Media Education Research Section

Abstracts of papers presented at the annual conference of the
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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: 19623

Title: Combating fake news: Meaningful gamification for the public to enhance their critical thinking skills and media literacy

Session Type: Individual submission

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Abstract: To combat fake news, the social media giant Facebook has announced that its 27 fact-checking partners across the world now have access to a new tool powered by machine learning and designed to help reviewers identify and take action against false content faster.

However, to combat fake news cannot just rely on the companies and machines. To empower the public with media literacy and critical thinking skills can help increase the awareness of fake news and identify them. The goals of this study are to design a gamification mechanism applied to all kinds of news website for the public, to enhance their media literacy and critical thinking skills and therefore to help the public identify fake news.

In order to motivate the public to train themselves and to practice the learned skills in everyday life, this study borrowed the concept "meaningful gamification" and designed a gamified platform to assist the teaching and to promote self-training for the general public. Nicholson (2012) introduced the term "meaningful gamification" which emphasizes that connections between game elements and important aspects of learning activities should be presented to help the user make relevant connections between aspects of the non-game activity and his or her own learning goals and desires. Accordingly, a meaningful gamification system in education needs to encompass a wide variety of users' backgrounds, desires, and skill sets.Some gaming elements including goals, challenges and quests, progress, feedback, competition and cooperation, actual grading, visible status, access/ unlocking content, freedom of choice, freedom to fail, storytelling, new identities and roles were employed in this gamified platform.

Several teaching goals are designed to put into the players' manual booklets: (a) introduction to critical thinking, (b) introduction to media literacy, (c) introduction to Toulmin's argument model, (d) critical thinking skills, (e) introduction to argument fallacies, (f) media argument fallacies, (g) critical thinking strategies, (h) critical discourse analysis and (i) visual culture and (j) fake news and politics.

The media literacy and awareness of fake news scale (MLAFN) will be developed by this study. The scale and the Critical Thinking Test LevelⅡ(CTT-Ⅱ) will be employed in this study. Participants will be recruited from the college and join the experiment for 5 weeks. A pretest-posttest control group design will be employed. Repeated measure analysis of variance and structured interviews will be employed for the analysis of the effectiveness of the gaming mechanism. Hopefully, this study can contribute to the enhancement of media literacy and critical

thinking skills of the public and can help raise the awareness of fake news and sharpen the skills to identify them.

Id: 19674

Title: ICT and Media Education Curriculum for Teacher Training

Session Type: Individual submission

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Abstract: Teacher education is in dire need of consistent criteria that can circumscribe a critical approach to media education and digital literacy. This proposal offers a nuanced view of the difference between training teachers for the use of ICT (or the so called "digital competences") and teacher training in media education. We argue that, in order to address professional training for educators and, more specifically, the initial training of teachers in media education, it is imperative to clarify concepts, avoid reductionism and design concrete, feasible plans. Prioritizing technical training is among the most frequent types of reductionism, and this can be detrimental to more critical and reflective approaches. In general, teacher training focuses on the mastery of educational technology rather than media education. Moreover, ICT approaches are more focused on "learning to know" and "learning to do" than on "learning to live together" and "learning to be." As a result, attitudes and values tend to be relegated to the background.
In this paper we propose new approaches to media education research and a revamped ICT and Media Education curriculum model for teacher training.

Id: 19712

Title: Media psychology: challenges of competence-based curricula and employment (Case of Georgia)

Session Type: Individual submission

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Abstract: The purpose of this research is to identify the core competencies for media psychology curricula and common criteria which employers consider in the process of employing media psychologists. The research holds significance for adjusting interdisciplinary educational programs and in particular, advancing media psychologists' competency matrix (graduate program's learning outcomes).

This research answers the questions as it follows:

1.   What core educational competencies/learning outcomes are to be met by media psychologists (by completing graduate level)?
2.   According to what criteria (in employers' opinion), knowledge and skill-based competencies media psychologists might be employed in Georgia?
3.   what are the basic gaps and recommendations to be considered for adjusting higher educational programs?

Employers from 35 organizations (media, marketing and research organizations, governmental and non-governmental agencies) in Georgia answered the close and open-ended questions in 2018.

Media psychology is an emerging sphere and in Georgia it has already started to develop in the interdisciplinary context. The field might have a unique condition for development in the region for its unique media landscape: Georgian media managed to survive under omnipresent Soviet propaganda, but the legacy still looms large on the country's media landscape. For now, Georgia is in a condition of so-called hybrid war and struggles with anti-western propaganda.

According to the results, 71 % of employers do not have in stuff media psychologists and up to 45 % wish to employ specialists with such competencies; there is a low awareness about media psychologists and 39 % still do not know if they want to employ them in Georgia. Still 75 % of employers would offer trail period to them. Majority of respondents (82%) answer, that knowledge and skill based competencies with emphasis of psychology is critically important (61 %) or

important (21 %) for journalists (in particular); 88 % of employers think that media employees should have a good understanding of the negative and positive phenomena/effects of Media (TV, Radio, Print and online) product, should be ethical (reduce stigmatization and strengthening stereotypes, not use hate speech, etc.); They should know, how fake, biased news and propaganda effects peoples' mind and perception of reality.

According to the research the core competencies for media psychology curricula have been shaped. The research is a valuable resource for educators in modernizing educational programs by taking into consideration employment requirements and fine-tuning accreditation standards.

Id: 19793

Title: INNOVATION IN MEDIA AND COMMUNICATION STUDIES: A SOUTH AFRICAN CASE STUDY

Session Type: Individual submission

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Abstract: In this paper we discuss the possibility of a discipline of media and communication that is innovative, pluralistic and open in ways that conduce to development. Based on a set of in-depth interviews with a select group of South African scholars teaching and researching in the discipline, we establish the extent to which they regard media and communication study as a field which is innovative. Innovation here talks to a discipline that is imaginatively open to a myriad of different, diverse and divergent contributions relevant to the human endeavour of understanding the world in ways that better humanity. In doing so, we explore the extent(s) to which the discipline is perceived by scholars in the field as variously enabling, encompassing and embody innovation in research, teaching, curricula, theory, methodology, resourcing, and community outreach. As such the paper addresses the breadth of involvements articulated that support or inhibit innovation.

Id: 19809

Title: Online children in Kosovo, use of the Internet and experiences

Session Type: Individual submission

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Abstract: Current studies in European countries have shown that in recent years there has been an increase in the use of internet by children aged 9-16 years old, while parents are increasingly being shown to be ineffective in exercising parental control when it comes to the presence of abuse and pornographic online products. About 15 percent of households in 25 European countries are considered to be "incompetent families" to exercise the necessary control over harmful online phenomena for their children (Paus-Hasebrink et al., 2013). While there are no studies on the amount of internet use in Kosovo, there some reliable sources (alexa.com) which prove that Kosovo is a wide user of social networks compared to the European countries. The country makes a specific exception from other countries by having an online portal as the most visited site in contrast to European countries, i.e. google which is ranked first. For this reason, the study is focused on three study fields/scopes of online children: the use, activity, and risk factors, viewed in relation to parents, school and friends. The main purpose of this study is to identify the real situation of online technology usage in Kosovo, the time spent online and the products consumed on the internet by children aged 9-16, and to raise social awareness and offer empirical data also useful for media education. Quantitative and qualitative methods will be combined for the realization of this study project, which is ongoing and funded by the Ministry of Education of Kosovo and with the author of this abstract as the bearer of the project. About 2000 children from different schools in Kosovo, urban and rural, of both sexes aged 9-16 were surveyed through a standardized questionnaire. Another questionnaire was designed for parents to compare and test results from children's responses. The standardized questionnaire (Livingstone et al. 2011) used in conducting the online "Kids Online" survey in 25 different EU countries has been adapted to the social and cultural context of Kosovo. Parents of this age group have been interviewed in order to test the veracity of the children's questionnaire. In other words, the detailed survey is structured so that questions make the child accountable for his online experiences. The current data analysis concluded that higher education parents are more inclined to supervise their children in terms of time and how to use the Internet than less educated parents are. Meanwhile, children from smaller families are less exposed to online dangers compared to the children from larger families (families with more children).

Id: 20342

Title: Data Literacy and Media Literacy. Is an integration possible and desirable

Session Type: Individual submission

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Abstract: Data literacy seems to be the new kid on the block in the growing attention to different forms of literacies. The reason for the growing attention lies of course in the fact that data, in all its forms, starts to have an enormous impact on our daily lives. Some of those evolutions are clearly situated in the field of media, such as search engines, recommendation engines, personalization of news, etc. However, some of these data driven evolutions are situated in fields outside of media such as smart cities, smart environments, data-based strategies and policies, etc. This evolution provides us with new opportunities, but also brings possible dangers with them such as filter bubbles, fake news, social sorting and digital exclusion mechanisms.

The question then is, what is the relation between media literacy and data literacy? Are current models for media literacy sufficient to understand data literacy? What are the similarities and what are the differences? How can we adapt models to integrate data literacy within existing models and frameworks? The literature on data literacy does not necessarily help, because the literature seems to go in all directions, covering data literacy, statistical literacy, algorithmic literacy, numeracy, etc. Furthermore, the existing research focus on data literacy at the level of the individual, at the level of sectors and organizations, in relation to skills sets and competencies, etc. Yet, we all feel that individual users need new critical skills to understand the use of data, its effects on their individual life and behavior, and the possibilities of making informed choices in relation to data.

In our paper we will first map the current discussion on data literacy by analyzing a broad body of publications in the field and clustering them in terms of definition, scope, target group etc. This provides us with a base to better understand the discussion and to make informed decisions as to how it relates to media literacy. Second, we will use the competence model on media literacy as developed by the Knowledge Center for Digital and Media Literacy Flanders/Belgium to map similarities and differences and discuss them in detail. We will propose possible adaptations to the competence model to integrate the concept of data literacy. Third, we will identify and map existing data literacy projects on the extended competence model. What competences are well covered? Where would we need new approaches to teach specific skills and competences? The last analysis —apart from informing our own work—can inform new actions in the field of data/media literacy.

Id: 20732

Title: Assessing the media literacy of adolescents (13-15 years old) in information search and multimedia creation

Session Type: Individual submission

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Abstract: In this presentation, we report on the first results of an international study (2018-2022) on the assessment of the media literacy of teenagers related to online information search and multimedia creation, in the French-speaking community of Belgium (Université catholique de Louvain, our team), Québec (Université du Québec à Montréal), France (Université de Rouen) and Switzerland (Université de Genève).

We consider media literacy as a set of competencies. Competencies involve "a personal ability to adapt oneself to novel situations in new and non-stereotypical ways" (Rey, Carette, Defrance, & Kahn, 2012, p. 13) that exceeds the mere acquisition and mastery of knowledge and skills, and includes the contextual selection and combination of the most relevant among them in complex situations. Our theoretical framework draws on prior work to distinguish between competencies pertaining to the semiotic, technical and social dimensions (Fastrez, 2010) of information search and multimedia creation. Additionally, we examine the relationship between the level of media literacy of individuals and their dispositions towards self-learning (Carré, 2005; Grasset, 2016). Our work combines different types of instruments that have traditionally been used separately. On the one hand, cognitive approaches to media and digital literacy tend to measure knowledge and skills through standardized tests (Gui & Argentin, 2011; Mittermeyer, 2004; Thirion & Pochet, 2008; van Deursen & van Dijk, 2010) and self-assessments (Literat, 2014; van Deursen, Helsper, & Eynon, 2015), which do not account for how individuals mobilize their knowledge and skills in the context of novel situations. On the other hand, critical-cultural approaches have focused on the qualitative description of situated media practices (e.g. (Aillerie, 2011; Coutant & Domenget, 2014)), which lack generalizability, and seldom make the leap from practice description to competence assessment (Litt, 2013; Martens, 2010). Our project is structured in three cumulative phases on three different samples. Phase 1 (2018-2019) includes a survey of information search and multimedia creation practices, the assorted self-assessed competencies, and dispositions towards self-learning. Phase 2 (2019-2020) will combine the survey with a test including simple tasks requiring predetermined bits of knowledge or skills, and a complex task (producing an explanatory website summarizing a web search) drawing on their knowledge and skills. Phase 3 (2020-2021) will add qualitative interviews with a subsample of respondents to the survey and test.

Data collection for Phase 1 (self-reported competencies and practices, dispositions towards self-learning) is underway with a large sample (N=2000 in each country) of 13 to 15-year-old adolescents, and will be completed in May 2019. Our presentation will focus on the first results concerning the relationship between self-assessed competencies and declared practices, as well as on the relationship between self-assessed competencies and declarations toward self-learning items. A correlation between perceived media literacy and perceived self-learning would cast a light on media education and education towards learning to learn in autonomy as being potentially mutually beneficial. More generally, the project will produce a multifaceted model of media literacy articulating its elementary levels (knowledge and skills) with its advanced levels (competencies), and a multilevel measurement method that could be adapted to other age groups and media activity domains. The results will also inform media education public policies, by identifying how to reduce media competencies gaps.

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Id: 20798

Title: Control of mobile phones in Norwegian Secondary Schools

Session Type: Individual submission

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Abstract: Since 2012 many countries reached a critical point where more than 50% of the young generation owned a smartphone. In Norway, the prevalence of students using mobile phones extensively during school hours became a topic in the media. In 2013 a national media event hit the top news. Two schools had banned the use of mobile phones on the school premises. Subsequently a number of leading media figures were interviewed and gave statements about how regressive and backward-looking such a measure was, most notably from the director of the National government institute for the promotion of ICT in education. This paper evolved from the media debates emerging from the event and was developed as a participatory action research project with the two schools in question. The aim was to elicit the reasons for the restrictions on mobile phone usage, how it was implemented, how teachers, students and parents were involved, and how they experienced the process. It appeared to be a number of incidents of cyber bullying, nude photographs from the girls' gym wardrobe etc, and apparent lack of a responsible digital behaviour, which sparked off the restrictive turn. On one of the schools the initiative came from the students' body, claiming that time during recess had turned into an "alone together" event. The research design commenced with a series of focus group interviews with students, parents and teachers of the two schools. Results were discussed with the involved parties and developed to a survey of the entire student body. The first finding was that the school leaders had prepared the initiative properly by involving the democratic institutions for students and parents, who were very supportive. The second finding was that most students supported the initiative, agreeing with the stated aims, and the output they experienced with a significant drop of cyber bullying, more active recesses, more focused class activities and less worries for digital disturbances like messages, sms, instagrams etc. The resistance towards the regulations came from two groups: older boys who felt this was an infringement of their human liberties, - and a group of teachers who felt that mobile phones primarily needed to be seen as a valuable pedagogical tool. The strongest supporters were parents who expressed a state of helplessness towards the extensive use of digital media in their children's lives. The teachers found a significant improvement in the learning environment of the schools, and embraced the return to the "pre-mobile-phone" era. More laughs, more positive interactions and more time on task during lessons was greatly appreciated.

Id: 20864

Title: Social Media Literacy of Madrasa Students in Bangladesh

Session Type: Individual submission

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Abstract: The study portrays the social media literacy of madrasa students in Bangladesh. The main objective of current research is to understand the knowledge level of social media literacy of madrasa students. Social Media Literacy is the knowledge and ability to competently handle the digital content (such as posts, texts, images and audio-visual content) created for or published on social media platforms. Facebook, Instagram, YouTube, Twitter etc. are the popular social media tools among the youths of Bangladesh. Though most of them are using social media, not everyone exhibits the ability to properly interact with the content or create appropriate content for it. This study focuses on the social media literacy of madrasa students -both Qawmi Madrasa and Alia Madrasas, aged 16-22 studying in higher secondary level and up. The researchers gathered opinions of 825 students, both male and female, of 36 Madrasas all over Bangladesh. Among them 13 are Alia Madrasa and 23 are Qawmi Madrasa. The methods of survey and content analysis are used in the current study. Uses and gratification theory is applied here which guided the research. This study tries to illustrate the respondent's medium of access to social media, daily usage habit, preferred type of content, trend of post or sharing content and understanding of digital crime and punishments etc.

Keywords: Social media, Media literacy, Madrasa students

Id: 20956

Title: Travelling cycle radios for children's rights: concerns and expressions from their own voice

Session Type: Individual submission

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Abstract: Showing the experience of using mass media in non-formal school context as means to empower children and young people to exercise their citizen role is the aim of this work as well as enhancing the knowledge and strengthening the practice of their rights.

We focused on the experience of "Radios abiertas por los derechos de la infancia" which was implemented in 2018 by the Escuela de Periodismo of the Pontificia Universidad Católica de Valparaíso (PUCV), in the context of the celebrations regarding the month of childhood organized by the municipality of Valparaíso.

"Radios abiertas" was a travelling cycle of radios, carried out in four public schools. In each session a radio clinic about the fundamentals of radiophonic language was conducted for students. Subsequently, they had to plan and perform a live radio conversation programme in presence of the rest of the school community. The main theme was children's rights from a participatory methodology approach. The introduction and discussion about rights (Knowledge) was the core of the training phase. In the planning and performing phase students themselves were the ones who freely decided which right to address and from which point of view (Put into practice).

The paper proposal is organized in two phases: (I) a case study of the experience of "radios abiertas" as a way of systematizing a model of a radio clinic for working media education with children; and (II) an analysis of the radio programs thematic content carried out in the cycle. The latter to identify the concerns, approaches and perspectives that the students themselves express when reflecting on their rights, and where topics such as sexual identity, the right to play and non-discrimination stand out among the predominant tendencies.

This experience is part of a line of scholastic journalism that the Escuela de Periodismo-PUCV develops. It is an educational approach grounded on a sociocultural process in which various actors participate both formally and informally, and that transcends the institutional spaces of the educational process. Studies on the subject have shown that community culture in educational communities has a positive impact on student's learning (Batle, 2010; Reyes, 2017; Rodríguez

Gallego, 2013) not only in their academic performance, but also in the training of social, civic and social commitment skills.

In the particular case of scholastic journalism activities as a space for media education, we observe that they can supplement the curriculum in aspects such as reading promotion, language and written expression, but above all, as a space for new learning in social, cultural and civic dimensions.

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Id: 20958

Title: Mediating civic competencies to negotiate with the imaginaries of social identities: Notes on media education programs in India

Session Type: Individual submission

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Abstract: This paper examines three critical media education programs designed for a subset of young individuals in India who have limited access to new media technologies and rely on traditional media and offline, community-driven, spaces to forge social ties and communication networks. Studies indicate that individuals in countries of global south, especially India, inhabit media ecologies that are informed by the cultural, social, political, and economic dynamics characteristic of their everyday experiences. We argue that for educators to design and implement effective media education programs to promote civic participation among young individuals, they must de-center technology and adopt an approach to knowledge production that explores questions of audience, production, text, and interpretation, within the imaginaries of caste, class, religion, and other social identities.
We have selected these three media education programs- Budhan Theater, Main Kuchh Bhi Kar Sakti Hun, and Youth Ki Avaaz- based on the following criteria
a)   these programs are people-led and entail discourse/s of change or resistance
b)   they unpack the interaction between mediated (online/offline) and lived realities of the people/community involved
c)   these programs encourage the participants to enact their civic engagement through involvement in activities such as articulating issues, identifying alternatives, creating/circulating content, building support groups/networks, and so on
We have evaluated these media education programs based on the theoretical framework developed by the International Association for the Evaluation of Educational Assessment (IEA) because this framework allows to examine the locus of participation around issues of community involvement (membership), negotiation with local power structures (rights), and production of alternative truth regimes (critical participation). Based on the evaluation of these three cases, we argue that media education programs must be designed to include the use and analysis of different channels of communications, such as place-based communication, offline community engagements, social and cultural norms, and every day interactions, as potential sites to encourage practices of civic engagement among young individuals in India.

Based on our analysis we conclude that while designing media education programs for young individuals in countries of the Global South it is important to take into consideration four dimensions of their media cultures:

a.   Socio-political/civic identities
b.   Dominant channels of communication
c.   Local issues particular to their lived realities
d.   Access to media channels

We conclude that participants must own the knowledge production process and identify as members, negotiate with power structures for their rights, and works towards ideating, implementing, and nourishing the process of change through their active and critical participation.

Id: 21003

Title: Smart Toys: Struggling Between Pessimism and Euphorism

Session Type: Individual submission

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Abstract: In the last years smart toys and internet connected toys have become increasingly present in the toy market as well as in the education industry. Media representations play an important role in shaping shared imaginaries around emergent technologies such as smart and internet connected toys. Such media representations influence discourses on children, media and technology and they can be seen as cultural seismographs for broader challenges of modernity (Springhall, 1998). They can be divided into three approaches: a) cultural pessimism, b) media euphoria, and c) critical optimism (Süss et al., 2018; XXX & Aliagas, 2017). This presentation will analyze actual discourses on smart and internet connected toys and children with a special focus on those under eight years of age. We do this by relying on a content analysis of media coverage in twelve European countries and Australia collected during the Christmas season of 2016/2017, and reporting on a follow-up study in Germany and Austria during the Christmas season of 2017/2018, as well as by presenting further analysis of trends for 2019. In these studies on the media coverage of smart toys media commentaries and advertisements were analysed by quantitative and qualitative content analysis in order to understand whether and how the emerging market of smart toys has already entered the discourses on children. Based on this data and compared with the actual diffusion of the toy market, we will present a framing of anticipated and perceived risks and opportunities, associated values, expectations and anxieties.

Id: 21038

Title: Developing Digital Literacy through Mobile Learning and Narrative Persuasion in Adolescents

Session Type: Individual submission

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Abstract: The ongoing development of digital devices and their presence in our daily lives has made digital literacy and digital skills essential to be successful in our society. In the specific case of adolescents, there has been growing interest in researching whether they have developed the level of digital literacy and digital skills that are needed to function effectively in this environment. At the same time, concerns about online risks behaviours, such as contact with strangers, have emerged. Although, it has been claimed that adolescents could avoid such risks by improving their level of digital literacy, research has shown that more digital skilled adolescents experience more risks. Consequently, researchers have started to focus on coping strategies, since their use could mitigate the negative impact of online risks. Therefore, the present study focuses on the development of digital literacy and coping strategies for facing online risks.

In this sense, research has shown that the use of mobile learning is successful in promoting learning outcomes and can offer learning benefits. Moreover, mobile learning applications that use constructivism and gamification elements have positive effects on knowledge achievement and motivation. Likewise, literature has shown that the use of narratives, compared to nonnarrative formats, is more effective in changing attitudes, beliefs and behaviours. Accordingly, mobile learning and narrative persuasion have demonstrated their effectiveness for educational outcomes. However, they have not been combined in research until now. Consequently, the goal of the present study was to develop a mobile application with narrative contents for increasing digital literacy and the intention to use coping strategies, and to evaluate its impact on adolescents.

Thus, a mobile application with narrative contents was developed considering the mobile learning, constructivist, gamification and narrative persuasion theories. This application was intended to teach digital skills and active coping strategies for facing online risks to adolescents. A quasi experiment was conducted for evaluating its impact with a sample composed by 245 adolescents between 12 and 16 years old.

Results indicate that the mobile application was effective, since its use raised the level of digital literacy and the intention to use active coping strategies when facing online risks. Moreover, identification with the protagonist of the narrative and mobile application acceptance predicted the impact of the app. On the other hand, gender and age of the participant and previous experience with online risks did not moderate the impact of the app. Consequently, our findings show that mobile learning initiatives can be effective regardless of adolescents' individual characteristics. In conclusion, the results of the present study confirm that mobile learning and narrative persuasion can be successfully combined for developing digital literacy in adolescents and therefore for educational outcomes.

Id: 21195

Title: Media education in Latin America: the paradigm of Educommunication

Session Type: Individual submission

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Abstract: The history of media education in Latin America is closely connected to social movements of popular culture and education as well as movements of alternative communication. In regards to Latin America, these movements are firmly rooted in the pedagogy of Paulo Freire, who was an advocate for liberal and democratic education, creating literacy projects for youths and adults. His methodology provided learners with the capacity to read and was in direct contrast to the traditional school model, which was exclusionary and authoritarian. These movements also draw inspiration from practices like those of Mario Kaplun, who proposed a popular participative communication that could make changes in politics. This configuration led to organizing around the concept and paradigm of Educomunication, which was identified, systematized and reframed by academia through studies that gave society the knowledge it needed to qualify and strengthen these social practices. Educomunication thinks about the relationship between communication and education through concepts such as the horizontal nature of relationships, a shared construction of knowledge, an awareness of the cultural diversity of those involved in the teaching/learning process, respecting human rights and valuing freedom of expression, critical reading of the media and communication technologies, qualifying media products in educative processes, and helping youths to use the powerful technological resources at their disposal wisely. Despite its widespread use across all of Latin America in social intervention projects, often through non-governmental organizations, it was in Brazil where it achieved institutional consolidation. It became a guideline for building public policies in several areas, including Education, Environment, Health, and Human Rights, on both a national and regional level. It has recently become a field of specific professional

activity with the emergence of different types of training courses, including higher education. This paper aims to tell the story of the field in Latin America and build up its distinctiveness, specifically the paradigm of Educomunication. From this contextualization, we shall describe the main initiatives, studies, authors and projects which have led to the institutionalization of professional training in the field and to Educomunication becoming a guideline for public policies in many areas. Lastly, we shall discuss the challenges and perspectives within this field.

Id: 21362

Title: Teaching Gender and Sexuality in a Critical Media Literacy Framework: Curriculum, Pedagogical Interventions and Auto-Ethnographic Reflections

Session Type: Individual submission

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Abstract: The study of gender and sexuality in post-graduate communications programmes which are driven by an industry-oriented focus, largely requires an understanding of the following – contextualizing the need to conduct them; analysis of the interface between content and process; and evaluation of the pedagogical interventions. Education and training take it upon themselves to create competitive professionals. However there is a gap when it comes to structured media literacy interventions to understand the ideology of media representations even in communications programmes. It is in this context that I argue for an integration of media literacy framework to guide the curriculum and pedagogy of media education in the Indian context. Using the principles of liberatory pedagogy (Freire, 1998) and multiple literacies (Kellner, 1998), this research study builds a framework to understand the constructs of gender and sexuality using popular culture artifacts in a critical media literacy framework by students of media departments/institutes. While other socio-cultural markers including caste, religion and class are significant to this discussion, this study delimits itself to gender and sexuality. The relevance of both these constructs in critical in the Indian context because of multiple factors but a skewed sex ratio – 940 females for every 1000 males (Census, 2011) and the recent judicial verdict (Sep 6, 2018) that decriminalized homosexuality in India make this focus pertinent. Additionally, a dipstick test with educators from fourteen different media departments/institutes of Indian universities revealed that there is dearth of exclusive courses in gender and sexuality in media departments. This study documents the syllabus, pedagogical interventions and student reflections over the last three years (2016, 2017 and 2018) across two courses – Media & Culture Studies (taught in the first year of the MA – Mass Communication) and Communication Theories & Culture (taught in the first year of MBA – Communication Management) at Symbiosis Institute of Media and Communication, Pune, India. Using critical thinking and value-based framework as keywords, the aforementioned courses were developed in a liberal arts context. The study details how I have endeavoured to use the critical media literacy trajectory to help media students discuss, deliberate and reflect upon and representation and discourses on gender and sexuality in popular media narratives from textual, institutional and audiencehood perspectives. These pedagogical interventions were followed by assignments of different kinds which comprised creative writing, textual analysis and even media productions to critique and create media messages with alternative narratives on gender and sexuality. Using Chang's (2008) conceptualization of autoethnography, the study concludes with an analysis of students' reflections on their understanding of these concepts through these lectures and activities. One of the most crucial questions for me was to investigate how critical media literacy helps students to analyze the complexity of media texts and the audience's engagement with them.

While textual analysis of media content worked as pedagogical interventions; it was the students' responses that helped make sense of their understanding of the narrative of gender and sexuality embedded in their media environment.

Id: 21434

Title: Digital Media Literacy and Mindfulness in a Thai context; The process of developing a conceptual framework for generating an initial intervention

Session Type: Individual submission

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Abstract: The movement of digital media literacy in Thailand has been continuously developing and becoming more important for more than 20 years (Wirunrapan 2018). Many researchers have mentioned about a Buddhist concept of mindfulness to enhance Thai people being conscious when they are dealing with problems, difficult, or unpredictable circumstances. The current research findings from Gabai and Nupairoj (2017) proposed that integrating Buddhism philosophy into media literacy subjects in the education core curriculum might be a good strategy, while students use their mindful awareness to support the skills and competencies. Similarly, Krutasaen (2013) considered that one of the developments of media literacy learning's process approach is self-awareness. This approach integrates with Buddhist teaching to encourage and acknowledge people to understand themselves, while they consume the media. Additionally, some researchers and scholars have sought to apply Buddhist concepts to digital media literacy, which are concepts related to a critical thinking process (Kleebpung 2017).

According to UNESCO (2011), the terms of content are differently interpreted from multicultural context so understanding the cultural differences is the important part of competencies to identify the values of multicultural context. In particular, mindfulness, or Sati in Thai, is the key role to deal with Thais daily routines that links with the law of cause and effect in Buddhist concept. Mindfulness can make them presently aware of, appropriately act and react to situations at that moment. My research premise is mindfulness or Sati in this Thai context represents the state of encouraging oneself to pause the distracted thoughts and then come back to review oneself. This is a kind of self-refection, which is to try to understand the actions that happened, describe what they did, and summarize the consequences that they received. That is why digital media literacy education in each country should be rethought and reframed in order to catch up with the change of technologies.

Therefore, this paper intends to share the development process of the conceptual framework, which is derived from the initial idea formulated from the current literature review and in-depth interviews with 27 Thai participants; policy makers, academics, online content creators, and consumers. This conceptual framework explains the relationship between digital media literacy, critical thinking, and mindfulness that initially generate a pilot intervention to cultivate digital media literacy for Thai people. I as a researcher consider that combining the Buddhist concept of mindfulness to educate digital media literacy might be the way to simplify the complicated theory to relate Thai consumers' experiences. It is not just the way to access the information in new media platform; it is the way to

get the idea of critical understanding, aware to ask questions that become part of an individual's skills in their daily life.

Key words: Mindfulness, Digital Media Literacy, Conceptual Framework, Intervention

Id: 21460

Title: Media education in formal education: diagnostic exercises

Session Type: Individual submission

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Abstract: Media education in formal education is somewhat different from other subjects as teachers and pupils synthesize their media knowledge and skills from very different sources and practices. Thus, even pupils within the same age group (the age group of this study is 11-13) have different basic skills and knowledge on media performance, depending on their background and actual personal experience. This creates a challenge for teachers who need to know: where should I start from? According to media education should be dialogic, meaning that it involves negotiation between existing knowledge that students already possess, their experience with media, and the new information that the teacher makes available (Buckingham, 2003; Schilder, 2019: 29)
 For such challenge we propose a feedback and feed-forward tool that enables teachers to plan media education trajectories that take into consideration the previously acquires skills and knowledge of certain group of children. We propose a concept of diagnostic exercises: feedback tool for a teacher and concurrently a peer feedback tool that actively involve learners in the learning process (e.g. Wasson, Vold 2012, 256). It is important to point out that we do not attempt to propose standardized media literacy quantitative assessment tool or a tool for assessment of media literacy levels (e.g. Rosenbaum 2007; Celot, & Tornero 2010).
While any toolkit could capture the full spectrum of skills, habits and propensies teenagers acquire as daily media users. Therefore we selected three topic areas that are compulsory in Estonian national curricula:1. critical assessment of media sources and information reliability (part of critical thinking); 2. public communication ethic: informational self-determination, privacy and defamation (public communication ethics is part of general moral education and character building approach and includes also some basic knowledge on legal regulation); 3. basic genre awareness (Bawarshi & Reiff 2010) on news, marketing texts and fictional content. The latter is part of general knowledge on how the media creates and represents reality (e.g. Cortoni, LoPresti, Cervelli 2015).
Planning a learning trajectory on media education require key components including self-analysis on media usage and set of knowledge on media. Feedback tools include checklists, narratives (with dilemmas the learner has to choose or aspects the learners need to recognize), biased texts and texts that represent different propaganda means; texts where the learner need to find out (and reflect his/her analysis) which is the author's position related to the subject matter etc.
This study presents three model exercises (one from each topic area) and the results of the tests carried out in classroom environment. The pupils (n 20) were asked to use the diagnostic exercises

(15) and discuss the results. Then short interviews were conducted with teachers in order to find out if and how the exercises and peer feedback from pupils would help her to plan media education trajectory for this group of pupils. After modification of exercises the second test was conducted. In this study we shall present the exercises teachers ans students perceived as most useful.

Id: 21605

Title: Hidden in plain sight: Critical media literacy for STEM students on the neoliberal campus

Session Type: Individual submission

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Abstract: This paper argues that there is a pressing need for an augmented form of critical media literacy education as states and corporations increasingly connect their operations for the stated purpose of smart governance. Through an explanation of the design and implementation of a writing module on algorithmic culture in a Singapore university, the paper makes the case that the location of this module in the writing centre of the university enables it to function as an extra-disciplinary form of critical pedagogy that reaches the technical class (Ellul, 1964).

As governments around the world set their sights on developing the system of technologically defined urban governance known as "smart cities", it has become clear that the processes and politics surrounding the algorithms that drive smart governance are not unmitigatedly benign (Beer, 2017; Finn, 2017; Gillespie, 2016). To use Langdon Winner's terminology (1980), far from being the "democratic technology" that it was envisioned to be, the internet and its subsequent avatars have evolved as "authoritarian technologies", imbricated in deepening surveillance (Zuboff, 2019), inequality (Eubanks, 2018; O'Neil, 2016), and other forms of loss of agency.

Associated with these shifts, education in general has been moving from humanist to instrumental (Bullough, Goldstein & Holt, 1984), and as students are encouraged to take up courses that prepare them to work in STEM fields, scholars have noted the need for a humanities approach (Nussbaum, 2016). Critical media literacy education, which can be a balancing force for this curricular shift due to its location at the intersection of technology and critique (Kellner & Share, 2007), is conspicuously absent in countries that have embraced the authoritarian capabilities of algorithmic governance (Buckingham & Domaille, 2009). Where there is critical interrogation, this largely takes place within disciplinary spaces marked out for the humanities rather than the sciences, resulting in the exclusion of STEM students from the consciousness raising that arguably should inform their decisions as the technical class (Okoye, 2017).

Recent events in Singapore and other parts of the world highlight the need for an engaged form of technological citizenship that runs counter to the more authoritarian forms that have arisen. While the authoritarian project is not new, the introduction of algorithmic governance makes more urgent the need for a form of media literacy that considers the political and cultural impacts of algorithmic governance and creates the conditions for imagining new forms of agency. This paper argues that the writing module it describes in depth is a step in that direction – made more effective because it is hidden in plain sight on the campus of a university where monetizable scientific research outputs are prioritized over critical intellectual engagements, in a country that many look to as a model for algorithmic governance.

Id: 21617

Title: The Development of Media Literacy in Chinese Societies: From Grassroots Efforts to Institutional Support

Session Type: Individual submission

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Abstract: Media literacy education has been rigorously conducted around the globe for half a century. In the Chinese communities, including Taiwan, Hong Kong, and Mainland China, it has just developed in the past two decades. This paper examines the formation and development of media literacy education policy in these Chinese societies.

This paper aims at (1) examining the development of media literacy in Taiwan, Hong Kong, and Mainland China; (2) reviewing the official policies toward media literacy education; and (3) analyzing the similarities and differences of the development of media literacy in these three Chinese societies. The analysis is based on both document analysis and interviews.

All three regions started developing media literacy education in the 1990s. In Taiwan, the concept of TV literacy was first put forward in 1996 by a university professor, and then many educational materials on media literacy were published by advocates working at NGOs. After their patient lobbying, a Media Literacy White Paper was announced by the Taiwan government in 2002. However, no concrete educational policy was formulated. Until the rise of the post-truth era, the Educational Ministry has finally decided to include media literacy into Taiwan's national curriculum in 2018.

Hong Kong educators and youth workers also have great concern with the influence of the media on young people since mid-1990s. In 1998 the first series of media literacy textbooks were published by enthusiastic school teachers. A bottom-up media literacy education movement was launched in the city. Educational officials appreciated the movement but no official support was granted. Yet, in recent years, the Educational Bureau has started promoting the information literacy framework in all schools and provided training on media and information literacy (MIL).

The first article on media literacy was published in Mainland China in 1994. Over the years, media education has gradually grown in the country. The promotion of media literacy in China mainly depended on the effort of enthusiastic media educators. Their agency efforts have brought media literacy education to many schools and children's centers. The advocates also kept on lobbying the educational officials. In 2017, media literacy was finally accepted by the Guangdong Province Educational Ministry as an elective subject in the provincial educational curriculum.

These three societies have different socio-political and media environments, but their media literacy programmes have similar trajectories in terms of their development, moving from being supported by individual advocacy to later receiving institutional support from educational authorities. However, the goals, curricula, and targets of media literacy education are considerably different in each of these three Chinese societies. Nevertheless, the findings show that the transitions to a knowledge-based economy, revolutionary technological development, and

educational reform have all contributed to media literacy policy formation while simultaneously exerting different effects and generating different media literacy outcomes.

Id: 21624

Title: Educational reforms in Rwanda: confronting the challenges of journalism education in digital and commercialized institutional contexts.

Session Type: Individual submission

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Abstract: The expansion, restructuring and financing of the tertiary sector that begun several years ago in East Africa and other parts of the world, have meant that classes are not only larger but varied in terms of students' competences and innovations. Undergraduate (and postgraduate) courses, increasingly financed by student fees, tend to follow the lead of the market-meaning utopia, whereby tuition fees, from private students are increasingly becoming a source of revenue or additional funding for universities. Despite the increase in size and diversity of student population, teaching resources, including human and technical, have remained the same. In journalism and communication education, where coaching methods and close attention to individual students is not only crucial but students' access to ICTs and other training resources, is a must. Cognizant of the fact that large classes and inadequate resources are unavoidable in capitalist global markets, this study investigates how journalism teachers and students at three universities in Rwandan are coping with these veracities.

The study is predominantly qualitative and explicitly draws on three approaches: documents review and analysis of literature and relevant policy documents that facilitated the reform agenda (1999 - 2013); focus group discussions (FGDs) with students and individual in-depth interviews with journalism educators. It is theoretically informed by two theoretical perspectives: Political Economy and the Educational Change Model (ECM). Political economy is concerned with the degree to which economic structures influence political or social and cultural outcomes and recognises the importance of institutional or economical structures (McChesney, 2003). Within the current trajectories of educational reforms, tertiary institutions in Rwanda are increasingly viewed as structures based on free markets within a capitalist economy.

The Educational Change Model suggests that reform programs should be gradually introduced in three phases: the Initiation phase, the Development phase and the Consolidated phase (Pendergast, Main, Barton, Kanasa, Geelan and Dowden, 2015, p: 6). The periods associated with each phase are indicative only and can be accelerated through the alignment of enablers. In the Rwandan context, teaching resources, among other factors, are conceptualized in this study as either enablers or inhibitors to the progress and success or failure of the overall educational reform processes. Among other contentions, I will argue, that current educational reforms in Rwanda have compromise the quality of journalism graduates and professional standards.

Key words: Rwanda Journalism Education, Educational reforms, Political Economy, Educational Change Model.

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https://www.researchgate.net/publication/286451104_ on February 6, 2019 12: 37 pm.

Id: 21819

Title: Creativity as a 21st Century Skill: preparing 21st century students for a global society

Session Type: Individual submission

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Abstract: The term "21st century skills" is used to refer to a range of abilities and competencies that children need to acquire to succeed in a global society, and that go beyond what has conventionally been taught in the traditional education system and classrooms. In a constantly changing digital society, how do we prepare students to be successful in the so-called 'knowledge society'? Educating new generations of students grown up with social media and digital games is not easy within the traditional teaching approaches. Initiatives such as Partnership for 21st Skills points out the significant relevance creativity skills has acquired in the education sector in order to transform schools, education, future citizens and tomorrow's world.

The "21st century skills" are framed in a context in which creativity is considered one of the key skills of the Learning and Innovation Skills, along with critical thinking, communication and collaboration –known as the 4Cs–. The best way to find new opportunities and face uncertainty in a global society is to nurture social innovators and creative thinkers (Trilling & Fadel, 2009; Sternberg, 2010). Thus, creativity is considered as a higher order thinking skill that cuts across different activities and sectors.

There are many ways to foster creativity (Robinson, 2011), but the aim of this paper is to examine and determine the extent to which specific creativity training programs foster creative thinking in students and help educate 21st century learners. Therefore, this project assesses the effectiveness

and efficiency of specifically designed workshops and materials to assist secondary school teachers in the Spanish public school system to promote creative thinking in their classrooms.

Based on an eight-week implementation period, this paper reflects how exclusive creativity games used during several weeks in class, based on the feedback given by the teachers and a student survey, determine the empowering qualities of using creativity as a core skill in secondary education.

Creativity is a skill needed for success in the 21st century, but it necessarily requires a creative climate dimension (Ekvall, 1996) and projects and assessments that connect to current curriculum (Beghetto & Kaufmann) while simultaneously stimulate and engage students. Creativity as a 21st century skill is aimed to revolutionize education and transform how future generations are taught for the challenges that lay ahead.

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Id: 22133

Title: Media Education for the Inclusion of At-Risk Young People

Session Type: Individual submission

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Abstract: At-risk youth, those at the edge of dropping out of school and eventually society, are of ongoing global concern. In Finland, the amount of NEET youth (not in employment, education or training) has nationally increased since 2010 (Alatalo et al. 2017), except in 2018 due the rising economy (Suomen nuorisotyön tilastot 2019). This situation threatens to increase youth marginalisation, meaning that young people drift away from typical life paths, for instance, due completing only comprehensive school and being unemployed for too many years (Myrskylä 2012). Although youth marginalisation is more widespread in countries other than a Nordic Welfare state such as Finland, it is still a serious problem for Finnish society, as it is persistent. Although there have been diverse attempts to improve this situation by government, NGO's and art and research initiatives, there is a lack of critical discussion on media education for supporting marginalised and at-risk youth. The proposed paper describes a pedagogy that, besides developing multiliteracies (see Cazden et al. 1996; Cope, & Kalantzis 2010), awakens the motivation, hope and courage of at-risk youth to be active agents in their lives as well as including them as citizens-to-be in society, instead of citizens-to-become. By this, we mean that the youth are presently accepted as worthy citizens despite their difficulties, not seen as persons outside of the society to be integrated back into it. An extensive action-based qualitative study was conducted, consisting of eight substudies implemented in 2015–2017 with youth institutions around Finland. Each substudy included a media workshop promoting youth media-making as self-expression for participation through public media. The workshops were attended by nearly 100 young people, mostly ages 15–22. The youth displayed diverse challenges, such as social and learning difficulties or encountered challenges in language or life situations. The data of the action study include mainly researchers' observation diaries handling activities in the workshops and young people's and youth workers' interviews. As a result of the study, there is proposed a media pedagogical model for the support of inclusion of at-risk young people. The model contains five key features of media education as everyday practices: safe spaces, caring interaction, trust in competence, creative media-making and authentic agency. The goals are to advance at-risk youths' motivation to participate, communicative media skills, autonomous agency, relatedness and experiences of inclusion in educational settings and in society.

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Id: 22215

Title: Teacher-student Interaction on Facebook'A Qualitative Analysis of Student Perceived Teachers' SNS Disclosure.

Session Type: Individual submission

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Abstract: The two-way, interactive, non-anonymous social network service(SNS) attributed to the transformation of network technology leads to a type of interaction which has more interpersonal communication characteristics, allowing users to bring real-life relationships into the online world. Therefore, teacher-student interaction, the point-to-face interpersonal interaction, can also happen on (be transferred to) the SNS.

In Taiwan, 80 percent of the population are active Facebook users in 2018. The high usage rate forced many teachers to establish computer-mediated teacher-student interactions in various forms for different purposes. However, the flat and equal interpersonal relationship on Facebook is very different from the Asian tradition which emphasizes the authority status of teachers, and considers the teachers' self-disclosure in the classroom unnecessary. These differences show that when the teacher-student interaction front is extended to the SNS, the society's expectation of the teacher's professional role changes, making the teacher face the anxiety of how to properly expose themselves.

The past similar research often used experimental methods and asked respondents to check a fictional teacher's Facebook profile, which may not be able to fully explain the complex interpersonal interactions. Consequently, this study mixed two qualitative methods such as, In-depth Interviews and Focus group discussions to provide new research materials to make up for the lack of empirical research on such phenomena by investigating high school students' perceptions of teachers' self-disclosure on Facebook and changes in expectations of teachers' professional roles. All participants are from the same public high school in Hsinchu, Taiwan, and meet the conditions that (1) have more than two Facebook friends are school teachers, (2) have contact with these teachers in real life, and (3) the online relationships continue to these day. The interviews were conducted individually, with an average of 90 minutes for each respondent.

The results include the students' perception about the frequency, valence, and content type of the teacher's disclosure. The analysis found that compared with the teachers' presentation of subject knowledge and teaching profession on Facebook, the disclosure with caring and intimacy meets students' expectations more since the expectations is related to students' desire of prying into the private life of teachers. The study also found that teachers have to be aware of the open and non-anonymous platform characteristics and take different disclosure strategies, as well as properly using the information about students obtained on SNS.

The research results confirm that SNS brings a new channel for teacher-student interaction, but it also causes some problems, such as the expectation gap and the extension of teachers' working hours and work areas. By understanding students' perceptions and expectations of teachers' self-disclosure on Facebook, this study hopes to reduce the anxiety of teachers' professional role performance on social media, and provides some perspectives about the problems caused by the current development of technology.

Id: 22388

Title: Communication, Journalism and Social Media Literacy: the story of 16 young multimedia feature pieces.

Session Type: Individual submission

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Abstract: Scholars and journalists have long hoped that media education is positively related to social goals such as political and civic engagement. We have been searching for the best ways to promote critical thought, particularly among youngsters, due to current desinformation times. This paper purposes to discuss the main inferences of a literacy pilot experience with young adults, conceived not only to develop their critical thought but also to understand the actual use of communication, information and social media among youngsters. The experience was developed between March and May 2018, as part of a journalistic literacy research plan hosted at ESCS/Lisbon Polytechnic Institute. Monitored by researchers and professionals with a solid experience in the field of journalism and communication sciences, TJAME - Transliteracia Jornalística: até que o mundo fique tal como é (Journalitic Transliteracy: until the world becomes itself), the work focused on a wide range of selected activities and immersive journalistic practices for participants finishing their high school studies and those already pursuing their journalism undergraduate education. There were more than 70 students from Lisbon and the agenda triggered informal but informed analysis and monitored discussions. Participants were asked not only to attend subject seminars and analyze different journalistic pieces, but also to create multimedia pieces and invited to publish them in the online newspaper 8.ª Colina. Thus, by producing these 16 feature multimedia stories they were challenged with media language in the context of our media system and online society (language literacy); they had to understand the visual and sound messages and the construction behind them (representation literacy); they had to comprehend media platforms in terms of its power and discourse (media production literacy); and they were able to check the public collaboration in our media culture (collaboration literacy). The results illustrate some of the contemporary contradictions between the youth's familiarity with communication platforms and their lack of knowledge about the complexity of media and journalistic procedures.

Id: 22403

Title: CATS&NT, Children, Apps, Tablets and Smartphones & Nine to Twelve in Spain

Session Type: Individual submission

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Abstract: This Communication presents the results of the research project CATS&ZS «Children, Apps, Tablets and Smartphones from Zero to Seventeen".
Research Focus-Target: CATS&ZE-"Children, Apps,Tablets ,Smartphones, Zero to Eight"
R. Focus-Target : CATS&NT-"Children,Apps,Tablets,Smartphones, Nine to Twelve"
R. Focus-Target: CATS&TS"Children,Apps,Tablets,Smartphones,Thirteen to Seventeen"
We present the data collected in the range Nine to Twelve (NT) at the city of Salamanca, Spain in this age group. Our Research aims to bring a valuable spotlight onto children and adolescents in these three age groups. We present the results of our Research Project "CATS&ZS" in Spain Phase I, age group Nine to Twelve.
Main Hypothesis:
H1: The predominant use of Smartphones and Tablets among the children in age group NT is mainly done at home and as a form/type of entertainment consumption, not Educationally-oriented.
H2: Most parents do not pay/invest in apps specifically dedicated/oriented for the education and/or entertainment of their children in the different age groups, parents do not supervise or understand risks and opportunities in these devices. Brand and Marketing consumption is frequent and invasive and not supervised or "child-protective-regulated".
H3: The digital natives are in the process of adapting to the technologies, they need help and active-observation by formed and informed parents when using them.
H4: The simultaneous use of Smartphones and/or Tablets while consuming television or as a substitute for it –second and third screen phenomena-, is common among children in all age groups, NT.
H5: The Tablet and/or the Smartphone are "supporting" devices among children in the age groups NT and do not yet exert the relevance of other devices-instruments related to education and entertainment.

• Methods: 1st-We undertake a continuous Literature-Academic revision on Educational, Consumer Behaviour, Communication, Threats, Risks, Weaknesses and Opportunities for Children Education in tablets and smartphones, we analyse reports and investigation in the uses and consumptions in Tablets and Smartphones with a multidisciplinary approach and focus.

• 2nd We run a Face to Face in classroom supervised questionnaire to 189 children in the age group, 9 to 12 and 286 parents at the city of Salamanca, children and their parents were randomly selected in all schools.

Conclusions:

1. The ability to negotiate behavioural habits and digital methods-technologies for education and entertainment is critical. Education and communication user-consumers´ patterns still tend to be approached as predominantly cellulosed-based at school vs "outside-patterns".

2. The technologies through which children now engage with all forms of knowledge are constantly changing with the widespread use of an array of digital, interactive and personalized devices in particular Smartphones and Tablets.

3. The acquisition and development of abilities and conscient critical use of "Internet" for all audiences including children-adolescents, parents and teachers in Tablets and Smartphones is crucial for a competitive and "sane" educational, economic, social, political and cultural progress in Europe.

4. We detect a Tech-Use-Gap in the lack of penetration of these devices and digital-educational methods associated to Tablets and Smartphones at the physical school.

Id: 22412

Title: My Technological Pathway to Information: The Benefits and Risks Model of Online Information Seeking and its Implications on the (Online) Information Seeking Literacy of Adolescents and Adults

Session Type: Individual submission

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Abstract: Purpose
The research examines the role of definitions of information and the perceptions of information seeking of adolescents and adults in their information seeking behavior.

Theoretical Background
The contemporary literature shows how children and adolescents negotiate the role of new information and communication technologies in their lives (boyd, 2014; Jenkins, Ito & boyd, 2015). They contest current definitions of privacy (boyd & Marwick, 2011), negotiate context in social media (Marwick & boyd, 2014) and perceive differently than their parents the role of social and mobile technologies in interacting with friends and family (Livingstone, Haddon, Gorzig & Olafsson, 2011; Schofield-Clark, 2013). Even more, they hold different beliefs and attitudes towards many technological aspects, from piracy, through learning to creativity (Palfrey & Gasser, 2013). However, the role of these definitions and perceptions on how they build their information seeking literacy (Case & Given, 2016; Shenton, Nesset & Hayter, 2008) needs further investigation.

Method
Using the grounded theory approach (Larkin & Thompson, 2012), 35 interviews were conducted, with 17 adolescents (13-18) and 18 adults (40-55). The interviews were conducted using the Think-Aloud Protocol.

Findings
Adolescents defined information in a narrow way which was only goal-oriented. Information was considered as such when they felt they needed something, like preparing homework or choosing a movie to watch with their friends. Incidental encounters with information, such as randomly browsing the internet were not defined as "information". Adults, on the other hand, used a wide-definition of information. For them, the definition of information was abstract and included every possible situation (e.g. day-dreaming or watching a movie on Netflix).

It emerged from the interviews that while their definition of information was narrow, adolescents held wide perceptions on how the information seeking process should take place. For them, search tools must be used in a non-systematic way. Hence, no limits should be put on what they defined as "the natural flow of information on the internet" (e.g. clicking on push notifications as they are being delivered and choosing the first results on Google) and new criteria for evaluating information should be created while performing information seeking tasks. These wide perceptions, characterized by the belief that no restraints should be put on the information seeking process, served them in finding good information, feeling positive emotions and succeeding in finding answers to questions. They were afraid that narrowing their perceptions might risk the benefits they aimed to achieve.

Adults, on the other hand, defined information in a wider perspective, but held narrow perceptions of the information seeking process. For them, using a systematic method for information seeking, controlling the flow of information (i.e. deciding what, where and when to consume information) and using predefined criteria to evaluate information served them in gratifying their information needs. They believed that widening their perceptions might risk them in getting unwanted results, bad information or feeling negative emotions.

Conclusions

The benefits and risks model of online information seeking, that emerged from the findings, is illustrated in Figure 1. It shows that the interaction of narrow and wide perceptions with the desired benefits users want to achieve and the risks they wish to avoid create four areas. Those areas show that wide and narrow perceptions can be perceived as leading to desired benefits, but also to potential risks, from which searchers wish to avoid. Two areas represent the benefits of wide perceptions (Flexibility) and narrow perceptions (Order). The other two represent the fear of wide perceptions (Losing-Focus) and narrow perceptions (Fixation). This model helps in understanding based on which definitions and perceptions adolescents and adults develop their information seeking literacy, that in their eyes, lead them to desired benefits and to avoid information risks.

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Figure 1. The Benefits and Risks model of Online Information Seeking.

Id: 22438

Title: PARTICIPATORY VIDEO AND MEDIA LITERACY: Questioning identities through filmmaking.

Session Type: Individual submission

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Abstract: Context
The availability of low-cost and ubiquitous media technologies does not necessarily mean that what young people are already creating and publishing on the internet represent their agency and voice. Beyond access to technology, there must be access to an understanding of what is being created and the discourses being reproduced in their media production.
Purpose
This study attempts to raise awareness through critical media education, specially audiovisual media, of groups of young women from marginalized areas. It is a challenge this research aims to address by leading the participants to deconstruct and then construct images through an action research based on participatory video.
Methods
Participatory video (PV) is a set of techniques to involve a group or community in shaping and creating their own film. PV enables participants two things: access to the means of media production and self-representation according to their own aesthetic and cultural conventions.
The participants were twelve young women from the age of fifteen to eighteen years old coming out of marginalized areas from João Pessoa, Brazil. Participants had access to three workshops where it was discussed the relationship between media and society, and also video production techniques. Each workshop was three hours long and had a theoretical as well as a hands-on moment where the participants could manipulate the video equipment and put into practice theoretical concepts. The theoretical-practical class was finished with a moment to participants share their conclusion, opinions and doubts. The participants were divided into three four-girl groups and to each produce a short-documentary where they should interview people from their communities to answer questions about women and representation.
There were two types of data collected from the participants. The first is the documentaries produced by them, and the second one was two questionnaires based on the template of the evaluation toolkit available by the European e-Media Education lab. This method was chosen to evaluate their media literacy competencies and to assess the progress of the participants during the PV intervention.
Results

The results from the questionnaire suggest an improvement of media literacies competencies. The comparison between the average answer from the first and the second questionnaire shows an increase of competencies to critically identify and understand values, representation and stereotypes conveyed in the media, and to identify key concepts of media culture.

Three short-documentary were made. The first asked the question of "What is it to be a woman?", the second short-documentary was produced around the theme of "Black, poor and conscious women", The third short-documentary investigates how the feminism movement is presented in professional and school environments.

Significance

The results show an improvement in the ability to analyze and produce audiovisual media messages, and the short-documentaries produced by the participants served as a way to express the voices of the participants and their communities and also to question their identities.

Id: 22555

Title: Teenagers as digital apprentices. A case study of the transmedia skills and informal learning strategies of adolescents in Spain

Session Type: Individual submission

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Abstract: We present the results of the Spanish context of a study carried out with adolescents within the Transmedia Literacy international project. Our aim is to identify the transmedia skills that teenagers have and the informal learning strategies carried out to acquire them. Therefore, the research is based on the following main questions: What can teens do with media? and how did they learn to do it? These central questions include other secondary questions that focus on teenagers' media practices and motivations, consumption, playing, creation and dissemination of contents. To do this, the project followed an ethnographic approach based on the precepts of short-term ethnography (Pink and Morgan 2013). This methodology is appropriate for being carried out within a shorter time period compared to that of traditional ethnography. Given the time limitation of the project and the difficulties involved in working with different educational contexts and environments at an international level, this methodology is suitable for creating contexts in which researchers can go deeper into research questions in a short and intense period of time.
This research followed five steps: Contact with schools and consent management; Administration of questionnaires about teens' socio-cultural backgrounds and their media access, habits, uses and perceptions; Creative participatory workshops to immerse the researcher and explore the media practices and universes of adolescents and their informal learning; In-depth interviews and media diaries were carried out to deepen discourses about media practices and about media in general; Online observation of the teens' favourite websites, media celebrities, and online communities. We worked with two schools from Barcelona that differ in terms of location, cultural context, income level, and average education level.
The results show that teenagers have different transmedia skills but they have them to very varying degrees. Their acquisition of these skills is conditioned by their motivations, attitudes and context. YouTube is a key source of information and learning of transmedia skills among the adolescents of the study. The study findings show that young people rely mostly on imitation and "learning by

teaching" strategies to adcquire new skills. Based on these results, the myth of the digital native is deconstructed and the concept of 'digital apprentice' is proposed: adolescents who have been born and raised in a media environment that has provided them with a digital space for learning about this digital world, that is, for acquiring transmedia skills. In this space they can find answers to their doubts based on their practices and media uses. Their motivations are a key element in this sense. They follow traditional models such as 'imitation' and 'learning by teaching' but in new virtual spaces and with new actors (peers, influencers,...). This can be considered collaborative learning that would be complementary to school learning but never a substitute. These virtual spaces provide unprecedented opportunities for cross-generational and cross-cultural learnings (Ito el al. 2013) in changing environments.

Id: 22578

Title: History of Media Education in the Czech Republic: From Comenius` Inclusion to Disconnection

Session Type: Individual submission

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Abstract: Education available to everyone, reading and explaining newspapers at schools and teaching about media by using media – these are some of the key contributions of philosopher and educator Jan Amos Komenský to both Czech and international media education (Sloboda, 2018). Komenský (internationally known as Comenius) started a swift development of the discipline in Czech lands in the 17th century, which lasted until the beginning of the 20th century. By then, media education had become a firm part of the public debate, training of teachers took place and the first textbooks were published (Jirák & Šťastná, 2012). WWII and the communist regime (1948-89) brought the development to a halt.

The resurrection of media education at schools after 1989 has had moderate success. It became a compulsory cross-sectional subject at elementary schools and grammar schools in 2004. However, unlike Comenius` vision, the current Czech media education is highly exclusive and disconnected. As it is not compulsory for vocational high schools, most of these schools completely omit it, leaving the majority of Czech high school graduates untouched by media education. There is little communication between the teachers of media courses, as well as between them and the policymakers and academia. The learning-by-doing approach is scarce and most teachers have no media education training (Člověk v tísni, 2017; Jadrná, 2016).

The proposed paper will present both the history of Czech media education, stressing the contribution of Comenius to the international community, and the current state. Further, it shall present some of the recent initiatives which are trying to overbridge the disconnection and also improve other media education issues, such as dealing with new literacies, with the lookout for the future.

Besides media education practice, the paper shall summarise Czech research in the field, which has exploded over the past 20 years. Apart from using the local literature, the contribution shall operate with original data from author`s doctoral thesis research (Media Education at Vocational Schools in the Czech Republic), namely data from interviews with Czech media education teachers and class observations.

The proposed paper might be relevant to the international audience because it will address the history, presence and future expectations of media literacy education practice and research in a post-communist country in transition, where media education still is a treasure left for few lucky

ones. This experience, along with specific attempts to improve the situation might be inspiring to the international community.

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Id: 22596

Title: [Panel] "The Truth is Out There': The Ever Growing Importance of Media Literacy in the Digital Age, Panel description

Session Type: Panel Submission

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Abstract: The definition of media literacy is evolving in this era of digital technologies. It is no longer just about helping students become competent, critical and literate in all media forms and cross platforms, so that they can interpret and analyze media messages but also teaching them the basic ability to exercise citizenship in a global society by understanding and contributing to the the issues and challenges of the time. Additionally, it is vital that they know how to accurately interpret past messages.

But contested truths are becoming the norm, not the exception. Fake news, claims of fake news attached to legitimate news, disinformation, online hate speech and other adversarial behavior are polluting our communication channels. Meanwhile, the true meaning of past messages becomes lost in the mists of time. Young people are becoming cynical and do not trust media. How can our students learn to decipher media and use it for the betterment of society?

This panel aims to learn about and share effective strategies used by educators internationally to promote media literacy education in service of civic engagement and to bring meaningful and positive change to global society at large.

Moderator: Philip Auter. University of Louisiana at Lafayette, auter(at) louisiana.edu
Discussant: Naila Hamdy. American University Cairo. nailah(at) aucegypt.edu

Id: 22623

Title: Introducing Media Literacy to Students in Egypt

Session Type: Panel Submission

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Abstract: The Arab region has its own media literacy movement and arguably, its own reasons for introducing media literacy courses to its curricula. Egypt the most populous country in the region has been recognized for its social media savvy youth. However, the widespread use of internet applications is not just for activism or political participation, as witnessed in the past and noted in literature, but also as a day-to-day information seeking and sharing platform. This underlines the importance of introducing the core concepts of media literacy to students. Such instruction should not limited, to preparing students to evaluate and become critical consumers of media messages but also to become effective citizens who can create and disseminate their own media to support civic engagement.

A detailed snapshot of the design and experience of teaching a new media literacy course at the American University in Cairo, Egypt will be presented at this panel. The rationale behind the design and the success of the course will be highlighted.

Id: 22628

Title: Was there a point to that joke' Subtle Promotions of Diversity and Civil Rights in 1960s American sitcoms.

Session Type: Panel Submission

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Abstract: Twenty first century Americans often look back at mid-20th century TV and see disparity in representation as well as inappropriate treatment of women and people of color. "Normalcy" was presented in the situation comedy household as a suburban white family, usually with two parents and two to three children. Father worked at a business, mother ran the house, and the children went to school. Humor centered around mom burning the roast, dad closing a business deal, or one of the children learning a "life lesson" after breaking a minor household rule. For the most part, minorities, if present, were relegated to the background. Women maintained stereotypical accepted norms of housewife or school child.

Meanwhile, in the real world, the United States was experience the beginning of the end of legal segregation. Although there are differing views about when the Civil Rights Era began, it became more visible and active in the early 1950s and continued to grow throughout the 1960s. And during the early 1960s, what has been termed the "Women's Movement" (aka: "Second-Wave Feminism" went beyond women's legal rights and focused on expanding their role in the family, the workplace, and society. Both issues, along with the Korean War, the Vietnam war, and the ever-present threat of the Cold War, were a prominent part of TV news and American society throughout the 1960s.

Were 1950s and 1960s TV sitcoms places for "white male America" to escape reality? Perhaps. But while they consumed this purely entertainment oriented content, they may have been receiving some subtle messaging. Although not the majority, some TV programs with more of a fantasy / horror approach -- although they had all white casts, seemed to promote diversity. Horror sitcoms like The Addams Family and The Munsters celebrated uniqueness and upended the definition of "normal". And the sitcom Bewitched, about a mortal man marrying a witch, not only addresses issues of women's rights, but hits at the issues surrounding interracial marriage -- without a minority to be seen.

Was Hollywood trying to send a subtle message to white America during the Civil Rights Era and the Women's Movement? Were they trying to raise important issues without raising their viewers' ire? We will explore these concepts.

Id: 22653

Title: Audiences are Being Attacked from All sides: Assessing Battlefronts in the Information War

Session Type: Panel Submission

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Abstract: Now more than ever we need greater media literacy. This includes understanding the content of messages, how we process messages, and the motives behind the creation of mediated messages."The information war is real, and we're losing it," Westneat (2016) tells us. While Macedonian fake news promoters gear up to cash in on ad revenues related to the 2020 elections, increasingly wary eyes look at the Chinese and Russian weaponization of social media, and health supplement vendors continue to enjoy profits from questionable products with fake news as a sales vehicle, both domestic and global propaganda mills are enjoying a golden age. Reality appears to no longer be a concern for various groups vying for power throughout the world; bias and outright falsehood push both socio-political agendas and ad revenue. In many countries such as the US and India, the spread of fake news through tech services such as YouTube and Whatsapp has led to violence and murder. This presentation explores a variety of propaganda sources, their ownership, and their motives and incentives for production. Understanding such motives, whether they are associated with political or financial gain, is critical for becoming media literate in the richest information ecosphere in history. Through media literacy, particularly in understanding content producers' motives, we may be able to prevent the violence and cultural divisions created by propaganda mills.

Id: 22715

Title: "Keys For Life': The challenge of no one left behind

Session Type: Individual submission

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Abstract: The organization of this Congress reminds us of the celebration of the 70th anniversary of the Declaration of Human Rights. Everyone has the right to live in dignity, have a voice and have visibility, have access to information and social participation. But in the age of new technologies, artificial intelligence, automation, big data and robotics, do they all have the same opportunities? It seems to us that the elderly are having difficulty getting into the race, but cannot be left behind. Societies are getting older. The number of elderly people in Portugal exceeds two million, according to the National Institute of Statistics (2017). The population is ageing and the skill gap between young people and older adults is increasing, as the OECD (2018) alerts in the Implementation Guide for the Skills Strategy for Portugal.
The digital literacy "Keys For Life" workshops, taking place in the municipality of Coimbra, in Portugal, aim to improve the day-to-day ICT skills. The participants are elderly people that seek out the workshops by curiosity, willingness to learn, or the need to use mobile phones, tablets and computers.
Digital skills are promoted through the use of e-mail, text and photo editing, Internet search and the interaction of social networks. Participants practice these digital skills for different purposes, as an example, they use online health services and consult news portals.
In order to evaluate the results of the project, we develop a participatory action research methodology. We evaluated the participants' progress through participative observation of the workshops. Content analysis was performed over the publications and online interactions within the group, the texts they write about the experience, and the testimonies they share on Facebook. The evaluation strategy is based on Fettterman's Empowerment Evaluation principles (2005).
Participants reveal themselves quite engaged when they have the opportunity to talk to family members who are distant through videoconference. They surrender to the fascination of seeing their previously written text appear on the computer screen and then fly through the email, Messenger or WhatsApp to its destiny.

Compromised with Freire´s perspective of Pedagogy of Autonomy (1996) we propose a critical digital approach that empowers the elderly to compensate the delay of the gap in the competences race and in the consequent reading and participation of the world.

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Id: 22857

Title: Data and privacy literacy: The role of the school in educating children for a datafied society

Session Type: Individual submission

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Abstract: Of the many calls upon educators, one of the most recent is that children should be taught about their online privacy and data, given today's increasingly datafied society. This poses a new challenge for schools already struggling to address e-safety, online identity and reputation, coding, information navigation, misinformation and "fake news," digital dimensions of sex and relationships education, screen time and mindfulness, and more. How can children be educated about commercial and state uses of their data, when this involves complexities of data protection and privacy regulation that most adults – including parents and teachers – hardly understand?

This paper reports on the findings of a systematic evidence mapping of the available research followed by with 28 workshop-style focus group discussions with children of secondary school age (11-16 years old) and, separately, interviews with parents and educators. Real-life scenarios and exemplar digital experiences were used to facilitate the discussions and to ensure that children were engaged in deliberating on the opportunities, risks and practical dilemmas posed by the digital environment.

We argue, first, that a functional skills-based approach to the digital interface (teaching about terms and conditions, age requirements, privacy settings, etc.) is necessary but not sufficient. To exercise their rights as agents and citizens in a digital world, children will need a deeper critical understanding of both the digital environment (including its business models, uses of data and algorithms, forms of redress, commercial interests, systems of trust and governance) and, indeed, of the wider society.

Second, drawing on Nissenbaum's notion of privacy as contextual integrity, we distinguish three privacy contexts – interpersonal, institutional and commercial – arguing that children have not only a better understanding of interpersonal privacy than either institutional or commercial privacy but

also that they try to apply this understanding to the privacy management of their school and of the commercial digital environment. While older children have a greater understanding of the commercial environment, across all ages, children experience a series of confusions and misguided assumptions which merit an educational response.

We find that children are very aware that there is much they do not know. In the workshops, they asked over and again: Who has got my personal data and what do they do with it? Why do they collect, share and sell my information? When data are deleted, are they really gone? These are not questions that can be answered quickly or easily, and each question reflects a curiosity about the networked and commercial data economy behind the interface of the screen with which users directly engage.

Reflecting on our interviews with parents and teachers, we conclude that just as with citizenship education, in relation to data protection the school is not only the site of education but also a microcosm of the wider society. If schools became transparent and accountable in their processing of student data, they might have better prospects of teaching data and privacy literacy to their students.

Id: 22886

Title: International student experience and the importance of voice

Session Type: Individual submission

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Abstract: This study addresses the experiences of international students studying for an MA in Media and Communications in the UK, during the year 2015-2016. The study explored the links between their emotional, affective experience of studying in the UK, and the different ways in which they reflected on that experience in relation to their academic engagement. Ultimately, we wanted to consider how a holistic understanding of the student experience could inform and shape approaches to learning and teaching international students in HE. The study challenges the increasingly marketised discourse of student experience as something measurable and measured, located primarily in the classroom and owned by higher education institutions in the host country through its translation into a specific, marketable form of reputation. Instead, we rehabilitate the idea of student experience as an affective, personal and vital aspect of international students' journey through M-level education. We thereby reassert the importance of student experiences grounded in diversity, difference, and individual human experience. Data was collected through interviews, focus groups, diaries and blogs during the course of the academic year, and we prioritised the students' own voices in the analysis. The findings show that students' experiences were characterized by both positive and negative experiences. Positive aspects included self-discovery and empowerment through new opportunities to travel, to live independently, to make new friends and to create a new 'home' during their time abroad. More negative experiences included uncertainty and anxiety, some language difficulties, missing family, friends and food from the home country. In conclusion, we argue that, as well as revealing a broader and more meaningful notion of student experiences, the material gathered for this project leads to two key observations: Firstly, our methodological emphasis on hearing the students' own voices generated narratives that were remarkable in their eloquence, expressiveness and beauty, in sharp contrast to the awkward discomfort often displayed in the academic writing we require students to produce. We argue that this issue of voice and where it can be expressed within an MA programme requires attention. Secondly, we argue that the data from this project produces a compelling counterweight to international student stereotypes, latent racism and language barriers – which we suggest are sometimes entwined in how the UK academy meets and listens to the international students on which it so heavily relies. This observation suggests that finding ways of listening to students' own voices is a vital part of de-westernization agendas in the academy – not only for the quality of our teaching but also for the vitality of our research. MA teaching should be a dialogue, and the

teaching we offer should find ways to share knowledge and listen to our students' experiences as knowledge.

Id: 22915

Title: What digital experts' strategies to engage with and evaluate online content tell us about how to promote digital literacy through the national curriculum in the United Kingdom

Session Type: Individual submission

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Abstract: Educationalists' and policymakers' decisions to promote digital literacy through the national curriculum in the United Kingdom have failed to consider the expertise of digital specialists such as information, IT and media professionals. Informed by semi-structured interviews with digital experts in the United Kingdom, enhanced by a diary methodology and a conversational approach to the think aloud method, this paper explores how the experts draw on their expertise to engage with and evaluate online content. In doing so, it reflects on what digital literacy entails, what type of digital skills and knowledge are crucial for engaging with and evaluating online content, and how the national curriculum in the UK is and may be expected to promote digital literacy. It is argued that how the experts engage with and evaluate online content involves not only reflections on the nature and origin of information along with contextual knowledge, but also functional and critical digital skills and knowledge about the internet and the broader digital environment in synergy with the practice of using multiple sources. More specifically, this paper reveals that functional knowledge about what the internet affords is crucial for engaging with and evaluating online content, and so is a critical understanding of the digital environment as embedded in power structures, in relation to internet-related socio-economic issues along with the internet's democratising potentials and structural constraints. Addressing how the national curriculum in the UK can benefit from the expertise of digital specialists, this paper argues that there is a disconnect between what digital literacy entails for evaluating online content, and the potential of the curriculum to promote it. While subjects such as Citizenship, Computing and Media Studies encourage students to learn skills and knowledge that are crucial to digital literacy, this paper suggests that the curriculum needs to be revised to meet such an expectation. More specifically, it is argued that Citizenship should be more focused on teaching students not only about the positive potential of the internet for democracy but also about the constraints that it can place on it. While Computing is beneficial for teaching functional digital skills and knowledge about the internet, it needs to place more emphasis on how to evaluate online content, and on the social implications inherent to what the internet affords. Finally, as Media Studies allows students to develop a critical understanding of the digital environment but is taken by only few students at GCSE and A levels, elements of this subject should be made compulsory in primary and secondary education.

Id: 23126

Title: MEDIA EDUCATION, SPIRITUAL COMPETENCE AND HUMAN DIGNITY Proposal for an Analysis and Intervention Grid

Session Type: Individual submission

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Abstract: The lack of awareness of citizens around the world about the uses and abuses that can be made when using information and communication technologies is evident. Rights such as privacy, spirituality and dignity are involved. How can we make a substantial improvement in this relationship of communication, technology and dignity?

This question leads us to reflect on the growing development of information and communication technologies and the urgency to improve media production and, at the same time, to strengthen the diverse competences of the receiver, of the human being. This implies that the latter needs to develop competencies that lead him to strengthen a responsible attitude toward and from the messages established by these new means of communication.

From this perspective, our initial question can be formulated as follows: Among the competences that the human being should have in the face of media messages, what role does spiritual competence play, how should it be understood within media education and in the perspective of preserving human dignity?

To address these questions, we start with the main results of our previous research on the communicative dimension of media education (dialogue and cognitive decentration) in order to delve into the anthropological-philosophical dimension and deal with the aspects of spirituality and human dignity

On this occasion we wish to offer researchers and those in the field of education and the production of media messages a proposal of "Analysis and Intervention Grid" on spiritual competence (based on communicative and educational competences). Our proposal is based on the theoretical contributions of Arnaud Join-Lambert, Walter Lesch, Henri Derroitte, André Fossion, Marie-France Daniel, Jean-Pierre Meunier, Paul Ricoeur, Paulo Freire Mario Kaplún, among others. In the experimental part our indicators emerge from research results with children and adolescents - that is, people with identity, spirituality and dignity - after having been exposed to various types of media messages in different geographical, social and cultural contexts.

As a general conclusion, it has been observed that the understanding and the subsequent application of spiritual competence in media education - within formal, non-formal and informal educational processes and at any stage of life - can contribute considerably to strengthen the values noble and to preserve human dignity in the midst of all kinds of contrary currents.

Id: 23163

Title: My teacher has a YouTube channel. I wonder where its media competencies come from

Session Type: Individual submission

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Abstract: Most teachers of all educational levels have YouTube channels. This permit to connect them among younger generations but also to be known among other audiences. At the same time, their videos are used to review lessons. Students' parents also connect in most cases with teacher watching its videos. The question besides here is if this aspect, publishing videos, is enough to ensure digital media competencies into next generations. Media competencies in YouTube comprises several issues. Video recording, marketing, graphic design, oral speech and didactics if videos are educational. Is likely that teachers with YouTube presence have learned these competencies by themselves. Therefore, these competencies are not shown in education faculties. For instance, in countries like Germany or the United States teachers acquire media competencies through elective courses during basic teacher training (Tiede, Grafe, & Hobbs, 2015) or additional certificates to their training career.

Media competencies in education comprises several elements, also with students training (Grafe & Breiter, 2014). According to that, teachers need not only to be YouTube publishers, but also being able to apply its knowledge to the class. This would be a way to ensure media competencies for longer generations. Depending on the ages, different technologies could be used, while other will have to way to further ages. The relation of teacher knowledge about the use of media has a strong relation on how the teacher later uses it in class. Nevertheless, not only to tech savvy teacher would need to show media competencies in class, but also as much teachers as possible.

Media literacy at the same time facilitates to have media competencies. However, media competencies and media literacy have different terminology and different discourses (Weigand, Zylka, & Müller, 2013). This situation provides different understanding about the topic how media competencies can be acquired. Media literacies are as a set of competencies associated with accessing, communicating messages.

Media competencies not only corresponds to communication through social media, but also through other types of media. These media can be integrated, for instance, developing a lesson plan integrating digital media. Being more specific, examples of theses competencies can be the use of Wikipedia to develop writing strategies, the use of Wikidata to manage ethical use of information, to create presentations online or being able to do a speech with a recorder.

This paper is a literature review discussing media competencies that future teachers can acquire during its basic training at the university.

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Id: 23186

Title: Future audiences and journalism: News media literacy for children in local contexts

Session Type: Individual submission

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Abstract: The end of journalism has been routinely announced in the last couple of years (Jones, 2009; Charles e Stewart, 2011). The digital circulation of content; the crisis of news outlets classic business model, with distribution oligopolies now capturing 60 to 75% of the world's digital advertising revenues; the rise of tabloidization and infotainment; the de-professionalization of journalists and newsrooms, a hard won 20th century conquest (Schudson, 2003); a new set of amateurs, influencers, and hard to classify new players (Grubisich, 2005; Gillmor, 2006; Rosen, 2006; Lewis et al., 2010) are eroding classical journalistic practices. As a result, a new media ecology (Scolari, 2012); unfamiliar content-spreading models (Papacharissi, 2010; Jenkins et al., 2018); a disinformation crisis shaking the foundation of western journalism, that manifested in Brexit, and in the American and Brazilian elections, with the untamed spread of propaganda and fake news, assisted by AI (bots and algorithms), constitute a set of new challenges posed to consumers, producers and educators alike.
Older people (65 and up) are more likely to spread fake news on facebook (Guess et al., 2019), while young people are more savvy in dealing with dubious information. The EU Kids Online project found that children (9 to 16 years old) are more likely to be exposed to threats and dangerous online content than 10 years ago. Among the many risks detailed, those who weren't born and have not come to know the classic ecosystem of journalism, and for whom the idea of accurate, collected, verified, and "true" information has the same face value as viral, plausible information, circulated by influencers is a real one.
Quality independent journalism is consubstantial to liberal democracies - not a sufficient condition, but certainly a necessary one.
In this project, "Cientificamente Provável" promoted by the Portuguese Science Funding Agency (FCT) we developed, together with a group of basic and high schools located in Covilhã, in inner central Portugal, a set of articles and pedagogical materials on media literacy in journalistic contexts. The kit is composed of lectures, video presentations and exercises, and will have

sequential experimental presentations in March of 2019, in Basic and Secondary Schools, for an estimated audience of 300 students aged 12 to 18 years old.

These initial presentations will gather feedback to develop a free access multimedia product destined to teachers and educators, with basic contents on media literacy in the journalistic field. The project is part of the Scientifically Probable FCT program, and the research project Remedia.Lab, a regional press revitalization program with public funding.

The results intend to shape the new emerging audiences, and are expected to contribute to clarify the role of journalists in the era of mobile journalism, online journalism and citizen journalism, and to promote awareness and understanding on the importance of verifiable, independent and curated information among youths. The premise is that journalists will continue to act as mediators between the people, power, and deliberation in democratic societies; and that educating new audiences is vital for the future of both.

Id: 23253

Title: The Public Realm as a Shelter

Session Type: Individual submission

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Abstract: The paper elaborates the topic I introduced at IAMCR 2018 MER Section in Eugene, Oregon. I then discussed an analytical comparison between the polis and the cosmopolis interpretations of the public realm (Weintraub 1997). Referring to Biesta's (2012) tripartite concept of education as qualification, socialization and subjectification, I observed that the emphasis on the polis interpretation in the modern West suggests that public realm related educational practices may tend to operate as qualifying and socializing practices within the existing orders, traditions and ways of being. In contrast, the cosmopolis interpretation highlights the unknown and strange character of the public realm without aiming to overcome difference. The polis bound educational practices, such as citizenship related practices, easily turn into normalizing practices (Biesta 2012). In the IAMCR 2019 paper, I will argue that focus on the unknown and strange in the public realm would, instead, reveal room for unknown forms of subjectivity.

Drawing on scholarly history (e.g. Arendt 1958; Sennett 1977), I identify a concept of the public realm as a shelter for the unknown. In both actual and abstract terms, the public realm has provided room and protection for persons and issues that have been excluded from communities or consciousness. Homeless sleeping on the street may be the most explicit materialization of the public realm as a shelter for the excluded Other.

Discussing with contemporary philosophers of education Zhao (2012) and Todd (2015), I suggest that the educational power of the unknown lies its capacity to weaken our confidence as agents. Instead of comforting and strengthening our competent Ego, the unknown Other, again actual as well as abstract, may take us to the end of our world, even to the thresholds of human being (Kearney & Semonovich 2011) and our subjectivity. Such probability has increased due to the significant shifts in humans' environmental, social and cultural relations.

I conclude that the public realm as a shelter for the unknown means room for our transforming, vulnerably emerging subjectivities. The paper connects with the conference and the section call in relation to the topic of human dignity as well as to the questions of voice and visibility.

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Id: 23282

Title: MIL Observatories: qualifying policies and practices

Session Type: Individual submission

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Abstract: One of the trends of the last decades was the emergence of a movement to affirm citizens' rights vis-à-vis the media, translated in particular into the creation and fostering of observatories. This movement was developed in parallel with a series of studies on bringing media accountable, in the light of their social responsibility.

Media and Information Literacy (MIL) may be considered an expected component of this drive that values the citizens and communities' engagement in relation to the media. In fact, information and knowledge production about the media field, as well as the development of critical thinking and citizen empowerment about the media, seem to be bridges and common points both for media observatories and for media literacy initiatives and projects. However, literature review does not allow a strong confirmation for this proposition, although the work of media observatories is by its nature functional to media literacy.

With this paper, the authors intend to discuss the role of MIL observatories for MIL policies and practices, starting from the case of MILOBS - Media and Information Literacy Observatory, which resulted from a partnership of several Portuguese public institutions with responsibilities and intervention in media literacy. It will highlight the context and genesis of the project, its characteristics, the difficulties of its implementation and the contributions it intends to make to the different actors in the socio-educational, cultural and political domains. The aims are three-fold: to underline that in the current context of network communication, with its potential and its risks, it is fundamental to link local contexts with the international/global dimension; to empower people regarding the media sphere; and to emphasize the procedural dimensions of policies regarding media and information literacy.

Id: 23358

Title: Estimulando el aprendizaje universitario y cultural a través de la narrativa transmedia

Session Type: Individual submission

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Abstract: El desarrollo de las tecnologías de la información y comunicación (TICs) junto con la ubicuidad de los sistemas de comunicación móviles, la masificación de las redes sociales y los avances en sistemas inteligentes y de virtualización está generando ecosistemas sociales de alta complejidad, los cuales se fundamentan en la convergencia de plataformas (físicas y virtuales), medios y contenidos (Biggs & Johnson, 2012; Pratten, Scolari, & Aarseth, 2016; Rebolledo-Bustamante, 2016). Este nuevo contexto socio-tecnológico plantea nuevas formas de interrelación entre las personas, su entorno y los contenidos que reciben. Precisamente, en este último punto, esta convergencia tecnológica permite que la información sea creada por diversos actores en forma independiente o colaborativa y, a su vez, transmitida en múltiples direcciones, formatos y medios. Esta realidad no es ajena al campo de la educación; por el contrario, introduce nuevos retos y oportunidades para impulsar el desarrollo de procesos formativos integrales y transdisciplinares. En este sentido, uno de los recursos que están siendo investigados para ejecutar acciones educativas que estimulen la asimilación de conocimientos en los estudiantes de todas las edades, y en particular de las universidades, es la Narrativa Transmedia (NT) (Elordui, Fernandez, Penafiel, & Retolaza, 2014; Gutiérrez Pequeño, Fernández Rodríguez, & De la Iglesia Atienza, 2017). Así, en la literatura encontramos varios estudios que analizan diversos aspectos del diseño, creación y difusión de contenido transmedia en el alumnado universitario (Del Mar Grandío-Pérez, 2016; Gutiérrez Pequeño et al., 2017).
En este trabajo, aprovechando las características de la NT para mejorar los procesos de comprensión y retención estudiantil, presentamos una aproximación para generar un ecosistema de aprendizaje que usa a la NT como catalizador de los procesos de docencia y aprendizaje colaborativos y mediado por pares. Todo ello, a través de la generación y difusión de contenidos transmediales con valor social, cultural y artístico, y en un entorno virtual de aprendizaje. Como caso de estudio, describimos en forma amplia, el trabajo y resultados alcanzados en la implementación del modelo propuesto en el sexto ciclo de la carrera de Comunicación Social de la Universidad Politécnica Salesiana del Ecuador, en la materia de Estética de la Imagen.
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Id: 23446

Title: MOOCs: Challenges to human communication

Session Type: Individual submission

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Abstract: The Open Educational Movement, guided by one of the fundamental human rights, has bet for more than a decade to the democratization of knowledge through MOOCs (Massive, Open and Online Courses).
These courses that emerged in 2008 in Canada, have spread across all continents proclaiming open access to educational opportunities for all. However, the review of experiences is not very encouraging, since it is evident that many of the beneficiaries of MOOCs already have academic degrees.
On the other hand, the massiveness of these courses test the communication process and fosters an atmosphere of anonymity, although it is important to recognize the interculturality that occurs in these open education environments that attract students of multiple nationalities.
The interconnection that can be achieved in MOOCs was contemplated from its creators Siemens and Downes, through their proposal of Connectivism as a theory of learning in the age of networks, therefore it is important to account for the extent of connections between those who participate in a MOOC.
According to the above and with the intention of exploring the MOOCs of the Mexican context, the research presented in this paper, carried out in 2016-2017, highlights the real possibilities that the participants have to communicate in these open education environments, due to the massive nature that characterizes them.
The results are part of a larger study that aimed to identify the profile and training of MOOC teachers and facilitators from four Mexican universities, as well as ways to interact with the participants.
The study was of an exploratory nature, with a qualitative approach in which four professors and four facilitators of MOOCs of two private and two public universities participated as informants. Interview guides were designed and applied online for further analysis. In particular, the categories referring to communication practices were the following: possibilities of interacting, frequency and opportunity of communication, strategies, advantages of communication and suggestions to promote communication in MOOCs.
The interviewees agreed on the difficulty of establishing one-to-one communication in MOOCs, however they have developed asynchronous communication strategies that allow them to follow up on learning.
Finally, in the conclusions, we discuss the breakdown of the paradigm represented by MOOCs, the challenges to develop communication and above all, the opportunities they have to assert the right to education to which every human being aspires.

Id: 23524

Title: Toward a cohesive theory and evaluation methods of visual literacy.

Session Type: Individual submission

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Abstract: Keywords: Visual literacy, Methods, Theory.

Context
        The exposition to images in our daily life is now massively shared. Although, visual literacy has not deserved recognition in the educational system. Youth presents low levels of literacy but there is no clear training available. Those major contradictions are in part a result of a lack of conceptual clarification and the consequent operationalization difficulties.
Purpose
        In this study we address the problems enunciated above by presenting a new method of visual literacy measurement as well as a designed structure for training university students on visual literacy.
Methods and Results
A content analysis of the published literature on visual literacy was conducted over the last ten years. The study considers the online web search; two data-based was consulted on web science and Scopus. In the Web science had 82 papers and Scopus 94 papers. The quantitative and qualitative results from the content analysis is presented. And discussed in terms of the main conceptual definitions presented in those papers.
A comprehensive model based on that assessment is offered and mostly important the implications for the the evaluation procedures are discussed.
Accordingly, to Bowen (2017), the learning assessment methods of visual literacy have used to understand how digital users analyze, interpret and create images with some objectives to a target group. In the last years, those measurement methods rely on psychological theories such as behaviorism and constructivism (Fosnot & Perry, 1996). Those methods are Bloom´s Taxonomy (Newton & Martin, 2013), the SOLO Taxonomy (Bowen, 2017), and Housen's Measuring Aesthetic Development (Housen, 1983). Each method has different dimensions of the measurement

of knowledge and learning. Bloom´s Taxonomy uses a behaviorist approach, while Structured Object Learning Outcome Taxonomy (SOLO) and Housen's Measuring Aesthetic Development are constructivist. While the constructivism "draws a picture of knowledge and understanding being slowly constructed " (Woollard & Pritchard, 2013, p. 5). These knowledge allow them to improve the learning quality process.

Significance

The importance of findings shows a more precise method of evaluation and design effective approaches to training visual literates as well as critical thinkers. To be visual literate implies to understand the different meanings of images and many contexts. Images can be digitally manipulated as information. It means they can create fake news and threaten Democracy.

Id: 23563

Title: Media Literacy Education and Children's Right to Communicate: Disputed Rights, Contested Truths in Turkey's Case

Session Type: Individual submission

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Abstract: The right to communication is one of the important topics discussed widely by the communication researchers as well as media professionals, practitioners and other persons/sectors related with the issue. Beside other human categories, children and youth, and their relations with media including new media are specifically addressed by the international documents.

The UN Convention on Rights of the Child (1989) is one of the international legal documents which refers to children's rights to communicate in a range of important ways: children's right to express their views freely in all matters affecting them (Article 12), freedom of expression (i.e. to seek, receive and impart information of all kinds) through any medium of the child's choice (Art. 13), freedom of association and peaceful assembly (Art. 15), protection of privacy (Art. 16) and to mass media that disseminate information and material of social and cultural benefit to the child, with particular regard to the linguistic needs of minority/indigenous groups and to protection from material injurious to the child's well-being (Art. 17). Implementing the UNCRC is a task for governments, but the thinking and values underpinning this framework have also served as a rallying call for public, private and other persons/sectors seeking to improve children's rights and well-being.

Media literacy education might provide important means for enabling children, youth to safely enjoy their right to communication. The history of media literacy education can be traced to the first half of the 20th century in the world. As the first step, we can see uses of different kind of media in education and then "media literacy" as a course has become a part of formal and/or non-formal education at different levels. Regarding Turkey's position to media literacy education, we can say that the issue of media literacy has appeared on the agenda of academic studies and various meetings since the beginning of 2000s. Also the studies and discussion on media literacy in Turkey have been encouraged by the project to include media literacy course into the school curriculum. This course has been educated countrywide since 2007-2008 school years. As a further step, the curriculum and textbooks of the media literacy course were modified in 2013 with the target of acquainting students with the information and the skills which enforce them as young and critical audiences of traditional and new media.

In this respect, this presentation aims to elaborate media literacy education in Turkey by regarding their contributions and challenges for the development and enforcement of children's right to communicate. For this purpose, the media literacy curriculum and textbooks will be investigated by considering leading educational policies, practices which are sensitive to children's communication rights on the issue of media literacy at the international levels. Based on the findings and investigations, the concluding part of the presentation is reserved to further evaluations and

recommendations for formulating media education policies and practices which advance children's right to communicate.

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Title: Social media, smart phones and unaccompanied refugee children: the possibilities and limitations of media education

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Abstract: It was July 2015, and thousands of asylum-seekers camped out around Budapest's Keleti railway station. Europe was once again on the verge of crucial change. It was the start of an on-going process dubbed by the media the 'European migration crisis'. Since then, several thousand asylum-seekers have arrived on the continent, triggering widespread debates about migration and human rights. Among those seeking asylum, the most vulnerable are, undeniably, unaccompanied children. By 2017, more than 150.000 unaccompanied minor asylum-seekers have been registered in different EU countries. European authorities and NGOs stress the need for suitable integration policies. Previous research talks about 'connected migrants' (Diminescu, 2008), and the relevant IT skills that refugees have (Gillespie, 2016). However, this presentation will address the question of whether digital technologies and (social) media can be useful tools for addressing the challenges of integration. Moreover, beyond this it will look at whether these platforms can enable individual expression and social participation for these young people. The findings are based on rich data gathered through interviews, participant observation and digital ethnography in the Netherlands, Sweden and Italy, and through participatory action research carried out in the UK. The presentation will build upon the lived media experiences of these children and will focus on how the process of migration has changed children's media use, and how digital technology enables children to make sense of their new lives in Europe. In line with the conference's theme, our findings show both the immense importance of the children's background in gaining a voice online, and the possibilities that lie ahead, but only if social and economic capital is available to unaccompanied refugee children. The presentation will end with a discussion on the importance of ensuring mentors' and social workers' media competencies. For unaccompanied youth these are the only people who can truly help in navigating the maze of social media and digital technologies.

References Diminescu, D. (2008). The connected migrant: an epistemological manifesto. Social Science Information, 47(4), 565. Gillespie, M., Ampofo, L., Cheesman, M., Faith, B., Iliadou, E., Issa, A., Osseiran, S. and Skleparis, D. (2016). Mapping Refugee Media Journeys. Smartphones and Social Media Networks. Retrieved from:
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