



Media Education Research Section

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Growing Up Digital: An Empirical Study of The Influence of Parents' Mobile Phone Addiction on Chinese Children's development

Authors

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Abstract

Introduction

Screen media has become a nearly ubiquitous feature in children's cultural landscape. There are evidences that parent variables, such as socioeconomic status (Jordan, & Hennessy, 2013), parent education (Bittman & Unsworth, 2011) and parent television use (Rideout & Hamel, 2006) are associated with higher levels of child television time, but we know little about what predicts children's media use with other technology. Moreover, given the growing amount of time young children spend with screen media, the features of children's media using in this environment have important implications on children's development on cognition (Schmidt, et al., 2008), language (Christakis, et al., 2009), social ability (Anderson, et al., 2001) and other aspects. The current study aims to conduct an empirical research to investigate the correlation between parents' mobile phone addiction and children's screen media addiction as well as the potential effects of screen media addiction on the adaptive behavior development and intellectual development of children. The mediation effect of parents' management strategies was also examined in order to provide an actionable reference for children's guardians to reduce the possible negative effects of children's media exposure.

Method

We developed our scales based on the framework outlined in Smartphone Addiction Scale (Min, et al., 2013), Problematic Media Use Measure (Domoff, et al., 2017), Adaptive Behavior Assessment System (Oakland & Harrison, 2010), Wechsler Preschool & Primary Scale of Intelligence (Wechsler, 1939) and an analysis of the existing reviews in parents' screen media management strategy (Richert, Robb, & Smith, 2011; Cingel & Krmar, 2013; Lin & Atkin, 1989). Researchers initially released 40 questionnaires and resolved discrepancy thorough analyzing the pre-test results and high reliability was achieved (average $\alpha = .93$). Data on parents' mobile phone addiction, children's screen media addiction, adaptive behavior development of children, intellectual development of children as well as the parents' screen media management strategies were measured separately by scales in Beijing and the total sampler size was $N = 113$. This study employed descriptive statistics and correlation analysis to examine the correlation between variables as well as the mediating effects of parents' active management strategy and passive management strategy followed by structural equation analysis.

Results

Our research suggested that, children's screen media habits could be affected by their parents. Parents' mobile phone addiction level ($M=9.2, SD=1.7$) had a significant influence on children's screen media addiction level ($M=45.6, SD=10.8$). And parents' education level ($M=5.99, SD=1.4$) was also negatively related to children's screen media addiction level. The results also indicated that children's screen media addiction had a negative impact on children's adaptive behavior development ($M=102.7, SD=14.4$), but have no influence on children's intellectual development ($M=104.6, SD=11.6$). While parents' mobile phone addiction level has neither direct influence on children's development nor indirect influence on children's development mediated by children's screen media addiction level. Finally, parent's passive management strategy mediated the influence of parents' mobile phone addiction on children's screen media addiction ($\beta=.17, P<.01, CFI=.94, TLI=.91, RMSEA=.10, SRMR=.06$, fit indices of this mediation model were adequate), while the mediation effect of parent's active management strategy was not proved ($\beta=.14, P>.05, CFI=.9, TLI=.85, RMSEA=.13, SRMR=.067$, fit indices of this mediation model were nearly adequate).

Submission ID

177

YouTube Tutorials and Teenage Users: Results from a Representative Survey among German Pupils

Authors

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Abstract

In our talk we examine teenage engagement with YouTube tutorials. Based on a representative large-scale classroom survey in Germany, we shed light on highly popular yet hardly understood viewing and self-learning practices afforded by social media platforms.

More than 90 percent of U.S. 18 to 24-year-olds use YouTube regularly which tops any other social media offering. The same study also found that more than half of YouTube users rely on the service to figure out how to do things or understand things happening in the world (Smith et al., 2018). Of young German internet users (14 to 19 years), 21 percent reported watching YouTube tutorials, documentaries, and explanatory formats on various topics, from school to leisure, several times a week, while another 25 percent agreed that the platform had expanded their skills and knowledge (Feierabend et al., 2018; Jörissen, 2019).

Yet despite the obvious popularity, we have little knowledge about the types of content and the sort of YouTube creators' teenagers like to watch. Our study fills that gap and provides insights into what young German users prefer to watch – both as leisure activities as well as for learning curricular topics. We cluster favorite types of channels and popular genres and look into the kinds of content these channels produce. Additionally, we explore variations in taste in relation to gender differences and study the linguistic preferences among young users.

The talk uses data from a survey of about 1.000 German secondary school students between 14 and 18 years. The questionnaire was available on tablets and distributed during class. The responses allow us to examine and statistically analyze digital learning practices around topics of formal school education and vocational orientation as well as in terms of more interest-based pastimes.

Our findings suggest that the most popular creators are young and predominantly male. They provide gaming, comedy, or vlog-style content and often a mix of these. When asked about their favorite channels, pupils of same age but from different forms of school named a common set which suggests a constellation of related channels that appeal to a cohort of young users. The most popular clusters formed around creators that specialized in school-related content, football content, or were the channels of TV comedians, both German and American. Content published by female creators was less often named and these channels fell apart into smaller, loosely connected clusters.

Submission ID

703

The trivialization of the truth and information in social media

Authors

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Abstract

The digital age of post-truth is the ideal breeding ground for fake news and misinformation. Digitalization and the world of social networks have led to a significant increase in misinformation, more as a result of “infosaturation” and “infoxication” than a lack of news. Although new and omnipresent forms of media make us more informed than ever, this does not necessarily mean that we are better informed. In the world of social networks and the Internet in general, commercial interests hold primacy over the importance of the veracity of the information provided.

In this paper we present the results a research study consisting of a quantitative and qualitative content analysis of the messages published as comments on the most popular videos about Pokémon Go published in Spanish on YouTube in 2018. The main objective of the study was to analyse not only the content of the videos but, above all, users' reactions to the misinformation provided, and the importance they give to truth as a desired value. We advance the hypothesis that misinformation

is promoted by the crisis of truth as a journalistic and social value, by economic interest and by the lack of suitable media education.

The results confirm the hypothesis that misinformation is promoted by the crisis of truth as a journalistic and social value, by economic interest and by the lack of suitable media education.

The measures needed to implement these proposals are not easy. The trivialization of the truth and information is a generalized fact on social networks, as we have verified in this study. As a result, the professional and ethical training of journalists is not enough, and it also becomes essential to develop the critical capacity of consumers, who also become 'prosumers' of information.

This leads us to identify education as a solution: that is, a multiple form of media education which includes digital competence, but which is not reduced to technological training and advocates, instead, 'civic-media literacy' that encourages citizen participation (Brites, 2015) and promotes value education that prevents the digital propagation of lies and discourses of hate.

We conclude by advocating the need to recover truth as a journalistic and social value in the digital context, and to accept that media education is an essential task to be assumed by all educational agents: schools, media and social groups.

Submission ID

710

The place to be for becoming media literate? Media socialization at German schools: responsibilities, framework conditions, and challenges

Authors

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Abstract

To become and to act media literate is one of the most important aims of the media socialization process. Media literacy is considered as a key qualification, a task for society as a whole, an "important prerequisite" for the use of media that reflects opportunities and minimizes risks (UNESCO 2016), and as a supplement to traditional cultural techniques. It "is a basic necessity of modern life" (Buckingham 2019: 39). In order to make the relevance of media literacy clear, UNESCO has formulated "Five Laws of Media and Information Literacy", in which it demands, among other things, recognition of the right to produce media ("Every citizen is a creator of information/knowledge and has a message") and access to media ("Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does.") (Grizzle & Singh 2016).

Besides the individual itself parents, peers, and teachers mediate media literacy (Hurrelmann & Bauer 2018). Teachers as agents are particularly important when other instances cannot or do not want to mediate these skills. The acquisition of media literacy at school has so far rarely been considered in communication research. When it is, studies focus on, for example, the media literacy of children or parents' media literacy mediation. The proposed presentation deals with this desideratum. It asks:

RQ 1: From a teacher's perspective, who should mediate media literacy?

RQ 2: Which framework conditions determine the mediating of media literacy in German schools?

RQ 3: How can media literacy be improved at German schools?

To answer these research questions, we conducted qualitative interviews with 35 high school teachers in Bavaria and Thuringia. The interview guideline based on the theoretical assumption (media literacy skills, mediation within socialization process: responsibilities, framework conditions, and challenges). All interviews were transcribed word-by-word and analyzed by using a theory-driven approach.

Results show that teachers are well aware of their responsibility to mediate media literacy (RQ1). However, they emphasize that this is a common task for all socialization agents and that parents are important for the acquisition of media literacy. They should not delegate their responsibility only to schools. The voluntary nature of media education is the main problem (RQ2). It is not an obligatory part of the curriculum in every German federal state, and if so, the implementation depends on the objectives of each school and the commitment of for media education responsible subject teachers. Moreover, the curriculum is not geared to the abilities of the students; they need less technical knowledge than the teaching of self and social skills. In addition, the technical equipment of the schools is often outdated and technical support is lacking. Therefore, teachers would like to see two changes: a binding media education (e.g., in one subject media) and training and further education, which should also be obligatory for all teachers. Only then would they feel well prepared for their task of teaching media literacy to students.

Submission ID

868

Combatting online disinformation by improving civic online reasoning and digital visual literacy competences: the

YouCheck! project

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Abstract

Disinformation in the shape of “fake news” has attracted public attention on the dual needs for fact-checking and for media literacy (Frau-Meigs, 2018). A number of fact-checking initiatives and tools have emerged as a response from the journalistic profession. Such tools are mostly geared to journalists, not to teachers, students or citizens at large. Research reveals additional gaps: the focus is mostly on text-based “fake news”, much less on visual “fake news”, though these are among the most prominent in social media; building resilience implies to navigate online information in new ways, especially via lateral reading, as professional fact-checkers do (Wineburg & McGrew, 2018). For this, people seem to need a mix of content knowledge and digital skills as underscored by theories of media literacy and civic online reasoning (Nygren & Guath, 2019).

In this context, the Youcheck! project, funded by the EU program “Media Education for all”, was developed to help the general public and the education community tackle online disinformation using the latest advances in visual verification. The aim is to make the professional plug-in InVID-WeVerify usable by non-experts, through a user-friendly interface and a toolkit of pedagogical scenarios and self-paced tutorials. In order to reach these objectives, Youcheck! focused on testing the user-friendliness of InVID-WeVerify plug-in and on issues of credibility of online images, with two main target populations, students and beta testers (volunteers from the public at large).

Using a mix method approach, the pilot study was conducted in four countries (France, Romania, Spain, Sweden), with a total of 200 students (15-18 in 8 classes) and 80 adult beta testers (in 8 focus groups) in February and March 2020. Pre- and post-test questionnaires for students and online questionnaires and focus groups for beta testers were applied. The students were assessed on visual literacy skills associated with (1) awareness of source bias, (2) assessment of the use of evidence, and (3) corroboration via alternate sources. The beta-testers were assessed to (1) further develop the plug-in, and (2) to make the toolkit a useful resource for all. The research focused on the perception of the functionalities of InVID-WeVerify, especially image reverse search, video keyframes automated extraction and image forensics.

The main results are expected to yield insights into the difference between visual and textual literacy. They also will concentrate on lateral thinking skills as well as the ability to judge the credibility of images, using civic online reasoning and visual literacy. This study will thus contribute critical insights to image credibility research as well as feedback to fact-checkers in the field of journalism and guidance for teachers in terms of building students’ critical thinking heuristics. Additionally, this could be a first significant step into developing media literacy skills for the public at large. The implications for media literacy theory, teaching and learning will be discussed to contribute to the current curricula debates about the importance of media literacy to support democratic engagement among young people while finding ways of skilling the adult population as well.

Submission ID

1074

Digital Future for Social and Emotional Learning: Virtual Reality as the Empathy Booster for Understanding Others in Society

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Abstract

Cultivating empathy among students towards Others in society is one of the biggest challenges for education systems in the digital age. Social and Emotional Learning (SEL) is introduced to create a more inclusive, pluralistic and democratic society, and new methods are being sought in order to pursue this vision. Virtual Reality technology's most compelling feature is its ability to serve as an "Empathy Machine" (Milk, 2015) by allowing the user to walk a mile in someone else's shoes (Herrera et. al; Slater, 2018). Thus, VR can serve as an exceptional platform and tool for teachers and instructors to enhance empathy and educate for positive values in life-skills and social education classes. Although we have witnessed a handful of VR applications for the education system in the last couple of years (e.g., Google Expeditions), many of them focused on learning (e.g., geography or biology) and not on social or emotional development (Parong & Mayer, 2018; Southgate, 2019; Howard & Gutworth, 2019). From the scholarly perspective, studies have found that experiencing VR increases cognitive empathy for specific Others (van Loon et. al, 2018).

Based on previous research, this article endeavors to evaluate the effectiveness of the VR experience that focuses on timely questions regarding gender and sexual harassment. Within the context of Israeli high-schools (9th-10th grade), the study showed students a VR clip (360-degree, 2:47 minute-long) designed for this research that presents an immersive environment from the first-person point-of-view of a 16-year-old girl. In the first part of the clip, she receives pleasant compliments from her friends, and in the second she experiences contrasting verbal harassment. Afterward, the class's students had a 75-minute-long guided discussion based on the narrative and characters in the clip. At the end of the class, all students (n=191) were surveyed regarding their attitudes both towards the VR experience, and towards their knowledge of harassment. Some of the students (n=17) participated in 2 focus-groups, and 3 teachers were interviewed in order to assess the effectiveness of the program. Although only 27% of the students testified that they experienced harassment in their real-life, 94% of the students reported that the clip succeeded in presenting the girl's point-of-view (67% to a great extent; 27% to a moderate extent). In addition, 71% of students identified with the girl and 94% did not identify with the harasser. Despite finding no differences

between the genders in their ability to identify with the subject, girls were more familiar with situations similar to the one exhibited in the VR clip than boys. This demonstrated that despite their lack of previous experience, VR allowed boys to identify with the subject and develop empathy for a situation they could not otherwise experience. We found that VR assisted in developing emotional empathy and that the discussion that followed it cultivated cognitive empathy. This study has implications for both social and emotional learning and VR implementations in educational settings.

Submission ID

1422

Media portrayals of juvenile character's aggression behaviors in Chinese mainland movies: Good and attractive characters portrayed more rewards and justify

Authors

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Abstract

Many pieces of research showed that violence in the media posed a potential threat to children and adolescents, leading to tough attitudes, radical values, aggressive behaviors, etc. For China with film censorship is grievous harm to children. And when watched movies, children not only be attracted by the content plot, but also by the media characters.

Therefore, the first time to elucidate the aggressive behaviors in Chinese mainland movies, study the differences in aggressive behaviors between character's appearances and personality traits. We carried a content analysis about media portrayals of juvenile character's aggressive behaviors, with reference to social learning theory and wishful identification theory. Children and adolescents are easily attracted by media model roles who similar to their age and gender. They may use the skills of stereotypes learned from the movie in real life, such as thinking that ugly characters must be bad people. Childhood is in the stage of development of gender identity and personality traits, so it is necessary to sort out the media stereotypes in the film to avoid false refraction into the perception of children and adolescents.

We crawled with python on Douban Film Website, the main movie platform in mainland China, taking the region as "Mainland China" as a keyword, and obtained a total of 514 movies. Based on the language, this article sets it as mandarin, excludes overseas-produced films, and finally obtains 487 mandarin samples. Then the author conducted manual screening of related content. The standard criteria of film mainly continued the research of Behm & Morawitz (1) the main storyline was around children or adolescents. (2) the core movie characters were children and adolescents. Finally obtained 49 samples.

A total of 1122 aggression behaviors were recorded by three coders, of which 692 were juvenile's aggressive behaviors. In order to ensure the reliability between the coders, the coders collectively coded about 10% of the sample size (5 movies). Used the "irr" package in R 3.5.1 software to calculate the krippendorff's alpha, aggressor attributes (0.877), gender (0.9), attractiveness of aggressor (0.822), character type of aggressor (0.871), type of aggression behavior (0.922), reality (0.707), justify(0.818), humor (0.732), reward (0.798).

The analysis found that, first, the most aggressive behaviors of children and adolescents portrayed in the movie are violent behaviors (41.185%), the most common of which is fighting (31.768%). Second, the characteristics of the aggressors found that these attacks were mainly derived from male characters (62.861%), attractive characters (59.971%), and good characters (50.434%), and reality (53.179%), justice (23.1%) and humor (25.3%). Third, a series of Chi-square tests found that there are gender differences in aggressive behavior. Males tend to use violent behavior, and females tend to use indirect aggressive behavior. Movies tend to portray ugly, bad characters, animals use violent behavior, attractive and good character's aggressive behavior is more justify and rewards; the indirect aggressive behavior is more realistic, and more fantasy in violence.

Our findings illuminate the characters of media portrayal aggression behaviors in Chinese film, made a reflection on film-make about education.

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1437

The curricular integration of Media Literacy: analysis of Portuguese curricula from preschool to higher education

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Abstract

Media Literacy (ML) competences have been considered fundamental for citizenship in a world where media are increasingly present, being part of people's lives, anytime, anywhere. The most recent concerns that have arisen around disinformation and false news have further accentuated the need to develop media competences, considered essential to prepare citizens to read and critically analyse the information they receive and produce. However these competences are not developed in a natural way, it is necessary a structured work of Media Education (Buckingham, 2019). Among the institutions where this work can be promoted, the school appears as the main context, due to its

goals of preparing for life and of providing equal opportunities to all students. In addition, its inclusion in higher education has also been encouraged, on the one hand, as it is considered a key competence for lifelong learning, on the other, because it is necessary that future teachers, but also future media and communication professionals, are prepared to promote ML in their professional contexts.

Based on these assumptions, we carried out an analysis of Portuguese curricula from pre-school to higher education in order to verify how ML is integrated in the curricular plans of these education levels. The analysis is based on the following documents:

- Pre-school education: analysis of curricular guidelines;
- Basic Education (1st and 2nd cycle) and Secondary Education: analysis of the programs of the various subjects;
- Higher Education: analysis of the curricular plans of Undergraduate and Master courses in Education and Communication, followed by an analysis of the curricular unit programs directly or indirectly related to ML.

The analysis is conducted by the following research questions:

- What kind of contents and objectives are contemplated? In what subjects? In what schooling years?
- What dimensions of ML - access and use, analysis and critical understanding, creation, production and expression - are contemplated and valued?

In this study we assume that teachers need guidelines to promote ML with their students. Without these guidelines, ML risks being pushed from one subject to another subject remaining a 'no-man's-land' (Pinto et al., 2011). The paper will draw a picture that characterizes the curricular integration of ML in Portugal in order to understand the opportunities that students have to develop media competences and what kind of competences. At the same time, we'll observe how this area is integrated in the initial training of future teachers as well as in the university training of future media professionals. This framework will serve as a basis for the assessment of media literacy competences that will be carried out under the project 'COMEDIG – Media and Digital Competences in Portugal' -Project POCI-01-0145-FEDER-032560| PTDC / CED-EDG / 32560/2017, co-financed by COMPETE 2020, Portugal 2020 and the EU, through the ERDF and the I.P./MCTES Foundation for Science and Technology through national funds.

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Submission ID

1511

Public Pedagogy: Praxis for Plurality in Higher Education

Authors

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Abstract

This presentation discusses public pedagogy as a comprehensive approach that addresses the MER Section theme at IAMCR2020: inclusion and respect for others in a divided world. I draw my approach of public pedagogy on the conceptual premise that *public* means dwelling among unknown others as well as among unfamiliar and uncertain, even inconceivable issues. My reading of public pedagogy emphasizes human agency that progresses from uniformity and exclusion of the unknown towards plurality and inclusion of the not-yet-known.

The presentation provides first the theoretical foundations for my argument of public pedagogy and introduces then an outline for pedagogical praxis in higher education. I have constructed my concept of public pedagogy by drawing on sociological and philosophical interpretations of the public realm (2013; 2017; 2019, forthcoming), critical pedagogy (e.g. Giroux 1988, 2001), and previous readings of public pedagogy (e.g. Sandlin 2011, Biesta 2012). Compared to earlier readings and critical pedagogy, I have founded my approach on more comprehensive analyses of the theoretical legacy of the public realm.

The outline for pedagogical praxis suggested in this presentation consists of three domains of agency that reach from interpersonal level interactions to transnational level political protest and deliberative processes. The domains are a) constantly re-evaluated, inclusive discursive practices, b) expanding relations to unknown others and issues, and c) the making of the political public sphere. I argue public pedagogical praxis should address all of them both as theoretical topics and students' evolving practical capacities, because it is through these domains that humans face unknown others, process unfamiliarity and uncertainty, and transform society.

All three domains provide accesses to shared meaning-making and shared human experience, thus providing exits from narrower domestic domains. Public pedagogical praxis operates therefore on two levels: empowering students and facilitating them to be agents of inclusion, plurality and transformation.

I suggest the public pedagogical praxis would begin materializing in higher education through the following emphases in teaching and learning:

- 1) Students' evolving capacity to identify and communicate meanings despite disagreement and uncertainty, without expectations of overcoming disagreement and uncertainty.
- 2) Students' evolving capacity to face and relate to unknown others and unfamiliar, uncertain issues without expectations that the unknown would go away.

3) Students' evolving capacity to analyze, make judgements in context, and act across diverse genres of inclusive agency in the political public sphere, ranging from grassroots activism to dialogic and deliberative processes in formal political bodies.

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Submission ID

2105

Small face photographs in Finnish daily newspapers

Authors

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Abstract

Journalism is probably more visual than ever. Nowadays, there is a great variety of types of photographs in newspapers. Based on academic databases, news photographs are investigated, whereas, for example, there is little analysis of various journalistic portraits. The proposed paper presentation considers small, harmless-looking facial photographs which aim to identify individuals, and which are referred as "head shots", "head-and-shoulders", "thumbnail faces" and "mugshots" (e.g. Knox 2009; Kress & van Leeuwen 1996). The presentation is based on an article-in-progress that hypothesizes that when these facial images are easily perceived as passport-like images, they may also be interpreted as neutral. However, from the perspective of cultural studies, a media text never present reality as such, but it always constructs reality in some selected way (e.g. Grossberg 1989). So, a media literate person should be aware of what kind of a conception a face photograph produces on an individual and how it can affect the attitude of a newspaper reader (e.g. Lain & Harwood 1992). Media education would benefit from a characterization of face photographs as a socio-culturally constructed type which is the goal of the article. The article bases on a data of face photographs collected from Finnish daily newspapers Helsingin Sanomat and Aamulehti during 7-13 October 2019. The method of visual content analysis (see Bell 2001) is used to identify the key features of these photographs. The values used in the content analysis were derived from the features of an official passport photo and partly from a journalistic photograph as a main genre. As a result, no feature of a facial photograph alone produces this type reminding a passport photograph,

but it is generated as a combination of several alternative features. Key features were discovered to be, for example, the facts that a photograph shows a frontal view, it presents an individual from an eye level, a model looks directly into a camera and her/his facial expression is neutral or at most a smile. In addition, a features or maybe rather a consequence of a photograph used as a face photograph is that the photographer is not credited, and a photograph has no content-creating caption like in news photographs.

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2192

Media Literacy Education in India: Will It Be the Part of School Education?

Authors

Gajendra Chauhan - Gajendra Singh Chauhan

Abstract

Information is the currency of the new age. Marshall McLuhan's global village is now a 24/7 multi-media global world. The superhighway is jammed with news from around the globe. "Fake news" was not a term many people were familiar in the last decade but it is now seen as one of the greatest threats to democracy, free debate and the world order. Being a favourite term of Donald Trump, it was also named 2017's word of the year, raising tensions between nations, and may lead to regulation of social media.¹ It is a time when everyone is a potential content publisher, media literacy has to become a necessity to fight against the propagation of conspiracy theories and fake news. Things are more complex in India. With over 1.5 million schools, over 8.7 million primary and secondary teachers and more than 260 million enrolments, it is home to the largest and most complex education system in the world.² Surprisingly, there is no mention of media literacy in the school curriculums of such a huge population in India. The majority of students graduate every year

with so little opportunity to study and engage with media. They fail to differentiate whether the story is real or reel one! Today, smartphones have become the integral part of their life. It assists them in academic assignments, watching movies, playing games, reading newspapers and magazines, listening to music and socializing with the friends. It is obvious that media consumes their most critical time. It is strongly embedded in the routines of everyday life, it provides ideas, images, and representations (both fictional and factual) that inevitably shape their views of reality. As Roger Silverstone argued that the media is now ‘at the core of experience, at the heart of our capacity or incapacity to make sense of the world in which we live’.³ According to Richard Hornik, Media Literacy expert, believes that children need to develop critical thinking from an early age. It is crucial for young people to develop this skill as they enter into third level education and prepare themselves for the workplace.⁴ Media literacy enables the young people to interpret and make informed judgements as consumers of media but it also guides them to become producers of media in their own right. The paper explores the Indian media and education landscape to understand how the media literacy can be imparted to the youth by introducing it to their curriculums. The writer strongly advocates that media literacy is something essential missing in the Indian education system. The researcher clearly makes a pitch for compulsory media literacy as a part of fundamental education for young students from middle to secondary level in India.

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Submission ID

2291

Deconstructing the Perception and Popularity of TikTok in India in a Media Literacy Framework

Authors

Ruchi Jaggi - Symbiosis Institute of Media and Communication

Abstract

The recent statistics from the FICCI-KPMG report on India’s Media and Entertainment Sector states that India has the world's second-highest number of internet users after China, with around 570 million internet subscribers, growing at a rate of 13 per cent annually. With over 30 OTT platforms, and every social media platform expanding its user base in unprecedented ways, a scholarly engagement with the nuances of everyday digital media use and engagement in the Indian

context is an area fraught with possibilities and complexities. In this context, a short video ecosystem known as TikTok created in China has found huge popularity in India after it was launched in 2016, which as per industry reports has over 200 million users in all and 120 million active users every month, who have spent over 5.5 billion hours on the app in 2019 alone. According to a report by a data analytics company, the time spent on TikTok in India was more than the next 11 countries combined in December 2019 alone. This research study would like to explore the user experience and motivation framework to make sense of the popularity of TikTok in India among 18 to 25 years old individuals, who have been identified as the most prominent users in TikTok's biggest global market. The research study is premised on the argument that the engagement with the content on this application could be deeply ideological and shaped by power relations. By conducting in-depth interviews with the users in this short video ecosystem, this research study would endeavor to deconstruct how ideologies are embedded in everyday practices of engagement. This research paper will probe the users' perceptions of TikTok in a media literacy framework, especially to understand content preferences, consumption patterns and production practices on a platform where the boundaries between the content creator and content consumer seem to be blurring. TikTok was banned in India for a month on charges of hosting pornographic content in 2019 and came back with a claim that the content had been moderated for the Indian market. This event is very peculiar to the Indian social and cultural context. This study, therefore, will try to explain the relationship between various concepts at the personal, social and systemic levels. The personal framework will probe concepts like entertainment needs, self-expression needs, and self-identity; while the social framework would analyze perceptions of interactions on the platform to understand group identity. The systemic level of concepts could further investigate perception of homogeneous content, moderation/review practices and legal framework to comprehend the politics of representation and institutional legitimization of the discourse generated by this platform. A platform completely driven by AI and based on the concept of a filter bubble; diverse representations of class, gender and sexuality weaving a complex ideological discourse; immersive user experience; cringe-worthy; where data breach is a constant apprehension, requires to be deconstructed layer by layer in a complex framework like India. This study will deconstruct the perception and popularity of this platform as a first step.

Submission ID

2304

Excluded and fallen for populism in the digital age. A representative survey on media competencies and attitudes towards journalism in rural areas.

Authors

Benjamin Bigl - Saxon State Board of Public Broadcast and New Media

Markus Schubert - Conoscope

Abstract

The study refers to this year's IAMCR topic with a study specifically focusing on rural regions in the Federal State of Saxony in Germany, where there are significant challenges in terms of both the dissemination of digitalization and mediatization (Krotz, 2001) and growing press and media skepticism (Hagen, 2015; Yendell, 2017).

With a total population of more than 4 million people, Saxony is the tenth largest German state. The state is characterized by ten rural shaped regions and three major cities. Especially the rural areas are struggling with access to broadband internet that fosters new disparities and dangers a new urban–rural divide in the digital age (Billon, Marco & Lera-Lopez, 2009).

Since 2014, the state is the nucleus of the right-wing party “Alternative für Deutschland” (AFD). The nationalists are strengthening national-conservative habits that are reflected a dwindling trust in journalism and the media (Haller & Holt, 2019). A different functional knowledge as well as stable patterns and (media) experiences of the East Germans with the media since 1989/90 might be responsible for this (Früh & Stiehler, 2002). Moreover, the trust on "fake news" (Hagen et al., 2017) is directly related to negative attitudes towards Muslims (Yendell, 2016). Taking into account the fact that growing up today takes place in a context that is completely penetrated by media, the adequate handling of these developments as well as their discussion and reflection is a particular challenge (Knop, Hefner, Schmitt & Vorderer, 2015).

In light of this, this study seeks to ask the following research questions:

RQ1: How are digital media services are used in the districts of Saxony?

RQ2: What (digital) media skills does the population have?

RQ3: What knowledge and attitudes towards journalism does the population have?

RQ3: What is the interrelation between the media skills, knowledge about and attitude towards journalism, and access to IC technologies in the districts in Saxony?

Based on the media literacy approach (Livingstone, 2014), the media competence model of Hermida et al. (2017), and a qualitative preliminary study with 50 focus group interviewees, the study conducted a representative CATI questionnaire (N=2500). For the first time, a representative questionnaire provides statistical evidence on the level of districts. The questionnaire focuses on access and usage of digital media, own competences in media literacy, specific knowledge about journalism, attitudes towards journalism, and self-assessment of needs.

The preliminary study shows, that young adults grew up in rural areas with completely different media usage habits and own usage strategies despite poor access to media. This makes them easy prey for populists, to whom the older ones are often already subject due to lack of technical access. Final results will provide statistical evidence with which topics in which districts in Saxony should be in focus of future offerings of media education to strengthen the trust in media.

Submission ID

2428

Researching Children and Youth in Digital Environments

Authors

Iiris Tuvi - Tampere University

Guna Sprava - Tampere University

Jussi Okkonen - Tampere University

Sirkku Kotilainen - Tampere University

Abstract

As president John F. Kennedy stated in his famous speech in Rice University about the mission to moon: “We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.” The same applies to exploring sociotechnical environments. Those are always evolving and sometimes even hostile. To add some challenge, one should concentrate the forerunners of use, i.e. children and youth.

Researching minors in digital environments is issue of several variables compared to doing research among general public. The rule of the thumb is that no rule applies per se. There are issues related to age group, ethical issues, and most important issues on methodology. The imagination sets the limits on how to research digital environments. Roughly the 2x2 taxonomy is between quantitative – qualitative and emic -etic. Based on the taxonomy, the methodological array is defined in context of researching minors . Researching digital environments has only one rule as there is no rules. Services and applications can be used as designed, yet most probably those are also used in undesignated manner. Other distinct feature is that leisure is before business, so extracurricular factors have significant effect. Also, there seems to be conflict between parents and minors in almost every aspect of being online or using digital services or applications. Therefore, typical methods of inquiry easily end with biased data.

The presentation is based on empirical notions on 20+ years of research of media and digital literacies, research of educational technology and research of sociotechnical environments. We reflect on state-of-the-art research and methodological development. As a part of a project of our extensive European research consortium the theoretical foundation is laid on work of extended research group, discussion on methods is also validated by our peers. As a conclusion we present outline for sound inquiry of minors in sociotechnical environments as well as we bring about critical notions about digital literacy.

Submission ID

2846

Role of Cartoon Shows in Strengthening Children's Relationship with Parents and Teachers: A Study

Authors

AAHANA B. CHOPRA - University School of Mass Communication, Guru Gobind Singh Indraprastha University

Kulveen Trehan - University School of Mass Communication, Guru Gobind Singh Indraprastha University

Abstract

Parents and Teachers play a pivotal role in children's socialization, so does the cartoon programmes. Any behaviour or action the child sees may affect his personality. Television is what attracts the children most and shapes their behaviour (Kapelian 2009). Khaled Habib and Tarek Soliman (2015) concluded in their study that a cartoon programme occupies the major portion of the children's attention and time more than any other activity the child performs. In modern life, where the parents are busy with their work, less time is given to their children, and consequently a lot of time is spent watching television, and most often, cartoon shows.

While many studies and reports highlights the aggressive and violent effects of cartoon shows on children, some of the Indian cartoon programmes have the potential to inculcate in children positive attitudes and pro-social behaviours. In addition, they can lead to improvement in communication skills, modeling for young children how to talk to parents, teachers and elders, reinforcing positive values and offering lessons in distinguishing between right and wrong (UNESCO Teacher Training Manual 2008).

The objective of this research paper is to find out the contribution of cartoon programs in strengthening children's relationships with their parents and teachers. With the objective of analysing the positive influences of cartoon programmes on children, a survey was conducted with 120 teachers and 120 parents of the children in the age group of 7-12 in Delhi-NCR, India. The use of questionnaire as a survey tool presented different perspectives from both the stakeholders (parents and teachers) involved in the socialization of a child. The questionnaires were designed with an objective to find out whether cartoon programs teach children new and innovative methods of comprehension and learning. The study underlines the emotional and behavioural development in children after watching Indian cartoon programmes, which eventually helps in strengthening the children's relationships with their parents and teachers.

Submission ID

2957

“Can I express my voice? Yes, but with restraints “- Young people's perceptions of citizenship, participation and voice.

Authors

Ana F. Oliveira - Universidade do Minho /CECS

Abstract

The UN (<https://population.un.org/wpp/DataQuery/>) estimate that in 2020 about 40% of the population will be under the age of 25. Regardless of the places where they are born and raised, young people are essential for the future of society. Thus, progress and change depend on a conscious, active, creative, independent and responsible generation. Regarding the present, younger age groups show they have become aware of their responsibility, leading some of today's most relevant social movements. Mostly thanks to the impact of online environments - from the fight for arms control in the US, to the climate change student strikes, these spaces have become central to the youngsters' integration and political expression (Kahne & Bowyer, 2019). Connected 24/7, the media are extensions of teenagers' lives (Green & Hannon, 2007; (Pinto, Pereira, Pereira, & Ferreira, 2011)). But to what extent do youngsters embrace citizenship and feel that their voices are valued?

This paper aims to reflect on youth perspectives on citizenship, participation and citizen voice. Analysis of the responses obtained to a questionnaire applied to 200 Portuguese secondary school students points out: a) although young people have a concrete idea of what they understand by “citizenship”, there is a lack of b) involvement in civic and political movements and associations, and c) a disbelief in the importance of their voice in society.

Submission ID

2962

Inter-generational Communication of the Indigenous Youth's Radio Practice on Cultural Heritage

Authors

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Abstract

This study examines key issues related to Inter-generational communication on Indigenous cultural heritage from Taiwanese experience. Specifically, this study takes an Indigenous youth's radio program from an industry-academia collaboration between the first ever indigenous college and the first ever national indigenous radio station, Alian FM 96.3, in Taiwan, as an example, to

raise the question of indigenous youth radio as a practice of a possible digital tool for the continuity of living Indigenous cultural heritage.

The one-hour radio program “What Indigenous Youth Really Want” has been on-air weekly on the national wide indigenous media since Alian FM 96.3 was launched in 2017 to provide broader media access for more than 94 percent of the Indigenous communities in Taiwan. From the “insiders’ points of view,” the program intends to create space for Inter-generational dialogue on issues over Indigenous cultural heritage and help different generation to “return,” as James Clifford argues, from mainstream culture back to cultural heritage in the understanding of Indigenous peoples. The program has cooperated with Indigenous media education in higher education to provide possible solution for poor connectedness of Indigenous generations as well as the future for the continuity of living Indigenous cultural heritage such as languages, songs, music, stories, and knowledge.

The data of this thematic study primarily come from content analysis and interviews with the program team of Indigenous youth. This study intends to demonstrate how the capacities the indigenous radio may provide singular insight into Inter-generational communication on key issues related to Indigenous cultural heritage and concludes by asking if the cooperation between the college and the radio station is capable of fostering a resistance through Ingenious cultural heritage in Taiwan under current and future conditions.

Submission ID

3024

Short Video + Knowledge: An Emerging Pedagogical Platform

Authors

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Abstract

This paper presents the Short Video Platform as a popular digital media in China, which redefined the concept of online education. Digital media sets up a virtual space for human information interaction. Based on a series of APP applications such as social media, online video, self-media and e-commerce, the empowerment of artificial intelligent to media has reshaped the human survival on digital media platform and constructed a new education mode on the basis of visual cyberspace, forming the communities with cultural identities.

The online education has constructed an innovative mode of knowledge production and dissemination. As a kind of digital media platform, short video platform connects producers and consumers of knowledge, built a new mode of education that transcends race, gender and class etc., realizing the justice of educational resources. With combining the characteristics of Online Video, Social Media and E- commerce, the short video platform has become one of the most active media platforms in China. In terms of users size, the short video platform also increased 32% year-on-year to 821 million MAU. *Tik Tok Data Report (2019)* shows that the knowledge producers with over

100,000 fans released 14.89 million knowledge-based short videos on *Tik Tok (Douyin)*, with each knowledge video reaching nearly 100,000 audience. *Kwai* also released "*Kwai Ecological Education Report*". The report pointed out that the cumulative production of knowledge-based videos reached 200 million in *Kwai*, and the number of producers of educational videos exceeded 990,000.

Michael Gibbons put forward two modes of education: Mode1 and Mode2. The Mode1 refers to the traditional scientific research based on Newton's model, with single-discipline research as the main part, while the Mode 2 refers to the knowledge production model that uses the method of interdisciplinary research, with placing more emphasis on research results and social effects in specific ecological environment. Generally, *Short Video + Knowledge* is referring to the development of Mode2 in media ecology. To a certain extent, this also conforms to the concept of Ecology of Education (C. Lawrence,1976). Basically, the mode of *Short Video + Knowledge* is an integrated mechanism of school and social education, breaking the boundaries of interdisciplinary fields.

The *Short Video + Knowledge* products supported by pedagogy, psychology, narratology and other disciplines, showing the following characteristics: storytelling, gamification, knowledge tagging, personalized topic setting, vertical and professional analysis. Numerous short video fragments related to various fields form a visual encyclopedia in short video platform.

The medium is the metaphor. The mode of *Short Video + Knowledge* also participates in the social and political fields. It shapes a virtual digital scene constructed by AI, exerts a great impact on various fields of society, forming a new integrated mechanism of education.

Key words:

Short Video + Knowledge, Digital platform, Integrated mechanism, Education, Justice

Submission ID

3028

How to Identify Fake News?

Authors

Luiz Iasbeck - Universidade de Brasília

Abstract

Based on a preliminary review of the concepts of perception, data processing, nature of information, communication and knowledge, we propose to rethink journalism as a product inextricably linked to various subjectivities, ideologies and cultural constraints.

Fake News is not confined to reports and opinion pieces produced for the purpose of deceiving. They are, first and foremost, the result of the observation that the fact or event can never be grasped in its semiotic totality, resulting in perceptions that are distorted by subjectivity and ideology.

The distortion begins in the production, but the starting point of the difference between reality and truth is found in the semiotic impossibility of grasping reality except through signs, in a partial, incomplete and fragmented way.

We will use Charles Sanders Peirce's General Theory of Signs, specifically his theory of perception, to substantiate that impossibility. From then on, we will establish indices (indicial signs) of production of partiality, which can be identified by the reader interested in identifying logical places of distortion.

The analysis of news goes far beyond its semiotic etiology, but our contribution is, basically, to subsidize critical studies of news production in the environment of its fragmentation, indicating places of disruption or deviation between data, information and communication. It is in this flow that journalism appears and makes effects.

Submission ID

3214

Towards hybridised and glocalised youth identities in Africa?

Revisiting old concerns and reimagining new possibilities for media education

Authors

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Abstract

Globalisation has often been viewed as negative because of the threats it poses to cultural diversity, identity, autonomy, and authenticity. In the postmodern era, there is an ongoing debate on the impact of global media on regions less powerful and vulnerable, such as Africa. By implication, global media culture strengthens a universal, commonsensical and uniformed view of the world and gives rise to a subtle erosion of local cultures and values. Arguably, young people are more susceptible to these threats as they appear to have greater access to multiple media since youth is a time when identities are understood to be generally fluid. However, with the growing spate of new media and other alternative platforms on the African continent, greater opportunity for young people to exercise agency in the current youth culture abound. This chapter engages with these concerns and further explores research evidence that disturb the long-held notions of globalisation by arguing that an Afro-centric youth culture appears to be emerging in Africa. This new youth culture suggests an empowering hybridisation of African and Western cultures as young people on the continent constantly negotiate their cultural identities. In this sense, a hybridised, glocalised or transculturalised African youth appears to be evolving, as may also be the case in other climes. Using case studies from four countries (Nigeria, South Africa, Uganda and Kenya), the analysis explores notions of cultural hybridity and deterritorialisation. The chapter concludes that although

young people in Africa might be actively responding to and identifying with modern, sophisticated Western culture, they do not erase totally their authentic selves. They rather take on processes of self-constitution through active, creative and hybridised processes which create new forms of identity. By implication, this ongoing process of hybridity presents a lesson for media education by exploring a more participatory, complex, active, creative and agentive approach to understanding (media) globalisation and cultural identities in a globalised age.

keywords: globalisation, youth identities, hybrid cultures, media education, young people, global culture, Africa, cultural globalisation, cultural imperialism, postmodernity

Submission ID

3250

Media.Education.Literacy. Qualitative expert interviews on initiatives for the mediation of media literacy by media companies

Authors

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Michael Sengl - University of Passau

Abstract

Targeted disinformation is not a new phenomenon, but in the form of so-called "fake news" it is one great challenge of our time. After all, fake information from the fields of politics, business and science not only damages the credibility of established media brands (Lazer et al., 2018; Wardle/Derakhshan, 2017), but also manipulates opinions and thus can influence political debates, economic as well as social well-being (Vosoughi et al., 2018). In order to contain the scope and severity of the consequences of such targeted disinformation, recipients must be (news) media literate. This includes the ability to handle media of all kinds and to use them in communication and action (Baacke, 1996). The concept of media literacy has been differentiated to date and supplemented by other skills, such as dealing with digital media (e.g. Gilster, 1997; Tulodziecki, 2007; Hobbs, 2010).

News media literacy can be defined as part of the concept of media literacy, which focuses specifically on the ability to analyze, evaluate and communicate news as well as to understand the economic structures of media production (Vrage et al., 2015). This ability is essential of being a responsible citizen nowadays. The question is, however, who should and can teach this ability. A recent study on the teaching of media literacy in general education schools in Thuringia (Germany) shows clear deficits in terms of personnel, time and technical resources (Wolling/Berger 2018). Purely theoretically, it would make sense to assign the teaching of media literacy to those who are

most likely to possess it: media companies. Such initiatives in Germany have so far hardly been researched. Therefore, this research project is dedicated to the following questions:

FF1: To what extent do German media companies feel responsible for teaching media competence?

FF2: How are these initiatives designed?

FF3: What is the motivation behind these initiatives?

To answer these research questions, qualitative interviews with experts from selected media companies were conducted from October 2019 to January 2020 and subsequently evaluated. The focus was on public broadcasters (*SWR, BR*) as well as supra regional (*SZ, FAZ*) and local media companies (*Main-Post, Mittelbayerische Zeitung, Mindener Tageblatt*) that are implementing projects to impart media literacy.

The results initially show a clear focus on the target group of students and their teachers. Various feelings of responsibility could be found, which can mainly be divided into role and task responsibilities of the media houses. As far as motivation is concerned, unsurprisingly, extrinsic motives were mentioned, such as the attempt to regain or rebuild the recipients' trust and to gain new users. Nevertheless, intrinsic motives such as promoting participation in political discourse also played an important role.

We therefore conclude, that the teaching of media literacy by journalists in schools seems to be a way to combat disinformation more effectively than only conveyed by teachers, who often have a knowledge deficit in this area. However, there are also challenges that hamper this work.

Submission ID

3389

News Literacy and Social Media Usage: A study on Relatedness

Approach in West Bengal, India

Authors

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Abstract

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The study is on news literacy that is a major area under Media and Information Literacy. This study is a conjugation of the section theme and the general conference theme “Reimagining the Digital Future: Building Inclusiveness, Respect and Reciprocity”

News literacy under the umbrella term of Media and Information Literacy, allows news consumers to go beyond the periphery of the content and to examine the structures, institutions, practices, and routines that shape news media systems. News literacy is important for news consumers in 21st century digital world. Social media engages people with the dynamic nature of news as well as fake news, misinformation, propaganda and sponsored content. The individuals who use social media are exposed to high levels of information and thus they would have a better understanding of the dynamism of news. The volume of information exposure effects the news literacy of individuals.

The objective of the research is to study the correlation between news literacy and social media usage patterns of individuals. The researcher will measure the news literacy level and social media usage level of the respondents to test the correlation. The conceptual framework for this study is based on notable work on the discourse of news literacy. The researcher has selected a tested tool developed by Ashley, Maksl and Craft (2015) to measure the news literacy which contains three constructs. The constructs are mindful thought processing, media locus of control and news media knowledge structure. Each of the constructs corresponds to elements from Potter’s (2004) model of media literacy. The study will use Peterson and Johnston (2015) social media usage measurement scale to measure the social media usage level of individuals. Three hypotheses are formed based on three constructs these are as follows:

H1: The higher the level of social media usage, the higher the level of mindful thought processing.
H2: The higher the level of social media usage, the higher the levels of media locus control. H3: The higher the level of social media usage, the higher the levels of news media knowledge structure.

Individuals who use social media are exposed to multiple sources of news. They might prefer to use social media to know daily facts. Another hypothesis is formed on this notion is as follows:

H4: The higher the levels of social media usage, the higher the preference for non-traditional news media sources.

The research will follow a quantitative approach of research and the survey method (schedule) will be used for data collection. The sample will be drawn from the college students (Bachelor’s Degree) from West Bengal (A State in India). SPSS (Statistical Package for the Social Sciences) will be used to analyze the data collected from the college students. The research will be completed by May 2020.

Keywords: News Literacy, Social Media Usage, News

Submission ID

3463

Agility and Power: Governance and Media Learning

Infrastructures in the Global City

Authors

Stuart Poyntz - School of Communication, Simon Fraser University

Abstract

This paper examines the complex forms of **governance** and institutional rationalization that have evolved in the youth arts and media education sector over the past three decades. The youth arts sector is now a feature of cities around the world (Poyntz et al., 2019) and is comprised of a range of institutional forms, including stand-alone charitable and/or not-for-profit organizations, private companies, platformed organizations or extension programs embedded in larger institutions and shorter-term projects that reflect flattened systems of organization, often designed to facilitate youth-led initiatives. Beyond this complexity, the dynamic forms of institutional rationalization within the sector reflect the changing relationships between the state, markets and civil society over the last 30 years and strategic efforts by organizations to leverage the context of neoliberalism in the service of youth provision.

Organizations in the youth arts sector showcase strategic efforts to mobilize the terms of neoliberal governance and while organizations within this sector have developed agile ways of negotiating this context in youth interests, organizations and the sector as a whole are also compromised by this strategic agility. To capture these developments, in this paper, I focus on three global cities (London, UK and Toronto and Vancouver in Canada) to examine how property relations have served and, in some instances, undermined organizational stability, even while the ownership of buildings and sometimes land has been proffered to groups as the basis for sustainable futures.

The story of the youth arts learning sector is a story of complex rationalization, where financing is a constant process of renegotiation and re-presentation, where growth is both compelling and yet deeply paradoxical, and where institutional agility is a necessity even if it forces organizations to reinvent themselves in ways that compromise their past and possibly their futures. The sector is a powerful looking glass into the pitfalls and possibilities of neoliberal governance and in this paper, I use the story of the youth arts sector in three cities to reflect on this context, and suggest its implications for the future of youth provision in urban environments.

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Submission ID

3478

Historical Development of Media Education Communities with Diverse Agents in Japan

Authors

Yuko Tsuchiya - Hiroshima University of Economics

Abstract

For media education to enhance inclusion and respect for others in this increasingly divided world, the development of educational communities that consist of diverse agents is important. In Japan, media educational activities have been conducted by schoolteachers, researchers, artists, broadcasters, and members of non-profit organizations (NPOs). In this paper, I reexamine the history of Japanese media literacy with a focus on diverse agents and discuss how education communities were built and conducted from the perspective of an NPO.

Japanese media literacy initiatives flourished in 2000; several new study groups were voluntarily launched by researchers and educators that year. One influential initiative was an official report published by the Ministry of Posts and Telecommunications of a study on a group of youth and media literacy in the broadcasting field. The group consisted of academic researchers, educators, and broadcasters. The report defined media literacy and summarized media literacy activities being undertaken throughout Japan. The following year, the Media Expression, Learning and Literacy (MELL) project was established with a five-year deadline based on the Interfaculty Initiative in Information Studies in the University of Tokyo. The MELL project aimed to create a new media literacy initiative to reconsider media environment. MELL was a practiced-based research project not only specializing in education, but also in media studies. Through a network of members from various disciplines, many projects were developed across borders and collaboratively. Approximately 80 people from diverse fields, including researchers, schoolteachers, students, broadcasters, journalists, and staff of museum and NPO, participated in the project and designed many workshops to facilitate dialogue and collaboration.

Yumiko Takamiya, who is a representative of the NPO “Kodomo Bunka Community (Child Culture Community)” has been developing activities after the project was dissolved. The NPO’s purpose is to promote children's participation in cultural and artistic activities to expand opportunities for children's participation in society; the NPO aims to stimulate the development in towns so children and adults experience cultural growth. Takamiya and her colleagues are currently designing and managing creative workshops featuring art and musical experiences in collaboration with artists, choreographers, university students, and parents at a public facility in Fukuoka-shi. Takamiya is a producer of the special exhibition “Ehon Museum (Picture Book Museum)” held every summer at The Fukuoka Asian Art Museum that over 550,000 people visited in the last 13 years. She is also an executive committee chairman of the public event “Mini Fukuoka.” At the event, more than 1500 children each year create a virtual town to actively learn structure, rules, and design participated. Takamiya and other directors in the NPO were initially housewives without a professional or academic background in education and media studies. They formed as mothers who

wanted to help their children learn outside of school. In an interview, Takamiya informed me that participation in the MELL project allowed her to meet diverse people and form her own philosophy in children's education. Her NPO is based on mothers' attachment to their children and supports their success by forming an educational community of diverse agents.

Submission ID

3543

Media and Information Literacies Foundations. What are the critical media and information literacies (MIL) and competencies needed in the world today.

Authors

Adolfo Antón Bravo - Ontology Engineer at OEG-UPM (Ontology Engineering Group-Universidad Politécnica de Madrid)

Ana Serrano Tellería - University of Castilla La Mancha

Abstract

Shannon & Weaver's Mathematical Theory of Communication (1945)

was studied as a very important milestone of the Theories of Communication. The studies of Journalism have tackled technology inventions, most of the times, a long time after the first steps of that technology in the journalistic ecosystem would have been given.

This scenario has changed in the Twenty One century when data journalism has emerged, but the speed of the acquisition of these competences goes much slower than the speed of the discoveries in the technology side.

This article propose to state a set of milestones in order to get proper foundations for the media and information literacy:

1. The Mathematical Theory of Communication is specially important in th e begining of Computer Science or Internet technologies.
2. The first experiments with Computers in Journalism came from the nationally broadcasted prediction of 1950 presidential elections in the USA. Later on was founded the IRE association (Investigative Reporters and Editors, 1975) and in 1989 was founded the NICAR (National Institute for Computer Assisted Reporting) which is extremely important until now.

3. The Precision journalism, the use of social science techniques to investigative journalism was set by Philip Meyer in 1967 and was very influent in the following Data Driven Journalism.
4. Data Journalism (Data Driven Journalism and/or Database Journalism) was possible thank to the Open Data Rising, the web standards and the popularity of the open source software ecosystem.
5. (Semantic) Web Environments: taxonomies, ontologies, linked data or knowledge graphs technologies from the Web.
6. Finally, all about Data Science, from the early business analytics environments to big data, machine learning, natural language processing, data mining or artificial intelligence.

From our own experience as non-technical natives profiles in non-formal education processes¹, participants in learning-by-doing projects² or menthors in data visualisation, data journalism and/or data science workshops ³ it is strongly important to have panoramic knowledge of these technologies although it is not compulsory to be an expert in all of them. However as long as the computer is the main there should be a set of basic technologies to choose different paths.

1<https://www.infotics.es/project/>

2<https://www.globaleditorsnetwork.org/editorslab/>

3<https://www.medialab-prado.es/laboratorios/datalab>

This paper belongs to a research project. Principal investigators: Associate Professor Ana Serrano Tellería and Full Professor Javier Díaz Noci of the Spanish R+D+I calling ‘Challenges of Society’, subproject title: “News, Networks and Users in the Hybrid Media System (Newsnet). Transformation of News and Media Industry in the Post-Industrial Era”. Reference: RTI2018-095775-B-C43. Three years: April 2019-April 2022. Ministry of Science, Innovation and Universities.

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3719

Compulsory online education in China during the COVID-19 outbreak: disciplines, media dependency and surveillance

Authors

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Abstract

Similar to prison and hospital, schools are conceptualized as an institution for social and moral regulations under a Foucauldian conceptual framework (Foucault, 2012). Teachers function as “security guards” in the panopticon who conduct surveillance towards students and discipline them to produce “docile bodies” (Ball, 2013). Nevertheless, it has not been seen in an online education

setting due to its absence of compulsory education background, given that most online education programmes are designed for university students and self-motivated individuals (Sun & Chen, 2016). Whereas, online education also has compulsive requirements for students by its nature: students have to rely on digital media to access educational information. It can be seen as the latest practice of Media System Dependency theory on digital media nowadays. Students depend on mediated communication technologies to gratify their needs in learning (Ball-Rokeach & DeFleur, 1976). Despite the celebration of its convenience and affordability, some studies also indicate the physical and mental problems related to digital media dependency, such as neck stiffness, attention span reduction and anxiety (Choi et al., 2015; Kwon et al., 2013; Mok et al., 2014).

Despite its rapid development, online education has not yet challenged the school-based educational spaces and face-to-face teaching model in current society, especially on compulsory education level. Nevertheless, a compulsory implementation of online education for all schools at all levels once took place in China during the outbreak of COVID-19 for preventing the potential virus spreading. The learning experiences of students under such circumstances are affected by both social and technical disciplines from compulsory education and inevitable dependency on digital media. The changing spaces from school to online spaces and homes change the power relations between teachers and students. With controlled or uncontrolled technical functions and connectivity, teachers' surveillance on students vary in forms, instead, they may even receive the panoptic surveillance from students and their parents and even state online censorship in reverse. Moreover, students are forced to be connected throughout the entire study sessions. As the study sessions for secondary school students tend to be higher in China, the possible physical and mental problems they encountered with digital media overuse may be more severe.

This study aims to understand the learning experiences of students under the circumstances of forced online learning, following a research question: how digital media affect the learning experiences of secondary school students in a compulsory online education setting? As extant studies only focus on the postsecondary and voluntarily registered online education (Coppola, Hiltz, & Rotter, 2002; Cole, Shelley, & Swartz, 2014; Bell & Federman, 2013), this research can contribute to the literature in media education by enabling us to understand and examine a practice of compulsory online education for secondary education, and envision the digital future of education and people's mediated learning experiences. We will apply a mixed method of both quantitative and qualitative approaches to capture the holistic picture of the issue. A comprehensive survey (N=1000) and interview (N=50) will be conducted in one secondary school in China.

Submission ID

3729

Commercial Faces of Children: Sharenting Phenomenon in Lifestyle Blogs

Authors

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Abstract

The term sharenting refers to the act of parents sharing pictures and information about their children on social media platforms. The phenomenon is part of the family photography tradition (Rose 2010) but it also includes identity frauds, grooming and pedophilia. Sharenting raises questions about children's rights and online privacy. There are some studies about sharenting internationally (e.g. EU Kids Online 2020), but in Finland the phenomenon has been mainly reported (Hurttia 2016).

In this paper the sharenting phenomenon is studied from the angles of promotional culture and visual culture. In my research, children's faces are related to mothers' brand building on social media platforms. From the perspective of promotional culture, every media product is an ad that lures consumers to the brand (Wernick 1991). From the viewpoint of visual culture studies, and the study of face particularly, the face in a photograph is more of a static mask that tells more about our culture than about its bearer's true expression and person (Belting 2017).

My paper's research question is: Why do mothers share pictures of their children's faces on their commercial blogs? The primary data consists of thematic interviews (N=10) with Finnish mommy bloggers. All the bloggers involved in the study are part time bloggers and share pictures and stories about their children online. Their children have also participated in brand collaboration posts in their blogs. The interviews were analysed using content analysis.

The results of my paper suggest that mothers prefer to share pictures of babies and toddlers rather than children of school age. On the other hand, blogging mothers may also pay their children small rewards for their appearance in commercial cooperation posts. Images of faces are considered very important for the blogs to be successful. The use of children's face photographs is not unambiguous, and not only age, but also the social media platform seems to have an impact on the sharenting. The platform determines whether mothers share "more authentic" or unidentifiable photos (anti-sharenting; Autenrieth 2018). Thus, sharenting involves parental ambivalence, commercialism, and also platform-specific differences.

Key words: sharenting, promotional culture, social media, face

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3739

Journalistic media education initiatives: Making sense of journalism-driven media education in Finland and Sweden

Authors

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Abstract

Out of the three central spheres in which media literacy is regulated, implemented and practiced – politics, civil society and the market – the market has been less studied. This paper starts from the observation that in environments beyond the formal institutions such as at the market and in civil society, many of agents practicing media education are not aware of or do not connect their activities to the umbrella term media education or literacy.

In particular, this is typically the case of journalists. Journalists who do not tend to regard themselves as media educators but are more likely to see media education and literacy activities as part of the overall journalistic mission they are conducting in the public interest and for common good. Studies examining the journalistic identity and professional values show that journalists tend to avoid being understood as "pedagogical" agents; at the same time, the attitude to educate the masses that used to be prevalent in the Nordic countries ("folkbildning") is increasingly being experienced as patronizing. However, during the latest decades of media literacy and media education, journalistic organisations have in fact to a high extent been involved in putting media education into practice – for example, by participating in theme weeks and national school campaigns as well as opening up newsrooms for school class visits and pupils' training.

The paper presents case studies of recent media education initiatives run by journalistic agents in Finland and Sweden, seeking to conceptualize the notion of media literacy applied within

journalism. The initiatives taken under scrutiny include fact-checking projects, educational school tours, training newsrooms and theme weeks. We will systematically go through the initiatives to capture their understanding of media literacy and build up a framework for understanding journalistic media education. This framework is intended to advance our understandings on how journalists count as media educators and, thus, pedagogical agents. At the same time, it will provide us with insights into why journalists tend to avoid being classified as educators. Based on the analysis of our cases, we will conclude that journalistic media education is an important part of the media literacy landscape and should be further studied with regard to its pedagogical potential.

Keywords: journalism, journalistic media education, journalistic media literacy, non-formal media education

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3800

Alfabetización mediática para la igualdad de género. Una propuesta de talleres formativos en base al syllabus de «Unesco-UniTWIN Network on Media, Gender, and ICTs».

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Alvaro Sanchez - Universidad Complutense de Madrid

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Abstract

El presente trabajo es fruto de un estudio desarrollado en el marco del proyecto «UNESCO-UniTWIN Network on Media, Gender, and ICTs» para determinar la presencia de asignaturas con un enfoque específico en medios e igualdad de género en los actuales planes de estudio de los grados universitarios españoles en el área de comunicación así como de la coautoría de la propuesta de syllabus «Gender, media & ICTs: new approaches for research, education & training» (UNESCO, 2019).

Teniendo presente que la «Agenda 2030 sobre el Desarrollo Sostenible» (ONU, 2015) en su objetivo número 5, relativo a la Igualdad de Género, plantea un marco que apenas alude de forma explícita a la función de los medios de comunicación a la hora de cumplir con éxito el objetivo que se plantea: «lograr la igualdad entre los géneros y empoderar a todas las mujeres y las niñas», cabe preguntarse si estamos siendo testigos de una progresiva despolitización de la agenda global marcada por la sección J de la Declaración y Plataforma de Acción resultado de la Cuarta Conferencia Mundial sobre la Mujer de Beijing (1995) y de la desactivación del papel fundamental que tienen los medios y las TICs para la defensa de los derechos de las mujeres y como

herramientas de empoderamiento, configuradores de sentido y creadores de estereotipos. Es decir, como vehículos para una alfabetización para un mundo más igualitario, inclusivo y respetuoso.

Ahora que en 2020 se cumplen 25 años de Beijing 95, y atendiendo al escaso número de asignaturas específicas en medios e igualdad de género en el sistema universitario español, esta propuesta tiene como objetivos: a.) plantear una revisión crítica sobre la despolitización del objetivo 5 de la Agenda 2030 respecto al marco que plantea la sección J de Beijing 95; b.) compartir la propuesta y resultados de talleres formativos organizados por la Universidad Complutense de Madrid (España) durante 2020 orientados a profesorado de educación reglada y no reglada así como a profesionales de los medios de comunicación siguiendo el mencionado syllabus de «Unesco-UniTWIN on Media, Gender, and ICTs»; c.) en vista de los resultados, plantear un marco de actuación que sirva para el diseño e implementación de futuros talleres y workshops tanto a nivel local como en los organizados por Unesco-UniTWIN a nivel regional e internacional.

Un espacio para la reflexión crítica basado en una experiencia concreta de aplicación en diferentes contextos geográficos, relacionadas con la formación en materia de género, medios de comunicación y TIC en el entorno de la educación y en la formación y capacitación docente en esta área en aras de continuar creando a nivel global políticas amplias en materia de igualdad de género en el entorno de la educomunicación.

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3831

Film Literacy Online: Websites for Film Educators

Authors

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Abstract

Film literacy may be regarded as a part of film or media education and is about the ability to analyse the usage of various elements of film language, to interpret the meaning of films and to produce a film of one's own. The research in film literacy had resulted in the development of various teaching practices, tools and activities for teaching film on different educational levels. In the current digital era, plenty of those practices are available online in the form of websites, webpages and applications for film educators. This paper examines the presence of film literacy online by analysing the presented information and overall design.

The study is the first stage of the design research, which is part of doctoral dissertation project 2019-2023. The paper combines the research in film literacy, media education and HTI (human technology interaction). The research data includes various English-language online platforms, websites and webpages designed for the use of film educators. Content analysis was used to analyse the quality of film literacy information presented online, while user experience analysis - to analyse the way the data looks, feels and functions. The resulted systematic collection of various websites would be useful for film educators, especially when one is looking for a specific information.

The findings of this study revealed a significant lack of websites or online tools that provide materials or instructions for teaching film literacy in international environment. In times of globalization and increasing internationalization of education, it is crucial to consider the possibility of teaching film in international class, and to provide teaching practices, materials and guidelines online for film educators around the world. There is a need for a website that would do so and function as an open source environment with welcoming user experience. Designing such an online environment is the next step of the doctoral dissertation project.

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3868

MEDIA EDUCATION, SPIRITUAL COMPETITION IN CHILDREN AND ADOLESCENTS AND THE DIGITAL FUTURE OF HUMANITY

Authors

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Abstract

The future of humanity in relation to the development of digital technology in the field of communication is surely a priority issue for reflection in contemporary societies.

Research in this field within media education is still very incipient. Working for a digital future that generates a human and social balance, in many contexts, is still an illusion. To face these challenges, the main challenge of communicators and other professionals, is not only to continue advancing in the digitalization of communication processes but to work in parallel on proposals that facilitate inclusion, respect and reciprocity.

Therefore, our research aims to make a contribution that allows the application of strategies that strengthen the individual and social skills of children and adolescents. It is about the theoretical and practical development of spiritual competence within the framework of media education that has its starting point in communicative competence.

From this perspective, our initial question can be formulated as follows: Among the competencies that children and adolescents should have in front of digital media messages, what role does spiritual competence have, how should it be understood and applied in the media education, in the perspective of facilitating inclusion, respect and reciprocity?

To address these questions, we start from the main results of our previous research on the communicative dimension of media education (dialogue and cognitive decentration) in order to deepen now the anthropological-philosophical dimension where aspects of spirituality can be addressed.

On this occasion we wish to offer researchers and those in the field of education and the production of media messages a proposal for analysis and application of spiritual competence. Our proposal is

based on the theoretical contributions of Arnaud Join-Lambert, Walter Lesch, Henri Derroitte, André Fossion, Marie-France Daniel, Jean-Pierre Meunier, Paul Ricoeur, Paulo Freire Mario Kaplún, among others. In the experimental part our indicators arise from research results with children and adolescents - that is, people with identity, spirituality and dignity - after having been exposed to various types of media messages in different geographical, social and cultural contexts.

As a general conclusion, it has been observed that the understanding and subsequent application of spiritual competence in children and adolescents - within various types of media education processes - can contribute significantly to strengthening the most noble values (inclusion, respect and reciprocity) that lead them to be actors of a digital future for the benefit of humanity.

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