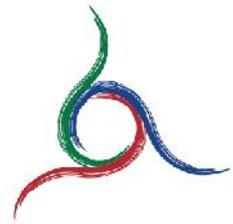




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Media Education Research Section

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¹ We have endeavoured to ensure that these are the abstracts of the papers actually presented at the conference. 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.

Id: 17285

Title: The Challenges and the Policies of Media Literacy Programs in Egyptian Schools

Session Type: Individual submission

Authors:

Name: Salma ElGhetany

Email: s.elghetany@aucegypt.edu

Country: EG (Egypt)

Affiliation: The American University in Cairo - Egypt

Abstract: Current limitations in Egypt can obstruct citizens from adequately understanding the effects of current affairs on their daily lives; including rigid state control on news media, absence of journalistic ethical standards that result in spreading of rumors and political bias, and a lack of adequate media awareness. Citizens, and specifically youth, need to learn the value of the media around them. This paper addresses current challenges teachers in Egyptian private and public schools may face in implementing media literacy programs. An Egypt-based model of media education in schools is drafted with recommendations based on descriptive analysis of such programs in different countries, and derived from in-depth interviews with experts as well as surveys with teachers. The purpose is to offer a media literacy educational model as a basis for application in schools. The problem being addressed is the lack of comprehensive education that teaches youngsters how to critically and purposely consume, and create media. Theoretical framework is based on Uses and Gratification as well as Media Ecology theories.

Id: 17296

Title: Using Ecomedia Literacy to Align Media and Information Literacy with UN's Sustainability Development Goals

Session Type: Individual submission

Authors:

Name: Antonio Lopez

Email: alopez@johncabot.edu

Country: IT (Italy)

Affiliation: John Cabot University

Abstract: Ecomedia literacy is a pedagogical method that combines the principles of ecomedia with media literacy. It synthesizes UNESCO's framework of media and information literacy and intercultural dialog (MILID) with education for sustainability (which teaches cultural preservation and transformation; responsible green citizenship; the dynamics of systems and change; sustainable economics; healthy commons, natural laws and ecological principles; inventing and affecting the future; and fostering a sense of place and planet). Subsequently, this paper proposes that ecomedia literacy can be used to bridge media and information literacies for equitable and sustainable global development (MIL4D) by aligning MILID with the UN's Sustainability Development Goals (SDGs). This proposal is the outcome of qualitative research (critical discourse analysis and ethnography) of North American media literacy organizations and practitioners, which identified the boundaries and opportunities for "greening" media literacy. The research findings resulted in a proposal for ecomedia literacy that has five goals. First, it encourages an awareness of how media are materially interconnected with living systems by affecting biodiversity loss, water and soil contamination, climate change, and the health of workers. This corresponds directly with the SDGs to ensure food security; healthy lives and wellbeing; sustainable water management; sustainable and modern energy; urgent action to combat climate change; and the sustainable use of terrestrial ecosystems. Second, it is designed to help recognize media's phenomenological influence on the perception of time, space, place and cognition. This links directly with the SDG of healthy lives and wellbeing. Third, it develops an understanding of how media systems and communications technology are interdependent with the global economy and development models, and how the current model of globalization impacts living systems and social justice. This ties into several SDGs, including: ending poverty; gender equality; sustainable economic growth; resilient infrastructure and sustainable industrialization; reducing inequality between countries; and promoting justice and peace. Fourth, it leads students to analyze how media form symbolic associations and discourses that promote environmental ideologies. This relates to the SDG to ensure sustainable consumption and production patterns. Finally, ecomedia literacy intends to raise consciousness for how media impacts our ability to engage in sustainable cultural practices and to encourage new and alternative uses of media that promote all of the SDGs. By demonstrating how the ecomedia literacy curriculum model can connect media with healthy living systems, this paper will offer a rationale and overview for how MILID can be in alignment with the core principles of the UN's SDGs.

Id: 17576

Title: E-learning of young people from central Mexico: The case of Undergraduate Students of Tecnológico de Monterrey, campus State of Mexico

Session Type: Individual submission

Authors:

Name: Oscar Miranda-Villanueva

Email: oscar.miranda@itesm.mx

Country: MX (Mexico)

Affiliation: Tecnológico de Monterrey, campus Estado de México

Abstract: It is interesting to discover how the incursion of new technologies propitiate new forms of knowledge, at the same time, it is seductive to identify the way in which people begin to use them and to explore actions that will ultimately influence their daily life. It is the case of the Information and Communication Technologies (ICT), which have become one of the most used tools by people to produce and practice learned knowledge. The Merriam-Webster dictionary (Merriam-Webster, 2018), defines learning as "the act or experience of one that learns; knowledge or skill acquired by instruction or study." Taking into account the previous description, under digital environments the acquired knowledge provides a double experience, since it offers the possibility of learning both the subject matter and the technology itself.

Every time a new generation of people is born (Strauss & Howe, 1991). At least during the last hundred years there are records of seven different generations: The Lost Generation, the G.I. Generation, the Silent Generation, the Baby Boomer, Generation X, Generation Y or Millennial, and Generation Z. The Generation Y, or Millennial, is the children of the Baby Boomer. Its birth corresponds with that of the internet and with the development of many of the ICT. The Millennials (Strauss & Howe, 2000) outnumber any of their predecessors.

The way in which Millennials learn and what they learn has been discussed from the theoretical-conceptual approach of e-learning (Greenhow, Walker, & Kim, 2009, Haythornthwaite & Andrews, 2011, Miranda & Martínez, forthcoming; Shannon, 2007), where notions as transduction, remediation and transformation play a prominent role in the learning process. The emergence of Millennials coincides with the emergence and development of ICT, a situation that on the one hand generates opportunities and benefits, but also great challenges, above all, due to the great diversity of digital platforms, from which a large amount of information and learning practices are generated in opposition to those of just a previous generation.

Considering the above, this paper contrasts main outcomes of the first phase of the investigation, which took place in the Tecnológico de Monterrey, Campus Monterrey, to the ones obtained from the second phase carried out with the undergraduate students within the same institution but in the Campus State of Mexico. In the second phase field observations, interviews and focus groups were elaborated to compare previous with current qualitative outcome in the form of categories. In addition, some of those categories were quantitative measured through a survey with questions guided by the following hypothesis:

H1 Women have a greater preference for learning subjects related to their school performance, while men show a preference for knowing about current national and international news

H2 In the computer Millennials originate routines of academic and professional work, while in mobile devices the topics they consult, and of which they learn, are related to their immediate social and cultural context

H3 Women are more interested than men in the use of social networks to learn things related to their immediate social and cultural context

Id: 17659

Title: Game-based Learning in Media Education: enhancing teaching effectiveness and student engagement

Session Type: Individual submission

Authors:

Name: Yuan Yuan

Email: yuanyuan@uic.edu.hk

Country: CN (China)

Affiliation: Beijing Normal University-Hong Kong Baptist University, UNITED INTERNATIONAL COLLEGE

Name: Kun Fu

Email: fukun1010@hotmail.com

Country: GB (United Kingdom)

Affiliation: kun.Fu@uws.ac.uk

Abstract: Grown up with social media and digital games, students no longer fully engage in the traditional teaching approaches, including lecture, seminar, case studies, and so on. Educating students to cultivate their critical thinking and moral practices in media realm have become a significant challenge facing media ethics educators. In view of the highly interactive and engaging digital technology in students' everyday lives, media ethics educators could find an innovative way of teaching the university-level media ethics course.

Games-Based Learning (GBL) can be adopted to facilitate teaching. It has been hailed as one of the important tools in facilitating teaching and learning, especially in business and computer education, military and healthcare training (Alvarez, Alvarez, Djaouti, & Michaud, 2010). Previous studies proved that GBL improves knowledge acquisition and inspire intrinsic motivation (Van Eck, 2006). Most importantly, it makes effects to self-monitoring, problem recognition and resolution, decision-making, memory and social skills (Mitchell & Savill-Smith, 2004).

This paper is based on a GBL application for teaching media knowledge acquirement project funded by the University in which one of the authors currently work. The authors have participated in this project as principle researchers, designed and documented the process from the curriculum development to design a GBL application. The project aim was to facilitate teaching courses in the program Media Arts and Design with using of computer games at tertiary level, as well as how to design an appropriate GBL by the production of a design framework.

This paper provides a synthesis of literature associated with computer games in media education. First, it discusses the definition of GBL and serious games. Second, the continuous development of educational games was reviewed. Third, the empirical evidence investigated the effectiveness of educational games, especially in teaching media and communication-related courses were assembled. It lays the foundation for the further research on addressing pedagogy in GBL associated with students' motivations and engagement in learning the philosophical-oriented ethical frameworks and positions.

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Id: 17755

Title: Teaching Gatekeeping and Framing theory through activities with journalism students

Session Type: Individual submission

Authors:

Name: Jesse Hearn-Branaman

Email: justjeshb@hotmail.com

Country: CN (China)

Affiliation: Beijing Normal University - Hong Kong Baptist University United International College

Abstract: Journalism students around the world often face a conflict between knowledge gained in their theoretical classes and their practical classes. Educators face this issue as well; how to connect the more technical elements of newsmaking with the more academic critiques of the, perhaps, unintended consequences of those techniques. As a theory-based teacher, I have developed several activities to help fill this gap, helping to give a deeper understanding of the gatekeeping, news selection, and framing practices of journalists. For this study, the activities will be done with undergraduate Journalism majors at United International College, Zhuhai, China.

The first activity consists in an adaptation of research methods used by the Glasgow Media Group to “investigate how changes in the structure and content of programming might affect audience comprehension and levels of interest” (Philo 2002: 178). In the original activity, the research participants were “given a series of still photographs that had been taken off screen from an actual news story,” asked to imagine they were journalists, and then “write their own news story using only the pictures as a stimulus” (ibid). For this study, pictures of news-worthy scenes are distributed to groups of journalism students who are then asked to do a role play presentation as broadcast journalists. The pictures are not of specific, recognizable events, but a mix of generic pictures of disasters and specific pictures of celebrities and politicians, done to give the students more space to interpret the images, that is to give their own geographical and political context to the un-contextualized images. The goal is to see the ways in which the journalism students frame the stories and how this might have been influenced by their news consumption habits.

The second activity, focusing on gatekeeping, is similar to other exercises often conducted in class (i.e. Petrow 1982). Each student is assigned to be the editor/producer for a different genre and format of news organization (i.e. morning news show, national newspaper, internet-only news site, etc) and given eight different events of different natures, some generic (i.e. “villagers save trapped elephant”), some topical (i.e. “Fidel Castro dies”). They are then asked to choose three of these events that their news organization would report about, rank the order of importance, and to write headlines and leads for each story. A discussion is then held to examine the ranking and framing of the stories.

In each case, the activity was used for dual-purposes; 1) to have the students practice their news-producing skills and to provide a space for self-reflection on their news producing practices, and 2) provide data about how young Chinese journalism students act as gatekeepers, how they select stories, and how they frame news.

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Philo, Greg (2002), ‘Television news and audience understanding of war, conflict and disaster,’ *Journalism Studies* 3(2): 173-186.

Id: 17826

Title: Amplifying Student Voice and Reframing Poverty with Digital Storytelling in Ghana West Africa

Session Type: Individual submission

Authors:

Name: Ed Madison

Email: madison2@uoregon.edu

Country: US (United States)

Affiliation: University of Oregon

Abstract: Poverty is prevalent in many developing nations. However, socioeconomic status need not frame the dominant narratives about the world's emerging people and places. Increased access to mobile cameras and communication technologies provide developing communities, and particularly their youth, with new ways to craft authentic stories, construct counter-narratives, and make their voices heard.

This research examines how a group of young Ghanaian, West African artists in the town of Nima collaborated with journalism students visiting from the United States to reframe negative stereotypes about poverty and crime in their community through digital storytelling (DST). With roots in the documentary film genre, DST focuses on capturing authentic video representations of individuals and groups, honoring and sharing their unscripted voices (Robin, 2008; Lunby, 2008). Rather than interview the young Ghanaian artists, the American students supported them in interviewing one another, and thereby in assuming ownership of the project.

Nima is frequently described as Accra's largest slum, with high incidents of crime and the U.S. Embassy in Ghana has issued travel safety advisories. Muhinmanchi Art is a youth program, led by Ghanaian artists who are committed to shifting perceptions and bringing about change in Nima. Cultural and religious differences were a factor in facilitating this research project.

Conscientization (Freire, 1970) provides a theoretical framework for this research. The concept involves engaging people who may feel marginalized in developing a critical consciousness, which is the ability to discern contradictions. More specifically, the intention is to empower individuals and groups to assert a sense of agency in navigating their own futures through emancipatory dialogue.

Based on Freire's model, the researcher invited six American university students, already studying abroad in Acra, to volunteer a portion of their free time to support a dozen Ghanaian students in capturing and sharing their own stories. They collaborated in conducting participatory action research (PAR) (Fals Borda, 1995), which acknowledges the voices of and invites contributions from those who might otherwise be referred to as "subjects." In PAR, researchers more accurately act as facilitators of a collective inquiry approach (Reason & Bradbury, 2008; Melkote & Steeves, 2001). Within a month of the visit, the Ghanaian students produced their own 7-minute documentary about a local exhibition of their work, and posted it to Facebook.

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Id: 17848

Title: Production as Praxis: Tackling Religion-Based Violence in Rural Schools in Gujarat, India through Theatrical Forms of Resistance

Session Type: Individual submission

Authors:

Name: Manisha Pathak-Shelat

Email: manisha@micamail.in

Country: IN (India)

Affiliation: Professor, MICA, Ahmedabad, India

Name: Kiran Bhatia

Email: kiran_fpm15@micamail.in

Country: IN (India)

Affiliation: MICA, Ahmedabad, India

Abstract: In this paper, we emphasize that creating media content acts as a nodal point in media education initiatives where the dialectics of ‘doing’ and ‘analyzing’ converge (Buckingham, 2003). We use media production as a pedagogical technique to afford opportunities to young students in two rural villages of Gujarat, India to critically analyze their situatedness within discriminatory social practices and develop alternative media narratives to challenge the dominant ideology of religious prejudice towards the ‘other’. This study was carried out with 180 school students in the age group of 11 to 14 years in two villages in the Sanand tehsil of Ahmedabad district in Gujarat. In both these villages, young children frequently engage in acts of micro aggression based on their religious identities and refuse to engage with others from a different religious community in classrooms. They are socialized by their parents, regional media narratives, school authorities, and the larger village community in this discriminatory ideology that has antecedents in the age old animosity between Hindus and Muslims in Gujarat. Our long term engagements as media educators with the students and their village communities helped us identify ways in which religion based violence could be tackled through theatrical forms of resistance using media education approaches. We concede that theater acts as a potent site to enact critical participation and envision an alternate reality in communities where children have limited access or no access to digital technologies and rely on physical spaces and traditional media channels for information sharing, entertainment and socialization. In this participatory action research, we encouraged young children to use local physical spaces to perform alternate narratives problematizing the dominant ideology of religious discrimination, express alternate subjectivities through fictional characters and compelled them to work together as team-mates. This pedagogy was based on the principle of ‘time-space distantiation’ which allows young children to use the stage as an abyss distancing them from their lived experiences. We used self-reports of the students to evaluate the effectiveness of this media exercise and an analysis of these reports suggest that the stage was appropriated by young children as their mediascape where they enjoyed articulating their identities, engaging in conversations with the ‘other’ and finding new creative voices amongst themselves.

Key words: media production, theater, religion-based violence, media education, India

Id: 17849

Title: Digital Natives and Digital Naïveté: Media and Information Literacy in Non-Western Contexts A Case Study of the United Arab Emirates

Session Type: Individual submission

Authors:

Name: Maha Bashri

Email: bashrimaha@yahoo.com

Country: AE (United Arab Emirates)

Affiliation: United Arab Emirates University (UAEU)

Name: Gilbert Motsaathebe

Email: gilmot2000@yahoo.co.uk

Country: ZA (South Africa)

Affiliation: University of Johannesburg

Name: Ali Rafeeq

Email: Alirafeeq@gmail.com

Country: AE (United Arab Emirates)

Affiliation: United Arab Emirates University

Abstract: In spite of the wide array of significant contributions from media studies as well as other disciplines, the concept of media literacy, has for the most part, been examined through the lens of western scholarship and contexts (Hobbs, 2011; Potter, 2010; Bennett, 2008; Weiner & Kendall, 2008; Gray, 2006). Currently, there is little to no research exploring media and information literacy in non-western contexts especially in the Middle East (in general) and the United Arab Emirates (in particular). This paper reports on an ongoing empirical research that attempts to close this gap by exploring media and information literacy among millennials in the United Arab Emirates. Based on a survey conducted on a randomly selected sample of 350 students at the United Arab Emirates University (the UAE's flagship university), the paper explores media literacy in the United Arab Emirates with a view to see how the millennials in that country deal with issues of misinformation. The sample consists of students randomly selected from all University faculties. The UAEU is considered a critical case study because its student population is diverse and more representative not only of the country but also of the entire Arab world. Furthermore, the UAE as a country is characterized by what Riel (2017) refers to as a group-oriented culture and therefore it is very important to see how information obtained through new media platforms is deciphered and consumed in this country. Since the UAE has one of the highest percentages of social media users in the Gulf region with 99 percent of the population being active social media users (Statista, 2017), the paper argues that there is an urgent need to understand where media and information literacy skills are in this region as it has become a hotbed for recruitment into extremist organizations. The study aims to identify existing (and/ or absent) media and information literacy skills amongst millennials as well as make recommendations for a media and information literacy framework indigenous to the cultural context in the UAE. By examining media literacy in the United Arab Emirates and ultimately making recommendations on how to close the gaps identified, this research

will make a significant contribution to sustainable global development, particularly with regard to quality education in an understudied part of the world.

Keywords: Misinformation; media literacy; fake news; digital natives; United Arab Emirates

Id: 17979

Title: Communication and Media Research as Strategic Tools for Sustainability in the Urbanization of Modern Africa in a Digital World

Session Type: Individual submission

Authors:

Name: Chidinma Onwubere

Email: chidi56@yahoo.co.uk

Country: NG (Nigeria)

Affiliation: National Open University of Nigeria 14/16 Ahmadu Bello Way Victoria Island, Lagos.

Name: Emmanuel Thliza

Email: etbestt@gmail.com

Country: NG (Nigeria)

Affiliation: Nigeria Television Authority (NTA) Television College, Jos

Abstract: Being a part of a digital world, modern day Africa is in a constant state of advancement or urban development, so as to brace up with global current trends and best practices in sustainable development. Since development comes with its own disadvantages and Urbanization often tends to destroy the natural environment, while raising urban structures, there is the dire need to device means of conserving as much as can be, of nature's free gifts - flora and fauna, so that "humanity will not take more from nature than nature can replenish, but rather adopt lifestyles and development paths that respect and work within nature's limits". Being one of the nine core mechanisms to support strategy processes for sustainable development, communication is considered to be the "lifeblood" of any strategy. Hence, there must be new communication strategies for ensuring sustainability of the society even as urbanization takes a toll on Africa's most rural areas. Accordingly, Wazlawick, Bavelas and Jackson's (1967) notion of You Cannot Not Communicate (YCNC) denotes the ubiquity and inevitability of communication in all facets of human life. This paper looks at new ways communication and media research could be used to ensure sustainability in the face of the ever growing urbanization in today's African communities. The on-going global digitization of the broadcast media which Nigeria has robustly keyed into and Media and Information Literacies are part of the copious literature reviewed under the strategic tools for sustainable development in Africa. The theoretical framework for this study is the Utilitarianism theory which suggests that urbanization should consider the long term greater good of the people and society over merely focusing on immediate societal needs or desires. Using Nigeria as a case study, and employing the survey research method, the stratified sample technique was used to select and sample 500 media professionals, in order to elicit from them valuable information on how Communication and media research can be effectively used to nurture sustainable development in modern Africa. Data gathered will be analyzed using appropriate statistical packages, essentially the Statistical Package for Social Sciences (SPSS). Conclusion will be drawn from results of findings. Recommendations relevant to sustainable development in the urbanization of modern African will be proffered, based on findings, using Nigeria as a case in point.

KEY WORDS: Communication and media research, Digital age, Media & Information Literacy, Strategy, Sustainable development, Urbanization of Africa, Nigeria.

NO OF WORDS: 375 Words

Id: 18096

Title: Uses and Gratification of Radio in Pakistan: Countering Militancy Through Airwaves

Session Type: Individual submission

Authors:

Name: Danish Baber

Email: danish.baber@gmail.com

Country: PK (Pakistan)

Affiliation: Iqran National University Peshawar

Name: Sayyd Fawad Ali Shah

Email: fawad.jmc@gmail.com

Country: US (United States)

Affiliation: Jackville State University

Name: Rahman Ullah

Email: rahman.jmc@gmail.com

Country: PK (Pakistan)

Affiliation: IQRA National University Peshawar

Abstract: The military of Pakistan is fighting against Al-Qaeda backed militants in the Federally Administered Tribal Areas of Pakistan (FATA) who are involved in the terrorist attacks in Pakistan and Afghanistan. The militants own and run radio stations that propagate anti Pakistan and anti-West messages. To counter the militants' propaganda, the government of Pakistan and its international partners like the U.S., have established their own radio stations targeting the Pakhtun population living in FATA. However, so far no studies have been done to assess the influence of the radio stations run by the government of Pakistan and the U.S. This study was done to examine the patterns of media usage of the people living in FATA. A survey instrument was developed through operationalization of the concepts of the Uses and Gratification Theory. The instrument was validated through a pilot study. Since access to FATA is limited due to the ongoing military operation in the area, the researchers used a convenient sampling technique to collect the data. The researchers recruited 300 respondents for the study. The findings of the study show that a majority of the participants listened to foreign radio stations like, Mashaal Radio, Voice of America, BBC and DW for information. We conclude that the U.S. run radio stations are more popular than other radio stations in FATA. However, to achieve the goal of countering extremist narrative, the radio stations will have to improve the quality of the programs and produce programs that are tailored to the cultural and religious sensitives of the local audience.

Id: 18100

Title: Non-participation in social media: A case of 'strategic uses' of media literacy among Hong Kong youth

Session Type: Individual submission

Authors:

Name: Donna Chu

Email: donnachu@cuhk.edu.hk

Country: HK (Hong Kong)

Affiliation: The Chinese University of Hong Kong

Abstract: Defined as “architecture of participation”, Web 2.0 has once brought high hopes about its potential in promoting civic participation. Over the past decade, studies have examined how social media facilitate political talks in everyday settings, or mobilize for social movements in times of tension. The mixed findings reveal various concerns about different levels of participation in the Internet. Young people have developed ways to express their opinions amidst such phenomenon as information cascades and echo chambers.

Citizenship education has been one of the key goals in media education. How young people participate in the changing media environments remains to be a relevant and significant issue in media literacy education. This study aims at evaluating how media literacy contributes to civic participation in the age of social media by an in-depth survey and analysis of youth media use. Ten focus groups with secondary school students aged between 15 to 18 were conducted between 2012 to 2017. More than 50 young people were interviewed about their media use habits, with particular emphasis on their participation patterns in social media.

The study found that all interviewees exercised great cautions regarding their actions in social media platforms. They were aware that their liking, commenting and sharing would make their views known to unknown others. Most were unwilling to leave their digital footprints unless in cases when they felt the compelling needs to express their opinions. On the other hand, the same group of young people stated that they were interested in reading comments from other people. They took these as chances to understand and explore other viewpoints, yet they would not engage in further discussions with others even when they disagreed with them.

It is also found that these young people were competent users of different forms of media. Their active non-participation is particularly noteworthy as it reflects how they strategically avoid getting into potential confrontations and hence troubles in exchanging opinions. This study argues for a renewed discussion of the aims and pedagogy of an updated media education.

Id: 18343

Title: New Media Literacy Education under the Perspective of Technological Determinism

Session Type: Individual submission

Authors:

Name: Yanqi Ding

Email: anniedyq@163.com

Country: CN (China)

Affiliation: Beijing university of posts and telecommunications

Name: Wenhong Wang

Email: wangwh@bupt.edu.cn

Country: CN (China)

Affiliation: Beijing university of posts and telecommunications

Abstract: It is reasonable that "technological determinism" emphasizes the reconstruction of human behavior under the media culture brought by media technology. In the era of mobile Internet, this theory has also brought a lot of enlightenment to people. The development of media technology has changed the way of people's behavior and thinking, affecting people's life in all aspects. At the same time, the media ecology is a double-edged sword, like a muddy public opinion field, netizens have also become a certain extent, "crowded people." The new media era also calls for the public to improve their own media literacy, improve their information checksum and improve their participation in literacy, communication and social collaboration. Media literacy education inspired by "Technological Determinism" needs more efforts to raise public awareness of autonomy, make concerted efforts, criticize choices and rational use under "all", "filtering" and "using" A basic literacy of citizens.

Key words: "technical determinism", media literacy education, sense of autonomy

Id: 18359

Title: Literacy Skills Evident in Adult and Non Adult-oriented Cartoons

Session Type: Individual submission

Authors:

Name: Carla Bamesberger

Email: carla.bamesberger@colostate.edu

Country: US (United States)

Affiliation: Colorado State University

Abstract: Deficiencies in literacy skills cause students to struggle in all academic content areas, yet students are able to apply similar literacy skills when consuming self-selected entertainment media outside of the classroom. Research in the field of education shows that learners experience more success when dealing with texts that are of interest to them, which suggests that learners with low literacy may experience higher success in academia when using self-selected texts such as entertainment texts. This content analysis examines entertainment texts from mass communication, specifically animated cartoons, in order to determine the quantity of literacy skills required to comprehend the narrative and assess the potential value that these texts offer to the realm of literacy education. It explicates the construct “literacy” using Schema Theory to define and understand what “literacy” means from an English Language Arts and Mass Communication standpoint. For the content analysis, 10 cartoons from Cartoon Network’s 2016 animated cartoon lineup were randomly selected, and 3 episodes from each cartoon were randomly selected. The episodes were analyzed for literacy skills by assessing content such as how frequently inference, main ideas, supporting details, and other important literacy skills were needed to understand the text in order to find out whether or not this medium might be beneficial to low literacy learners. The results of the content analysis reveal that cartoons have the potential to offer something to literacy education. Using them as educational tools could prepare learners to apply literacy skills when consuming entertainment media outside of the classroom.

Id: 18440

Title: Learning is Creating: A Research of University Students' Findings through Disaster Radio Production

Session Type: Individual submission

Authors:

Name: Yuko Tsuchiya

Email: yukonyu@pop21.odn.ne.jp

Country: JP (Japan)

Affiliation: Associate Professor at Hiroshima University of Economics

Abstract: Japanese radio is an old medium, but it is being renewed as a platform for citizen participation in media. In Japan, radio is used for broadcasting over a wide area (one or more prefectures) and managed by the media industry, and for community broadcasting run by local governments, local industries, or citizen groups to reach an audience in a part of a city or ward. While mass radio is regarded as old-fashioned with declining number of listeners, community radio has captured the attention of certain Japanese segments and is increasingly used for local revitalization and disaster prevention. Community radio, usually called community FM, was legislated in 1992. As of the end of 2016, 304 stations have been opened. Community FM stations are expected to produce programs providing community-based information, encouraging civic participation, and giving emergency report in the event of a large-scale disaster.

Currently, university students also have opportunities to make radio programs and even manage a station. At the Hiroshima University of Economics, students run a community radio station, "FM Hamstar" with a few faculty members as advisors. In August 2014, torrential rains in certain residential areas near the university caused landslides which killed 74 people. Immediately, student staff members of FM Hamstar developed disaster programs. After more than a year, I interviewed eight students and asked them to reflect on their experiences. In this paper, by examining what students learned from their experience I discuss the educational possibilities of radio production and show the considerable potential to create content by the youth.

Since the students had no experience, they did not know what kind of program should be broadcasted after such a big disaster. They especially experienced a conflict to interview the victims who were in despair at the disaster site. Most students found that the programs on the local community FM should not be the same as the mass media coverage, as noticed in the course of their production. Mass media reports large-scale damage in the afflicted areas and tries to convey the sadness of the people. Although the students admitted the significance of such reporting to inform people outside the afflicted area, they believed that community radio for the residents in the area should broadcast programs that will make people smile and feel relaxed.

There are difficulties with a citizen-driven community initiative, for example, content production from laypeople's perspectives (Kato, 2007). Following traditional methods of collecting information and conveying messages associated with mass media production, results in low-quality imitation. However, individual production without proper know-how might be personal "chitchat" that can bore the local audience. Therefore, citizen participation in community radio in Japan is an ongoing, creative, and experimental process. We need to develop and cultivate media literacy for new media. The findings by students of FM Hamstar show the possibility of civic participation which can be utilized to create original radio content.

Id: 18473

Title: Challenges of Media and Communication Theoretical Developments in Pakistan

Session Type: Individual submission

Authors:

Name: Saadia Nauman

Email: saadia_ishtiaq@yahoo.com

Country: PK (Pakistan)

Affiliation: Fatima Jinnah Women University

Abstract: This paper is about the challenges faced by Pakistani academicians and scholars in the field of Media Theory. Media's theoretical knowledge is mostly developed in 'Rich Western Countries' such as United Kingdom and mostly United States (Curran & Park, 2000)*. Most of the Pakistani scholars apply and depend on Western theories while doing research about Media and Communication related aspects in Pakistan. The lack of local theory prevents the scholars to comprehend a holistic understanding of the issue under investigation. There is need to understand the reasons and factors responsible for the slow development of theory in the field of Media and Communication in Pakistan. The objective of such a research is to formulate the strategies for the growth and development of theory in the field of Communication and Media Studies in Pakistan. This paper aims to address the overarching research question such as 'What prospects and challenges are faced by Pakistani media researchers in the field of Media and Communication theory development? I used 'Mixed Methods' technique to investigate this research problem. I mixed two qualitative methods such as, In-depth Interviews and Focus group discussions. The in-depth interviews are conducted to explore the interest, expertise, prospects, individual challenges, barriers, limitations and perspective of researchers about Media and Communication theoretical development in Pakistan. The comprehensive, semi structured interviews are conducted with the established Researchers and PhD Scholars in the field of Communication and Media Studies to understand the reasons behind the weak academic position of Pakistani media researchers in the field of Media theory. Furthermore, I conducted multiple 'Focus Group Discussions' for the collection of maximum available views and opinions about the current status, interest, academic challenges, prospects, limitations and barriers faced by researchers for the theoretical developments. Combining In-depth Interviews and Focus group also provided the Method and Data triangulations. The triangulation has further strengthened, supported and cross checked the findings obtained from each quantitative method and provided a strong methodological framework for this research. The respondents of this research are both established and emerging media researchers such as University faculty members and scholars enrolled in the PhD programs of different Public and Private Pakistani universities. The interest, expertise of university faculty members, individual challenges, barriers, limitations and perspective of researchers are prior themes suggested for the investigation. Many new themes such as maturity of Communication and Media as a discipline, lack of research funds, Local research trends, risks involved in conducting grounded studies are some of the themes, emerged from the data collection done so far. This is an ongoing Research Project funded by Higher Education Commission in Pakistan.

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Id: 18506

Title: Media Literacy in Flanders. Theoretical reflections from an institutional perspective.

Session Type: Individual submission

Authors:

Name: Leo Van Audenhove

Email: leo.van.audenhove@vub.be

Country: BE (Belgium)

Affiliation: imec-SMIT Vrije Universiteit Brussel

Name: Andy Demeulenaere

Email: andy.demeulenaere@imec.be

Country: BE (Belgium)

Affiliation: Knowledge Centre for Media Literacy

Abstract: In 2013 the Flemish Government established a Knowledge Centre for Media Literacy, Mediawijs.be, responsible for implementing programmes on media literacy in Flanders. The mandate of the organisation is broad and it implements a broad scope of project with multiple actors through multiple channels. The Centre starts from an empowerment vision on media literacy and has developed its own competence framework to guide its work in the field.

This paper brings a reflection on 5 years of implementing media literacy programs. It starts with a theoretical reflection on media literacy theory and media literacy implementation. Although there is a large body of literature on media literacy, there is less reflection on implementation and its relation to theory. As Martens (2013) in his article in the Journal of Media Literacy Education clearly indicates, theory is often clearly delineated in distinct well separated schools. Implementation however is often more ad-hoc, diverse and inspired by multiple schools. To be able to analyse the work of the Centre we develop a framework distinguishing empowerment versus protection approaches on the one hand and user engagement versus user disengagement with media on the other hand. The distinction between the empowerment approach and the protectionist approach in media literacy is well documented and needs no clarification. With the distinction of user engagement and disengagement we refer to the aim of media literacy action. User disengagement aims to keep people away from certain media or to limit media use. E.g. in relation to violence in games, the aim can be to inform parents and children and to convince them not to buy or play these types of games. User engagement on the other hand is to make users aware and to provide users with the right capabilities to be able to critically engage with media. We use this framework to map our different programmes and to draw conclusions on when we use what type of approaches. Apart from this we will map our work on our own competence framework to see which competences are covered and which not.

Empirically the work is based on our own yearly inventory, review and evaluation of projects. Methodologically we use desk research, re-evaluation of existing data, complemented by interviews with collaborators and stakeholders.

Id: 18516

Title: The Collaborative Approach of Media Literacy Education for Filtering Out Fake News: A Case Study in China

Session Type: Individual submission

Authors:

Name: Yunjuan Luo

Email: yunjuan.luo@yahoo.com

Country: CN (China)

Affiliation: South China University of Technology

Abstract: As a global phenomenon, the rise of “fake news” has attracted a lot of public and scholarly attention in China. Formal media literacy education in schools may not be the best answer to educate the general public how to detect fake news, especially in China where media literacy education has relatively lagged behind, compared to that in Western countries. How to use a collaborative approach to incorporate different efforts from media companies, educators and government agencies in fighting against the spread of false and misinformation online and increasing the media literacy of the public to get to the truth is an important issue to be discussed.

This case study of a fact-checking Wechat mini app called “Wechat Rumor Detector Assistant” (Weixin Piyao Zhushou) designed by Tencent, the leading Tech and media company in China, examined the application of this collaborative model in media literacy education for filtering out fake news. Tencent’s Wechat program has 800 million daily active users, and Wechat has become one of the most important information sources, especially among young people in China. Wechat has launched this app in early 2017, and until now it has collaborated with more than 50 institutions, including government agencies, research institutions and public universities, to detect and fact-check more than 1 million fake news online. This program also used some advanced technology such as artificial intelligence to detect false and misinformation online. Beside, it has a function to send the users a warning when they read identified fake news and direct them to fact-checked information.

Through the case study, this article proposes a collaborative approach to combat against the wide spread of fake news and increase the media literacy of the general public by using the latest technologies, which may set up a good model to be applied to other countries.

Id: 18521

Title: [Panel] New challenges, new curricula: media education in the face of disinformation and attacks on journalists, Panel Description

Session Type: Panel Submission

Authors:

Name: Guy Berger

Email: g.berger@unesco.org

Country: ZA (South Africa)

Affiliation: UNESCO

Abstract: Formal and informal education for journalists and journalism students has been responding to new challenges that are imperiling the sustainability of journalism which is vital for “public access to information and fundamental freedoms (Target 16.10 of the Sustainable Development Goals). Various monitoring reports in recent years have revealed trends of increased physical, psychological and digital attacks as well as the rise of indirect threats such as “fake news” (see for example UNESCO’s World Trends in Freedom of Expression and Media Development, and ARTICLE 19’s The Expression Agenda). For all media users and producers, the risk is that these kind of onslaughts intimidate, discredit and/or marginalize journalism, thereby silencing voices and leaving societies with serious information lacunae. To counter these developments, it is evident that “prosumers” (as referenced variously by Mark Deuze) and media professionals alike both need new knowledge and skills. A number of recent educational initiatives seek to help address the gap.

This panel will interrogate four new curricula / learning resources where UNESCO has had an involvement. Panelists will assess the pedagogy and research underpinning each, as well as the extent to which such initiatives can be adapted elsewhere and promote intersecting literacies for critical and safe consumption and production of journalism. It will be moderated by Guy Berger, Director for Freedom of Expression and Media Development at UNESCO.

Presenters: Emrakeb Assefa Woldearegay, University of Oregon (Eugene, USA); Ramon Tuazon, Asian Institute of Journalism and Communication (Manila, Philippines); Mireya Márquez-Ramírez, Universidad Iberoamericana (Mexico City, Mexico); Prof Divina Frau-Meigs, Sorbonne Nouvelle (Paris, France).

Id: 18525

Title: The global and the regional: what's in a model course on safety literacy, designed for Arab countries, and what it would take to adapt for use in sub-Saharan Africa

Session Type: Panel Submission

Authors:

Name: Emrakeb Assefa

Email: emrakebw@uoregon.edu

Country: US (United States)

Affiliation: University of Oregon, Eugene

Abstract: This paper takes as its focus the Model Course on Safety of Journalists. A Guide for Journalism Teachers in the Arab States, produced by Michael Foley, Clare Arthurs, Magda Abu-Fadil, and published by UNESCO and the International Federation of Journalists. The 166-page curriculum entails 11 lessons, covering policy and practical issues. The paper will provide a critical assessment of the extent to which the model course makes sense and how it could be adapted for use in sub-Saharan Africa. In this spirit, it will unpack the model course's attention to risk assessment, as well as to gender and safe reporting. Also considered from the point of view of journalism in sub-Saharan African countries will be the way the course deals with digital security, coverage of demonstrations and links between ethics and safety. The need to include content about African institutions like the African Court on Human and People's Rights, which has ruled on impunity cases, will be discussed in the context of adapting the model course content on human rights and humanitarian law.

Id: 18627

Title: Embedding new literacies into journalism schools: the case of safety literacy at Philippine Journalism Schools.

Session Type: Panel Submission

Authors:

Name: Ramon Tuazon

Email: rrtuazon722@yahoo.com

Country: PH (Philippines)

Affiliation: Asian Institute of Journalism and Communication, Manila

Abstract: This paper analyses a report on the integration of safety of journalists in the curricula of Philippine journalism schools, compiled by the Asian Institute of Journalism and Communication (AIJC). The paper will analyse the findings and assess how they have shaped the development of competencies and the draft syllabus. It will unpack how the report uses the Outcomes/Competency-based Learning Framework, and the related recommendations on (a) the integration of journalist safety lessons in relevant existing courses in the journalism curriculum and (b) the crafting of a distinct elective course on journalist safety. Further assessment will be given to the report's proposed 16 course outcomes and 48 specific competencies that students should learn and demonstrate. The paper will also comment on the report's 10 competency clusters: General Safety, Risk Assessment, Physical Safety, Psychosocial Safety, Economic Safety, Digital Safety, Language and Image Sensitivity, Ethical Safety, Legal Safety, and Safety Tools and Equipment. Lastly, the paper will provide perspective on the draft syllabus proposed by the report, and its inventory of global and local learning resource materials for teaching journalist safety.

Id: 18628

Title: Analyzing Alternating Volunteer Engagement in Institutionally Mandated Social Responsibility Programs: A case of student-led social responsibility project towards imparting learning at a government school in Bengaluru, Karnataka, India.

Session Type: Individual submission

Authors:

Name: Aanchal Sharma

Email: aanchal.sharma@ssmc.edu.in

Country: IN (India)

Affiliation: Symbiosis School of Media and Communication, Symbiosis International(Deemed University), India

Name: Ekta Chavan

Email: ekta.chavan@ssmc.edu.in

Country: IN (India)

Affiliation: Symbiosis School of Media and Communication, Symbiosis International(Deemed University), India

Name: Shradha Sinha

Email: shradha.sinha@ssmc.edu.in

Country: IN (India)

Affiliation: Symbiosis School of Media and Communication, Symbiosis International(Deemed University), India

Abstract: Social Responsibility projects, especially those mandated by institutions require a voluntarily engagement by various stakeholders to carry out the initiative in a sustainable manner. It is observed that during enlistment the volunteers demonstrate proactive engagement; however they also experience altering interests as the program scales in terms of time duration. This paper is concerned with two broader questions: first is to analyze the factors that continue to motivate volunteers to engage in the social responsibility projects while they also experience altering interests; second is to understand the institute's role in devising strategic messaging for the volunteers which would enable them to engage better with the target participants of the social responsibility program. We argue that answering the aforementioned questions would together help in proposing strategies for a sustainable project on social responsibility. This research includes reflection and observations from an immersive Social Responsibility project mandated by a higher education institute imparting education in the area of media and communication. In this project, there were 75 volunteers from the post-graduate program in media and communication, aged 21 to 27 years, who taught elementary English and Mathematics to sixth, seventh and eighth grade school children at a government school located in nearby vicinity. This program was conducted over a period of six months where students spent two hours a week volunteering at the school, the data for this research was collected over the duration of the project. The media students as volunteers, focused on imparting individual learning to the school children. They used various teaching aid, classroom exercises and other participatory tools to engage and develop rapport with school children. This paper draws insights from the prolonged field immersion which holds potential

source of learning for planning a future social responsibility project which is identical and contextual to the project discussed in this study.

Id: 18629

Title: Building practical skills for media women under threat: assessment of a new handbook

Session Type: Panel Submission

Authors:

Name: Nancy Mbaya

Email: amelyj+nancy@gmail.com

Country: GB (United Kingdom)

Affiliation: University of Chester

Abstract: This paper focuses on the handbook: “What if...? Safety handbook for women journalists”, written by Abeer Saady, and produced by the International Association of Women in Radio and Television (IAWRT) with the support of UNESCO. It will unpack the way this learning resource provides hands-on guidance for women journalists as regards physical, psychosocial and digital safety and security. Consideration will be given to the pedagogy of using personal experiences of several women journalists. The paper will consider the relevance of this international resource for a specific country like Mexico where women journalists have been particularly targeted for attack. Thus, there will be critical appreciation in context of how this text might resonate or not in Mexican media conditions and in terms of the kinds of pedagogies in place for informal/formal learning by journalists (and j-students) in the country.

Id: 18630

Title: Why media and information literacy needs to be sensitive to disinformation and 'fake news' as a global and translingual phenomenon

Session Type: Panel Submission

Authors:

Name: Jane Duncan

Email: amelyj+jane@gmail.com

Country: ZA (South Africa)

Affiliation: University of Johannesburg

Abstract: This paper assesses the forthcoming study on Teaching about “fake news” and disinformation, written by Cheryl Ireton and Julie Posetti, to be published by UNESCO-IPDC. It interrogates the kinds of literacies needed in the face of these kinds of threats, and the risks of over-reliance on experiences in one set of countries to develop an educational resource with more international aspiration. It will also look at a set of “sensible” practices and propose a model for assessing such initiatives in terms of efficiency, transferability and sustainability.

Id: 18651

Title: Media Education in Brazil: the role of the Communication and Education Research Group of the University of São Paulo.

Session Type: Individual submission

Authors:

Name: Cláudia Lago

Email: claudia.lago07@usp.br

Country: BR (Brazil)

Affiliation: São Paulo University

Name: Claudemir Edson Viana

Email: cviana@uol.com.br

Country: BR (Brazil)

Affiliation: São Paulo University

Abstract: This article presents the consolidation of media education in Brazil under the light of its national concept, educommunication, through the analysis of the role and activities of the Communication and Education Research Group of the University of São Paulo (NCE / USP). The group, created in 1996, has carried out research and extension initiatives that systematized the concept of educommunication and made possible projects to train teachers and other education professionals, thus qualifying the educational action through the media and communicative systems. These projects and research work resulted in public policies of implementation of media education, especially in the city of São Paulo, the largest in Brazil. Recent research (Leonel, 2018; Yazaki, 2018) points not only to the central role played by NCE, but also to the conscious strategies of its agents in the consolidation and dissemination of media education. This article, based on a historiographical research, will present the main actions and strategies of the nucleus in its 22 year history, such as the Educom.rádio Project, which formed more than 11 thousand educators in media education, and the Media Education Course, in partnership with the Ministry of Education, lasting 6 years. Additionally, academic initiatives will be presented, such as the Research on the Profile of Educommunicator, and the International Conference of Communication and Education, which took place in São Paulo in 1998, and whose second edition will happen this year. The conference is considered a landmark in the history of media education not only in Brazil but also in the world (Davados, 2006). By illuminating the strategies and challenges faced by the NCE/USP, the article hopes to contribute to the understanding of affirmative actions to consolidate media education.

Key words: media education, educommunication, NCE / USP, research, strategies

Id: 18667

Title: A stranger at the heart of public pedagogy

Session Type: Individual submission

Authors:

Name: Leena Ripatti-Torniainen

Email: leena.ripatti-torniainen@helsinki.fi

Country: FI (Finland)

Affiliation: University of Helsinki

Abstract: My paper discusses a less frequently emphasized meaning of “public” as continuous encounters with strangers and unfamiliarity, and suggests programmatic approaches of public pedagogy that would centre on plurality. One of the four core conceptual meanings of “public” (Ripatti-Torniainen 2017) that Weintraub (1997) characterizes as sociability between strangers in a cosmopolitan city forms the fulcrum of my presentation. Weintraub argues the modern Western thought on public life has not emphasized a cosmopolis but the polis: citizenship and conscious collective action and deliberation. That emphasis has cast a shadow over another historically influential understanding of public life: that of lively and unplanned co-existence of heterogeneous groups and rich symbolic display, illustrated by an urban street. (Weintraub 1997, 25–27.)

Biesta’s (2012) concept of public pedagogy resonates with this conceptual background. He draws on Arendt (1998) who argues that the unique subjectivity of human beings is revealed only in the presence of others whom one does not know. The public realm does not therefore refer to excluding action, such as a declaration of homogeneity or commonness or a monologue dissemination of pre-defined truths. Rather, the public realm refers to action amid plurality, as a stranger in an always slightly strange world. In this way, the public realm relates to a fundamental educational topic: being a subject and being subjected to others at the same time. To Biesta, this dual condition is the ‘public quality’ of human togetherness, to which he bonds his proposition of a programmatic public pedagogy. (Biesta 2012.)

The relevance of this reading has actualized recently, for example in Europe where unforeseen refugee flows have suddenly changed the demographic, linguistic, cultural and religious character of many cities and communities. In a world that may appear strange and vulnerable, Biesta’s reading clarifies that unfamiliarity is the characteristic feature of the public realm.

How pedagogues could address this topic? The first aspect, I suggest, comprises broadening meanings and meaning-making, including those that interrupt our established being. The second comprises broadening relations both with strangers and in which we become strangers. The third comprises action in the presence and dependently on the response of others. While all these suggestions require careful ethical reflection, they also make available the greatest conceptual prospect of “public”: continuous openness to the emergence of what is not yet known.

The paper connects with the conference call in relation to sustainable societies, especially openness, accessibility and social justice.

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Id: 18703

Title: Media Education in Contentious Times: Integrating Critical Media Literacy and Global Citizenship Awareness

Session Type: Individual submission

Authors:

Name: Min Tang

Email: tangmin@uw.edu

Country: US (United States)

Affiliation: School of Interdisciplinary Arts & Sciences University of Washington Bothell School of Interdisciplinary Arts & Sciences, University of Washington Bothell

Abstract: We live in an increasingly contentious world, dealing with various political uprisings, international conflicts, civil movements, and the ongoing aftermath of the very recent financial crisis. Whereas media literacy tends to focus on the five core concepts of message construction and deconstruction, less attention is given to the role of media in mediating and representing these global processes. In this paper, I argue that it is critical, in media literacy curriculum, to embed an awareness for global society and to establish students' sense of global citizenship.

In this paper, I examine the theoretical foundation and practical application to develop "a globally minded" curriculum in critical media literacy (Harshman, 2017). Taking media education as a political project for democratic social changes (Kellen and Share, 2007; Hobbs and Jensen, 2009), I foreground the identity of global citizenship and humanity as an essential aspect to media morality. I use three case studies to illustrate my practices: (1) the two sides of Omran's story; (2) the "otherness" in media representation; and (3) media advocacy in climate summit. I then reflect on how a teacher's embodied positionality impact her role in the classroom through guiding students. I maintain that, while taking a relatively neutral stance on political controversies, the instructor should build the pedagogy around students' awareness of global citizenship and compassion toward the suffering and injustices concerning the transnational human society.

Id: 18745

Title: Children's trust in artificial intelligent applications: Needs for media literacy 3.0

Session Type: Individual submission

Authors:

Name: Sirkku Kotilainen

Email: sirkku.kotilainen@uta.fi

Country: FI (Finland)

Affiliation: Prof, Tampere University

Name: Mika-Petri Laakkonen

Email: mika-petri.laakkonen@ulapland.fi

Country: FI (Finland)

Affiliation: Prof, University of Lapland

Name: Jussi Okkonen

Email: jussi.okkonen@uta.fi

Country: FI (Finland)

Affiliation: Senior researcher, Tampere University

Abstract: The artificial intelligent systems are reshaping human reality. They engulf our physical, mental and etheric bodies, they affect our everyday of life. Especially children and youth are altering their mobile communication and media usage fundamentally in their everyday lives today. During children's use the mobile artificial intelligent applications (f.ex. Samsung Bixby), the "robot" inside the application is learning from the feedback provided by children and youth through their uses. The proposed paper addresses the question on trust in artificial intelligence (AI): How are children starting to trust in these kind of applications? When related to the practices of mobile use?

The earlier research in artificial intelligent systems are written in the technical point of view, as well in educational sciences which mainly focus on how AI is taken as teaching assistant. The papers cover the topic such as deep learning, neural networks, fuzzy logics, self-organizing maps, cognitive agents and algorithms. There is lack of research conducted in artificial intelligent systems in use of children and youth and their everyday of life. Currently more attention is needed to the ethical and moral questions, in which way the service and application providers are collecting, saving and utilizing data as well.

Based on review on current research and preliminary interviews in families, this paper addresses the topic from two perspectives. The first perspective is about acceptability of such technologies in general, i.e. to whom or what people are willing to grant right to control content, access and actions in digital sphere. The second perspective is about how users, and their parents too, are affected by the use of pervasive and immersive technology that shapes their media practices. The outcome is to present results for discussion on media literacy 3.0, and draft a thorough research agenda for contemplating the multi-faceted phenomenon of artificial intelligence and minors.

Id: 18747

Title: Aspects of Inclusive Media Education

Session Type: Individual submission

Authors:

Name: Sirkku Kotilainen

Email: sirkku.kotilainen@uta.fi

Country: FI (Finland)

Affiliation: Prof, Tampere University

Name: Mari Pienimäki

Email: mari.pienimaki@uta.fi

Country: FI (Finland)

Affiliation: Senior researcher, Tampere University

Abstract: In an age of uncertainty, increasing immigration, and multiple societal crises, vulnerable youth are of ongoing global concern. Being “vulnerable” as young people in society means, for example, having diminished ability or motivation to make personal life choices or to maintain one’s autonomy, or lacking everyday life skills because of situational, psychological or physiological factors (Liamputtong, 2007). In our digital society, these difficulties can also mean poor media skills and motivation to use diverse media on one’s own and in constructive, literacy-building ways. A key question is then, how can schools and institutions working with vulnerable youth promote their media skills, literacies and motivation for autonomous digital agency, while keeping in mind their vulnerabilities? This paper suggests inclusive media education as an answer.

Media education here is understood as pedagogies on multiliteracies (e.g. Cazden et. al., 2001) for enhancing youths’ media literacies as understandings of digitalized societies with their public nature and for supporting their media skills as communicative media literacies. The objective is to support the youth voice through public media participation, as the core activity of citizens in democratic societies in the 21st century.

The paper is based on the three-year intensive action research titled *Young People in the Limelight: Towards Agency through Multiliteracies (2015–2017)*. The study consisted of eight media workshops. Nearly 100 young people, mainly ages 15–22, were involved, along with institutions like municipal youth centres and non-governmental youth organisations. The young people were considered to be “vulnerable” and at risk of dropping out of society because they had, for example, learning or social difficulties or psychological problems or they otherwise had challenging life situations. About half of them were pupils at a preparatory class or basic school or were just starting their studies in secondary education. The other half were officially unemployed or were outside the job market and the school system for other reasons, such as being asylum seekers.

The participatory media-based workshops lasting 16–40 hours were designed by researchers in cooperation with the teachers and youth workers of each institution. The media-making varied from quick one-day assignments to entire projects, such as a photography exhibition or a stage play. The eight researchers of the study collected multiple qualitative data through mixed methods, including research diaries (n=10); interviews with youth, teachers and youth workers (n=39); questionnaires for the young people (n=71); summaries of World Café discussions with youth workers, teachers

and researchers in two seminars (n=12); and a large amount of media content made by young participants (e.g. photographs, videos, blog texts).

In the paper, we discuss the results of the study as practices of inclusive media education. The main result is a suggestive model based on five key features for promoting the inclusion of vulnerable participants in educational settings as inclusive media education: 1) safe spaces, 2) caring interaction, 3) trust in competence, 4) creative media-making and 5) authentic agency.

Id: 18794

Title: Managing Social Media. Exploring Practical Requirements and Educational Implications

Session Type: Individual submission

Authors:

Name: Michael Johann

Email: michael.johann@uni-passau.de

Country: DE (Germany)

Affiliation: University of Passau

Abstract: In recent decades media and communication management has increasingly entered universities as academic discipline. Digitization and internationalization, however, are challenges with changing demands in media education and practice (Alexander, 2016; Macnamara & Zerfass, 2012). Thus, media education often “struggles for academic legitimacy” (Fitch, 2013, p. 143) although graduate students “need to be prepared for a lifelong journey of adaptation in a relentlessly changing media landscape” (Pavlik, 2013, p. 215).

From a practical perspective, digital media are considered as the most important tools for stakeholder communication while digitization is perceived as a core challenge for media and communication managers (Zerfass et al., 2017). In consequence, new specialized job profiles such as the ‘social media manager’ or the ‘community manager’ have emerged within the last years (Montalvo, 2011; Van Looy, 2016). Overall, practical challenges of social media management are well researched. There are evidences for social media strategies (e.g., Allagui & Breslow, 2016; Kim et al., 2014; Theunissen, 2015), social media content (e.g. Ingenhoff & Ruehl, 2015; Saxton & Waters, 2014; Walden & Waters, 2015), user engagement (e.g., Jiang et al., 2016; Levensus & Sundstrom, 2017; Watkins, 2017), and the evaluation of social media communication (e.g., Linke & Oliviera, 2015; Kim & Park, 2017; Meggiorin et al., 2016).

Much less attention has been paid to the educational perspective. There are only first attempts to answer the question of how educators can appropriately prepare future social media practitioners (Alexander, 2016; West, 2017). To further close the gap between practical and educational perspectives on social media management this paper focuses on practitioners’ requirements regarding a modern and appropriate social media education: What are the core tasks within social media management (RQ1)? Which qualifications are required (RQ2)? What are the implications for media education (RQ3)?

To explore the research questions, we interviewed executive social media managers in leading German companies and agencies (n = 14). The qualitative in-depth interviews were conducted by telephone in November and December 2017 and lasted between 17 and 51 minutes (M = 35.86 minutes, SD = 8.76 minutes). Based on structuring qualitative content analysis (Mayring, 2010) of the transcripts, we will introduce a first approach to a contemporary job profile for social media management. The profile encompasses relevant tasks (social media strategy, corporate content, community management, social media analytics, change management), skills (technical, methodological, personal, social, leadership), and educational recommendations (practical level, curriculum level). With regard to the analysis’ findings, this paper aims to contribute to a more

systematic knowledge transfer from the professional to the educational field of social media management and vice versa.

Id: 18825

Title: Media Education and Media Markets: A Study on Students Aspirations and Industry Academia Link in India

Session Type: Individual submission

Authors:

Name: JYOTI RANJAN SAHOO

Email: jyoti.kumarpur@gmail.com

Country: IN (India)

Affiliation: PhD Scholar, Centre for Culture, Media and Governance, Jamia Millia Islamia-a Central University, New Delhi-110025

Abstract: After globalisation, media and entertainment (M&E) industries in India have not only experienced phenomenal growth and expansion, but also substantially harnessed. Realising the need for innovation, the emerging new technology and cut throat competition compel the media sector to develop with a scope of new dimensions of development, which may creates hundreds of new job avenues and opportunities. Thus, for growth and expansion, media requires human and technical resources. Few research studies suggest that there need to be equal in both supply and demand side in term of providing media education and ensuring producing vibrating media professionals as per the market requirement. Realising the need of differences and gap between media education and media markets, since student's aspiration is equally important to fulfil with market's need in a new emerging market, this paper really intended to examine the diverse backgrounds, different opinions and interests among students. What are the student's motivation forces to join media course? Do media industries require human resources as per their need? Does academic content and syllabus practised by media institutions meet the demands of hardcore media industries, developmental and research organizations in India? Both qualitative and quantitative approach has been adopted for data analyses of 400 which questionnaires were employed among university students The result shows that media education in the country could be remained intact through bridging the gap between supply and demand, particularly emphasizing to understand the students need and aspiration.

Id: 18828

Title: Gendered Narratives in Fictional Content on Indian OTT Platforms ' Deconstructing Representation and Decoding Reception in a Digital Literacy Framework

Session Type: Individual submission

Authors:

Name: Ruchi Jaggi

Email: ruchi.jaggi@gmail.com

Country: IN (India)

Affiliation: Symbiosis Institute of Media and Communication, Symbiosis International (Deemed University), Pune, India

Abstract: The Media & Entertainment industry is growing in unprecedented ways in India. Reports by multiple agencies including KPMG and Deloitte state that with improved networks, better access to the internet, and ever-increasing smartphone ownership; digital media consumption in India, and across the globe, has risen exponentially. OTT (Over-the-top) platforms have grown extensively in India, consequently. Statistics show that there are currently 176 million OTT viewers in India and that the OTT video industry achieved a growth of 160 percent in 2017. There are currently over 25 OTT platforms in India. The original content being telecast on these platforms comes across as more liberated and uninhibited. While the fact that digital platforms are not bound by censorship rules, may have a crucial role to play in defining the nature of this content; what is also regularly emerging as a significant finding is that the younger audiences do not find television content relevant and exciting anymore and are therefore more drawn towards the more realistic and identifiable original content being run on these OTT platforms. This research study aims to study the representation and perception of gendered narratives on OTT platforms. This study will endeavour to deconstruct the gender representations in the most popular indigenous, original fictional programming on Indian OTT platforms. However, more significantly, the study would investigate digital media literacies demonstrated by the younger audiences, who otherwise find Indian television fiction regressive, in the context of gender portrayals. The primary question this study seeks to engage with is to understand the media literacy competencies of the audiences on these digital platforms, especially the perception of fictional narratives, from the lens of gender. The study will use content analysis to deconstruct the representations of gender in the OTT programming and conduct interviews with audiences to investigate their reception and understanding of gendered narratives.

Id: 18887

Title: From Safe Space to Work Space: Community Youth Arts Programs as Creative Industries Incubators

Session Type: Individual submission

Authors:

Name: Miranda Campbell

Email: miranda.campbell@ryerson.ca

Country: CA (Canada)

Affiliation: Ryerson University

Abstract: The rise of youth pursuing creative work has been documented (Campbell, 2013; Leadbeater & Oakley, 1999; McRobbie, 1999, 2004), but little is still known about the process of finding or creating this work, the challenges it contains, what support mechanisms are needed, or what resources youth draw upon. Meanwhile, community programs are increasingly using art and media as tools to engage youth, especially those from marginalized backgrounds (Charland, 2005; Fuller, 2009; Gallagher, 2014; McLean, 2014; Sinner & Conrad, 2015). Through the pedagogies and programming that are offered and through the support networks that youth create amongst themselves at these sites, these programs act as spaces of knowledge transfer, skill sharing, teaching, and learning in novel ways. The role of these programs in fostering social cohesion with at-risk youth has been noted, but little research has evaluated the pedagogical innovations of these programs as they encourage youth to continue on with the creative projects and skills they learn on site and forge creative careers.

In Canada, youth creative activities have gained visibility through increased government funding for “youth arts” programs that are rooted in youth engagement models. Art is seen as a tool to reduce youth crime in the youth engagement model, but is also seen to promote social cohesion in a more holistic manner, as youth develop self-esteem and life skills through capacity building (Albright, 2008; Fix & Spivak, 2007; Guetzhof, 2002; Hughes & Wilson, 2004; Warner, 2006). Youth also access community-based youth arts projects as part of an employment pathway to develop creative industries skills (Coles, 2007; Wright, John & Sheel, 2005; Bloustein & Peters, 2011), but the youth engagement model stresses an end-goal of social cohesion rather than successful youth creative employment.

Based in participant observation and semi-structured interviews with youth participants at three community youth arts programs in Toronto, Canada, this paper highlights the role of fostering a “safe” or inclusive space through the use of anti-oppression practices when working with marginalized youth. This paper investigates the role of inclusive space in improving wellbeing, relationships with others, and skill and goal development for emerging artists involved with community youth arts programs. In addition to offering programming, the community youth arts programs under study offer micro-employment to emerging artists, and this paper investigates the role of this micro-employment in the overall career development of the emerging artist. This paper concludes by highlighting best practices in inclusion in youth arts programming and successes in youth experiences in these programs at the employment level, such that these best practices can be studied on a larger-scale and more widely implemented in both community settings and in traditional educational contexts.

Id: 18937

Title: Media Literacy in the Digital Age: Expectations and Inheritances

Session Type: Individual submission

Authors:

Name: David Murphy

Email: davidcot@sfu.ca

Country: CA (Canada)

Affiliation: Simon Fraser University

Abstract: As an instructor of media analysis and production in the mid 1990's I recall the effort we put in to acquire cameras and computer equipment (1) in order to run courses on media literacy. This effort we justified because we wanted to demystify and reveal the technological foundations that created and controlled the contemporary mediascape. Today a quick technology inventory of any of our media analysis classes shows that there are almost double the cameras and devices (capable of media production) than students, and this is just what the students carry with them. We have argued endlessly for resources to support media literacy in schools, but now we are at a point where access to technology far exceeds our pedagogical use. This is indicative of what I argue is an over abundance of technology coupled with a deficiency of practical wisdom (phronesis) to use the technology to our educational benefit.

A survey of curriculum in England, US, and Australia (Williamson, 2013) demonstrates clearly that the promise of the digital age to provide individuals with the agency to create and express themselves freely through technology dominates the discourse in education. Being prepared for a rapidly changing society, creative innovation, and development of technical skills all seem like decent goals, but they belie the dependency that is ultimately driven by corporate interests in promoting our insatiable consumption of technology. We have associated technological access with literacy at such a rate that the original goal of promoting active citizens through the understanding media seems to have been forgotten. Meanwhile our technology is outdated and replaced at ever increasing frequency. While we drive toward a new curriculum that replaces the factory model of the 20th century we seem to be blinded by what is new and innovative at the cost of the wisdom, goals, and expectations central to a healthy society. My suggestion is to reevaluate our goals in media literacy by tempering our ambition to make all things digital and returning to some of the classic technologies of the self.

This paper follows the use of life-writing in undergraduate media analysis and production courses as a way to get students to contemplate their agency, responsibility, and potential in regard to media technology. The autobiographic traditions of the hypomnēmata (Foucault, 1997) serves as a starting point to develop a method of personal inquiry and self cultivation that is used in combination with critical media production to create and understand media in a historical and cultural context. The challenge of teaching media literacy has changed dramatically over the past 20 years and to address this challenge we must look to the wisdom of the past as well as our expectations for the future.

(1) I believe we had three video cameras and one 2 gig SCSI hard drive shared with 25 students, circa 1996.

Id: 18964

Title: Could integrational media literacy initiatives reinforce feeling of alienation: The case of Czech Roma parents and children

Session Type: Individual submission

Authors:

Name: Yonty Friesem

Email: yfriesem@colum.edu

Country: US (United States)

Affiliation: Columbia College Chicago

Name: Markéta Zezulková

Email: marketa.zezulkova@fsv.cuni.cz

Country: CZ (Czech Republic)

Affiliation: Charles University

Abstract: The Romani people represent Europe's largest minority (European Commission 2016), yet still the rights of many are being constantly violated by distinct parties directly and indirectly involved in their lives. For example, Czech policy, educational as well as public, faces criticism for a lack of knowledge and acknowledgement of Roma children's upbringing and lived experiences, often seen as inconsistent with the majority population (Kaleja 2011). Media education and parental mediation theories and practices could potentially face similar criticism, because up to now, the role of media and digital technology in Roma children's lived experiences, upbringing and learning have been mostly neglected by researchers, educators and policy makers alike.

This paper addresses this gap by drawing upon a small-scale ethnographic and phenomenological research study conducted with seven marginalized Roma families living in the Czech Republic, which was funded by the Short Term Scientific Mission (STSM) award by the ISCH COST Action IS1410: The digital literacy and multimodal practices of young children (DigiLitEY). The aim of the project was to explore the Czech Roma children's media experience and learning across home and institutional settings, while applying multiple qualitative data collection techniques. Children's upbringing and the parent's sociocultural beliefs were not originally part of the research focus, but the need for its greater understanding within the fields of media education and parental mediation emerged from the field research.

Drawing upon the complex research data and its findings, the focus will be on a unique cultural self-definition known as "romanipen", often referred to as the totality of what it means to be Roma (Frištenská et al. 2004), and the Czech Roma parents' experience of self-negotiating between romanipen and the dominant white culture. We will argue that not only romanipen, but also to it connected self-negotiations, require much greater understanding within media education and parental mediation fields. Although we honour research, practices and policies promoting media and digital literacy among marginalised children as one of the ways towards greater social equality, we will challenge this often dominant rhetoric by arguing that the primary motivation, at least in the case of Czech Romani children, should not be integrational one. Our research discovered that in the families' experience the borderline between assimilation and integration was still too thin, so even well-meant integrational discourses, policies and practices often had a different impact on the Roma

parents and their children than it was originally intended by the majority society, for example, the reinforced feelings of alienation and otherness.

As a way of illustration, parents and children's quotes as well as photographs from the field research will be used in the presentation.

Id: 19042

Title: Aporte de la Edu-comunicación al fenómeno del bullying escolar en estudiantes de educación media. Estudio de caso en Colombia

Session Type: Individual submission

Authors:

Name: Giovanni BOHORQUEZ-PEREIRA

Email: giovanni.bohorquez@upb.edu.co

Country: CO (Colombia)

Affiliation: Universidad Pontificia Bolivariana, UPB, sede Bucaramanga

Name: Tatiana Muñoz

Email: tatiana.munoz@upb.edu.co

Country: CO (Colombia)

Affiliation: Universidad Pontificia Bolivariana, UPB, sede Bucaramanga

Abstract: Un estudio realizado por el Ministerio de Educación Nacional de Colombia (2012), indicó que uno de cada cinco niños, es víctima de agresión y acoso escolar. Además, ellos no le dan importancia a las agresiones hacia ellos mismos o las que sufren sus compañeros. Inclusive, consideran de manera “normal” los actos de maltrato al que están expuestos de manera directa o indirecta a diario. Por otra parte, el Instituto Nacional de Medicina Legal, informó que durante el primer semestre de año 2013, la violencia común impulsiva en jóvenes aumentó en 50% comparado con reportes anteriores.

La escuela no es un lugar ajeno a este tipo de problemática. En testimonios recolectados a docentes de colegios locales, confirman los datos de estos estudios y expresan su preocupación por el incremento de hechos de violencia al interior de las aulas que se traducen en situaciones como deserción escolar, llegando inclusive hasta casos de suicidio. Por lo tanto, se propuso como objetivo evidenciar la situación problema desde los propios actores y qué aportes desde su propia auto-reflexión, apelando a estrategias educativas que ofrecieran alternativas de convivencia escolar y educación en valores.

Con el fin de obtener una perspectiva del fenómeno se indagó en autores desde lo teórico como Chau (2003), Velázquez (2002) (Paredes, 2009) y Felix, Sharkey, Green, Furlong & Tanigawa, (2011) quienes abordan la agresión, sus tipologías y bullying en el contexto escolar. De la misma manera se indagó en lo relacionado a Educomunicación en autores como Huergo (2001), Barraquero (2007), De Oliveira Soares (2009), Barbas Coslado, (2012), Albarracín y Cárdenas (2012), Tufté (2004) Bohórquez-Pereira, Flórez (2012) y Mefalópulos y Kamlongera (2008). Desde lo metodológico, el paradigma crítico-social (Torres Carillo, 2002) fue punto de referencia, puesto que era necesario para la investigación crear condiciones para la articulación y reflexión de todos los participantes de seis colegios públicos de educación media en Piedecuesta, Santander, Colombia, en la situación problema, al igual que en la formulación de posibles salidas. El componente comunicativo acudió al modelo de fases de Bonilla y Rodríguez (2005) incluyendo en su desarrollo aspectos propios de la Investigación Acción, IA. Todo lo anterior con el central propósito de propiciar espacios de comunicación y reflexión sobre los lugares, desencadenantes, acciones y soluciones propiciadas por el ataque y el asedio entre educandos.

Una primera evaluación mediante encuesta a los participantes, reveló que la estrategia fue aceptada, por considerar que ofreció un espacio diferente para discutir la problemática, pero además el punto a destacar fue la inclusión del “Carrusel Anti-bullying”, como parte de la “Ruta de acompañamiento Ser, Decir y Hacer”, dado que los resultados obtenidos, están en concordancia con la política nacional colombiana orientada a favorecer la niñez y la convivencia escolar.

Palabras claves: Agresión y acoso escolar, Bullying, Educomunicación, Investigación Acción, educación.

Id: 19137

Title: Cinema Education and the Spiritual Identity of the Children/Adolescents

Session Type: Individual submission

Authors:

Name: Patricia Cortés

Email: pattyradio@yahoo.com

Country: BO (Bolivia)

Affiliation: ALAIC

Abstract: Is Wall-E a spiritual, theological film? Films, in general, can give children / adolescents principles for building their identity? Questions that we ask ourselves at the beginning of a post-doctoral research which could try to answer not only the needs of the theoreticians of the communication and theology but also those of the practitioners (teachers, instructors, etc.) and which will interest all those who expect the new generations to cooperate and dialogue effectively ... for an anthropological purpose in the broadest sense of the term.

The problem that leads us to carry out this research stems from the fact that the growing presence of the media (in this case, the films) - in response mainly to the logic of the market and the weakness in the regulation on the part of the public authorities - has makes it urgent to strengthen the media content, the autonomy of the recipient. This implies that the latter is provided with specific skills that lead him to develop a critical awareness and a creative attitude towards the media.

We start from the main results of our doctoral research (Catholic University of Louvain, 2011) on "The communicative dimension of media education: dialogue and decentration" to make a first reflection and research proposal in order to deepen the dimension anthropological-philosophical study of our study by linking education to media and theology to focus on the subject - children and adolescents - that is to say on a person with dignity, responsibility, competence, an autonomy, a spirituality and an identity.

In this perspective, our initial question can be formulated as follows: What are the fundamental principles of the anthropological-philosophical dimension of a film education that considers the identity of children / adolescents from a theological reflection around dialogue? In other words: How can films, in general, be a source of reflection for the construction of a spiritual, dialogical, critical and creative identity in children / adolescents?

To tackle these questions, the research was developed in the framework of a quasi-experimentation with a population of approximately 80 children / adolescents (between 10 and 12 years old) and of different cultural and socioeconomic levels. We work with 4 analysis groups (2 dialogical and 2 non-dialogical). All classes were filmed to perform the analyzes.

The results of the research are based on the analysis of the exchanges made between children / adolescents after having seen the film. An "analysis grid" has been structured based on the theoretical contributions of: Marie-France Daniel, Jean-Pierre Meunier, Paul Ricoeur, Mario Kaplún, Paulo Freire, among others.

As a general conclusion, it has been observed that the introduction of the independent variable dialogue or non-dialogue is determinant for the cognitive operations and critical thinking of children / adolescents with important repercussions in its deepest values, in the intangible, in what cannot be measured, in the spiritual.

Id: 19196

Title: "Where there is no school: Radio and Mobile Technologies for education in crises and post-conflict societies"

Session Type: Individual submission

Authors:

Name: Jacob Jacob

Email: jacob.jacob@aun.edu.ng

Country: US (United States)

Affiliation: Dickinson College

Abstract: The AUN-USAID Technology Enhanced Learning for All (TELA) project was developed and implemented as a proof of concept, to show the impact of a blend of technologies on learning. 22,000 out-of-school children (OSC) in Adamawa State were divided into three constellations or groups. In the first Constellation, participants were exposed only to the radio programs; in the second Constellation, participants were exposed to an extra lesson on tablet computers (or mobile classroom) once a month in addition to the radio lessons; in the third Constellation, participants were exposed to extra lessons on tablet computers twice a month in addition to the radio lessons. Before the children were exposed to the programs, we conducted baseline standardized Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tests to ascertain their literacy and numeracy competences respectively. After six months of exposure, we conducted endline tests on the same sample using EGRA and EGMA and averaged the improvement rates of the respective subtasks to obtain the overall improvement scores of participants across the three constellations. We observed an average improvement of 99.1% in EGRA (literacy) scores and an average improvement of 97.2% in EGMA (numeracy) scores across constellations. There were significant variances across Constellations which show the relative impact of typologies of interventions adopted. Findings indicate that radio and mobile technologies can indeed provide a swift response to the educational crises in northeast Nigeria and in post-conflict societies in general. The nature of instructional radio and technologies has a direct consequence on learning outcomes. In producing instructional radio contents for OSCs, a core objective should be to increase the love for learning, particularly in societies where there are no schools.