



International Association for Media and Communication Research  
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# IAMCR 2016

## Media Education Research Section

Abstracts of papers presented at  
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<sup>1</sup> We have endeavoured to ensure that these are the abstracts presented in Leicester. Nevertheless, due to cancellations, additions and other factors, abstracts may be included here that were not presented and abstracts that were presented may not be included. Email addresses have been intentionally altered to prevent harvesting by spammers.

**Id:** 11946

**Title:** BARRIERS THAT IMPEDE USE OF INSTRUCTIONAL RADIO AND TELEVISION BY TEACHERS IN SECONDARY SCHOOLS: PAST, NOW AND FUTURE

**Session Type:** Individual submission

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**Abstract:** Radio and TV has been in use for instructional purposes from the early 20th Century. This study investigated barriers that hinder utilization of Educational radio and Television by secondary school teachers in Kenya. The specific research question was: What barriers impede teachers' use of Radio and TV in secondary schools in Kenya? A mixed approach was used where both qualitative and quantitative data were concurrently generated. A sample of 59 schools, drawn from One County was taken involving a total of 227 teachers in the quantitative aspect and Four purposively selected principals in the qualitative bit. The quantitative data generated through questionnaires were analyzed using mainly descriptive statistics while the qualitative data mainly in the form of in-depth interviews and observation notes were thematically analyzed. The key finding was that the barriers that hinder to the utilization of Radio and TV by teachers have. These barriers were such as; unavailability of Radio and TV sets, lack of: teacher training, time and technical support. Radio and TV has been in use for instructional purposes from the early 20th Century. This study investigated barriers that hinder utilization of Educational radio and Television by secondary school teachers in Kenya. The specific research question was: What barriers impede teachers' use of Radio and TV in secondary schools in Kenya? A mixed approach was used where both qualitative and quantitative data were concurrently generated. A sample of 59 schools, drawn from One County was taken involving a total of 227 teachers in the quantitative aspect and Four purposively selected principals in the qualitative bit. The quantitative data generated through questionnaires were analyzed using mainly descriptive statistics while the qualitative data mainly in the form of in-depth interviews and observation notes were thematically analyzed. The key finding was that the barriers that hinder to the utilization of Radio and TV by teachers have. These barriers were such as; unavailability of Radio and TV sets, lack of: teacher training, time and technical support.

**Id:** 11961

**Title:** Techniques of Educational Broadcasting in Distance mode and its social implication

**Session Type:** Individual submission

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**Abstract:** Education in distance mode by broadcasting media is still most convenient and cost effective to expand and ensure education for all. To impart education in distance mode through the broadcasting media have some basic fundamentals. A success of educational broadcasting fully depends on the appropriate selection of script for accurate people. Thus, it is an essential component of teaching-learning strategies to achieve various national goals—socioeconomic and cultural. The fundamentals of script writing for educational Television and Radio are same. That is-To whom (Listeners/ Viewers), what (Contests) and what for (Educational goal). Writing for Radio and television is very different due the technical and imagination perspective. Both media has its own style and mode of presentation. Education through radio should be very distinct, direct and define. Complex topic, sentences & words, which creates confusion to the listeners should be try to avoid in all concern. On the other hand, like educational radio programs, television programs have the same formats with some extra benefits to add dances, animation, and computer graphics etc. Television has lot of scope to describe the topic in various ways due to its visual support that's why it seems to be flexible than radio. Today these two electronic media stands for development and cooperation. New forms of communication media like – Internet, multimedia or mobile phone are considered to the very effective media for distance education. These most advanced technologies may not be applicable for all countries like Bangladesh due to the social-economic condition. So, in Bangladesh considering the social economic reality govt. has been using radio and television broadcasting for distance education broadly since the last two decades. A significant result has already been achieved in the field of mass education of Bangladesh.

**Id:** 12003

**Title:** Transformation of the Childhood Games under the Influence of Screens

**Session Type:** Individual submission

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**Abstract:** This paper will not be presented because the government of Turkey has violated academic freedom by imposing a ban on foreign travel for Turkish academics.

Children spend most of their extra scholastic time at home in front of screens. This fact causes a transformation in children's game culture. In this study, it is assumed that screens change children's lifestyle and consequently it affects the children's game culture. In the light of this assumption, we focused on the relationship between media consumption practices of children and children's game practices. In this context, the hypothesis of the study is formed as following: having portrayed the adult world, Television and computer screens eliminate self-starting games that children play and convert them to passive audiences. To prove this hypothesis we have conducted a survey in central kindergartens of Sivas, a highly conservative province of Turkey, in the spring semester of 2014-2015 academic year. This survey was conducted among 180 students in 5-year-old age group in public kindergartens. The working group was selected randomly. The survey conducted in students' free time specified in the curricula. Two researchers observed the same working group separately at different times. Interviews with working group kids and their parents, teachers and administrators attendant in these schools were also carried out to enrich the findings of the paper. The study concludes that increasing media usage of children destroys children's creative game culture and makes them addicted to screens.

**Id:** 12057

**Title:** Where is media education in a liberalized media landscape in Ghana'

**Session Type:** Individual submission

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**Abstract:** Ghana is one of the countries in Africa that enjoys one of the most liberalized media regimes. The pluralistic media environment has afforded an opportunity for people to have an opportunity to access a sea of information from both electronic and print media sources. It can be assumed that in a media-saturated environment in which media audience consume all kinds of mass media messages, but are hardly aware of the necessity for them to be better educated on how they can meaningfully interact with the mass media, there is likely to be a missing link between what the media system does and knowledge of audience about the media industry and audience's capacity to contribute to quality content. It is undisputed that as the role of media in our lives increases daily, so does the challenge to make them not a curse but a blessing. With the advent of mass media, there are shifts in how important institutions such as the family, school and religion impart values to people, especially the youth. Arguably, these institutions seem to be losing their enviable positions as the main purveyors of values and wisdom in society. Questionable contents of some media products such as films, advertisements and magazines, which seem at variance with Ghanaian cultural values and norms within a context in which media education is taken for granted demands interrogation. In Ghana media education is yet to be a relevant subject in school curricula from the basic level of education to the second cycle through to the tertiary level. This paper argues that such a stance towards media education is untenable given the advantages of media education as seen in some countries. In making an attempt to articulate the relevance of media education, this paper proposes that Ghana can profit from a policy that establishes media education in her school system.

**Keywords:** Media education, school system, curricula, values, mass media, youth

**Id:** 12242

**Title:** Confronting in the maze of "literacies": skills, concepts and knowledge in media education literature

**Session Type:** Individual submission

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**Abstract:** This paper presents the results of a major literature review on the concepts of “media literacy”, “digital literacy” and “information literacy”. These concepts are currently the most commonly used terms in Social Sciences to encompass the wealth of knowledge and skills associated with media technologies (Stordy, 2015). Three questions guided our work: do literature reviews, which present each of these concepts and their respective definitions exist (Koltay, 2011; Erstad & Amdam, 2013; Potter, 2013)? What knowledge, skills and pedagogical processes are associated with them (Fastrez, 2010; Eshet-Alkalai, 2004)? What links do these concepts share with each other, and what are the links between these concepts and emerging literacies (Lee & So, 2014; Martens, 2010)? The scientific literature reviews that were identified were published in the last fifteen years and covered one or the other of these three concepts. Over forty texts were analyzed.

Our literature review has established that few works dedicated to the comparative critical analysis of these concepts actually exist; that the links between them are not subject to a systematic analysis, notably in regard to the skills and knowledge they share or that they appropriate exclusively; that their use in the context of teaching practices is generally not detailed.

Moreover, the literature review carried out revealed a phenomenon characterized by the multiplication of concepts presented as a tangle of skills and knowledge on media literacy (Landry & Basque, 2015). This conceptual confusion makes it difficult to set priorities, to identify the right skills and knowledge that contribute to their systematic development, and the development of effective teaching practices based on clear conceptual hierarchies.

This paper will problematize the state of this literature and introducing a method aimed at defining a typology of literacies associated with media technologies and information.

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Frau-Meigs, D. (2012). Transliteracy as the New Research Rorizon for Media and Information Literacy. *Medijske Studije. Media Studies*, 3(6), 14-27.

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Martens, H. (2010). Evaluating Media Literacy Education : Concepts, Theory and Future Directions. *Journal of Media Literacy Education*, 2(1), p. 1-22.

Potter, W. J. (2013). Review of Literature on Media Literacy. *Sociology Compass*, 7(6), p. 417-435

Stordy, P. (2015). Taxonomy of Literacies. *Journal of Documentation*, 71(3), p. 456-476.

**Id:** 12247

**Title:** Young People's Participation and Civic Engagement through Discursive Practices in a Networked Community: Global Civic Websites as Spaces for Realizing Young People's Civic Rights

**Session Type:** Individual submission

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**Abstract:** The everyday practices which the young people engage in should be considered as central to their sense of 'life politics' for politics is closely associated with the idiosyncrasies of daily life. Global citizenship is one of the many forms of citizenship which reflects the changes introduced by an increasingly networked society. The re-emergence of these ideas in the recent times has been propelled by a need to find collective solutions for the global problems that the world is facing. Take for instance the discussion over the arrival of the migrants in the European countries and the U.S. Such issues initiate a discussion about the need to think of citizenship in ways which transcend nation-boundaries and thus conceptualization of global citizenship is a desirable alternative in an increasingly connected and interdependent world (Appiah 2006; Archibugi 2008; Benhabib; 2007).

Global citizenship and digital citizenship are two concepts that emerge in the deliberation about citizenship and civic websites designed for youth are expected to nurture a global civic culture. The aim of this paper is to understand how the civic websites managed by prime international organizations contribute to global citizenship. The paper examines the Worldbank's YouThink and the UNICEF Voices of Youth to understand the articulation of global citizenship. The articulation of citizenship as global on these websites has certain values such as the idea of a universal community and responsibility at its core and it becomes important to identify the practice-based underpinnings of global citizenship that these websites promote. This study will help understand how global civic engagement is enacted by the members of these websites and how these engagements play a role in the lives of ordinary people whose 'lifeworlds' are influenced by new technologies (Ferre, 2006; Tarrow, 2005).

The researchers analyzed the patterns of participation amongst young people on these two civic websites that are global with respect to the issues they address and the participation that they draw. Our qualitative empirical research shows that the structures of both these websites are top-down and they are funded by the parent organizations. Analyzing the discourse on these websites helped us explain the re-contextualized articulation of young people's rights through

participation on the internet in a global networked world. For the same, the civic culture framework proposed by Dahlgren (2006, 2011) and expanded by Shelat (2014) was used; this framework goes beyond identifying the competencies required for civic engagement and examines various other dimensions such as identity, value, knowledge, connection, expression, voice and dialogue which play an important role in influencing the enactment of citizenship. The disengagement with the past patterns of civic engagement doesn't imply lower levels of political efficacy amongst young children; instead it simply brings into sharp focus the need to redefine communication practices of the past to make space for more creative forms of political participation. The society must be studied in terms of its historicity that is subject to dynamism and leads to the opening up of future possibilities.

**Id:** 12270

**Title:** Social Media Use in Different Stages of Childhood and Youth

**Session Type:** Individual submission

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**Abstract:** 1 Research Question and Theoretical Background

The current qualitative study of the researchers is based on a former qualitative study of the research team about the Facebook use of German elementary school children in the 4th grade. In the former study, the children were questioned in the form of focus group discussions. One core result of this first study was that the use of Facebook by 4th graders is mainly integrated in family structures while independent forms of usage such as posting own status messages or even pictures or videos are rather seldom. The children rather use the social network site together with their parents or siblings. The families of the interviewed children use Facebook as support in the context of “doing family” (cf. Theunert/Lange 2012) in times of pluralized lifeforms and globalization. The children seldom communicate with friends or peers via Facebook which is neither in class nor during leisure an important topic with friends. So we assume that there is no peer pressure to be part of the Facebook network. Despite the awareness of potential risks fortunately none of the children made any bad experiences whilst using Facebook (at least so far). The results of the study can be seen as an extension of quantitative studies such as the KIM study 2014 (cf. mpfs 2015a).

The questions from what age onwards social network sides become more important and how the usage and the embedding within the peer group change remain unanswered. Therefore, in the current qualitative study we focus on the differences of the social web use by children, pre-teens and teenagers. Furthermore, the representative JIM study 2015 points out tendencies of adolescents to migrate for example from Facebook to messaging applications like WhatsApp or to photo sharing applications like Instagram (cf. mpfs 2015b). Why these young people abandon

Facebook, is not answered in the JIM study. The quantitative data does not provide a detailed insight about motives and experiences of pre-teens and teenagers. To work on the mentioned desiderata is the aim of the current study which started in December 2015 and which includes a larger sample and a wider age range of young people than the first study did.

## 2 Methodological Design

The methodological design of the study consists of six focus group discussions with students from 5th grade to 7th grade (age: 10-14 years old) with two focus group discussions per grade. This design is supposed to guarantee a reconstruction of the age specific differences within the use of social web platforms of both pre-teens and teenagers.

The group discussions will be carried out in March 2016; the analysis will take place from April to May 2016. The group discussions will be analyzed with the documentary method according to Bohnsack (cf. Bohnsack et al. 2013). First results shall be presented and discussed at the IAMCR.

**Id:** 12279

**Title:** Digital learnings in a rural school universe

**Session Type:** Individual submission

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**Abstract:** Fifth grade students and the development of competencies as a result of using ICT in a Primary school class. How the use of digital tools in a learning environment can reduce social gaps in a 21st century rural school. The experience of seven european rural schools of 5 different countries as a reference for the research in 3 colombian rural schools. A fourth year doctoral research as a contribution to the construction of a peaceful environment in Colombia. A research on Digital Literacy, Media and Information and Communication Technologies use in favor of a learning universe at school. Ethnography and case studies.

**Id:** 12303

**Title:** Critical communities in commercial context. The narrative of Swedish art education in social media.

**Session Type:** Individual submission

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**Abstract:** This study seeks to understand how visual art teachers in Sweden understands and manages the legacy of art education in relation to new media. Through content analysis of discussion taking place in social media networks for teachers, three main topics are identified: 1) subject specific topics, e.g. suggestions for projects on a certain theme or recommendations of digital tools 2) self produced content sharing, e.g. students work or planning and 3) meta reflection on the conditions of art education and digital media. This result was followed up with interviews with teachers active in the community, showing an ambiguity in the balance between raising critical and visually literate citizens and the pragmatic stance of “getting the work done”. In the discussion, these findings are connected to the history and terms for the subject as such. Visual arts education as a school subject in Sweden has undergone a change, from a focus on drawing to a focus on visual culture at large. This narrative is important for the teacher community and has led to an ongoing discussion on the boundaries and content of the subject. Further, it is suggested in the paper that critique against consumer society and positivist science is expressed within the art teacher community at the same time as the commercial infrastructures of the media systems remain invisible and unchallenged.

Earlier research on the relation between education and new media have mainly focused on technology in a classroom context and less on larger media ecologies as commercial systems. The relation between visual culture and education have been thoroughly examined when it comes to everyday visual media as informal learning environments for children, but the role of the teacher in these environments remains an open question. This paper wishes to contribute to the field of technology and education by highlighting how a certain educational culture can be passed on through narratives in social media and how the tools for communication re-shapes this narrative. The study is a part of an ongoing PhD project that aims to investigate the tension between the educational infrastructure, new media ecologies and the imagined future citizen as expressed in the art teacher communities in Sweden, Estonia and Finland.

**Id:** 12313

**Title:** Nomophobia (No Smartphone Fear): A New born Psychological Problem among University going Students in India

**Session Type:** Individual submission

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**Abstract:** This paper explored and examined how the no Smartphone fear (Nomo-phobia) is developing as a new born psychological problem in India especially among the university going student? Nomo-phobia is a modern age fear or Phobia which is introduced in between our lives by the use of mobile technology; which is a powerful interaction medium among them. This can be defined as the fear of being away from the contact of Smartphone. In this study the researchers have used the mixed method design. For the qualitative data researchers have explored the literature related to the Nomophobia and other Phobias basically the researchers have used the results of a study conducted in the Iowa State University School of Education. For quantitative data a 20-item questionnaire was used to collect the primary data; which was developed by Yildirim and Ana-Paula Correia, researcher and associate professor from Iowa State University School of Education. The data has been collected from the large sample of 300 students. These students are belonging to different areas of India but studying in the different schools of Amity University Madya Pradesh. After analyses of the data the researchers got to know that the quantitative phase was directly connected with the theoretical phase and produced valid and reliable scores for India too.

**Key words:** Phobia, Smart Phone, Nomo-Phobia, Youth, Psychology, Media Psychology

**Id:** 12490

**Title:** Ethical Aspects on Participation of Young Immigrants within Media Pedagogical Research

**Session Type:** Individual submission

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**Abstract:** Today, a spontaneous part of young people's lives is publishing their own media works in social media. Bill Cope and Mary Kalantzis (2010: 97) suggest that if education is to be relevant to the contemporary social needs, it should consider young people as public agencies (e.g. Cope & Kalantzis 2010: 97). However, promoting young people, especially immigrants, to act in publicity for example within a youth centre, brings up many ethical questions.

Young People in the Limelight. Towards Agency through Multiliteracy is a research project of media education at the University of Tampere (2015–2017). The action research aims to develop a media pedagogy which gives young people a voice and supports their multiliteracies, and social and public participation. It focuses on young people at-risk of dropping out of schooling at the transition phase in between comprehensive school and upper secondary education, such as many immigrants. The data of the research project is based on six media workshops organized around Finland. In the workshops, the young people created artistic media works based on their interests, for instance photographs or videos. They also published their media works in social and mainstream media. The research project is implemented by a group of researchers in different phases of their career.

We will focus in our paper and presentation on ethical aspects, especially connected with publishing, which were brought up by newly arrived young immigrants participating in the workshops of Young People in the Limelight. Our theoretical framework lies in participatory media education (e.g. Jenkins et al. 2009) and the philosophy of science dealing with ethical issues. In past two decades internet or online research has challenged many constitutive principles of research ethics. Our work is partially related to the debates of ethics of qualitative online research but also to the questions of ethics of participatory action research (e.g. Beaulieu & Estalella 2012; Madge 2007; Romero & Walker 2010). Furthermore, newly arrived immigrants as the participants of our study bring up many complicated ethical questions connected with informing, confidentiality, and privacy. Most of the questions are tight to the

aspects of protection and empowerment. These ethical questions can be seen as results of our study and of which we intend to discuss especially in relation to the research ethics of children and immigrants in the age of online media.

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**Id:** 12520

**Title:** Private media and media literacy: a comparative analysis of five media literacy organisations and their collaborations with private media actors

**Session Type:** Individual submission

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**Abstract:** The current media-laden, constantly connected society has brought increasing focus on media literacy and media literacy research (Hobbs, 2010). In this context, it has become instrumental for audiences to safely consume and critically evaluate content (Buckingham, 2003). Moreover, as ICTs and media are continuously developing, interactive online tools are turning users into active content producers (Hoechsmann & Poyntz, 2012), thus enhancing the importance of audience engagement and participation.

Media literacy is a multi-stakeholder field, relying on the involvement and collaboration between a number of public (governmental, educational) and commercial actors. However, tensions between stakeholders have often been identified (Hobbs & Jensen, 2009), as each one responds to distinct social, political, regulatory, or market incentives. To this end, private involvement in media literacy initiatives has long been regarded as controversial (Hobbs, 1998), due to the apparent dichotomy between the public interest, and the commercial interests at play. Recent developments in ICT and media consumption have led to an increasing demand for co- and self-regulatory measures (O'Neill et al., 2008), thus placing more responsibility on all stakeholders. Moreover, a trend towards deregulation, identified in the past decade (Silverstone, 2004), has determined political economists of communication to regard media literacy as distracting cultural critics from questions of commercialisation and power (Lunt & Livingstone, 2012). A paradox of media literacy can thus be discussed: in a media landscape increasingly dominated by private actors, not making use of commercial channels for the promotion of media literacy can strongly diminish its reach.

As a response to the previously mentioned trends and growing need for user empowerment, the responsibility of developing media literacy has been taken up by a number of governmental organisations and autonomous knowledge centres. In this paper, five such organisations represent the object of a comparative case study. Methodologically, the research builds upon literature review and document analysis, complemented by expert interviews. The aim of the research is to determine: (1) the organisations' strategies on developing media literacy, (2) what types of actions/initiatives they employ to this end, and, most importantly, (3) what their policy

is on collaborating with the private media sector: which actors they choose to work with and why, under what circumstances, and whether they follow established rules or guidelines on the matter.

The organisations chosen for this study are: the Alliance for a Media Literate America (US), the Action Coalition for Media Education (US), Ofcom (UK), Mediawijzer (NL), and Mediawijs (Flanders, BE). Preliminary findings point to a mixed approach towards the development of media literacy, especially with regards to potential collaborations with the private sector. While most of these organisations are supported through public funding, they also collaborate with the private sector on media literacy projects, topical research, educational initiatives or events. Furthermore, some also support the study of popular media texts as part of the media education curriculum. However, the Action Coalition for Media Education (US) stands out, by taking a more radical position against any type of commercial collaboration, or use of popular culture in education.

**Id:** 12549

**Title:** Media education in deprived schools: transforming language and literature classes

**Session Type:** Individual submission

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**Abstract:** In contexts where secondary school pupils do not perform well in reading comprehension, the search for ways to improve teaching and learning has been expanded, reaching fields of knowledge which include media education. Particularly in schools located in deprived communities, a pressing challenge has been how to motivate students to interpret classics of arts and literature. This paper presents and discusses the main findings of a three-year research project which developed and tested teaching strategies for media education in a Brazilian secondary school. The research sought to make connections with the dimensions of language, coding/decoding and technologies of the core curriculum and responded to a funding policy encouraging investigations aimed to search for new ways to address poor performance in reading tests. Our goals were: a) to develop and test a proposal involving the use of media education to support the achievement of learning outcomes of native Portuguese language and literature classes, in approaches inspired by theories and concepts of language criticism, popular media culture and participatory culture; b) based on the results of that experiment, to assess the potential role of media education as a contribution to motivate students to interpret classics of literature and arts. Drawing from four media literacy key concepts (language, audience, media institutions, and representation), we designed three teaching sequences. The first one explored elements of narratives, such as structure, time, space and characters in photography, news stories, cartoons and TV advertising. The second sequence offered a comparative look into representations of popular culture created by romanticism and realism in Brazil, playing with fresh interpretations of literature classics as well as contemporary media texts, such as news photography and music video clips. The third sequence focused on the aesthetics of Brazilian modernism and representations of popular culture, exploring literature, painting, photo narratives and print advertising. Results were assessed by mixed methods, comprised of semi-structured interviews, questionnaires and class observations. The data indicate that the media education activities elicited positive responses towards language learning, besides fostering the development of skills to critically analyse media cultures, such as identifying hidden meanings and comprehending processes of coding and decoding. We noted that the students were encouraged to discuss the interpretation of classical texts and gained self-confidence to express

their understanding in in-class debates and through the production of multimedia content, such as video poetry, radio sketches and photography essays. Students reported that their understanding of the scope of meaning interpretation was broadened. We believe that we brought a contribution to the development of knowledge on how to improve pedagogical approaches to components of the core curriculum with media education activities, exploring the links between arts, literature classics and contemporary media culture. We suggest that while media education can transform current school practices, it poses considerable challenges to teacher training.

**Id:** 12619

**Title:** News for the citizens to be

**Session Type:** Individual submission

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**Abstract:** It has become something of a truism that the media have become central to the everyday lives of children around world – this includes the ‘traditional media’ as television, radio and newspapers, but also, increasingly, ‘new media’ such as computers, tablets and mobile phones. Academic research on children’s relationships to the media has primarily tended to focus on fictional, entertainment based media, and much less so on factual content, including the news. Studies on children’s relationship to the news have variously looked at how adult news helps them to learn how to be a good citizen, what news content they can remember after reading, listening or watching it, or how the news may have negative, and even traumatic effects on children. Much less research has been undertaken on children’s news, and the ways in which it may be positively shaping children’s sense of themselves in the world. This communication presents the results of a comparative study of the content of three Children’s news programs: "Newsround", from the British Broadcasting Corporation (BBC); "Logo" from the second German channel (ZDF) and "Info K", from the Catalan Public Television (TVC). Through an empirical content analysis, the news topics of these information spaces for children are described objectively and systematically, based on a sample of a programming month. This research provides new knowledge regarding the way in which the children’s news programmes confront the audience with reality and the audiovisual and educational resources used to achieve it. In fact, this study shows how public broadcasters accomplish their duty to inform citizens, or, in this particular case, citizens to be, and in which ways specific news act as a window to the world, also beginning to form children’s memories.

**Id:** 12626

**Title:** Let's be careful out there': How digital rights advocates educate citizens in the digital age

**Session Type:** Individual submission

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**Abstract:** The digital era has expanded the boundaries and meanings of basic human rights, such as freedom of expression, the right to privacy, or the right to information. However, as events have proven, governments as well as internet corporations often violate these rights for their own interests. This state of affairs has led to the emergence of national and international social actors who are engaged in educating the public as to what their rights are and more importantly, how they can protect themselves from these violations. This paper focuses in particular on the activities of one social actor in this field, the civil society organizations that advocate for digital rights.

These organizations advocate for computer and internet-related civil liberties all around the world in parallel tracks, on the one hand confronting governments and internet corporations in the constitutional, political, and judicial arenas, and on the other, informing and educating the public about their rights in the public arena. Most studies in this field have explored the first track of their activities in order to estimate the political power of these organizations. These studies analyzed the organizations' contribution to various campaigns aimed at preserving various digital rights. For example, the 2012 campaign against the Stop On-line Piracy Act and Protect IP Act (SOPA/PIPA) in the US; the 2012 protests against the Anti-Counterfeiting Trade Agreement (ACTA) in Europe; and recently, in 2014-2015, the campaign for the preservation of net neutrality in the US. However, the contribution of the current study is in investigating their activities in the public arena while focusing on their educational efforts and how these organizations construct what I define as the digital citizenship identity.

In order to shed light on this process, in this paper, I analyze the activities of several organizations from different countries (The Electronic Frontier Foundation in the US, Derechos Digitales in Chile, Digitale Gesellschaft in Germany, and the Digital Rights Movement in Israel). I am conducting a content analysis of the organizations' textual products (official documents, publications, and websites) and of their activity in the public sphere over the last decade. The analysis of the organizations' activities reveals the existence of three different distinct practices these organizations employ in the process of educating the public: (1) providing information to the citizens using framing techniques of "humanizing technology", i.e., making technology-related information more accessible; (2) leading the citizens into participation by getting them involved in a structured activity; and finally (3) "branding" the citizens as ambassadors of these organizations by equipping them with campaign accessories.

I conclude by discussing the social and political implications of these practices and the future role civil society organizations might have in shaping our lives in the digital age.

**Id:** 12731

**Title:** Educating the Industry ' considering the academic legitimization of video games in light of a video game developer habitus

**Session Type:** Individual submission

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**Abstract:** As the global video game industry continues to grow at an exponential rate so too does the demand for a standardized industry infrastructure and workplace 'best practices.' As a result, programs and schools that teach game design and production skills are appearing across the USA.

Addressing the need for understanding how such programs are conceived and operate, this paper serves as the first part, pilot study for a larger longitudinal, multi-sited exploratory project that investigates a recently created video game academy situated within a large public RU/VH: Research University in the USA. A growing body of literature that recognizes video games as simultaneously being commercial products (Nichols 2014; Payne and Steirer 2014), works of art (Flanagan 2009; Bogost 2011), and pro-social cultural texts that can promote multiple forms of literacy (Steinkuehler 2004, 2007; Gee 2005; Bogost 2007; Ito, et al. 2011) has seen video game design being brought into the educational environs of academia. My project seeks to understand the goals and expectations of the people involved with a specific gaming academy (my case study), and to place them within the larger context of the socio-cultural 'legitimization' of video games, the gaming industry, and the act of gaming itself.

My current project is an empirical study that utilizes ethnographic methods of observation and interviews that took place during the first year of the gaming academy's existence in 2015. This paper's assertions draw upon observations made during my fieldwork to provide a "thick description" (Geertz 1973) of the goals and expectations of the people involved with a specific gaming academy (my case study), and to place them within their larger socio-cultural and industrial contexts. Most evident during my fieldwork was the apparent disconnect between the students and instructors, differences of educational expectation, taste, perspective, and perceived professional goals.

Given this understanding, I use Pierre Bourdieu's concept of the "habitus" to understand the structural conditions that are influencing the gaming academy (1984; 1998). This requires an examination of how the larger infrastructural imperatives of the university system collide with the formal 'community of practice' formed by the students and the instructors themselves.

This project is a field-dependent cognitive ethnographic case study that seeks to build knowledge

of a community of practice in a formal, academic setting. My units of analysis are individuals, the groups formed by those individuals, and the academy itself as an organization. Accordingly, I employ typical ethnographic field techniques: classroom observation, unstructured participant observation, and structured, in-depth interviews with students and instructors. While this study examines context-specific sites and groups, its findings are broadly generalizable to larger shifts within the contemporary academy and gaming industries.

**Id:** 12863

**Title:** Towards transcultural media competence in higher education context

**Session Type:** Individual submission

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**Abstract:** Minna Koponen ja Sirkku Kotilainen

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Today the fast wireless networks are connecting people and provides open communities across national borders. Global communication requires participatory skills, in particular more culture sensitive media skills. The information sharing is global and the universities are more transnational, especially the development appears in online learning environments. Participatory culture provides environment, which enable the development of transcultural competencies in new media landscape, and shift the focused skills from individual perspective to collective learning. How do we enable guidance in already existing transcultural learning communities, and support learning of students coming from different locations of the world? What kind of transcultural media competence is needed from both teacher and student perspectives?

The proposed paper is combining discussion of a) transcultural competence and b) media competence to formulate a suggestion of a special transcultural media competence frame. Based on that formulation, an online course titled as “Transcultural perspectives in media education” (5ct) was planned and implemented as a part of Erasmus+ project (eMel.org) at the University of Tampere during the spring term 2016 (January-February).

The aim of course/project was enable new pedagogical methods for media education in teacher education. The participants were first year master students (N16) in the international Master Degree Programme in Media Education. Online-learning environments (Moodle, Google Drive and Facebook) and student’s narrative work during the course together with interviews form the empirical data.

We will discuss the preliminary results in relation to the frame of transcultural media competence and make some suggestions for further development.

Keywords: media competence, media education, multiliteracies, participatory culture, transcultural competence.

**Id:** 12905

**Title:** Culturally Responsive Teaching for Media Education: A Case Study on Indigenous Radio in Taiwan

**Session Type:** Individual submission

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**Abstract:** Indigenous peoples in Taiwan have long been disadvantaged, thus their communication rights have not been well-protected. The concept of establishment of indigenous peoples' own media was introduced as a key to the solution for existing problems as well as the future of communication rights of indigenous peoples in Taiwan. The task of indigenous media is twofold: to help indigenous peoples fit in modern society firstly and secondly to deliver the cultural inheritance of indigenous peoples. Both are still facing uncharacteristic challenges in Taiwan while some academics argue that a tailored indigenous media education may be the key to fulfill the task of indigenous media.

An indigenous college was established in 2001 to provide indigenous perspectives in Taiwan's higher education system. With its unique design of half indigenous students and half non-indigenous students in the same classroom, the learning environment in the college is not only a mixture of people from different races but different cultures. This study intends to take the course of radio production in the indigenous college as an example to explore the possibility of a tailored indigenous media education since radio from its beginning has been a revolutionary technology and the potential of this medium could convey voices, languages, story-telling, and songs of indigenous peoples. Specifically, this paper lays its focus on the capacity of culturally responsive teaching in course of radio production in higher education to see if it is capable to electrify students and audiences in indigenous radio programming, and to develop listening communities that might transform the form of the public forum from tribal times to the present.

Following a quantitative content analysis on teaching modules in the college, this study draws on data from in-depth interviews with key players of indigenous radio broadcasting to identify the gaps that culturally responsive teaching could fill in indigenous media education.

This study concludes by asking if the culturally responsive teaching is capable of fostering viable indigenous media education and underpinning on-air civil forum for indigenous peoples under current and future conditions.

**Id:** 12941

**Title:** Typologies of university instructors concerning attitudes toward students' media use in class

**Session Type:** Individual submission

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**Abstract:** A lot has been said about how digital media are able to enhance education, and, as consequence, about the urgency that teachers should develop skills and innovate teaching methods and pedagogy. At the same time, it has been suggested that technology adoption in the educational environment depends fundamentally on the teacher (Perrota, 2015), what leads to the importance of analyzing the attitudes that teachers have towards digital media in order to ensure that the expected innovations in education will come. Teachers' attitudes regarding digital technology in education can be verified in a variety of contexts, but this study focus on the university environment, to where students frequently bring their own media devices and use them during classes.

Previous works have identified typologies of teachers concerning their attitudes towards different aspects of the learning environment. For instance, teachers' attitudes are classified regarding pupil control ideology and behavior as either custodial or humanistic (Hoy & Miskel, 1987; Willower, Eidell & Hoy, 1967). A similar classification is presented by Schimmel (2003) regarding teachers' attitudes towards school rules, also in two groups: authoritarian-traditional and pedagogical-democratic-collaborative. As multitasking with media is a trend observed in current university classrooms (Lauricella & Kay, 2010; Junco, 2012), this study focus on students' media use to identify teachers' attitudes towards it.

Taking the three-component view of attitudes (Rosenberg & Hovland, 1960), this study investigated implicit (cognitive + affective) and behavioral aspects of lecturers' attitudes. A mixed methods strategy was adopted, in which data was gathered via three interviews in the qualitative phase, and thus provided information to the development of the survey that was used as instrument of data collection in the quantitative phase and had 146 university instructors from a variety of countries as respondents.

A factor analysis was conducted with 16 variables that measured teachers' implicit attitudes, resulting in four components: (1) perception of positive impacts on students' and teachers' sides, (2) perception of negative impacts on teachers' side, (3) perception of negative impacts on students' side, and (4) feeling of threat to teacher's relevance. A factor analysis with eight variables that measured behavioral attitudes resulted in two components: (1) favorable actions, and (2) unfavorable actions. These components were used in a hierarchical cluster analysis

applying Ward method and squared Euclidean distance, through which four typologies were identified: (1) critical-resistant, the group with the highest mean for negative implicit attitudes and a higher mean for negative actions than for positive ones, (2) aware-active, group with high means both for positive and negative implicit attitudes, and the highest means for both positive and negative actions, (3) aware-indifferent, group with the highest mean for perception of negative consequences to students and the lowest means both for positive and negative actions, and (4) enthusiast-supportive, with the highest mean for positive implicit attitudes, the lowest means for negative implicit attitudes, and a considerably higher mean for positive actions than for negative actions.

**Id:** 12961

**Title:** The Meaning Construction of Ghosts in Thai Soap Operas

**Session Type:** Individual submission

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**Abstract:** The main objective of the research “The Meaning Construction of Ghosts in Thai Soap Opera” is to study the construction of ghosts’ meaning in Thai soap opera through textual analysis according to narratology. The study focused on the soap operas related to ghost during 1987 – May 2014. Twelve soap operas in total were chosen to be studied in this research. The study revealed that the meanings of ghosts in Thai soap opera is the effect of the kind of media called “TV soap opera” that constructs the ghosts’ meaning through the narrative compositions such as genre, narrative structure, character typology, theme and iconography.

The ghosts’ meaning is constructed and divided into two parts. First is the convention where the construction of ghosts is being broadcasted and reproduced which reflects that ghosts are scary, powerful, different from human (otherness) and binding to the law of karma. The second part is the invention where the ghosts’ meaning is constructed from the understanding of the differences of individuals and the reconstruction through variety of narrative compositions such as intertextuality, pastiche, nostalgia, discontinuity, reproduction, implosion of meaning, hyperreal and simulation.

Consequently, the ghosts’ meaning that is repeatedly portrayed in Thai society has changed or been transformed. These changes also reflect the changes in human perspective towards ghosts. Ghosts have become the symbol of the different kind in the Thai society.

**Id:** 13079

**Title:** Film consumption preferences of Europeans youngsters

**Session Type:** Individual submission

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**Abstract:** We present the results of an investigation aimed at observing the preferences on film consumption of European high school students. In the study took part 937 students of both genders (MeanAge = 15.49, SD = 1.24, Female = 56.24%), from eight countries of the region: Italy (63.39%), Spain (10.45%), Germany (7.04% ), Romania (5.44%), Iceland (4.90%), Croatia (4.48%), France (4.26%), and England (3.52%). The students completed a questionnaire on their cinema preferences on 12 different aspects measured through Likert five degree scales (subtitling or dubbing, European vs. American cinema, foreign vs. domestic film, television films vs. feature films, blockbusters vs. independent, famous actors vs. unknown, known vs. unknown directors, specific genres vs. all genres, surrounding sound vs. standard sound, and 2D vs. 3D). The statistical analysis of the data showed the global cinema preferences of young Europeans and the specific differences between countries on these issues. The main results indicate that students keep strong and unequivocal opinions on the fact that there are differences between USA and European cinemas. They also clearly prefer the USA cinema to the European. Moreover, the students also maintain intensively negative attitudes to the films from their countries and to the fact of watching dubbed films. However, the youngsters show no clear preferences in other aspects of film consumption (e.g. genres, actors, directors). Finally, the study revealed there were differences in some of these preferences depending on the country. The results of this work could be applied to the design of film literacy programs and interest educators, regulators and members of the audio-visual industries.

**Id:** 13121

**Title:** Intersectional Approach and Media Ethnography in Youth Vocational Studies

**Session Type:** Individual submission

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**Abstract:** The future of the young drop-outs and the unemployed youth is one of the core questions of educational policy in Finland. How to bring the marginalized youth in the educational system in order to enhance their civic skills needed in the mediatized society? This doctoral thesis deals empirically with media participation of Finnish young people in educational transition. By media participation I refer to the pedagogical objective of media education to enhance the cultural and civic agency of the young.

The study describes the opportunities and boundaries of media participation shaped within the institutional everyday setting of youth vocational studies. Multi-sited media ethnography is carried out in youth vocational studies, in a year-long training period between basic education and vocational upper secondary education. The student group is composed of predominantly young unemployed men and young people with immigrant background. To be able to apply to vocational studies later on, the students in question participate in the training to enhance their learning and everyday life skills they often struggle with.

The young people in focus are under an intense public debate on social exclusion with implicitly gendered undertow. Hence in this thesis, the youth vocational studies is understood as a place of re-producing and challenging social and cultural differences such as gender, ethnicity and class. Following feminist discipline, I define intersectionality as identity formation amid different overlapping and intertwining categories. The concept is employed as a way of making the methodological choices visible before and during the field work period as well as an interpretative framework for the analysis.

By presenting the research frame of my doctoral thesis in the student session of the Media Education Research section I would like to discuss the relationship between the intersectional approach and the concept of media participation.

**Id:** 13125

**Title:** YouthSites: Public policy and discursive formation in the creative arts learning sectors

**Session Type:** Individual submission

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**Abstract:** Despite the robust nature of the non-formal learning sector and its importance as an essential deliverer of creative and cultural learning across national settings, research on the role of youth creative arts and media organizations as providers of non-formal education is sparse and often charged with documenting best practices among organizations, rather than the impact of the sector as a whole. Where they exist, records of the activities and outcomes of programs and projects that make up this sector are stored in an ad hoc manner by the often transitory organization directors and program facilitators. The YouthSites (youthsites.org) research project aims to produce a sectoral archive as part of an examination of the creative arts and media (visual media theatre, writing, gaming and music) sector for youth from socially excluded backgrounds in Vancouver, Toronto and London (UK) since 1990. Over the four-year cycle of the project, we will map youth participation in out-of-school arts learning and investigate the structural relationship between the development of this sector and the changing role and meaning of creative education, as training for employment in the creative and cultural industries has become a priority across youth provision projects.

In this paper, we report on the first phase of our research programme, which has produced a sectoral overview of the informal learning policies, funding streams, key organizations and academic literatures in creative and cultural informal learning for non-mainstream youth in Canada and the UK. Our focus has been on the discursive formations and funding envelopes for creative cultural learning. Because this work is funded by a mixture of programs and initiatives (that broadly address risk in youth lives), we have tracked the contributions of governments (at various levels), charitable foundations, corporations and key youth and non-formal learning organizations. We have also mapped developments in a wide range of areas (i.e., poverty and

employment, crime prevention, health, citizenship engagement, media and digital literacy, multiculturalism, aboriginality, and recreation programs, including hobbies, geeking out, etc.) and drawn together public policy and funding developments in three-decade ‘snapshots’ (1990s, 2000s, 2010s) to indicate how policy and funding directions have shifted over time.

Societies around the world have directed widespread state investment in non-formal learning organizations across the media and creative arts sector. In this paper, we investigate how this sector has changed in the last quarter century and its role in the lives of socially disadvantaged youth across global urban communities. This work – and the YouthSites project, more generally – will help retrieve in to public memory the traces of activities and policies in a dynamic sector that is at risk of losing its history. (Our contribution to public memory aligns this paper with the central theme of the 2016 IAMCR Conference, Memory, Commemoration and Communication).

**Id:** 13359

**Title:** Transmedia dynamics in education: The case of Robot Heart Stories

**Session Type:** Individual submission

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**Abstract:** This paper discusses the potentiality and risks of the application of transmedia techniques in the realm of education. The empirical approach analyzes the experiential education project Robot Heart Stories (<http://robotsjourney.tumblr.com/>), which was developed by the renowned writer, director and experience designer Lance Weiler. The theoretical framework focuses on the conceptualization of transmedia storytelling (Bolin, 2007; Gambarato, 2013; Jenkins, 2006) in the scope of education (Fleming, 2013; Jansen, 2013; Wankel, Blessinger, & Stanaityte, 2013) and the examination of the implications of gamification in this scenario (Fitz-Walter, 2013; Lee & Hammer, 2011; Werbach; 2013). The methodological approach of the case study is based on the transmedia project design analytical model by Gambarato (2013) and applied to Robot Heart Stories to depict how the project was developed and demonstrate how transmedia strategies can enhance education. The transmedia analytical model is organized upon ten comprehensive dimensions, such as engagement, structure, and extensions, followed by practicable questions.

The mediatization of education is connected to the dynamics of transmedia storytelling in the sense that transmedia storytelling involves the unfolding of a storyworld in which installments of the narrative are distributed across different media platforms to engage the audience and offer a more meaningful experience. The Robot Heart Stories transmedia project is an experiential education endeavor, which strives to ignite imagination and sparks interest in learning among two underprivileged classrooms of fifth-graders: one in Montreal, Canada and the other in Los Angeles, United States. The project includes offline activities in the classrooms and comprises printed media (book) and online activities spread on the Internet (websites, Tumblr, Vimeo, Twitter, and Facebook). Robot Heart Stories was launched in 2011 and, apart from the two school classes in North America, involved a global audience, which was invited to participate in the storyworld built around the adventures of Laika, an alien robot who was seeking her way back home.

Our research question is: how transmedia dynamics can enhance education? The argument draws on the Robot Heart Stories project, which embraces multiple media platforms along with offline activities, expands the content and engages the audience inside and out the classroom. The

research findings point out that the transmedia strategies in the referred project placed the students in the center of the learning process and motivated them to learn. As the children were actual characters of the story, they had the opportunity to experience it, rather than just listen or read it. The mediatized environment of Robot Heart Stories, nurtures the skills distinguished, such as (1) multimodal literacy, (2) critical literacy, (3) digital literacy, (4) media literacy, (5) visual literacy, (6) information literacy, and (7) game literacy. In addition, develops interpersonal communication skills, knowledge in various fields, such as geography and arts in the midst of an experiential learning process. In the age of participatory culture, such an approach in education has the potential to contribute to a more effective learning process, which has to be more thoroughly investigated.

**Id:** 13367

**Title:** Remixing an xMOOC platform content into a Web 2.0 resource.

**Session Type:** Individual submission

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**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) pilot on digital learning. The target group was 1) on-campus staff in the university's teacher training program and 2) tutors mentoring teacher students in placement in primary and secondary education. A main objective was to encourage these teacher educators to implement digital media in their own courses and, hence, to provide their students with role models for good digital practice.

Five participants were subsequently interviewed about their course experience and about the influence this experience had on their own day-to-day teaching practices. The semi-structured interviews were transcribed and analyzed according to grounded theory procedures.

A general finding was that the informants would use material from the on-line course and implement this in their own teaching, hence indicating gain from the MOOC pilot participation. Some of the tools that were introduced during the program undeniably changed these participants digital practice.

Nevertheless, none of the participants completed the course or reached any formal requirements. This, of course, could raise genuine concerns about drop-out issues. At the time of the interviews most informants had scarcely opened more than three out of six modules and course platform data revealed little activity as to submitting assignments and doing other obligatory work in any of the modules.

A closer look at these patterns as they emerged through the interviews, taught us that the informants would go through the course material for ideas, but choose not to submit the assignments or other tasks. According to their personal agenda, these participants would rather adopt ideas from the MOOC to test them out with their own students in naturalistic contexts. This way the course material became a resource for implementing digital tools in the participants own everyday teaching as they saw fit or possible. Lack of time, lack of financial incentives, low task priority from employers and a nonstop flow of competing tasks also led the informants to down-prioritize the formal demands in the MOOC pilot.

Interestingly, most informants never planned to complete the MOOC, but seem to have signed up to have access to the digital platform and the material that was posted there. This way they qualify as "drop-ins" rather than "drop-outs", i.e. they come in to pick whatever material suits their own purpose. Rather than quitters who could not keep up with the pace in the MOOC we met media literate participants who had remixed the content and redefined the MOOC content into a Web 2.0 resource and a stepping stone for their own online learning.

**Id:** 13455

**Title:** A Qualitative Study on Media Literacy of High School Students in Shanghai

**Session Type:** Individual submission

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**Abstract:** This is a qualitative research intended to study the baseline for media literacy level of high school students in Shanghai. There has been abundance of qualitative and quantitative research intended to quantify media literacy. However, there is lack of studies measuring the baseline media literacy prior to educational intervention intended to improve students' media literacy in formal instructional settings. The interviews in focus group and questionnaire will be provided to the students having watched the videos of four different genres including news, documentaries, commercials, and public relations, selected from the two major video-sharing websites in China, Tudou and Youku. During the interviews conducted individually or through focus group, open-ended questions will be raised based on the model of (1) recall (2) purpose (3) viewpoint (4) technique, and (5) evaluation. Once the responses from these five aspects from the students regarding the videos of four different sorts are collected, the responses will be coded subsequently in order to evaluate the baseline level high school student's media literacy before any intervention.

As demonstrated by the past studies, qualitative studies are very useful to understand students' baseline literacy and measure media literacy in formal pedagogical settings. Nevertheless, no concrete information is available on high school students in China. As such, none of the previous studies focus on the way high school students differentiate, interpret, or evaluate different sorts of messages/videos on video-sharing websites at base level, as well as learners' gains in media literacy before and after educational intervention in place. Therefore, the research question will be formulated accordingly: (1) What is the baseline media literacy of high school students in Shanghai, as shown in their interpreting and evaluating messages and videos on Chinese video-sharing websites, such as Tudou and Youku? (2) What are the gains most students can possibly have when they receive education intervention designed to enhance their media literacy level?

It can be claimed that students may show higher level of media literacy in terms of their summary skills, whereas their critical abilities to interpret the content from digital media is lower prior to any educational intervention in formal instructional settings. The purpose of the study is two-fold: while the results of the study may provide guides to parent, educators, and policy makers in their efforts to integrate a more effective scheme of media education. The study is also is to further evaluate the effectiveness of holistic media literacy courses delivered in Shanghai. Special attention should be given to those intended to make improvements on certain aspects of media literacy of learners, such as their critical thinking, evaluation, and other skills, in order to make comparison and contrast with the similar but more sophisticated programs in other

countries for future comparative studies.

**Id:** 13461

**Title:** Setting the basis for ludoliteracy: Research trends on video games

**Session Type:** Individual submission

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**Abstract:** Digital game, practically ubiquitous in the current society, is an important cultural industry as much in economic terms (Newzoo, 2014) as for its role in the media ecosystem (Dovey & Kennedy, 2006). However, in relation to video games, there are many discourses and debates about the positive or/and negative effects in disparate areas (Kowert & Quandt, 2016): from health, education, behavior and to attitude. This context justifies the interest and the need for a media education that includes digital game, as an indispensable element, that is to say a ludoliteracy,

This paper is interested in the trends of the last years in the research on video games and it aims to identify and classify those studies depending on their primary focus is access, analysis, evaluation or content creation, that is to say, based on the components that define media literacy according to Sonia Livingstone (2004: 4).

To carry out this objective, we examine the production in social sciences in recent years. We take as a frame of reference papers published in journals indexed in Scopus and focused on video

games (as it is reflected in the title and keywords). Given the sample, a content analysis is performed to classify the production and to determine its degree of incidence in each of the components of literacy.

This analysis will contribute to a thorough definition of ludoliteracy, because it will draw the basis and current context of scientific development of the field, with its strengths and weaknesses, as well as uncover issues related to digital gaming as a fundamental part of future media literacy policies.

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**Id:** 13550

**Title:** Data Literacy in Media Studies Curriculum

**Session Type:** Individual submission

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**Abstract:** Data has always been a key concern for researchers, educationists, journalists, marketing professionals, scientists and to all those who are involved in research across all professions. To study any phenomenon, collection of data is central. In any research whether it is academic or applied most of the resources during research are allocated for data collection. Since the sharing till few years back was not very prevalent in the absence of the right medium, there used to be lot of duplication even in data collection. Data collected for one study was limited to that study and if in case someone wanted to conduct research on the similar topics the data collection had to be done afresh. This no doubt led to the wastage of resources and time. Also data collected for one particular study could have been used for number of studies and based on the data in hand researchers could have conceived some new projects that could have been possible with the analysis of the same data. With the emergence of internet especially with the open data movement, data now is available for the people to use reuse remix and redistribute. The online space is inundated with lot of data. This offers another challenge that is how to sift the relevant, accurate and authentic data. Keeping this in view a new concept has emerged called data literacy. Many countries have introduced data literacy in their curriculum both in school as well as higher education level. Also this can be integrated with other subjects to make it more relevant and contextual. This paper will explore how data literacy is introduced in Media Studies curriculum in India and its impact.

**Id:** 13568

**Title:** Commemorating the History of Media Literacy Education of Turkey on its 10th Anniversary: Looking Back Upon the Past, Looking Forward to the Future

**Session Type:** Individual submission

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**Abstract:** This paper will not be presented because the government of Turkey has violated academic freedom by imposing a ban on foreign travel for Turkish academics.

The issue of media literacy education is like a mirror reflecting the nature of the relationship among the academia, policy makers, and educators as well as media industries in Turkey. Media literacy issue has appeared on the agenda since the beginning of 2000s in Turkey. The interest in the adaptation to the European Union, and global developments in communication networks and practices could be some major factors which invoked enthusiasms for studying and educating media literacy in Turkey. The efforts for designing a course related with the media literacy for children dates back to 2005, and it will commemorate the 10th anniversary in 2016. In accordance with the protocol signed by the Radio and Television Supreme Council (RTSC) and the Ministry of Education (MoNE), first of all, a pilot media literacy course was designed 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 offered countrywide since the 2007-2008 educational year. With the decision of National Board of Education (23 May 2014), the curriculum of the media literacy course was renewed and a student book was designed. In this book, issues and practices related with traditional-old media as well as new media are distributed in all units. However, the issues concerning who should teach and how to teach; whether political and ideological preferences have certain effects on the process of preparation of the course materials; or whether the media usage habits of the children including the new media, could be effectively regarded in the preparation of the curriculum have been frequently discussed from the beginning of the Media Literacy Project in Turkey.

The present study aims at elaborating on the main points of the discussions related with media literacy education among policy makers, educators and academia in Turkey. To this end, it will broadly touch upon data, studies and discussions on media literacy education in Turkey as well as in the world. In relation to Turkey, the objectives and outlines of the course as well as implementations of the course in the first decade will be analyzed by including the recent modifications in its curriculum and the textbook. In this analysis, the academic criticisms directed to the media literacy course will be especially taken into account. Building bridges with the academia and the policy makers is closely related with looking at the other side of the coin. For this purpose, interviews with the authorities of MoNE and RTSC on media literacy education will provide information about official policies related with this course. Based on the findings

and information, the last part of the study is reserved for the evaluation of the results of the media literacy course in a decade, and certain recommendations will be made for the future, for a critical and an expansive media literacy education which regards the changing nature of the media (from the traditional to the new media) usage habits of children in Turkey.

**Id:** 13606

**Title:** Teacher Training in Media Education: lessons from a b-learning experience

**Session Type:** Individual submission

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**Abstract:** In recent years much has been said about the importance of teacher training for promoting media education at school. Several documents have pointed its urgency and several studies (for instance Bujokas, 2015; Perez-Tornero & Taye, 2012; UNESCO, 2011; Bazalgette, 2007) have drawn our attention to the need for preparing teachers to face the challenges of digital age, exploiting the resources and opportunities provided by media and communication networks to enrich personal and social development. The presence of media literacy in European educational systems have met several vicissitudes over the past decades and it has never been a strong component of the curriculum, as the reports “Media literacy key competences frame for teachers training” produced by six European countries under the project ‘e-MEL: e-Media Education Lab’ have shown.

In Portugal, the Media Education Guidance for Kindergarten, Basic and Secondary Education, approved by the Ministry of Education in April 2014, may have been a milestone for implementing media education at schools. Following this official document, it was again emphasised the need to train teachers to actively experimenting its various recommendations and proposals. This training occurred then under the initiative of the Portuguese Ministry of Education and under the E-Mel project throughout the school year 2015-2016. In total, four b-learning courses for in-service teachers were taught by this paper’s authors, involving more than 120 teachers from different educational areas and grades.

This proposal intends to present the major theoretical guidelines of this teacher training experience, its contents and methodological principles. It also aims to reflect on teachers’ perceptions on media education relevance and to discuss its development at school and possible constraints presented by teachers. The authors will also take the opportunity to reflect on modalities of media literacy training, focusing in particular b-learning training.

This presentation underlines that curriculum development and teacher training in media literacy continue to be a major challenge for the national (and global) education system.

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**Id:** 13665

**Title:** Media literacy as a promoter of science literacy: Teachers' perspectives in a climate change context

**Session Type:** Individual submission

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**Abstract:** The case for media literacy promotion has been made for more than 30 years. For example, in 1982 the Grunwald Declaration argued for media education and presented, among others, the arguments of the media pervasiveness, their influence both in individuals and social structures, and their relevance in the empowerment of active citizenship. Today's authors agree with these arguments and subscribe the call for a media literate population. However, there is no consensus regarding how to promote it. Some argue for an education about the media; not teaching other subjects through or with the media. Others acknowledge media literacy both as a subject of study and as a teaching method, including media analysis and creation as support for a cross-curricular approach. Regardless of the adopted perspective, educators need to have a repertoire of strategies, methods or techniques that promote media literacy, as well as adequate educational resources. Hence, there is a clear need for initial teacher education and teacher professional development in media education, which have been broadly acknowledged in the

literature.

This study aims to provide a snapshot of teachers' collective view of educational strategies that can promote media literacy, in the specific context of news about climate change. A qualitative approach was used to address the following research questions: 1) What strategies, if any, are envisioned by teachers to promote media literacy, in a context of science literacy regarding climate change?; 2) Are those teaching strategies in line with the recommendations from the specialised literature?

Data was collected from a discussion forum from the Portuguese Massive Open Online Course "Media as a tool for teaching and learning climate change". During this course, 149 participants (teachers and two forum moderators) wrote 243 messages about how to use a specific news article to promote pupils' media literacy. A content analysis was performed, using categories emergent from the empirical data, and the results were crossed with recommendations from the specialised literature.

Our results show a portrait of a common perspective of a cohort of teachers in a professional development intervention. Inquiry, debate, role-play and news article's interpretation were the most mentioned teaching strategies. Although this cohort's repertoire included proposals in line with some of the literature's recommendations, the diversity of methods that can be used to promote media literacy is much broader.

Therefore, this work presents a discussion of the agreements and inconsistencies of the general understanding of media literacy promotion between teachers, particularly in the context of news about climate change. Hence, it can be used by practitioners to increase their awareness of common teachers' perceptions and to learn about key recommendations from the literature. For researchers, the interest lies in the refinement of the content analysis instrument and its validity in different contexts, reported in the news media. Implications for initial teacher education and teacher professional development are discussed as well.

**Id:** 13721

**Title:** MOBILE DEVICES: NEW VULNERABILITIES AND NEW RISKS FOR MINORS

**Session Type:** Individual submission

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**Abstract:** In the last decade, the academic literature about risks and opportunities of the online activities for children and youth has proliferated. Exponential growth in the use of digital devices and new applications is changing the conditions of access to the Internet of children and it involves the emergence of new challenges in terms of network security. Nowadays smartphones accompany minors anytime, anywhere (Mascheroni & Olafsson, 2014), beyond the supervision of their parents, and online life becomes a more private experience (Barbovschi, O'Neill, Velicu & Mascheroni, 2014).

Taking into account a research project, with national and public funding, about the online risks among Spanish adolescents aged 12 to 17, in this paper a review of the literature is made from 2012, in order to identify new risks and threats associated with the spread of mobile devices, particularly smartphones. At the same time, the potential vulnerabilities that have been analyzed in empirical research and the findings of these studies about this relationship are discussed. All this aspects will be analyzed to find out the changes in emerging vulnerability factors that are associated with mobile devices compared to access cyberspace through computers.

After this work, the research is connected to the perception of parents and teachers about the elements that serves to risk management in terms of the vulnerability in a mobile environment. The goal is to delimitate criteria handled by adults with respect to potential risks and damages, and their relationship with vulnerability and perceived resilience among children and adolescents. By means of focus group and in-depth interviews, the key issue is the connection both perspectives and areas focused on the forms (active o passive, proactive or reactive) of digital protection against the threats on the Internet (Livingstone, 2013)

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**Id:** 13744

**Title:** Game-learning and media literacy - A research methodology review

**Session Type:** Individual submission

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**Abstract:** The present paper reflects on media and information literacy and the potential of digital games as reflexive tools for education, more particularly, media education. Information and communication technologies are playing an increasing role in the social and cultural practices of our communities. Digital media are spread in all spheres and institutions of our society in such a way that it seems almost impossible to think and act in a world without media. Newly and emerging patterns, in the most diverse areas, are arisen as a result of these mediatization processes that are reshaping the current communicational environment, leaving no dimension untouched.

To act and communicate in this mediatized world is ever more demanding. Media literacy, information literacy, technological literacy, visual literacy, ICT literacy are only a few examples of literacies and skills that are essential these days. Due to this increasingly complex digital media environment, the promotion of media literacy is of growing importance, endowing our children and youth of tools and expertise that will enable them to consciously interact in an ever more mediatized society.

This presentation introduces a research project based on the value of digital games for learning,

more particularly, for learning and promoting media literacy skills. The study is mainly focused on a literature and methodological review of recent empirical publications (2010-2015) in the area of digital games, learning and gamification, using content analysis to assess a sample of 40 papers. Peer-reviewed papers were analyzed and coded for the use theories and theoretical frameworks, central authors cited, related key concepts, main methods used, common hypothesis and problems addressed, method strategies, data collection techniques, instruments, game models and qualities. This study examines the state of the current research on the topics mentioned and points out gaps in the existing literature, as well as the common ground ideas and concepts' definitions, providing an overview of the work done in this emerging field.

Main results indicate the most referred theories and frameworks, as well as its delineations and definitions and the most common research questions and problems. Findings from this study provide insight for future studies as well as for the best practices in designing meaningful learning experiences.

**Id:** 13805

**Title:** Writing dominant narratives: engaging students in reconsidering history and mass media through the use of primary sources and multiple perspectives

**Session Type:** Individual submission

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**Abstract:** In millions of households across the world, teenagers will come home from school to enthusiastically design content to post on their social media sites. They will also consume content through these sites, occasionally moving from one media representation of the past to another. Many of these same teenagers will reluctantly complete coursework for their history classes, without consideration of the intersection — and implications — of the use of the past to construct individual and collective identities and narratives. Fewer still will ask how historical moments of crisis are remembered, retold, preserved, or erased based on different geographies, eras, and cultures. Students typically miss an opportunity to consider how history might be affected and promoted by dominant perspectives, particularly those accepted or propagated by the mass media (Wineburg).

Working with 134 Northern California 16- and 17-year-olds and their teachers during the 2015–16 school year, researchers asked students to reconsider history through the use of multiple perspectives, primary sources, and technology. Through the combined pedagogical perspectives of “historical thinking” and Technological Pedagogical Content Knowledge (TPCK), researchers first explored ways to engage students using content-authoring software in constructing narratives of the past that represent multiple perspectives based on digitized primary sources and journalistic artifacts, such as newspapers, magazines, and televised news programs. Researchers then tasked students with critiquing modern-day dominant cultural narratives, with the research question, Can students transfer the use of multiple perspectives and a knowledge of primary sources to journalistic publications and online informational sites? In other words, can students apply the skills of thinking historically to consuming content that requires media and information literacies?

This mixed-media research relies on the content analysis of nearly 1,000 student-created digital textbook pages populated with digitized primary sources, as well as qualitative interviews and “talk alouds” from a subset of 50 students. The primary sources used in the students’ pages come from online archives, museums, and libraries from around the world, including the Cambridge Digital Library, Digital Public Library, Hoover Institution Archives, U.K. National Archives, and U.S. National Archives and Records Administration. The project also offered students a unique collection of dozens of international textbook excerpts that were obtained primarily from the George Eckert Institut for Textbook Research in Germany. Building on previous research

efforts in cross-national textbook studies, the content obtained from these older and foreign textbooks — a mix of print and digitized resources — offers views into the textbook narratives of dozens of other countries during the past century.

Ultimately, the research considers students' perspectives and understanding of why and how people, cultures, and dominant groups, such as governments and media organizations share, frame, and hide history from non-dominant perspectives. It encourages students to ask, How are history and storytelling conceived as forms of cultural memory for dominant cultures? The research also asks what historical thinking strategies, if any, are effective in encouraging critical thinking and multiple perspective-taking among students outside the classroom.

**Id:** 13842

**Title:** How parents should talk with their children about terrorism: the news media perspective

**Session Type:** Individual submission

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**Abstract:** The day after the Paris attacks of November 14, 2015, several news media advised parents how they could talk with their children about that act of violence. This study investigates the suggestions made by those news articles, concerning parental (re)mediation of the event. It specifically focuses on strategies such as restriction of media exposure and news literacy.

The study operationalizes a descriptive content analysis on the 5 most visited online news sites in France as well as in the US, over a three-week period after the episode. The sample, consisting of 15 cases, analyzes sentences, hyperlinks and news sources. Three variables about parental involvement advice were considered: media exposure, news literacy and psychoeducation, a term used in the medical literature which refers to the training in coping techniques.

The literature shows that children who have indirect exposure to terrorism, through the media, may exhibit some of the same symptoms as the ones who have direct exposure, such as stress, PTSD, depression and anxiety disorders (Lengua et al., 2005, Pfefferbaum et al., 2003, Scrimin et al., 2011, Yahav, 2011, Comer et al., 2014). Several authors sustain that active parental mediation may help protect children from negative media content (Potter, 2011, Buckingham, 2004). On the contrary, others suggest that restriction of media exposure may be a more effective method, especially regarding online content (Livingstone and Helsper, 2008). Furthermore, an empirical study specifically demonstrates that teaching media literacy to mothers assists children coping with the fear of terrorism (Comer et al., 2008).

It can be argued that the amount and time spent with online news indicates that parents are more likely to receive advice about mediation from news media than from psychologists or media educators. This study contributes to the research related to parental mediation of children's exposure to negative media.

The findings indicate that the news outlets advocate psychoeducation strategies over advice related to media exposure and news literacy. Occasionally, articles contain conflicting suggestions concerning the restriction of media exposure. Others have no mention whatsoever to media exposure or news literacy.

**Keywords:** children, media, news literacy, second-hand terrorism, indirect trauma exposure, parenting

**Id:** 13863

**Title:** El amor romántico como mecanismo de opresión. Una propuesta de educación para los medios con perspectiva feminista.

**Session Type:** Individual submission

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**Abstract:** En este trabajo se recupera la experiencia de las mujeres jóvenes durante un taller de educación para los medios en el estado de Hidalgo, en México. La base teórica y epistemológica de este trabajo fue la perspectiva feminista.

En el texto se muestran los resultados del taller, después de analizar el discurso de las canciones y de las series de televisión sobre la representación del amor romántico. Cada participante expresó su opinión acerca de la forma en que los discursos de los medios influyen en su propia representación y valoración del amor romántico.

La conclusión fue que la mayoría de los discursos de los medios promueven los estereotipos de género, la violencia contra las mujeres y las niñas y la opresión de género a través de la exacerbación de amor romántico como una experiencia vital para las mujeres. La metodología utilizada fue el creado por el feminismo radical durante años sesenta y setenta en los Estados Unidos: los grupos de auto conocimiento para las mujeres.

Cabe mencionar que el amor romántico, es decir, aquella construcción histórica, social, económica, política y cultural que legitima las relaciones de subordinación, principalmente entre mujeres y hombres, ha sido un tema estratégico dentro de la agenda del feminismo, debido a las consecuencias en la vida de millones de personas alrededor del mundo.

En el caso de México, las relaciones de subordinación derivadas del amor romántico son la estructura del iceberg que muestra en la cúspide entre siete y diez feminicidios diarios. De acuerdo con cifras de distintas organizaciones, como el Observatorio Nacional Ciudadano del Feminicidio (ONCF), casi la mitad de asesinatos de mujeres en México es perpetrado por su pareja o ex pareja. A lo anterior, se suman dos dimensiones más de este entramado complejo en México: la desigualdad prevaleciente entre mujeres y hombres, así como la reproducción de contenidos discriminatorios en los medios de comunicación masiva. Aunque México cuenta con leyes en materia de derechos humanos y de violencia contra las mujeres, éstas no se han armonizado ni transversalizado con la Ley Federal de Telecomunicaciones, la cual deja descubiertas a las audiencias y pasa por alto el papel protagónico, dada su influencia, de los medios de comunicación masiva en la promoción de la igualdad de género, del empoderamiento de las mujeres y las niñas, y en la prevención de la violencia de género.

