Media Education Research Section
Abstracts accepted for presentation at IAMCR 2015 in Montreal, Canada

Id: 9302

Title: Control or Power' Using media literacy to question big data in a media saturated world

Authors:
Name: Belinha De Abreu
Email: bdeabre @ airfield.edu
Country: US (United States)
Affiliation: Fairfield University

Abstract: Control or Power' Using Media literacy to Question Big Data in a Media Saturated WorldBy Belinha De Abreu, PhD.265 Horse Hill RoadWestbrook, CT. 06498, USAFairfield University203-668-7392bdeabre @ airfield.eduThis paper will discuss how big data changes the media relationships of the individual, citizenry, and society. Through the critical lens of the media literacy, a number of groups including education, government, policy, business, and more, will be analyzed while evaluating the impact of big data. At the same time, this theme will be at the forefront of an analysis of the effect on each of these groups and the implications for each constituent. From the education lens'there will be a focus on information privacy or lack thereof. From the government/policy lens'a look at what drives and influences data construction or ownership attempting to answer and debate the question who or what possesses information' Do private property rights apply' How is the information used' Who profits from it' Further developing the argument with the more recent controversy between the 'right to be forgotten' and' the right to know' 'the online debate on available information through social media and search engines. Who will decide what data in the future will be considered private' As was stated in the Stanford Law Review, 'Data create enormous value for the global economy, driving innovation, productivity, efficiency, and growth. At the same time, the 'data deluge' presents privacy concerns that could stir a regulatory backlash, dampening the data economy and stifling innovation' (Tene & Polonetsky, 2012). This has been seen to be true in the past several years where Google has been in the media for overstepping the parameters of their privacy guidelines. Their online tracking methods, manipulation of search results, misuse of intellectual property, as well as their lack of consideration when it comes to regulations have all come under fire. Various countries have fined, penalized, and censured Google publicly and in court cases in order to prevent them from stepping outside of the perceived boundaries and relationship of user and business owner. This paper will consider the ramifications of these relationships and the lack of transparency or understanding of the laws of privacy between user and provider. Lastly, this paper will consider the economics of these changes from selling data to funding it. Various perspectives will be from provided representing education, cable, telecommunications, broadcasting, Internet as well as a look at civic media, in particular concepts of participatory engagement and mobilization.

Id: 9441

Title: Urban-rural differences in parental Internet mediation and adolescents' Internet risks in Taiwan

Authors:
Name: Fong-ching Chang
Email: fongchingchan @ tnu.edu.tw
Country: TW (Taiwan)
Affiliation: National Taiwan Normal University

Name: Nae-Fang Miao
Email: naefan @ mu.edu.tw
Country: TW (Taiwan)
Affiliation: Taipei Medical University

Name: Chiung Hui Chiu
Email: cchu @ tnu.edu.tw
Country: TW (Taiwan)
Affiliation: National Taiwan Normal University

Name: Ping-Hung Chen
Email: pxc2 @ tnu.edu.tw
Country: TW (Taiwan)
Affiliation: National Taiwan Normal University, Taiwan

Name: Ching-Mei Lee
Email: t0900 @ tnu.edu.tw
Country: TW (Taiwan)
Affiliation: National Taiwan Normal University

Abstract: Background: Digital technologies have become more pervasive over the past decade. Governments globally promote digital inclusion to endow people with the access and the capability to use the Internet. However, studies have pointed out the existence of a digital divide in Internet use between urban and rural areas and between different ages, genders and races. Home is the primary place where adolescents use the Internet. There is increasing concern as to whether parents have the capability to guide their children to the benefits of using the Internet while simultaneously decreasing the risks. Objectives: This study compared parents' and adolescents' media use in urban and rural areas. Factors related to parental mediation and effect on adolescents' Internet risks were also examined. Methods: Data were obtained from an urban sample of 1,079 junior high school students and 688 parents and a rural sample of 838 students and 729 parents in Taiwan in 2013. Results: Rural parents had lower levels of Internet skills and parental mediation of Internet use by children compared with urban parents, while rural adolescents had lower levels of Internet literacy but a higher frequency of Internet use, online game playing and

experiences of passwords/money being stolen online than urban adolescents. Multivariate analysis results showed that parental restrictive mediation was associated with reduced adolescents' time spent online, online gaming, and fewer occurrences of passwords/money stolen online; parental monitoring mediation was associated with a reduction in adolescents' cyberbullying victimization.Conclusion: There was an urban-rural disparity in the Internet competence of both parents and adolescents, which led to differences in parental mediation and adolescents' Internet risks.

Id: 9800

Title: Quality of TV programmes for children: a comparative analysis between France and Brazil.

Authors:
Name: Mariana de Souza Gomes
Email: marianaufr @ ahoo.com.br
Country: FR (France)
Affiliation: University Sorbonne Nouvelle - Paris 3

Abstract: The designed TV programmes for children deserve particular attention due to the fact that one of the ways in which a child might be in contact with the world and make a rough idea of it is by watching these programmes on TV. The child may learn how to socialize, to behave him/herself, and even learn how s/he can play an important role in the bosom of society. This discussion concerns parents, teachers, policymakers and very citizen. Since the second half of the XX century, when the purchase of a TV set became popularized, the television has an important role for the families. The television has also been a way to offer information and culture, especially for those who do no not have access to culture through other media. Nowadays, even with the plurality of media ' smartphones, tablets ' it is of paramount importance to discuss about the quality of children's programme.Many producers have confused educational content and curriculum with quality. Therefore, an overrated pedagogy (Duek: 2014, p.217) takes place where the equation 'pedagogy + educational content = TV programmes of quality' is not always successful. What is then, a high-quality TV programme for children'I will present here an analysis of the TV programmes for children from the channels TV Rá-Tim-Bum and Canal J - a Brazilian and a French one respectively - from the year 2010 up to the year of 2014 according to the concepts of quality for television programmes thought by François Jost (2011), Eva Pujadas (2011) and Inês Vitorino (2012). It will be also necessary to approach the concepts of bedroom culture (Livingstone: 2002) and the relational uses of TV Messenger Davies (2010).BIBLIOGRAPHYBAILÉN, Amparo Huertas. La audiencia investigada. Barcelona: Gedisa, 2002. 192 p.DUEK, Carolina. L'enfance, la télévision et l'Etat argentin :Une discussion sur la qualité des programmes télévisés pour enfants. In : JOST, François. Pour une télévision de qualité. Paris : INA, 2014, pp. 207-218.FRAU-MEIGS, Divina. Socialisation des jeunes et éducation aux médias. Toulouse : Ed.Erès, 2011, 230 p.JOST, François. Pour une télévision de qualité. Paris : INA, 2014, 278 p.LEMISH, Dafna. Children and Television: A Global Perspective. Oxford: Blackwell Publishing, 2007, 257 p.LIVINGSTONE, Sonia. Young people and new media. London: Sage Publications: 2002MESSENGER DAVIES, Máire. Children, Media and Culture. Berkshire: Open University Press, 2010, 238 p.MESSENGER DAVIES, Máire. Reality and fantasy in Media: Can children tell the difference and how do we know' In: DROTNER, Kirsten & LIVINGSTONE Sonia. The International handbook of children, media and culture. Londres, 2008. SAGE Publications. pp. 121-136. PINTO, Manuel. A Televisão no quotidiano das crianças. Braga : Edições Afrontamento, 2000. 400 p. (Bib.das Ciências do Homem/Sociologia, 2)PUJADAS, Eva. La Television de calidad :

contenidos y debates. Valencia : Universidad de Valencia, 2011.STIEGLER, Bernard & TISSERON, Serge. Faut-il interdire les écrans aux enfants ' Paris : Éditions Mordicus, 2009. 106 p.VITORINO, Inês & PINHEIRO Paiva Cavalcante, Andrea. Qualidade na Programação Infantil da TV Brasil. Santa Catarina: Editora Insular, 2012.

Id: 9823

Title: As ever younger kids go online, how are European families responding'

Authors:
Name: Sonia Livingstone
Email: s.livingston @ se.ac.uk
Country: GB (United Kingdom)
Affiliation: Department of Media and Communications, London School of Economics and Political Science

Name: Giovanna Mascheroni
Email: giovanna.mascheron @ nicatt.it
Country: IT (Italy)
Affiliation: Università Cattolica del Sacro Cuore

Name: Michael Dreier
Email: Michael.Dreie @ ni-mainz.de
Country: DE (Germany)
Affiliation: Johannes Gutenberg-University Mainz

Name: Stephane Chaudron
Email: stephane.chaudro @ rc.ec.europa.eu
Country: IT (Italy)
Affiliation: Joint Research Centre, European Commission

Abstract: Subject and methodologyIn autumn 2014, media researchers across Europe investigated families of 6-7 year olds in a qualitative study. Therefore researchers played with children, interviewed children as well as parents and observed family dynamics surrounding use of digital and internet-enabled media in 70 families (10 each in Belgium, Czech Republic, Germany, Finland, Italy, Russia & UK). Despite widespread public interest in parental responses to the influx of digital devices in the home, most evidence relates to older children; thus we sought to explore the experiences of much younger children.Theoretical frameworkThe research integrated the domestication framework with parental mediation to understand how families appropriate a range of digital media into their homes and habits in ways that became meaningful for them. We analysed how parents sought to instantiate particular values or visions of 'the good parent' or the 'happy family' through their management of ICT goods, contents and practice. The particular developmental tasks faced by very young children also shaped the research, foregrounding questions of skill and literacy.Key findings focus on cross-cultural similarities and differences:'   Parents were often concerned about their children's media use. German parents appeared most concerned about long-term effects on health of sustained use of digital devices. In Italy, concerns centred on excessive screen time and adverse effects on cognitive development. UK parents were more concerned about violent content. Generally, parents worried less about the risks facing little children by

comparison with older children.'   Parental control strategies varied. In the Czech Republic, parents provide children with mobile phones to feel more in control over their children's movement yet they were often unaware of how their children used them. In Italy, Germany and Russia, parents were rather restrictive of their children's digital activities, although the Italian extended family was more permissive.'   In terms of family preferences, in Finland, television had already lost popularity by comparison with personal digital devices, whereas in the UK, Germany and Italy television was still valued as an activity that families could share.'   Several factors affect young children's uses and skills of digital technologies. These include family constitution, family/ parental style, daily routine, and even the neighbourhood as observed in Belgium and Finland. ' Last, we consider the use of digital devices for learning. In the UK parents neither thought of digital devices in terms of learning nor educational apps were used. In Finland, parents were confident that merely by playing, children would learn. Russian parents described a trajectory ' a device would be bought for educational purposes but generally be used for entertainment in practice.The full European report, by Chaudron S., Beutel M.E., 'ernikova M., Donoso V., Dreier M., Fletcher-Watson B., Heikkilä A.-S., Kontríková V., Korkeamäki R.-L., Livingstone S., Marsh J., Mascheroni G., Micheli M., Milesi D., Müller K.W. , Myllylä-Nygård T., Niska M., Olkina O., Ottovordemgentschenfelde S., Plowman L., Ribbens W., Richardson J., Schaack C., Shlyapnikov V., ¦mahel D., Soldatova G. and Wölfling K., and funded by the Joint Research Centre of the European Commission, is available at http://publications.jrc.ec.europa.eu/repository/handle/JRC93239

Id: 9880

Title: Facebook use of elementary school students ' A qualitative study about the use of Facebook in everyday life of children

Authors:
Name: Henrike Friedrichs
Email: henrike.friedrich @ ni-bielefeld.de
Country: DE (Germany)
Affiliation: Faculty of Educational Science at Bielefeld University (Germany)

Name: Friederike von Gross
Email: friederikevon.gros @ ni-bielefeld.de
Country: DE (Germany)
Affiliation: Faculty of Educational Science at Bielefeld University (Germany)

Name: Anna Hübenet
Email: anna.huebene @ ni-bielefeld.de
Country: DE (Germany)
Affiliation: Faculty of Educational Science at Bielefeld University (Germany)

Abstract: The German representative study 'KIM' (cf. mpfs 2013) shows that 55 percent of the six to 13 year old internet users in Germany have a Facebook account, even though ' until the age of 13 ' it is officially illegal. Studies however, that focus the actual use of the network, are still missing. The qualitative study of the authors located at the Faculty of Educational Science at Bielefeld University (Germany) therefore reconstructs the use of the social network site Facebook by elementary school students and how the use is integrated in the everyday-life of these children (cf. Lange & Sander 2010; mpfs 2011). Among other things, the study focuses on which features of Facebook the children use and on the role of the parents. Furthermore, the study looks at the children's positive or negative experiences while using Facebook and compares the knowledge about possible risks between users and non-users.Design of the studyThe exploratory design encompasses seven group interviews with fourth-graders (ten years old) of different elementary schools in Western Germany. Three of the groups consist of Facebook users, four of them are composed of non-users. The latter know the network and have certain opinions about it but never used it themselves. The interviews were analyzed with the documentary method according to Bohnsack (cf. Bohnsack et al. 2010).FindingsFirst findings show that the Facebook use of all children (from the user groups) is integrated in family structures. The children use it together with their parents and/or their siblings. The parents helped their children with the registration and the creation of the account or let them use their own account. The interviewed children do not use Facebook to communicate with friends or peers but predominantly with relatives that live in other cities or sometimes abroad. Facebook neither in class nor during leisure time is an important topic with friends. So we assume that there is no peer pressure to be part of the Facebook network.Only a minority uses the games provided by the network. Most

children lack further knowledge about other features. However, they are aware about the possible risks. Fortunately none of the children made any bad experiences whilst using Facebook (at least so far).The non-users mainly state they do not want to use Facebook because of the possible risks and that Facebook is rather for teenagers or adults than for children. That however may resemble the opinion of the parents rather than their own and could be influenced through the fact that these children ' in contrast to the users of the study ' mostly had younger siblings and parents without own accounts.Outlook The findings could be used to design an advanced study with more groups and also slightly older children to see if the results of this exploratory study could also be found in a larger sample and to examine at what age or under which circumstances the use of Facebook changes from a rather family orientated use to a rather peer focused activity.

Id: 9905

Title: Baudrillard and The Simpsons: Pedagogy and Cultural Studies in the Postmodern University

Authors:
Name: Sean Baker
Email: baker4s @ mich.edu
Country: US (United States)
Affiliation: Central Michigan University

Abstract: As we enter the new millennium, social changes are forcing many colleges and universities to evaluate and improve undergraduate education. To account for the ever-increasing innovations in communication technologies and changes in journalism practices many new media instructors are realizing that traditional pedagogy techniques may not always be successful. Cultural theorists assert that examinations of cultural products in the classroom allow for an enhanced student/instructor experience that subsequently furthers learning objectives. This manuscript provides an example of a teaching method that addresses social changes, in particular the establishment of a postmodern society. Utilizing the television program The Simpsons as a metaphor for postmodern theory, an instruction exercise was developed to foster student understanding of Baudrillard's concepts of simulation, hyperreality, and simulacrum. The classroom exercise consisted of ten 'stations' that had various Simpsons artifacts. The students were asked to visit each of the ten stations and analyze The Simpsons artifacts in relation to an assigned reading on Baudrillard. The exercise called for the students to create a presentation as a group describing tenants of postmodernism by using The Simpsons artifacts as examples.It is evident that both postmodern and cultural studies perspectives on pedagogy contribute to a refined teaching schema. It is a difficult task to creatively devise educational tools that address the postmodern nature of contemporary colleges and universities. The Simpsons activity provided a learning environment that successfully demonstrated Baudrillard's notion of simulation and hyperreality. Students were receptive to the idea and excited to discuss the concepts amongst their peers. Student/instructor collaboration and self direction were triumphant in this class exercise and should be perused by other professors. As colleges and universities enter the new millennium outdated pedagogical techniques need reconsideration in terms of their effectiveness and ability to foster the development of critical and analytical cognitive skills. The current experiment was successful in addressing some areas of concern. For example, postmodern and cultural studies theorists assert that higher education is failing today, where students are obtaining superficial information and many others are excludes from productive learning experiences. However, it is extremely difficult to teach postmodern ideas in a modern university or classroom, since postmodernism often questions traditional pedagogical techniques. The Simpsons/Baudrillard exercise attempts to account for this discrepancy between the postmodern world and modern higher educational system. Examinations of cultural products through the lens of postmodern theory are one solution to this phenomenon. In doing so, it provides a

framework (and inspiration, hopefully) for potentially innovative classroom exercises that should allow university systems to prosper in the years to come. Journalism and mass communication instructors need to reconsider their pedagogical theories with a postmodern outlook. Accomplishing this one may conclude that cultural studies is a reasonable and valid response to the ever changing university environment.

Id: 9973

Title: PANEL: Intersections of digital media, policy, and citizenship in media education scholarship and pedagogical practice

Authors:
Name: Tamara Shepherd
Email: t.shepher @ se.ac.uk
Country: GB (United Kingdom)
Affiliation: London School of Economics and Political Science

Abstract: Digital, networked media have been seen as fundamentally transformative for social life, not only in the sense of broad technological and industrial shifts, but also in the local, everyday ways in which media texts are produced, distributed, and accessed (Jenkins, 2006). Such shifts pose a series of paradoxical challenges for media education scholars engaged in theoretical inquiry as well as practice (Buckingham, 2007; Livingstone, 2004; Hoechsmann, & Poyntz, 2012). On the one hand, the broad relevance of media education has arguably never been greater (Hobbs, 2011). Competencies such as critical thinking about media representations, expressive and reflexive uses of media technology, understanding the power relations among users and producers of media texts, and awareness of socio-political issues and policies linked to the media environment all seem to constitute essential components for what it means to enact citizenship in contemporary mediated social life (Kellner & Share, 2007; Martens, 2010). On the other hand, media technologies and the practices they support have been shown to evolve at a pace and level of complexity that extend beyond the capacity of educators to provide the kind of media education that reflects recent social transformations (Facer, 2011). This panel questions the capacity of media education to address issues of media policy, technology, and citizenship in a meaningful way (e.g., O'Neill, 2010; Frau-Meigs & Torrent, 2009). As such, it raises the following questions:'   What kinds of literacies are needed for enacting media policy advocacy given rapid technological change' '   How might open-source platforms contribute to advancing media policy literacy"   How do concepts of rights and citizenship fit into media education, considering that the primary targets of this education are young people" How might key concept models in media education need to be revisited in light of the changing parameters of media literacy'Through these questions, the panel as a whole seeks to interrogate both the conceptual frameworks that might help us to address the complex intersections of technology, policy, and citizenship in media education, while also articulating strategies for making on-the-ground interventions from a critical perspective on digital media's social impact. ReferencesBuckingham, D. (2007). Beyond Technology. Malden, MA: Polity.Facer, K. (2011). Learning Futures. New York: Routledge. Frau-Meigs, D., & Torrent, J. (eds). (2009). Mapping Media Education Policies in the World. New York: The United Nations-Alliance of Civilizations & Grupo Comunicar.Hobbs, R. (2011). Digital and Media Literacy. London: Corwin.Hoechsmann, M. & Poyntz, S.R. (2012). Media Literacies: a Critical Introduction. Malden, MA: Wiley-Blackwell.Jenkins, H. (2006). Convergence Culture. New York: NYU Press.Kellner, D. & Share, J. (2007). Critical

media literacy: Crucial policy choices for a twenty-first-century democracy. Policy Futures in Education, 5(1), 59-69.Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. Communication Review, 7, 3-14. Martens, H. (2010). Evaluating media literacy education: Concepts, theories and future directions. Journal of Media Literacy Education, 2(1), 1-22.O'Neill, B. (2010). Media literacy and communication rights: Ethical individualism in the new media environment. International Communication Gazette, 72(4-5), 323-338.

Id: 9974

Title: PANEL: Intersections of digital media, policy, and citizenship in media education scholarship and pedagogical practice

Authors:
Name: Tamara Shepherd
Email: t.shepher @ se.ac.uk
Country: GB (United Kingdom)
Affiliation: London School of Economics and Political Science

Name: Normand Landry
Email: normand.landr @ eluq.ca
Country: CA (Canada)
Affiliation: TÉLUQ - Université du Québec

Abstract: PANELIntersections of digital media, policy, and citizenship in media education scholarship and pedagogical practiceDigital, networked media have been seen as fundamentally transformative for social life, not only in the sense of broad technological and industrial shifts, but also in the local, everyday ways in which media texts are produced, distributed, and accessed (Jenkins, 2006). Such shifts pose a series of paradoxical challenges for media education scholars engaged in theoretical inquiry as well as practice (Buckingham, 2007; Livingstone, 2004; Hoechsmann, & Poyntz, 2012). On the one hand, the broad relevance of media education has arguably never been greater (Hobbs, 2011). Competencies such as critical thinking about media representations, expressive and reflexive uses of media technology, understanding the power relations among users and producers of media texts, and awareness of socio-political issues and policies linked to the media environment all seem to constitute essential components for what it means to enact citizenship in contemporary mediated social life (Kellner & Share, 2007; Martens, 2010). On the other hand, media technologies and the practices they support have been shown to evolve at a pace and level of complexity that extend beyond the capacity of educators to provide the kind of media education that reflects recent social transformations (Facer, 2011). This panel questions the capacity of media education to address issues of media policy, technology, and citizenship in a meaningful way (e.g., O'Neill, 2010; Frau-Meigs & Torrent, 2009). As such, it raises the following questions:'
What kinds of literacies are needed for enacting media policy advocacy given rapid technological change' ' How might open-source platforms contribute to advancing media policy literacy" How do concepts of rights and citizenship fit into media education, considering that the primary targets of this education are young people" How might key concept models in media education need to be revisited in light of the changing parameters of media literacy'Through these questions, the panel as a whole seeks to interrogate both the conceptual frameworks that might help us to address the complex intersections of technology, policy, and citizenship in media education, while also articulating strategies for making on-the-ground interventions from a critical perspective on digital media's social impact. Chair/ Discussant: Normand LandryUER Sciences

humaines, Lettres et CommunicationsTÉLUQ - Université du Québec

Id: 9975

Title: PANEL: Intersections of digital media, policy, and citizenship in media education scholarship and pedagogical practice

Authors:
Name: Becky Lentz
Email: roberta.lent @ cgill.ca
Country: CA (Canada)
Affiliation: McGill University

Name: Phil Napoli
Email: phil.napol @ utgers.edu
Country: US (United States)
Affiliation: Rutgers University

Abstract: Paper Title: Building a Knowledge Infrastructure for 21st Century Media Policy LiteracyMedia policy advocacy has emerged internationally as a growing and increasingly important area of public interest advocacy work. This work addresses central concerns for policymakers in Canada and elsewhere, such as who controls the production and distribution of media and information, Internet governance, public service media, electronic surveillance, intellectual property rights, media diversity, the digital divide, and network neutrality. These issues impact citizens in direct and tangible ways, affecting economic opportunity, cultural expression, and political knowledge and participation. Effective public interest advocacy work in the media policy area is therefore essential for protecting freedom of expression, online privacy, information access, and communications systems and structures that serve people's information needs and expressive opportunities. This field of public interest advocacy work is uniquely dynamic and complex, given the ever-changing media technology landscape. And, like all fields of public interest advocacy, effective participation requires mastery of a specialized body of knowledge and the ability to effectively participate in formalized processes and produce specialized documents with very explicit objectives for very specific audiences. Moreover, public interest organizations face a number of additional challenges to effectively influencing policy outcomes. From this standpoint, the importance of research, collaborations, and educational programs that can potentially enhance their effectiveness becomes particularly pronounced. Unfortunately, unlike other areas of public interest advocacy (e.g., health, the environment), media policy advocacy is lacking a robust knowledge infrastructure that can support the field's growth and effectiveness; assist in mobilizing, orienting, and training new members; and inform strategy formulation. Lentz and Shade (2014), for instance, identify a persistent 'blind spot' in higher education around media policy studies. As Lentz (2014) notes, 'the field of media policy studies remains on the margins of institutions of higher education in the United States' (p. 179). Further, while the production of academic research relevant to media policy advocacy has increased substantially, effective means of disseminating this work to media policy advocates in the most usable forms have been lacking. This disconnect

has resulted in some short-term efforts to improve this knowledge transfer, but, as this paper argues, continued work in this vein is essential. This paper argues for a notion of knowledge infrastructure that is essential for preserving and improving the effectiveness of public interest media policy advocacy that has been largely lacking. Such an infrastructure includes: 1) sufficient historical information about the field, its evolution, and its successes and failures; 2) curricular and training materials to train those new to the field; and 3) strong linkages with academic institutions to facilitate knowledge exchange, collaboration, and new members. ReferencesLentz, B. (2014). The media policy tower of babble: A case for policy literacy pedagogy. Critical Studies in Media Communication, 31(2), 134-140. Lentz, B. & Shade, L.R. (eds.). (2011). Democratizing communication policy in the Americas: Why it matters. [Special Issue]. The Canadian Journal of Communication, 36(1), 199 pages.

Id: 9978

Title: PANEL: Intersections of digital media, policy, and citizenship in media education scholarship and pedagogical practice

Authors:
Name: Karen Louise Smith
Email: karen.louise.smit @ toronto.ca
Country: CA (Canada)
Affiliation: University of Toronto and Mozilla

Name: Tamara Shepherd
Email: t.shepher @ se.ac.uk
Country: GB (United Kingdom)
Affiliation: London School of Economics and Political Science

Name: Leslie Shade
Email: leslie.shad @ toronto.ca
Country: CA (Canada)
Affiliation: University of Toronto

Abstract: Paper Title: Connected learning and immanent surveillance: Participation and agency in the co-construction of privacy education resources Topical news headlines, including the Snowden revelations, celebrity photo leaks from the cloud, and the monitoring of IP addresses of streaming service end-users, demonstrate a range of surveillance activities associated with internet use. The convergence of surveillance practices by both commercial and government agents offers a backdrop for discussing youth as digital producers and consumers, where young people have been positioned as particularly active in networked environments for a host of developmental activities around learning, identity, socializing, political engagement, and cultural production (boyd, 2014).In this spirit, we describe a participatory design project run from 2014-2015 in Toronto, Canada, that seeks to empower youth to participate in the design of open educational resources (OERs) to engage Canadian teens to learn about privacy in informal learning settings. The project used participatory design methods with eight teenagers who joined a research team as peer researchers in workshop and engagement opportunities. Through these sessions, peer researchers assisted in the creation of online privacy awareness curriculum appropriate for informal learning settings. Through workshops, the teens explored notions of publicness and privateness through a media education paradigm that prioritized the inclusion of production-centered learning activities, consistent with connected learning (Ito, Rhodes, & Watkins, 2013; Ito et al., 2009). Some of the key findings to be presented and analyzed include reflection activities, where the youth involved in the project have responded to interview questions, writing prompts, and production-centered learning activities. Such reflections provide insights into how the teens view the distinction between public and private in relation to online identity and reputation. A discursive treatment of these findings serves to trouble

popular ideas around young people's participation and agency in online spaces, as well as the capacity for regulation in a variety of spheres given immanent surveillance. By applying the idea of privacy as contextual integrity (Nissenbaum, 2004), wherein diverse informational contexts shape or habituate privacy norms, we argue that the inherent conflict between the possibilities for connected learning and the automatic data trail that gets created online illustrates the 'risky opportunities' endemic to young people's digital engagement (Livingstone, 2008). Given that it's impossible to do anything online ' learn, express oneself, socialize, engage politically, or produce culture ' without being implicated in surveillance, we conclude with a discussion of the regulatory implications of this for young people in particular.

References

boyd, d. (2014). It's Complicated: The Social Lives of Networked Teens. New Haven, CT: Yale University Press.

Ito, M., et al. (2013). Connected Learning: An Agenda for Research and Design. http://dmlhub.net/sites/default/files/Connected_Learning_report_0.pdf

Ito, M., et al. (2009). Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media. Cambridge, MA: MIT Press.

Livingstone, S. (2008). Taking risky opportunities in youthful content creation: teenagers' use of social networking sites for intimacy, privacy and self-expression. New Media & Society, 10(3), 393-411.

Nissenbaum, H. (2004). Privacy as contextual integrity. Washington Law Review, 79, 119-158.

Id: 9979

Title: PANEL: Intersections of digital media, policy, and citizenship in media education scholarship and pedagogical practice

Authors:
Name: Sonia Livingstone
Email: s.livingston @ se.ac.uk
Country: GB (United Kingdom)
Affiliation: London School of Economics and Political Science

Abstract: Paper Title: iRights ' advocating for children's rights onlineIn recent years, a new debate has been emerging, stemming from the coincidence of two ongoing fields of policy deliberation. On the one hand, child welfare and rights organisations are extending their scope to embrace the internet, recognising the rapidity with which children are going online. On the other hand, advocates of freedom of expression and experts in internet governance are recognising that children have particular claims to protection and participation online. The result is that ' in a host of forums from the Internet Governance Forum to schools and homes around the world ' there is mounting discussion of children's rights in relation to the internet. Should there be such rights' Is the UN Convention on the Rights of the Child a good place to start' Can children's rights online be taught in schools, extending existing moves to teach them their rights more generally'Among the various initiatives being developed, this paper will critically analyse one initiative gaining considerable attention and support in the UK, albeit with international ambitions. The brainchild of renowned filmmaker and member of the House of Lords, Baroness Beeban Kidron, iRights developed from her many conversations with children up and down the country. It has crystallised into five seemingly simple claims:' The right to remove. Every child and young person under 18 should have the right to easily edit or delete any and all content they themselves have created, and to have access to simple and effective ways to dispute online content about them.' The right to know. Children and young people have the right to know who is holding or profiting from their information, what their information is being used for and whether it is being copied, sold or traded.' The right to safety and support. Children and young people should be confident that they will be protected from illegal practices and supported if confronted by troubling or upsetting scenarios online.' The right to make informed and conscious choices (the right to agency). Children and young people should be free to reach into creative and participatory places online, using digital technologies as tools, but at the same time have the capacity to disengage at will.' The right to digital literacy. To access the knowledge that the internet can deliver, children and young people need to be taught the skills to use and critique digital technologies, and given the tools to negotiate changing social norms.This paper will first unpack what are, undoubtedly, rather complex claims variously addressed to industry, child welfare bodies, government, teachers and parents. It will compare these 'rights' with those being written into other emerging Bills of Rights internationally. Then it will report on recently-conducted deliberative juries held with teenagers from diverse backgrounds as they debate whether these rights are important to

them, whether they should be revised, and whether and how they might be implemented.

Id: 9980

Title: PANEL: Intersections of digital media, policy, and citizenship in media education scholarship and pedagogical practice

Authors:
Name: Stuart Poyntz
Email: spoynt @ fu.ca
Country: CA (Canada)
Affiliation: Simon Fraser University

Abstract: Paper Title: Conceptual futures: Key concepts, UNESCO's MIL policy and citizen learning in media educationVersions of key concept models have been formative across the field of media education since the 1980s (Buckingham, 2003). Such models have helped to clarify how meaning and power operate in global media cultures, while playing an instrumental role in developing social-political models of media learning.Beyond acting like a compass for the field, key concept models have proved remarkably flexible. They are adaptive for policy makers, curriculum development and communication among teachers, non-media education specialists and students. They have served as an alternative to practice-based forms of media education (which tend to address particular examples of media institutions, events, and subjectivities, etc.) and have historically offered a counter to the aestheticism and conservatism of the Canon and auteur theory in media literacy. Key concept models have thus helped articulate what underlies the project of media literacy ' what it means to understand and create meaningfully in a variety of contexts, including what is involved in the production and circulation of meaningful forms of communication. Of late, however, key concept models have been receding from the centre of the field. In part, this has happened because such models can be normatively strict in an era of flexible digital media. More urgently, the emphasis on skills and labour market training among policy makers in national and international contexts and in school curricula has mitigated the appeal of conceptual analysis. Consequently, the place of these frameworks in media education seems uncertain today. Other organizing frameworks designed around notions of competencies, skills and 'employment outcomes' have entered into educational discourses and, since the late 1990s (Quin, 2003), have begun to displace key concepts in the field. Among other things, these developments have significant implications for how citizen learning is integrated with key media education initiatives.In this paper, I examine these developments and their implications through an analysis of UNESCO's Media and Information Literacy project. While a massive and ambitious program, I pay particular attention to the 2013 MIL Policy Strategies and Guidelines document, which offers a revealing if troubling picture of how key concept models are now integrated into globally influential media literacy policies. The MIL project suggests that the worldly orientation associated with the habit of conceptual thinking in media literacy is fading from view. Without the kind of conceptual centre offered by key concept models, the role of thinking itself ' as opposed to doing and making media ' may in fact be at risk in media education (Silverstone, 2007). Thus, in this paper, I examine whether key concept models are still

viable in media education today and what might be at stake if they are replaced.

References Buckingham, D. (2003). Media Education: Language, Learning and Contemporary Culture. Cambridge: Polity Press. Quin, R. (2003). A genealogy of media studies. The Australian Educational Researcher. Vol. 30, no. 1. Pp. 101-121. Silverstone, R. (2007). Media and Morality: On the Rise of the Mediaopolis. Cambridge: Polity Press.

Id: 9993

Title: Changes in classroom communication following a digital learning MOOC pilot

Authors:
Name: Dan Yngve Jacobsen
Email: dan.jacobse @ tnu.no
Country: NO (Norway)
Affiliation: Norwegian University of Science and Technology (NTNU)

Abstract: In the fall semester of 2014 The Norwegian University of Science and Technology (NTNU) in Trondheim, Norway opened up a MOOC (Massive Open Online Course) on digital learning and the use of various learning technologies. A pilot for an open access course under development the initiative had a dual target group. We wanted to reach both practicing teachers in primary and secondary education as well as teachers in the university's own vocational teacher training program. Key objectives for the program were to enhance these teachers' digital competence and thus to bring about changes in teacher student interaction by way of digital tools.Participating teachers were subsequently interviewed about their course experience and the impact their new knowledge had on their day to day teaching practices. Social media, personal learning networks (PLN), digital response systems and recorded voice feedback on written tasks were among the issues discussed in these interviews. A general finding was an enhanced learning experience for their students as perceived by our informants. The informants typically reported positive feedback from their students indicating also that they were mainly positive about the MOOC pilot they had attended.An interesting finding relating to the current debate on MOOC dropouts is how the initiative had an impact even for the teachers who did not accomplish all the formal requirements in the MOOC. Typically they would go through the course material for ideas, but fail to submit the obligatory assignments and tasks. They would rather construct their own 'assignments' based on the everyday situations they experienced facing their own students and use the course material as a stepping stone to develop their own teaching.The aim of this paper is to explore how the MOOC learning outcomes were implemented in the informants' daily practices. Particularly interesting findings relate to changing modes of student teacher communication in the settings where digital learning technologies were implemented.

Id: 10209

Title: EL VIDEO DIGITAL EN LA EDUCACIÓN SUPERIOR COMO
HERRAMIENTA PARA LA ELABORACIÓN DE INFORMES ACADÉMICOS

Authors:
Name: María del Rosario Luna
Email: mariadelrosariolun @ ahoo.com.ar
Country: ES (Spain)
Affiliation: Universidad de Extremadura

Abstract: La incidencia de los Estudios Culturales en la reflexión educativa ha llevado a interpretar cada vez más las problemáticas didácticas en relación con el contexto sociocultural. La definición de los contenidos, metodologías y estrategias de enseñanza, se realiza con especial atención en los sujetos, por estar éstos constituidos por una serie de normas, valores, sistema de intercambios y simbolización propios del entorno sociocultural en el cual despliegan sus vidas. Y, si hay algo que define a las sociedades contemporáneas es la amplia heterogeneidad de textos y escrituras sobre los cuales se producen los intercambios simbólicos.La Universidad ha adoptado esta perspectiva y trabaja no sólo brindando contenidos sino metodologías que están en consonancia con las herramientas culturales de los estudiantes: el uso del vídeo, Internet o el desarrollo de plataformas virtuales para la transmisión de contenidos, es una práctica habitual (Muñoz-Repiso y Arras, 2011).Podemos apreciar que los usos que hace la Universidad de la imagen en general y el vídeo y el formato audiovisual en particular, están relacionados con la tarea docente de ilustrar, motivar, contextualizar, transmitir información, presentar casos. El audiovisual facilita la tarea pedagógica explicativa y favorece la comprensión de los fenómenos (Ferrés, 1992).Si hay algo que define a las sociedades contemporáneas es la amplia heterogeneidad de textos y escrituras sobre los cuales se producen los intercambios simbólicos. De esta manera, los métodos de enseñanza se han transformado radicalmente y, el uso del video, Internet o el desarrollo de plataformas virtuales para la transmisión de contenidos, es una práctica habitual.Sin embargo, en lo que a la conformación del discurso académico se refiere, la Educación Superior continúa haciendo uso casi exclusivo de la cultura del texto verbal escrito. Si el texto audiovisual es lícito para la transmisión de contenidos en las aulas por qué no es utilizado para que los estudiantes estructuren los resultados de sus investigaciones, comuniquen sus informes de estudios o relaten sus aprendizajes tal como lo hacen a través de una monografía, ensayo, tesina o tesis. Basado en la premisa de que el lenguaje audiovisual como lenguaje simbólico conlleva un gran potencial comunicativo el trabajo aporta argumentos acerca de la validez del uso del video digital como herramienta para la comunicación de resultados académicos en la Educación Superior.

Id: 10409

Title: Towards multiliteracies through participatory research with the young

Authors:
Name: Sirkku Kotilainen
Email: sirkku.kotilaine @ ta.fi
Country: FI (Finland)
Affiliation: Author of a paper, Media Education Section

Abstract: Multiliteracies as deeper understanding of the world have put media education on the screen, especially in discussions of empowering the young people. But is it enough from the perspective of enhancing youth participation in societies' Isn't research itself one of the mediated practices which should be looked at the critical perspective as well and, familiarized with the young' The proposed presentation reflects some studies which encourage youngsters to take the role of researchers, from the perspective of multiliteracies. As a case example, an ongoing participatory research with youngsters aged 15-18 will also be presented. The finnish three years project (2015 ' 2017) is titled as 'From marginal to mainstream through multiliteracies'. This media educational study has the focus in a critical boarder line of youths' lives and, focus on them in changing their learning environment from the comprehensive school to high school and/ or vocational school, when also youths' identification are in the move. The research is asking: -   What kinds of challenges in multiliteracies youngsters may face in boarder lines of schooling'-   How could their identities be supported with media pedagogies integrated with artistic activities'-   How could youth public agency be supported through participatory research'Special effort will be put in developing integrated pedagogies in arts and media with public orientation. For example, the young are encouraged to publish their work in social media together with more local mainstream media like newspapers and magazines online. The proposed presentation will focus on the last question: the modes of youth public agency in research activities. The paper will describe how youngsters take part in research in this project and, what kinds of more ethical implications may follow. The planning phase of the research project is spring 2015 and, the action-based pedagogies take place starting from september 2015. Youngsters will participate from the planning phase.

Id: 10513

Title: Media education at Homes. From Digital Natives to Collaborative Development of Media Competence

Authors:
Name: Reijo Kupiainen
Email: reijo.kupiaine @ ta.fi
Country: FI (Finland)
Affiliation: University Lecturer

Abstract: New generations has been celebrated as more creative and wiser (Prensky 2001; 2011; Palfrey & Gasser 2008) than previous generations when it comes to understanding of digital technologies and platforms. After decade the evidence of digitally competent and wice kids is still missing and more and more criticised (Bennett, Maton & Kervin, 2008; Helsper & Eynon, 2010; Jones, Ramanau, Cross, & Healing, 2010; Buckingham, 2011). Nowadays it seems to be clear that the use of digital media from the very early age do not automatically mean high levels of digital and media competence. The answer for the dilemma has been promoting media education for children and young people in formal, informal and non-formal learning settings. But the research has not asked much how media competence is developed in families between two 'generations', children and parents. Our paper focuses on family practices in media education. Research question is, how everyday family life promotes media competence'The paper is based on the qualitative research of children's and young people's changing media environment. The research is a longitudinal study that has been conducted three times, in the years 2007, 2010 and 2013 among Finnish children. In the research we have followed groups of 5-, 8-, 11- and 14-year old children in intervals of three years by collecting their photos, drawings and media diaries, which they kept for a period of five days in each research year, and then discussing with children in their homes. The research has been repeated three times among the same participant group. The sample size has been 50-60 children every research year, and about 10 children in each age group.The research has given us information about the media use and practices of different age groups of children in a particular time, changes of their media environment in three year intervals and implementation of media to the life world of the individual child from early childhood to adolescent. We have also been able to compare how media use and practices have changed within different age groups in different times. The research has had four theme areas: children's media use, media as a social environment, media culture as a commercial space and children's and young people's media competence. This paper focuses on the theme of competence.In the paper we will argue that media competence at homes is promoted in mutual discussions between children and parents focusing on three knowledge areas ' technology, content and social ' but the focus and amount of discussion varies depending on the age of children. The study suggest that media competence is an outcome of collaborative development in families, not an quality of 'digital natives'.

Id: 10537

Title: Media Literacy, Critical Conciousness and Communication for Empowerment: Detecting Boundaries and Potentialities with Turkey's Case

Authors:
Name: Tu'ba Asrak Hasdemir
Email: tubahasdemi @ mail.com
Country: TR (Turkey)
Affiliation: Gazi University Faculty of Communication

Abstract: Media literacy education has come to the fore in the U.S. and Europe since the second quarter of the 20th century. For Turkey, the interest in the adaptation to the European Union and global developments in communication networks and practices could be some major factors invoked enthusiasms for studying and educating media literacy. In accordance with the protocol signed by the Radio and Television Supreme Council and the Ministry of Education, first of all, a pilot media literacy course was formed and included into primary school curriculum as an elective course in the 2006-2007 educational year. And then, the media literacy course, as an elective course, has been educated countrywide since the 2007-2008 educational year. Beside this course, there are some courses in which literacy issues including the digital literacy are taught, e.g. the course titled 'Literacy Skills', 'Technology and Design'. Also some units of Social Sciences course and Turkish course are reserved for 'information and media literacy'. This presentation aims at elaborating the main points of the policy and applications related with the media literacy course as well as the related courses and topics in the primary and schools in Turkey. To this end, it will comparatively touch upon discussions on the information and media literacy education at the local as well as global levels. Understanding actual discussions on the importance and the position of media literacy education is closely related with detecting the history of media literacy course in Turkey. The objectives, outlines of the course as well as first term implementations of the course will be elaborated for this purpose. Beside this, the interview with the authorities of MNE and RTSC will provide us certain information about the formal prospect drawn for this course. The curriculum and textbook of media literacy course had certain changes and new curriculum and a new student book were prepared in the last year. New curriculum and new textbook are in circulation in 2014-2015 education term. For that reason, recent modifications and changes in the curriculum and the textbook for 2014-2015 will be also under consideration in this presentation. The concluding part of this paper will be reserved to the evaluations on the position of media literacy course, and depending on these evaluations, certain suggestions will be made to promote critical consciousness and critical media literacy education in Turkey.

Id: 10549

Title: INTERCOM NORTE MOBILE: Teaching methodology for the collaborative production of applications by undergraduate students of Social Communication

Authors:
Name: FABRÍCIO SANTOS DE MATTOS
Email: fsdematto @ mail.com
Country: BR (Brazil)
Affiliation: FACULDADE ESTÁCIO DO PARÁ

Abstract: This paper describes the development of a theoretical and methodological proposal based on a collaborative, shared and transdisciplinary design process from a case study of the development of an APP used in the greatest event in nothern Brazil: Brazilian Congress of Communication Sciences of the Nothern Region (Intercom 2014), which took place in Belém, Brazilian Amazon. The methodology described is based on the transformation of the media, market and world of work paradigms mentioned by Castells (2001), the perspective of collective construction of knowledge described by Pierre Levy's (2007) concept of collective intelligence, web 2.0 and peer to peer and wiki collaborative system analysed by Don Tapscott (2007). This proposal encompasses the stages of university's teaching, research and extension and was drawn up to compose the lesson for the discipline Digital Media. From collective brainstorming, presentations and considerations, each group prepared a piece of work that would be part of the final product, according to their interests and skills. At the end of each stage that was concluded, the results were shared with the group in order to be discussed and elaborated by the classmates, in a collaborative process which, when attached to the final product, generated a lot of processes and a single product. Thus, each group prepared a part of the campaign (video, radio spot, ask for web), the information for the application (layout, branding, information on cultural agenda of the city, sightseeing etc.) and at the end, the collection of this work allowed both making the product and its disclosure. The project involved the concepts of Digital Media, applications, social networking, Internet, Information Society and other terms related to the work with Information and Communication Technologies, generating a product of technology and innovation: the application 'Intercom Norte Mobile' was downloaded by 476 people, what represents 60% of the participants in the event. Thus, this paper aims to understand, discuss, implement and build new methodologies used in social communication research, adding the technological innovation and multidisciplinarity in the production of educational tools. Finally, it is concluded that the peering methodology for applications allowed us to understand the new trends of the media, the role of Information and Communication Technologies in contemporary society, the importance of Digital Media in the Information Society and the role of collaborative production for the formation of the communication professional.

Id: 10609

Title: Online 'Maker' Education Platforms: Exploring (In)equity and Technological Affordance

Authors:
Name: Debora A Lui
Email: dlu @ sc.upenn.edu
Country: US (United States)
Affiliation: University of Pennsylvania

Abstract: In the United States, makerspaces and 'Maker Culture' have become increasingly popular within educational settings in the last few years. Emphasizing hands-on production of DIY (do-it-yourself) projects ranging from 'high-tech' (e.g. 3D-printing, robotics) to 'low-tech' (e.g. knitting, carpentry), this trend has been thought to support science and technology education, as well teaching in art and design. Accompanying the growth of this 'maker pedagogy' has been the development of numerous web resources over the last ten years. These maker sites range from platforms that focus on broad audiences, to those that emphasize youth and education more specifically. All of these sites (and indeed the 'Maker Movement' at-large) work to promote inclusivity and openness since they emphasize a diversity of projects and/or participants. However, the design of any web platform necessarily involves particular decisions about the kinds of users that are ideally served ' whether individuals or groups, experts or novices, under or well-resourced communities. These choices are not made to purposefully alienate specific groups, but they always inadvertently lower and raise barriers to participation for different communities. In this paper, I therefore focus on the following questions: 1) what are inadvertent exclusions might be perpetuated by maker pedagogy websites, 2) how might we become more conscious of these potential inequities for the purposes of addressing them'In order to answer these questions, I conduct a comparative analysis of three popular commercially-focused maker sites: Instructables.com ' a crowd-sourced database of maker projects, DIY.org ' a social network for youth that emphasizes themed skills building, and Maker Camp ' a resource site for informal educators running summertime maker programs. I choose these sites because all three have recently been highlighted and/or supported within the educational making community. Following Van Dijck (2013), I consider two methodological approaches to examining these sites. Whereas actor-network theory (which focuses on 'the coevolving networks of people and technologies') and political economy (which 'accentuates the economic infrastructure and legal-political governance as conditions for networks to evolve') are often considered opposing approaches in the analysis of digital media, Van Dijck brings these together in her analytic framework of platforms as microsystems (p. 26-28). By looking at platforms as both 'techno-cultural constructs' as well as 'socio-economic structures', I consider the intersection of these two realms when comparing the above-mentioned sites. For example, what are the expectations regarding users in terms of access to materials and/or prior expertise, and how are these supported or perpetuated by the technological protocols or business models of the sites' By

examining how these sites are actually structured and how they function, we can determine what groups are usually catered to (or not) within the world of commercial online maker sites. In doing so, my goal is not to critique these websites, but instead to provide a practical framework for thinking about the connections between web design, education, and equity. Only when we are more reflective about these connections, I argue, can we begin to address these unintended exclusions through shifts in design and/or offline interventions.

Id: 10670

Title: MOOCs as Enabling Disruption in Higher Education: Providing Low/No Cost, Skills-Based and On-Demand Education

Authors:
Name: Priya Sasha Nayar
Email: pnaya @ avcentre.org
Country: US (United States)
Affiliation: German University Alliance

Name: Avantika Banerjee
Email: ab9r @ irginia.edu
Country: US (United States)
Affiliation: wiredandnetworked.com

Abstract: In early 2015, President Obama presented his goals for higher education within the United States, '...to lower the cost of community college ' to zero.' Obama's strategy for the availability of free public higher education is in part a response to the crisis in American higher education that many believe to be at a tipping point (McCarthy, 2011). The recent spotlight on Massive Open Online Courses (MOOCs) has drawn inspiration from Open University ' which was United Kingdom's answer to distance learning in 1969 and combined it with the early 2000s computer mediated teaching / learning processes easily accessible. For today's knowledge economy, professional skills and capabilities do not necessitate a traditional university based education model and the masses of students signing up for these courses are a testament to their popularity. MOOCs attract students who are interested in innovative learning options as well as on-demand access to develop skills-based professional opportunities (Selingo, 2014). Higher education institutions have embraced MOOCs as one of the many tools for pedagogy. Coursera, one of the leading MOOC platforms, has 62 registered universities and 2.7 million registered students who will most likely take at least 1 course (Dua, 2013). According to a recent white paper published by the Centre for Educational Technology and Interoperability Standards, 'MOOCs promise to offer flexibility, affordable access and fast-track completion at a low cost for whoever is interested in learning.' (Yuan and Powell, 2013). In this paper we will critically examine the phenomenon of MOOCs and its implications by using the disruptive innovation theory (Bower and Christensen, 1995) in the context of higher education. Specifically we will critically evaluate whether MOOCs have the potential to be a platform of empowerment ' both for the students and the teachers. The relevant questions we seek to examine include ' Are MOOCs addressing the skill gap in the work force and the crisis in higher education' We are interested in studying the shift that has taken place in learning ('just in time learning', 'skill based learning' etc.) and whether the MOOCs trend is sustainable in view of these shifts' Alongside we hope to learn more about the characteristics of users of MOOCs, their motivations for using it and their expectations. References: Bower, J., & Christensen, C. (1995). Disruptive technologies: Catching the wave. Harvard Business Review,

January'February 1995Dua, A. (2013, May 1). College for all open online courses are changing higher education. Traditional colleges face dangers'and opportunities. McCarthy, M. (2011). History of American Higher Education. New York: Peter Lang.Selingo, J. (2014, April 21). The New Lifelong Learners. Slate Magazine.Yuan, L., & Powell, S. (2013). MOOCs and Open Education: Implications for Higher Education. Centre for Educational Technology, Interoperability and Standards.

Id: 10739

Title: A Study on Curricula Framework of Academic Interventions for Media Literacy in Indian Context

Authors:
Name: Arul Selvan
Email: ksaru @ gnou.ac.in
Country: IN (India)
Affiliation: IGNOU

Abstract: Indian Media and Entertainment industry is growing at the rate of 11.8% in the last financial year (2013-14), had seen 12.6% growth rate during 2011-12. It is projected that it will achieve 15.2% growth during 2017-18 period. In comparison, the GDP of India was around 4.8% in the previous years and it is expected around 6.1 in the coming years. Correspondingly, the growth percentage of Indian media industry translated into 730 million television viewers (2011 Census), 181 million press readerships and 159 million radio listeners (IRS 2012), and 176 million internet users (TRAI & IAMAI, 2013) in India. There is a clear cut dominant reach of mass media in India, particularly broadcast media. Moreover there are many 'big players' in the various social sectors to influence public opinion in favour of their interest or otherwise, with the help of spin doctors through mainstream media. These 'influence' may not be so latent and may not be able to distinguishable by normal readers/listeners/viewers/users of their respective medium.Such exponential growth of media raises various questions, such as - are Indian common audience equipped enough to handle this media explosion or information revolution' Are they suitably empowered to distinguish fact vs fiction / real vs reel / bias vs hidden agenda / advertisement vs advertorial vs paid news'Above factors lead to a felt need for empowering ordinary media users to sensitise them to use media messages judiciously. In view of above , there is a felt need to sensitize media users and enable them to use the media messages judiciously and in turn empower them. Contrarily, there is no formal or non-formal academic interventions in media literacy area in India. In this context, the present study is intended to undertake an exercise to reaffirm that there is a need for an academic interventions and an attempt would be made to draft national curriculum framework, that would aimed at awareness and sensitization of common people on using their choice of media and information outlets for their betterment.The study is relying on three data sets to establish the need for the programme on Media Literacy. The first data set is, the UNESCO had recommended media and information literacy indicators through a report in 2013. The same indicators are applied in the first part of the study, data pertinent to indicators are sourced through available secondary resources. The second data set is, a survey conducted among Indian media academics in order to get the educational perspectives of Indian scenario on media literacy. The third data sourced from a closed focus group expert meeting on curricula for media literacy. The focus group discussion draws from wide variety of experts from diverse fields (media, civil society, academics, and information professionals) to ascertain the holistic approach to the curricula framework. The results from these three data sets are presented

in the full paper.

Id: 10742

Title: Successful TV-Production Teamwork in the Classroom: A Critical Analysis

Authors:
Name: Huei Lan Wang
Email: hlwan @ ail.nhu.edu.tw
Country: TW (Taiwan)
Affiliation: No55, Sec1. Nan Hua Road, Dalin, Chiayi, Taiwan 62248

Abstract: AbstractHow do teams overcome challenges and manage to work more effectively, and how relevant are the answers to these questions in different classroom team environments' Teamwork research identifies a number of factors which determine the success in the classroom. (Tomas, 2002), and this study analyzes factors impacting student groups that are working to complete assigned teamwork projects. The concept of teamwork is examined for achieving successful TV production classroom work for university media students. The study applies qualitative methodology with in-depth studies of small groups of people to guide and support the construction of hypothesis that include in-depth interviews with individuals, group discussions (from 6-7 participants is typical), diary and journal exercises and in-context observation and focuses on the importance of such factors as goal setting, decision-making, leadership style, and team communication for each key function. Key words: Team work, TV Production, Factors, Goal, Decision marking, leadership, Team Communication

Id: 10833

Title: Critical reading of media in Brazil: encouraging student participation in society

Authors:
Name: Edgard Rebouças
Email: edreboucas.b @ mail.com
Country: BR (Brazil)
Affiliation: Federal University of Espirito Santo

Name: Franciani Bernardes
Email: franbernardes @ mail.com
Country: BR (Brazil)
Affiliation: East Central College-UCL

Name: Esther Radaelli
Email: esther.radaell @ mail.com
Country: BR (Brazil)
Affiliation: Federal University of Espirito Santo

Name: Maira Cabral
Email: mairacabral @ otmail.com
Country: BR (Brazil)
Affiliation: Federal University of Espírito Santo

Abstract: Concepts such as Critical Reading of Media and Media Literacy are alternatives for a different comprehensions of Media and Communication. In addition to encouraging greater citizen participation through the establishment of communicative environments, it creates new spaces of interaction and debate. This work presents the experiences made by the Observatory of Media in some public schools in Vitoria (Brazil) and explores the potential of Critical Reading of Media with young students to examine the relationship between media and audience. Furthermore, it offers students action proposals to encourage full participation in society. Using an approach of the pedagogy of social inclusion and the Paulo Freire's vision of education-communication emancipation process, this practice/study consider the school as a central environment in shaping the individual as a citizen and a social being, and its suitable place for this project.

Id: 10965

Title: A Study on the Institutionalization of Media Education for Korean Youth

Authors:
Name: Sang Y. Bai
Email: drsangba @ mail.com
Country: KR (Korea, Republic Of)
Affiliation: National Youth Policy Institute (Korea)

Abstract: In consideration of the omnipresence of, as well as the power of the media, media education should be institutionalized in school in order for adolescents to engage in critical thinking and actively participate in social activities. This paper's author points out that the time has come for Korean society to move beyond the conceptual discussions of the need of media education and to pay attention to the realistic ways to effectively provide youth with media education. The author surveyed approximately 3,800 Korean students and 190 Korean teachers from elementary schools to high schools. In addition, 150 Korean media education specialists were surveyed. The major findings of this research are as follows: First, the results of this study show that the concept of digital natives is likely to lead to a misunderstanding of youth. They are not born media savvy people. A considerable number of the surveyed students were not qualified to be critical and analytical media consumers. While most of the students frequently used digital media and heavily consumed media contents, many of them were concerned about negative effects (e.g., overuse or addiction, violence or sexual contents, etc.) of media. In addition, they evaluate their media usage skills and abilities to analyze and criticize information or media content relatively lower than those of their friends and teachers. Second, many of the surveyed school teachers, as well as students chose 'netiquette' and 'abilities to select right information' as the most important goals of media education, whereas media education specialists picked up 'abilities to analyze and criticize information or media content' and 'abilities to communicate with others or effectively express themselves' as the most critical goals of media education. The finding suggests that the ultimate goals of media education should be re-conceptualized in order to achieve the effectiveness of media education in the digital age. Third, all of the surveyed three groups agreed on the need for institutionalized media education in schools. However, they did not support the ideas that media education as an independent subject should be included in school curriculum or be reflected in college admissions tests.According to the survey results, those who have received media education in school (i.e., Group 1) have different perspectives of their media usage skills and abilities to analyze and criticize media content from those who haven't received any media education in school (i.e., Group 2). When it comes to the relative levels of media usage skills and understanding of media, Group 1 is higher than Group 2. However, Group 1 tends to perceive their skill and abilities lower than Group 2. According to the results of this study, even though media education can serve one of the main tools to train youth to be media-wise as well as media-savvy, parents and friends are more likely to influence youth than media education in school does. It means that media education should be provided not only to students but

also to their parents.

Id: 10984

Title: Educational Games 'Gaming Literacy in the Classroom'

Authors:
Name: Anna Hoblitz
Email: anh @ ail.upb.de
Country: DE (Germany)
Affiliation: University of Paderborn

Name: Sonja Ganguin
Email: sonja.gangui @ ni-leipzig.de
Country: DE (Germany)
Affiliation: University of LeipzigInstitute of Communication and Media StudiesEmil-Fuchs-Straße 104105 LeipzigGermany

Abstract: 1   Introduction/SummaryThis paper addresses the question of how the gaming experiences of students and their atti-tudes towards gaming influence Game-based Learning in formal contexts. It therefore cre-ates a connection to the topic of frontiers of media education with digital literacy and video game literacy. Based on the subject-scientific learning theory it explores how digital games can further expansive learning. The aim is to combine these issues to explain learning out-comes with digital games. For this purpose the paper presents the results of an empirical study with an Educational Game in several science classes. 2   (In)Voluntary Gaming and Learning in the ClassroomWhen digital games are integrated into lessons, the boundaries between formal and infor-mal learning are blurred. A medium that, when it is used during leisurely activities, is charac-terized by purposelessness and voluntary action (cf. Huizinga 1997; Caillois 1960: 12ff.) and thus facilitates in particular incidental learning (cf. Ritterfeld/Weber 2006: 408f.) may in the classroom rather be conceived as a 'serious' activity than a playful one (cf. Oerter 1993). In how far this discrepancy between learning and gaming may influence the learning outcomes when Education Games are used may be described in greater detail with the help of Holzkamp's subject science of learning and his notion of strategies of expansive and defen-sive learning (cf. Holzkamp 2004: 30). Consequently, three hypotheses may be devised:H1: Learners' experiences with digital games in their leisure time influence the outcome of their learning process with Educational Games.H2: The attitude towards Educational Games, too, influences the outcome of the learning process with these games.H3: The incitement of expansive learning positively affects the outcome of the learning pro-cess.3   Method und SampleIn order to investigate these hypotheses, a quantitative study in seven classes of the ninth grade at four German high schools was conducted in the spring of 2013 (n = 176). The Educa-tional Game Energetika (a simulation game) was used during three physics lessons and data were collected in form of a pre-, respectively a post-questionnaire. The questionnaires pre-dominantly resorted to already established charts for the collection of factors. Additionally, during the pre- and the post-test, identical multiple choice knowledge questions were posed which had been developed together with the students'

teachers in order to assess the ob-jective outcome of the learning process. Furthermore, the students were asked to evaluate their own learning progress according to Hochholdinger et al. (2008). Finally, the post-questionnaire included items on expansive learning, which had been formulated on the basis of Holzkamp's theory. 4 ResultsThis section will first of all present the findings on the adolescents' use of games during their leisure time as well as their attitudes towards Educational Games. In a second step, it will be described in how far Educational Games incite expansive learning and the relationships be-tween these factors and the objectively and subjectively perceived learning outcomes will be illustrated.

Id: 11012

Title: Parental influence on the media use of children with Down syndrome and the consequences for media education

Authors:
Name: Nadja Zaynel
Email: nadja.zayne @ ni-muenster.de
Country: DE (Germany)
Affiliation: no

Abstract: In a qualitative inductive study about the Internet use of children with Down syndrome aged 7 to 26, parents could be evaluated as a main factor for the children's media skills. The study was conducted by interviewing twelve parents and in a second step by observing eight children with Down syndrome during their Internet usage. The evaluation of the findings is based on the Grounded Theory (Strauss/ Corbin 1998). The most important fact when looking at the media use of people with Down syndrome, that they need double time to develop their cognitive abilities in comparison to children without Down syndrome. Most of them depend on their parents to a large extent and their cognitive development is set back so that they can be considered as children.Of course there are many more factors that impact the Internet reception of children with Down syndrome, for example technical barriers, content barriers and cognitive barriers. Nevertheless the parent's opinion on the internet is significant for the children's internet abilities. If parents consider internet skills to be important for their children's life, children have better online skills in comparison to children whose parents think that using the internet is not necessary for their children. Parents' view on media and their attitude towards media influences the quality and quantity of the internet reception of children with Down syndrome. At some point parents can be considered to be a factor of social inequality that can lead to a Second-level Digital Divide (Hargittai 2002). Parents also control their children with Down syndrome much more than they control their normally developed children. The majority of parents look at the browsing history of their children with Down syndrome to see if they get in contact with inappropriate content. The majority of parents also wouldn't allow their children to play ego-shooter games or watch pornographic content even when they turn 18, which underlines the big impact that parents have on children with Down syndrome. All parents state that enforcing rules on their children with Down syndrome is easier than on their normally developed children, because they accept rules without questioning them. Children with Down syndrome often need an impulse from someone to go online. If parents or siblings are not the contact points, then people with Down syndrome do not use the internet. The Convention on the Rights of Persons with Disabilities of the United Nations states that all people should be able to use media to participate in society, which makes it a right even for people with cognitive disabilities to go online. These findings bear far-reaching consequences for media education: Especially children with special needs have to learn media skills at school as schools have the potential to offer equal opportunities. Since people with Down syndrome depend a lot more on their parents than other children, it is even more

important that they get in contact with digital media in schools. However media education is still not that important in special schools in Germany.

Id: 11114

Title: Diversity and inequality: the issue and the Media and Education Project

Authors:
Name: Cláudia Lago
Email: claudia.lago0 @ mail.com
Country: BR (Brazil)
Affiliation: São Paulo University

Name: Patricia Horta Alves
Email: pathort @ mail.com
Country: BR (Brazil)
Affiliation: Pernambuco Federal University

Abstract: This paper is part of a more comprehensive study done by the Communication and Education Group of the São Paulo State University (NCE/ECA-USP) analyzing the implementation and results of the Media in Education Project. After presenting general data about the Project (IAMCR 2012, 2013 e 2014), the Group turned its attention to the tools employed in the Project. In this paper we focus on how the Media in Education Project dealt with the subject of Diversity, considered one of the aspects that should be developed transversally in the Brazilian National Curriculum, after the launching of the National Curricular Parameters in 1997. The diversity issue has been widely discussed in the education field, and several problems regarding the application of the perspective have been pointed out, especially the tendency to not consider the intrinsic relationship between diversity and inequality when attempting to apply diversity in schools. Based on this perspective we analyzed materials and guidelines in the Media in Education project that reflect a preoccupation with the diversity issue. The work is justified because the Media in Education project is a continuous education program for middle and high school teachers, carried out throughout the country in partnership with public universities, having reached, in the state São Paulo e Pernambuco, more than 12,000 teachers of the public system

Id: 11214

Title: Policy-making and media education in Hungary ' A Success Story'

Authors:
Name: Anamaria Neag
Email: anamaria.nea @ mail.com
Country: HU (Hungary)
Affiliation: Corvinus University of Budapest

Name: Katalin Lustyik
Email: klustyi @ thaca.edu
Country: US (United States)
Affiliation: Ithaca College

Abstract: Hungarian media literacy education could be a success story. After the fall of the communist regime in 1989, media education activists successfully lobbied for the introduction of the 'Culture of the Moving Image and Media Education' subject in the National Core Curriculum by 1996. A real triumph if we take into consideration that globally, as Jolls and Wilson points out, '['] media literacy is rarely institutionalized in education systems and not taught consistently.' (2014, p. 68)It all started with a few media-passionate activists personal 'Kulturkampf': to innovate the Hungarian educational system and to bring media into the class-room. The Hungarian Government first accepted in 1996 the 'Moving Image Program' to aid the implementation of the subject. The new subject was then introduced in the Curriculum in the 1998/1999 academic year. In the 2003/2004 academic year media literacy became a compulsory subject for 3rd and 4th graders at secondary schools. From 2005 pupils could choose the 'Culture of the Moving Image and Media Education' as an exam subject for their secondary school final examination. The group of activists also organized teachers' training and elaborated classroom materials to further ease the work of teachers.The story could have continued in bright tones. Yet the 2012 new National Core Curriculum (NCC) brought along drastic changes. The new educational policies transformed the standalone subject into a cross-curricular topic at primary level and at lower secondary level. Only at upper-secondary level media literacy is a separate subject. Some teachers lost their work, while others 'with no training whatsoever- had to add the media module to their materials.In this paper we will analyze national level policies on media education and the definitions used for constructing media literacy as a civic competence. By applying an analytical framework based on critical discourse analysis we will examine a range of policy texts to offer and insight on the educational goals enlisted in the curriculums, from the very first NCC to the last one adopted in 2012. These findings will be put into context through a number of elite interviews with media education experts and policy-makers. The paper will offer a detailed examination on how and why did media literacy become important in the public discourse and it will present in what way that policy evolved over time in a globalized knowledge sphere.The overall aim is thus to present Hungarian situation as an essential case study in the intricate relationship of policy-making and discourses on creativity,

democracy and citizenship.

References

Jolls, Tessa and Carolyn Wilson. 2014. "The Core Concepts: Fundamental to Media Literacy Yesterday, Today and Tomorrow," Journal of Media Literacy Education, 6(2), 68 -78. Accessed January 31, 2015.http://digitalcommons.uri.edu/jmle/vol6/iss2/6

Id: 11256

Title: The politics of signifiers and mobilizing identities in the post Raba'a massacre : A 'four fingers" analysis

Authors:
Name: Aliaa I. Dakroury
Email: adakrour @ stpaul.ca
Country: CA (Canada)
Affiliation: Saint Paul University

Abstract: The politics of signifiers and mobilizing identities in the post Raba'a massacre:A Canadian 'four fingers" analysisDrawing from the theme of IAMCR's conference this year on the ambiguous power of communication, this paper tackles the ways Canadian media framed Egyptian advocacies and resistance in the post Egyptian revolution. Particularly, it will focus on covering and framing the post Raba'a massacre of August. 14, 2013 or what is known as 'Egypt's Tiananmen Square' (The Washington Post, 2014) where Egyptian security killed more than 800 persons at Rabaa al-Adawiya Square in addition to reportedly 1000 casualties across Egypt in one of 'the biggest mass killing of civilians in modern Egyptian history' (The Washington Post, 2014). Following this massacre, advocates of anti-coup movement, used the yellow 'four fingers' sign as a signifier of resistance and expression of solidarity of whereas pro-coup advocates consider the same sign to be a terrorist sign. Recent communication research highlighted the ways which emerging adults use social media networks as sites of activism, namely the emergence of the active online participants' advocacy and resistance. Despite the significance of media technologies in fostering this form of activism, it is equally important to underscore that it should parallels the active participation in advocacy in 'real life' as well. This paper will analyze the 'four fingers' ' (Raba'a) symbol that emerged after the military coup in Egypt in July 2013 in trying to restore peacefully the legitimate rule. It was reported by various human rights observers and commentators the multiple forms of the right to communicate violations in Egypt against minors, women, and youth, among others who were simply demonstrating showing the 'four fingers' symbol in solitary to the Raba'a massacre. It will particularly bring the right to communicate advocacy research to see the extent to which Canadian media represented, framed, and reported the yellow 'four-finger' symbol. Namely, it will analyze the reports of CBC online (Canadian Broadcasting Corporation) from August 2013 until August 2014 (during this period, many citizens were reportedly arrested and jailed simply of wearing the yellow sign badge, colors and resemblance). It is hoped that this paper will highlight another form of media advocacy and resistance through the use of this yellow sign.

Id: 11335

Title: THE ACTION OF THE PROFESSOR IN THE COMMUNICATION PROCESS
FILM: RESEARCH WITH MEXICAN STUDENTS

Authors:
Name: Abel Antonio Grijalva-Verdugo
Email: abel.grijalv @ do.mx
Country: MX (Mexico)
Affiliation: UNIVERSIDAD AUTÓNOMA DE SINALOA

Abstract: Identifying the educational components in the film text and what audiences receive and interpret generates opportunities for reflection and scientific debate on the educational uses of film in scholar spaces. While there is research to realize filmmaking-society relationship, many are diluted when considering the field as lacking scientific by the commercial cinema bases. Cultural machinery that is sold, not always looking to help persuade better societies, but communicate with their partners through attendance at the ticket booth. However, there are international examples that show the effectiveness of the use of film in the classroom, their success precisely in the everyday life of various problems of the real life.In that sense, this research is part of a larger project in the city of Culiacan in 2012 to 2013, which seeks to understand the ways of interpreting the subjects on various filmic corpus, their educational components and their uses. This paper presents a teaching experience on the use of film in a university classroom; the meaning is to strengthen and discuss contents of the teaching subject taught psychology students from the Universidad Autónoma de Durango-Campus Culiacán, with whom we worked with the investigative technique film forum, results and methodological procedure are analyzed under a qualitative logic related to the interpretation that the students made from the proposed exercise stimulus, French film: Entre les murs, released in 2008.

Id: 11352

Title: MEDIATION IN THE FAMILY ROOM: HOW PARENTS USE CORE FAMILY VALUES TO MAKE CHOICES ABOUT TELEVISION WITH AMERICAN TWEENS

Authors:
Name: Kristen Wright
Email: kwrigh @ oregon.edu
Country: US (United States)
Affiliation: University of Oregon

Abstract: Television mediation with children is a topic that has been important for parents, educators and scholars since television was introduced into the home. A majority of American families deal with this issue regularly. A significant number of studies in communications, psychology, education and medicine have researched how children and their families are affected. Patterns have been identified by researchers that quantify mediation into specific structures. This research approaches the subject of values, mediation, the culture of television and 'appropriate' content by asking parents directly and among their peers in a 'real world' setting how their values influence choices they make about television in the home. The goal is to analyze parental television mediation beliefs and practices, and to find out if parent's mediation techniques neatly fall into these categories and structures, when they are prompted to discuss their methods through the lens of their core family values. The age group studied through parent focus groups is commonly known as tweens, defined here as children between the ages of six and twelve. The focus on tweens was chosen largely because of the lack of specific programming targeted to them, particularly pro-social content. Preschool programming is dominated by positive messages, yet by the age of six or seven most children grow out of simple moral lessons and are developmentally ready for more complex content. Teen programming, which is the most available and popular choice by children once preschool programming has been outgrown, is often full of sexualization, bullying, stereotyping, deception, poor communication and disrespect for elders. With few constructive exceptions, many parents with tweens find teen programs unsuitable, leaving them to on their own in the struggle to find shows that they consider appropriate. This research investigates how family core values influence mediation in the home by discussing the way parents make choices about television in their daily lives and comparing those results to structures used by scholars. Results show that choices families make about television do not neatly fit into limited categories and are most influenced by a variety of factors including lifestyle choices, every day occurrences, and unavoidable circumstances. Values have a secondary influence.

Id: 11355

Title: Reconsidering media literacy in practice: A quick-scan analysis and in-depth comparison of 25 media literacy frameworks

Authors:
Name: Ilse Mariën
Email: ilse.marie @ ub.ac.be
Country: BE (Belgium)
Affiliation: IBBT SMIT Vrije Universiteit Brussel

Name: Dorien Baelden
Email: dorien.baelde @ ub.ac.be
Country: BE (Belgium)
Affiliation: iMinds SMIT VUB

Name: Leo http://smit.vub.ac.be Van Audenhove
Email: leo.van.audenhov @ ub.ac.be
Country: BE (Belgium)
Affiliation: iMinds SMIT VUB

Name: Jan Jasper Mathé
Email: jan.jasper.math @ mail.com
Country: BE (Belgium)
Affiliation: SCOM - VUB

Abstract: Media education is continuously challenged to keep up with the ongoing and rapid evolution of digital media. New devices are brought into the market at an ever-fasting pace. Processes and services within all life domains are increasingly being digitized, or more yet, completely digitally transformed by default (Helsper, 2012; Mariën & Prodnik, 2014). The acquisition and development of the right set of knowledge, skills and attitudes to deal with these new types of media is crucial to ensure and enable a full participation in today's knowledge society (Brotcorne et al., 2010). Media education research therefore needs to pro-actively study the dynamics of media literacy and reflect upon how old and new types of literacies, skills, attitudes and competences evolve in today's digitized and mediatized society. Media education research is however characterized by an overwhelming number of concepts used to identify the various elements of media literacy. Aspects such as technical proficiency (Mossberger et al., 2003), information literacy (Boekhorst, 2003; Doyle, 1994), photo-visual literacy (Eshet-Alkalai, 2004) or digital skills (Steyaert, 2000; van Deursen, 2010) are brought to the fore as defining aspects of media literacy. In addition, an abundance of frameworks for media literacy are being used by civil society, policy makers, and public institutions active in the field of media education. It remains however unclear to what extent these various frameworks start from a similar conceptual interpretation and unified understanding of concepts as literacies, competences, skills, knowledge or attitude. This contribution first

theoretically revises the commonly used concepts in media education research and media literacy programs in order to understand what these different media literacy concepts and frameworks stand for. Next, it entails an in-depth comparison of 25 media literacy frameworks, and analyses how and where these frameworks coincide and differ. Through a quick-scan methodology, 25 media literacy frameworks are mapped and compared with regards to the following aspects: (1) the process through which the conceptual framework was created, e.g. by way of expert-interviews, quantitative analysis, case studies, literature review'; (2) the different concepts used in the framework, along with how they are being defined and translated into a specific set of skills, competences and knowledge; (3) the attitudes, norms and values at the core of the framework; and (4) the target groups and pedagogical approach to which the framework refers. The results show that the majority of the frameworks are based upon a multitude of concepts that highly differ from each other. Next, there continues to be an emphasis on information literacies and the different set of skills that are needed to deal with (online and offline) media content such as evaluating and analyzing information, critical thinking or processing, integrating and revising content. In addition, it is clear that skills related to communication and content-creation have gained importance as the majority of the frameworks explicitly refer to the creation of content, self-expression and digital communication as crucial aspects of media literacy.

Id: 11424

Title: Image and imagination of Brazilian black women: crosses between communication and education

Authors:
Name: rosane silva borges
Email: rosanesborge @ mail.com
Country: BR (Brazil)
Affiliation: Universidade Estadual de Londrina

Abstract: This article aims to analyze the speeches, embodied as an image, around the Brazilian black women, served in various media - film, television, internet, printed media - where the various languages (news, advertising, film and entertainment) are welcomed and take shape.Part of some basic premises: that the visible has, with all the more reason, ontological status nowadays (Régis Debray), which therefore gives the picture an establishing character of individual and collective identities. For this reason there is no way to subtract the image its political and educational dimension, responsible for making it a priority link in the claims for public recognition of historically discriminated groups.We can at least detect an argument from nucleando discussions around the theme became currency say that with regard to media representations of black and particularly black women significant changes occurred. Due to socioeconomic changes, for this group are woven new visibility regimes not only linked to negative stereotypes stigmata like the fine tradition of visual representations undertook to settle. We would therefore watching a stage in the field of representations that gradually goes from a negative to a positive scale, where black men and women are also seen as cultural ideals.It is with this supposed new regime of visibility, with these apparent changes that this project aims to dialogue: the extent to which new signs revolving around black women are able to establish another order of senses about them' To what extent such imagery changes, announced the festive mood, are effectively able to redesign changes the imaginary picture of where you paint the social representations and therefore from which emerges the cultural ideals'The outline of such questions has proven crucial for our research because that will lead us to a path where permanence and offset is the pair for which we brave statement questioning that underpins this article: it is possible to speak of a new era discourse regarding the visual representations of black women' wants to look like more than a negative grading to positive (we are not denying the changes around the image of women deny), the subject at hand leads us to think in terms of rotation between permanence (hard significant, inflexible fixed the derogatory stereotypes) and displacement (emergence of new signs that move away from the stereotypes and inhabit other sites of significance).From our place of speech, we postulate that without the displacement of significant, indication that something imaginary order also visited, it is impossible to establish new visibility systems capable of providing black women of other signs. Building on the field of language, this work also promotes approaches to education, considering that the images in question have undeniable pedagogical function.

Id: 11458

Title: Hegemonies of openness: Exploring the reflexive practice of an anti-MOOC

Authors:
Name: William Robert Grace
Email: wrg12 @ st.psu.edu
Country: US (United States)
Affiliation: The Pennsylvania State University

Abstract: Given the centrality of information and communication technologies to media education, practicing and theorizing media literacies becomes highly reflexive. Theorizing media education thus becomes as much a matter of articulating the connection between media ecologies and critical literacies, as a constructive practice contributing to the conditions by which these literacies might enrich our lives (Frau-Meigs & Torrent, 2009; Livingstone, Wijnen, Papaioannou, Costa, & del Mar Grandio, 2013).The concept of hegemony figures importantly in the reflexive dynamics of theorizing/practicing media education, perhaps no more so than in the way we think and practice 'openness' in the context of open education. Historically, theories of hegemony concern the construction of consent as a form of common sense (Gramsci, 1989), the intersections of ideology and social, material forces in this construction (Hall, 1988), and an ontological extension of the concept to the social construction of meaning, and the resultant conditions of possibility for collective political action (Laclau, 1990; 2014; Laclau & Mouffe, 1985). Hegemony leads us to ask what we take as simply given, as the 'way it is,' and what relationship this material-discursive construction holds with respect to particular asymmetries of political, commercial, and subjective power. If media education constitutes a deeply reflexive practice, we must therefore ask how the 'openness' of certain configurations of educational media and technologies is hegemonic. Or, how do our understandings and working practices of open education connect to material-discursive practices that constitute particular forms of power' Approaching this question through analysis of MOOC MOOC: Critical Pedagogy (MMCP), a 'meta-MOOC' (Massive Open Online Course) intended to foster a community focused on critical pedagogies in digital media, this discussion explores the material-discursive practices understanding openness as a horizon for emergent educational practices, and performing openness through the use of heterogeneous, 'open' media content and platforms. According to the description of its organizers, MMCP 'leaves behind the traditional LMS-based 'course' model of the MOOC, and will be left to roam wild, free, and grass-fed on the web' (Strommel, 2015). Addressed through the lens of hegemony, this analysis considers the relationship between media practices and power that reflexively define what it means to freely roam an apparently open digital frontier. First outlining hegemony as a critical lens to the material-discursive practices that reflexively underpin media ecologies and literacies, MMCP is then explored using grounded theory methodology to address the discursive construction of openness that emerges among through the course, especially in articulating a site of critical practice and resistance to commercial forces in the online education sector (Glaser & Strauss, 1967; Clark, 2005). Recognizing the

materiality of discursive practice, analysis extends to the role of information and communication technologies in MMCP in the material-discursive practices of participants (Barad, 2007). Overall, the theory and practice of openness in MMCP reflects an ambiguous position between the expressed hopes of participants and the technological infrastructures they mobilize in practice: that modes of technically-mediated participation simultaneously enable educational possibility and reproduce power hierarchies serving as both motivation for, and condition of, critical media practice.

Id: 11577

Title: Media education policies and the school curriculum: the Portuguese case in the EU context

Authors:
Name: Manuel Pinto
Email: mpint @ cs.uminho.pt
Country: PT (Portugal)
Affiliation: CECS - University of Minho

Name: Sara Pereira
Email: sarapereir @ cs.uminho.pt
Country: PT (Portugal)
Affiliation: CECS - University of Minho

Abstract: Despite the directives and recommendations of European Commission media education has experienced different developments and configurations in the EU context. As far as the school curriculum is concerned, there have been different solutions for the incorporation of the media and information environments and experiences: either a cross-curricular approach or an autonomous subject or a fragmented one. In Portugal media education has suffered successive advances and retreats and isn't yet considered a key area of research, practice and training. According to a study requested by the Portuguese Media Regulatory Authority (2011), media education national scene is very fragmentary, based on teachers and other professionals' personal commitment and activism, without a public policy of support and guidance. However, more recently there have been some steps coming from the Ministry of Education, oriented to deal more formally and explicitly with media education in the curriculum. A sign of this concern is the development of policy Guidelines for promoting media literacy from kindergarten to secondary school. With this presentation the authors aim at presenting these Guidelines in the framework of the EU context, as well as discussing its principles, assumptions, concerns and structure. Drawn up by academics from the University of Minho that teach and research on media education field and by a teacher who is coordinating a national project on media in education, the 'Referential on Media Education' raised fundamental questions with regard to the dimensions and the ways of operationalizing media education in the different levels of education and in relation to its implementation as well. These are other topics that this paper aims to address.

Id: 11637

Title: Brazil 'Mozambique: a study on Critical Media Literacy in the Social and Human Development of countries with high levels of inequality

Authors:
Name: Paola Madeira Nazario
Email: madeira_nazari @ otmail.com
Country: PT (Portugal)
Affiliation: Universidade do Minho

Abstract: The perception of the ambiguity in the use of information and communication technologies in terms of the strengthning of hegemonical powers, as well as the articulation of resistance movements, encompasses the role of social networks as new means of control. Therefore, media education is a relevant matter as far as citizenship and participation are concerned.It is thought that Media Literacy is a tool towards the decrease of the general levels of social inequality. Can critical Media Literacy among societies with low levels of Internet access and high levels of inequality increase its impact in the public sphere and in the Social and Human development, both on the individual and collective spheres'By observing the organization of society in public demonstrations of protest, this article intends to answer the question above, by investigating the potential of Critical Media Literacy as a means to develop a democratic project of civil participation and social progress towads Human and Social Development.The 2013 Demonstrations in Brazil and the conflict between the central headquarters of REMANO and FADM (Mozambique, Africa) were used as empirical objects of analysis. This was done by observing how the use of social networks can effectively influence the public spheres, given the information monopoly and the low access to digital technology.The processes of observation, bibliography and data analysis are treated dialetically in the category study of the Political Economics of Communication (Hegemony and Ideology), by applying them in the study of media education with particular focus on Critical Literacy.The theoretical methodology is within the sociological paradigma of Social and Human Development in the scope of a process of structural changes based on the deprivacy of freedom in a dichotomic sense: low incomes cause illiteracy, not the other way around. In that sense, the article focuses on Media Critical Literacy as a unifying factor of fundamental freedoms.In conclusion, the lack of educational processes and the high levels of inequality are intimately intertwined. Therefore, the access to modern Information and Communication Technologies in dominating societies and emerging economies is not equal, even between rich and poor areas of the latter.However, the analysis suggests that in some cases each variable plays an important role on its own as far as explaining the strengthning punctuations. Therefore, colliding theories, concepts, methods of analysis and indexes of Social Development mostly state that the access to and use of ICTs in communities is proportional to their levels of democracy and profitability. Nevertheless, it is clear that social networks are increasingly stimulating communities to get organised and try to expose injustice all over the world, with even more public repercussion in unequal

societies.

Id: 11670

Title: Virtual Partnerships: Implications for mediated intercultural dialogue in student-led e-service learning

Authors:
Name: Usha Sundar Harris
Email: usha.harri @ q.edu.au
Country: AU (Australia)
Affiliation: Macquarie University

Abstract: Computer mediated communication has important implications for future class room learning which is no longer bound by space or centered around text books. It has the ability to incorporate real life learning whereby students can make important contribution towards global problems without having to leave the campus. Mufeti, Foster and Terzoli (2012) define virtual partnerships as 'collaborations between geographically dispersed institutions, where interaction between these institutions is enabled mainly by electronic modes of communication' (p.1). The trend in virtual partnerships is increasing rapidly with greater demand placed on students and professionals to use online tools to engage in global partnerships (Johnson, 2013). Mediated intercultural communication aspects of such engagement remain under-explored within a framework of e-service learning and its contribution to notions of global citizenship. This paper aims to provide greater insight into mediated intercultural communication within an e-service learning context through an ongoing study in virtual partnership at Macquarie University in Sydney, Australia. This study looks at the impact of virtual communication processes and online tools on student and partner engagement in an on-campus undergraduate unit which enables Australian students to create communication campaigns for an NGO in India. Students use a range of tools such as Skype, emails, Facebook, Dropbox and Prezi for meetings, file sharing and the final presentation of their work. The study found that the communication exchanges provided students with opportunities for intercultural dialogue, both in real and virtual spaces, and taught them how to use ICT and media in a social justice framework within a transnational working environment. Students develop 'transliteracy' when they engage in problem-based learning around issues of sustainable development while working with cross-cultural communities online (Frau-Meigs, 2013). An important benefit of virtual placement for the partner is that they are relieved of the responsibility of managing student activities and having duty of care towards them, which are special considerations for resource poor NGOs in developing countries. Further research with students who have undertaken this engagement illustrate that the virtual engagement has led them to seek employment in the community development sector. Students have also taken up the opportunity to work with communities directly by choosing an immersion model to extend their e-service learning experience. Internet technologies have become part of the daily communication pattern of a new generation of students, who see it as their natural environment in which to learn, play and work. It is thus important to expand students' use of the global digital network from superficial social interactions towards activities which enable them to become active and informed

global citizens.(References available)

Id: 11687

Title: Media Making with Lonely Girls

Authors:
Name: DeeDee Halleck
Email: dhallec @ csd.edu
Country: US (United States)
Affiliation: Deep Dish Network

Abstract: In 1971 I taught 16mm film to a group of young African American women in Middletown, New York. Most of the participants were teen age residents of a low-income housing project, the result of urban renewal which had moved many African American families to the outskirts of the town. We met in a church recreation room and worked in both 16mm and super 8 film. One of their films, Hey There Lonely Girl, was recently digitized and shown at the Lincoln Center Performing Arts Library. It is an interesting time capsule of teenage life in the 1970s. In this case; it shows the alienation of a group of young black women in a middle school that was predominantly white. The girls utilized emotional and expressive popular music to inspire and tell their story. After the film was scanned and posted to YouTube, I was able to make contact with the girls from the workshop. They are now grandmothers. http://youtu.be/2s189uGbh2w The director of the film, Florabelle Hunter Khan will be present in Montreal at the IAMCR conference and will discuss how this work influenced her life. She recently wrote: "It was fun I loved the idea of my thoughts and along with your help to put a little amateur movie together once you put that camera in my hands what imagination I had with your help I thought about the movie at times told my husbands about it and my son I was proud of that accomplishment before that I never finished anything that I started but u showed me that I could do what ever I wanted to do and that u need to finish what u start now I do finish what I start you really don't realize how much you changed my way of thinking back then and I Thank You". I would like to show 2 short clips (3 min each) from the film and have Florabelle talk about making films when she was 16--43 years ago and what that meant to her life. I would contextualize the workshop and discuss their creative process. I would also like to compare that work with teaching filmmaking at the university level. How does seeing the film now, after almost a half century, give insight into their youth and their understanding of the potential of media education' This film was made before video was available to consumers, before the internet and before social media. Florabelle and most of her team still live in Middletown. How does the availability of digital media effect the lives of the African American community of Middletown, New York'

Id: 11688

Title: Los adolescentes chilenos y las noticias: brechas de conversación sobre actualidad e interés ciudadano

Authors:
Name: Rayen Condeza
Email: rcondez @ c.cl
Country: CL (Chile)
Affiliation: Pontificia Universidad Catolica de ChileFaculty of Communication (PUC)

Name: Rodrigo Rojas
Email: rnroja @ c.cl
Country: CL (Chile)
Affiliation: Pontificia Universidad Católica de Chile

Abstract: Distintas investigaciones conducidas en el campo de la comunicación-educación, así como en otras disciplinas han subrayado la correlación existente entre el consumo de noticias, la conversación sobre la actualidad con otros, la educación cívica y el interés por participar en distintos ámbitos de la vida ciudadana. Sin embargo pocas han analizado el mismo fenómeno desde la perspectiva de los adolescentes, su seguimiento de las noticias y la conversación sobre las mismas con sus pares, profesores y familias. A partir del primer estudio cuantitativo sobre consumo de noticias de adolescentes chilenos, en el que participaron 2273 alumnos entre 14 y 17 años en cuatro ciudades principales de Chile (Condeza, Mujica, Bachmann y Valenzuela, 2013) se analiza la brecha existente en el país según dependencia educacional. Al comparar la pertenencia de los adolescentes a establecimientos educacionales municipales, subvencionados o privados se observan diferencias significativas en el consumo de noticias, pero sobre todo en las oportunidades de conversación y discusión sobre las mismas según dependencia. En ese contexto los establecimientos municipales y particulares subvencionados presentan brechas con respecto a los particulares, pues es en estos últimos donde es una práctica habitual (semanal) en relación a los primeros. La ponencia dará cuenta de los resultados obtenidos, una relación lineal entre tipo de dependencia escolar y frecuencia de conversación, pues los estudiantes de colegios municipales conversan con menor frecuencia que sus pares de colegios subvencionados o particulares y estos a su vez comentan las noticias con mayor frecuencia que el resto. Esto se correlaciona, a su vez, con el interés por participar en la vida ciudadana.