizing the role of education as preparing the future citizens. With the proliferation of various kinds of media this task has become easy and at the same time very difficult. In this paper an attempt has been made to study analytically the present status of media education in the school curriculum in India. The New Educational Policy (1986) of government of India and the National Curriculum Framework 2005 are discussed at length. The basics of media education and its relevance in school education have helped in clarifying the distinction between professional journalism education and media education. Finally,

the paper is an attempt to reopen the debate so that media education curriculum helps the young students to mature as citizens of India with a critical and analytical mind instead of becoming skilled media professional who would succumb to different kinds of pressures of the market.

Communication as stimulus to citizenship: a comparative study of experiences in Brazil and in Portugal

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In Brazil, a governmental instrument that guides school curricula are the National Curriculum Parameters. Following the guidelines of these documents, schools include in its curricula transversal themes of education: cultural diversity, health, ethics, sexual orientation, environment, labor, and consumption. The objective of discussion about these themes among school subjects is to form citizens more critical and involved in issues of the daily life of their communities. In the city of Fortaleza, which is geographically located in the Northeast region of Brazil, the Municipal Education Secretariat and the NGO Catavento Communication and Education proposed four public schools a new methodology to address the transversal themes of education, which consists in the production of radio programs by students and educators themselves. The themes to be developed in the programs are chosen by students in meetings. For example, as an approach of the subject cultural diversity, producers of the programs make researches and interviews on the community where the school is located. Radio program producers also prepare written scripts, which allow writing and reading practice. This article proposes a comparison between this Brazilian experience and Portuguese experience, in which students from Lisbon attend public schools administered by Junta de Freguesia do Lumiar. The students were selected to join the Centro de Artes e Formação (Training and Arts Center – TAC), a project created by the government to develop cultural activities among young people. In the 2009 activities, entitled "International Exchange", the participants were able to produce audio and video content about their daily life, their families, the city of Lisbon, and other regions of Portugal. Furthermore, they have also discussed about their place in the world, regarding relationship with countries like Brazil, in Latin America, and with others countries in Europe. Interest in information and communication technologies awaken in young people and the positive results achieved last year brought Communication to the center of the project of continuous training conducted by TAC. Comparing these two experiments carried out in Brazil and in Portugal allows to observe how producing and exchanging information, promoted and managed by the community itself can complement activities in classroom. Such processes may open space for students' autonomy when they participate in activities and matters that go beyond the didactic content of textbooks. The methodology for the development of this article has consisted on visits at schools in Fortaleza and at TAC in Lisbon, where the researchers conducted interviews with students and educators about the process of radio programs and video production, and the subsequent analysis of the audio and video contents.

Identification of traces of complexity and biology of cognition and love in upbringing/acting of teacher/tutor in distance education: approaches between Morin and Maturana.

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This paper aims to identify traits of the epistemology of complexity designed by Morin (2007) the biology of knowledge and love of Maturana and Varela (2004) in contemporary communication processes related to the development of skills mediation/interactional from the formation/acting of teacher/tutor who want to promote a closer relationship between teachers, students and course in virtual spaces of learning used in distance education theoretical scope based on theoretical approaches to EAD issued by Pretti (2000), Silva (2003) and

Peters (2004). From theoretical emphasis seeks to understand how as structures the emerging forms of mediation/interaction mediated by the medias between subjects and their implications for progressive constructions and reconstructions of collaborative knowledge, from the subject/surroundings are observed the links between the principles of self-eco-organization and recursion, reasoned on conception morinean system and the understanding that the interpretation of reality is linked to events in the structure of living system, composite unit which defines the autopoietic living as a systemic from the relationships established. These terms questions arise concerning the forms as ''knowledge is legitimately conceived as a product of interactions "bio-socio-anthropo-cultural", when to intertwine the changes occurred in the communicative/informational processes driven by Information Technology and Communication. It builds on the pedagogical perspective and the convergence of the use of Information Technology and Communication, the theoretical assumptions that define the distance learning and are oriented by the virtual spaces of learning to establish evaluation criteria for communication, accessibility, interactivity, interaction, dialogue, adequacy navigability, flexibility, autonomy and hypertextuality. Accordingly four categories are bring analyzed from their representation in the system, namely: dialogue (interaction), collaboration (participation), autonomy (self-organization) and flexibility (time / space), intending to understand how the constitutive dimensions of living systems corroborate the upbringing/acting of teacher/tutor in the teaching-learning, therefore a model of mentoring that distancing distance education of technical rationality that prevails and thus generate democratic education of quality, which will promote a more humane society more just and equal , may exist in the solidarity of a full coexistence.

The use of digital TV in education: the possibilities of collaborative learning networks

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At the end of the 80's, some European countries as well as Japan and the United States started researches for the development of digital tv models. In brazil, after publishing the law # 4.901 in 2003, digital tv researches started to build the Brazilian System for Digital Television (SBTVD) which would promote social inclusion and create a distance education network among other objectives. Digital TV is considered by some authors a new media as it includes characteristics from the computer as much as from the television. This new media format may interchange new forms of communication, content production and interactivity and this is fundamental to education nowadays as the analogical television does not permit content production in a collaborative form as much as for the technological aspects or the centralizing political factor from available productions today. Here, in this paper, we analyze some aspects of the implementation of digital tv in Portugal and in Brazil as well as the possibilities of using the Supporting Service to Teachers in Classroom (SAPSA) developed by the Telecommunication Development Research Center Foundation (CPqD). As a result of this work, we acknowledged the potential of digital tv on the formation of collaborative networks to develop education. That said, we realized that it is responsibility of the educational system as much as of the educators to install a digital tv that promotes the building of collaborative networks able to bring power to the interconnection of education, culture and knowledge

Conceptualizing a New Approach of News Literacy:Cultivation of Positive and Constructive Citizenship

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News Literacy training is an important segment of media education which aims at cultivating critical media consumers and informed citizens. This paper argues that the cultivation of critical news consumers does not necessarily lead to young people's positive personal growth and the development of constructive citizenship. The link is assumed rather than substantially built. It is proposed to integrate positive psychology with news literacy training in order to connect the theoretical link and bring media education practice one step further. People in the news industry always agree with the saying that "news is bad news." It is because journalism puts too much

emphasis on deviant behavior, conflict, social problems and disasters. It seems that news by nature is stressful. In the Web 2.0 age, news, information and values are being circulated on the Internet (e.g. YouTube, citizen journalism, blogs and facebook) without gatekeeping and evaluation. Nowadays, information which spreads negative belief or even promotes suicide is easily available. How can young people enjoy reading news without stress? In what way can they see hope in a catastrophe? How can they properly interpret news stories and make positive decisions (personal decision and social action)? How can they respond to news incidents as caring citizens? These are issues of concern in this paper. Positive Psychology is a young branch of Psychology. It has become an explicit perspective only since 1998. Yet, in very short time it has been integrated into research and practice in many fields such as management, economics, education, social work and medical profession. Positive psychology examines ways of encouraging positive thinking, positive behavior and positive feeling so that people can learn to lead a pleasant, engaged and meaningful life. This paper will integrate the theory and key concepts of positive psychology (such as optimism, thankfulness, purposive life) with those from news literacy studies. It suggests that a new approach of news literacy training which combines both critical thinking skill and positive thinking skill can better help young people develop positive values, positive world views and generate positive social actions. The formulation of the new approach will be based on the results of two surveys on young people's news consumption behavior in Hong Kong and the news journal writings of 55 college students who have received news literacy training. The definition of news literacy has been extended in this paper. Being news literate not only means that a person gets informed and is able to conduct critical news analysis, but also signifies that a person knows how to interpret news events in a positive way and take positive response. Therefore, the aim of this new approach is to educate young people about learning how to lead a good life and become a good citizen through engaging with news. The assumptions, aims, tasks, key concepts, curriculum, pedagogy and social implications of the new approach will be outlined and discussed.

University Education and teaching of Advertising: Using interdisciplinary projects as a way to bring a complex perspective to academic community

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This work aims to discuss the process of using social themes to develop advertising exercises at university education. The center of Language and literature from Mackenzie University in São Paulo (Brazil) has an Advertising course that has been using some social themes for the students evaluations. In this course there is a specific evaluation called "interdisciplinary project", a kind of work that has the goal of proposing intersection processes among the different disciplines. In this context it is given to the students a briefing to develop an advertisement campaign considering the different steps that take part in the process of building a complete advertisement campaign, but, in this case, focused on issues less common. The students need to do marketing research, data collection and make the ads considering the view that this is not a commercial purpose. So, this is a challenge for both students and teachers because they all need to understand how this specific context works and the complex ways in taking unusual decisions. The chosen themes for the interdisciplinary project purpose go since collect of cooking oil for future recycling until divulgation of the linear parks, being this a project from São Paulo's Prefecture that reconstruct areas of environment risk and makes their spaces that local people can use. Grantees include both academic community (involved students and teachers) and citizens not necessarily belonging to university, the common citizen. Some students really liked this different proposal while others prefer the old more usual topics like selling commercial products. This fact serves to realize the complexity of the issue even more. Anyway this purpose bring the opportunity to discuss, at least in some level, to some problems that we all, not only students and teachers must pay attention. The methodology for this particular article includes the analysis of the opinions about some presented works by the students that were considered in the final assessment as having a good result. This first step will be connected to the perspective of some contemporary education concepts and cultural theories that concern about the need of interdisciplinary approaches for

understanding our hole in this complex world. The main conclusion of this work is about the fact that only the interdisciplinary approach may give us some tools to deal with the increasing complexity of our issues and also, in these interdisciplinary projects from Mackenzie University we can see at least some ways to give emphasis to the values of the interdisciplinary perspective for the academic community and its extensions.

The film elicitation as a teaching tool in Information and Communication Sciences

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Developing novel pedagogical methods involves both rethinking the relationship between teacher and student and proposing new ways of transmission. New pedagogical methods are currently emerging, inspired by instruments and techniques that have been developed through research in the field of Information and Communication Sciences. During our thesis research, we gained experience with two methods: action research and visual methods (photo and film-elicitation). The aim of this article is to explore these research methods and to show how they can be adapted to a pedagogical context in which two positions are being connected, the researcher and the teacher. We will base this study on our research and teaching experiences as PhD candidates at the University of Bordeaux, and tutors in a workshop of participative education through media. We will expose the usefulness of film-elicitation in pedagogical contexts and also aim to understand its limits. Thus, we will explore the following questions: How to use image as a teaching tool? How can the method of film-elicitation be transposed into a teaching approach? How can this approach be used in intercultural contexts to bring forth issues in the intercultural field? Image as a multidimensional tool is a central element of our pedagogical approach. More specifically, mobile image – whatever broadcasting may be (cinema, television, Internet or mobile phones) – is interesting as far as its makes a speech. Intercultural communication can be analyzed in different contexts; it can appear between individuals from different national cultures and also between individuals that belong to different - mostly transnational - sub-cultures in the same national context. Mobile image as an object of analysis and teaching tool gives us the opportunity to study how images can be made of narrative information, stereotypes, mixed temporalities, hybridization, and individual and collective imagination. It also allows us to propose new logical ways to understand it. Film-elicitation seems to make possible to go past the frame of linear disciplinary knowledge transmission and to get involved in citizenship thinking. Indeed, self-image re-appropriation and reflexivity are central processes of film-elicitation. Moreover, film-elicitation can also allow rethinking the hierarchical or vertical relation 'student-teacher' so as to see it in a more horizontal way, as proposed by Paulo FREIRE's. Finally, in a context of world images circulation, the film seems to be an object crossed by intercultural issues.

A reverse perspective: Putting practice into theory

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2010 marks the fifth year of community radio in the UK and the pioneers are applying for their licence renewals in what is currently the only growth area in the domestic radio landscape. One of those pioneers is the City of Lincoln's Siren FM; one of the first full- time community radio stations to be based at a university. Such a position, situating itself in the middle of a university campus, offers an interesting model for the new Third Tier of radio; placing the radio station in a unique position to effect social gain by empowering individuals and inspiring them to further their education and increase their academic qualifications. The body of community radio volunteers at Siren FM comprises members of the local communities who, in most cases, have little or no aspiration towards higher education. As they work together on the campus of the University of Lincoln, they blend with students and their professors, and discover new horizons opening up for them. Using Siren FM as a case

study, this paper will look at the pathway from practice to theory as the joint authors; the Managing Editor of Siren FM and the Programme Leader for the undergraduate provision at the University's School of Journalism, map the route taken by these volunteers from community radio practitioner to university student. It will also outline the work being carried out as part of an ADM-HEA funded project to develop community journalism on the station and how this encapsulates one of the distinguishing characteristics of community radio; that of benefitting the participants whilst serving the listener. The University of Lincoln has recognised the implications for widening participation and the potential for engaging with the community radio volunteers by launching two new courses, both in themselves the first of their kind in the UK; a foundation degree in Community Journalism and a masters programme in Community Radio. The paper will document some of the recent success stories of the young Siren FM volunteers who are demonstrating the power community radio can have to change lives. It will describe the challenges faced in balancing the disparate abilities and perspectives of the volunteer workforce and the efforts made to deliver a positive learning experience for both student and non- student alike. Looking at the relationship between community radio and higher education from the practitioner perspective, the paper will also document Siren's efforts to raise volunteers' expectations and argue the case for establishing further community radio stations in educational settings.