



# IAMCR 2017

## Media Education Research Section

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**Id:** 14409

**Title:** Media Literacy Education for Critical Citizen Action: A General Education Course Case Study on 'Civil Journalism and Action' in Taiwan

**Session Type:** Individual submission

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**Abstract:** Values are at the centre of culture, the core of intercultural communication, and the chief element affecting communication between nations; therefore, in today's dynamic social and mobile media environments, educating students to develop and raise their critical consciousness has become a significant challenge facing media literacy educators. In the modern age, educating students with correct cognitive, attitudes and behaviors in intercultural communication, which is the basis for the acquisition of intercultural citizenship, has become a means for educators to meet this challenge.

In view of meeting this challenge, this paper provides a case study of an intercultural communication curriculum in which students participate in a new immigrant community and thereby experience differences between reality and media representation of foreign immigrants. Throughout the class, the concept of "access media" is presented and discussed as a basis for training students to produce community videos to give voice to the reality they have experienced through the processes of the curriculum to which they have been exposed. Core to this curriculum is in training students to take social action against media manipulation of stereotypical images of foreign immigrants.

Using the theoretical design of Critical Pedagogy based on university-level media literacy courses and a "Civil Journalism and Action" general education course of 33 students as its main object, the six-month research project began in August 2015 and ended in January 2016 during the fall semester of the 2015 academic year. After the completion of an 18-week period of lectures, the results of this case study show how students change as a consequence of their learning through a process of intercultural communication. Through classroom work and observations (such as reflective journals, speech messaging data collection and analysis, as well as website discussions) and focus groups, the impact of personal values on the production of media to meet media literacy education's curriculum design demands and teaching efficacy standards is examined. The case study data include an analysis and evaluation of classroom observations, student and teacher diaries, questionnaires and focus groups to explain how students' intercultural communication competence was developed and led to their acquiring the qualities of intercultural citizenship which include 'action in the community', in this case publishing their own community video. The case study concludes by explaining how intercultural theory is playing a very important role in intercultural communication and relationship formation, and by providing a guide to show how teachers in Taiwan can develop pedagogy of literacy for general education in Taiwan.

The results presented in this paper show an enhancement of students' media literacy critical thinking skills and sensitivity towards intercultural issues, and while further concluding that the propensity of students to address cognitive and attitudinal intercultural issues has also improved, acknowledges that critical thinking on media literacy through concrete actions continues to present challenges.

**Keywords:** Intercultural, Media Literacy, teaching and learning,Critical Pedagogy

**Id:** 14444

**Title:** Comunicaciones escolares Una experiencia comunicacional en las Instituciones de Educación Pública de Cartagena de Indias - Colombia

**Session Type:** Individual submission

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**Abstract:** Esta propuesta de alfabetización mediática (lectura y expresión con imágenes, audio, escritura y contenidos interactivos), tiene como objetivo general fomentar la recepción crítica de los contenidos mediáticos, así como el desarrollo de capacidades creativas y comunicativas en los estudiantes, docentes y padres de familia de las Instituciones Educativas (IE) de Cartagena de Indias durante los años 2015 y 2016. Además de promover el estudio, análisis, selección y realización de producciones audiovisuales e interactivas, poniendo en evidencia las mediaciones sociales, culturales, familiares y personales de la recepción de los medios de comunicación que influyen en el proceso formativo de los estudiantes.

Como expresa Johan Ferrés, una escuela que no enseña a ver Televisión (y sobre medios de comunicación), es una escuela que no educa. (1997)

Esto es esencialmente cierto cuando nos referimos a los contenidos de los medios de comunicación, a los cuales los niños y jóvenes tienen acceso y donde reciben una amplia información que muchas de las veces retienen mejor que las enseñanzas recibidas en la escuela, incluso, en ocasiones el discurso escolar y el de los medios de comunicación puede llegar a ser contradictorios, pero ambos son asimilados por una niñez y juventud ávidas de aprender y que al estar expuesta a ambos contenidos adquiere una cultura mosaico, que requiere de una formación crítica para poder integrarla.

Tal como dice Daniel Prieto Castillo (2005), comprender la relación entre comunicación y educación nos permitirá el autoreconocimiento, la proyección y un uso crítico de las innovaciones tecnológicas para la producción y la transformación de la cultura.

Por ello, y en vista de las labores mismas del educador pero también del comunicador en nuestro medio social cambiante, es importante que se haga una reflexión conceptual y analítica sobre las responsabilidades que se pueden asumir en los procesos edocomunicativos articulados a procesos sociales, para ello esta investigación de tipo cualitativo, ubicada dentro del paradigma socio-crítico, abordó la problemática desde el enfoque de la Investigación Acción Participación (IAP) del sociólogo Orlando Fals Borda ( 2008).

Al mismo tiempo permitió a los estudiantes, docentes, padres de familia y comunicadores sociales, contribuir desde sus propios saberes para la creación y análisis de contenidos digitales y audiovisuales, basados en las realidades de su contexto escolar, el de su barrio y sus familias. Teniendo en cuenta que son escuelas públicas ubicadas en sectores de Cartagena en alto riesgo social para los estudiantes y quienes además provienen de realidades familiares adversas.

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**Id:** 14525

**Title:** Importing Innovation' Culture and Politics of Education in Creative Industries, Case Kenya

**Session Type:** Individual submission

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**Abstract:** Kenya has been hailed as one of the next hubs of technology and creative industry education and innovation. In 2015, there were 23 different ICT hubs in Kenya alone (British Council 2015) that are based on innovation and learning models well established in the global North. When looking up-close however Kenya's wider context does not follow the same innovation trends and models of the global North, or even those of the Asian digital economies. For example, in many African contexts, including Kenya, international funders or other partners are playing bigger roles in incubating innovation than venture capital (Marchant 2015).

This paper is based on a case study of such a tension, in a creative industries education project initiated by GESCI an innovation and ICT education center in Nairobi, funded by the Foreign Ministries of Ireland and Finland. The GESCI AKE project aim was(is?) to educate young people at the beginning of their creative industries' careers with new skills in digital animation, as well as game and sound design. In addition, the program intended to support the entrepreneurial skills of its participants

The authors have participated in the project as the so called Living Lab participatory action researchers, and documented the processes from curriculum development to innovation team-building and showcasing. The Living Lab framework of the project was to create participatory practices that would feed into the concrete teaching modules of media skills, as well as ideas for future start-up businesses for the participants.

The ethnography of the Living Lab innovation education at GESCI (2014-2017) points to how these new innovation education ecosystems can add value for entrepreneurs and startups through brokering relationships with peers, clients, funders, and partners, creating new learning and development possibilities. At the same time, they tend to import Western start-up discursive culture and politics of innovation. This may be in contrast to other creative opportunities that are embedded in country- and region-specific cultural content and practices (Bekenova 2016) that might be overlooked. The paper seeks to tease out these tensions of definitions, cultures and politics of innovation, pedagogy, and collaborative practices.

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**Id:** 14541

**Title:** Requirement of Media Literacy among Children in India

**Session Type:** Individual submission

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**Abstract:** India is an extremely diverse country and is on the road to growth and development. Our media consumption is extremely high and we are constantly exposing our children to tons of media messages. Unfortunately, we are not doing much to arm these kids with necessary structure to effectively access, analyse, evaluate and use different media and consequent messages (Hobbs and Frost, 2003). Media literacy and media education are the need of the hour in India, especially for children because they are the future!

‘Requirement of Media Literacy among Children in India’ assessed need of media literacy among students of English and Gujarati medium schools aged between 12 and 14 years residing in urban Ahmedabad. A conceptual framework was developed and a media literacy model was derived from various literature reviewed. These exercises helped immensely in creation of the tool and analyses of data collected.

A detailed, pre-tested questionnaire using survey method was used to map children’s media and information exposure and analyse their skill development for media usage. Intensive interviews – analysed using grounded theory – were also conducted with parents, educators and professionals working for children to understand their interpretation of concepts of media literacy and media education and their requirement among children.

Children are extremely street-smart and use an extensive amount media in their daily lives, as perceived from data collected of 183 school children that were part of this study. Newspapers, television, computer, mobile phones and internet were extremely popular as information and entertainment devices. Radio was viewed largely as an entertainment device and it received little credibility as an important source of information.

Private FM channels were more popular among the respondents. Entertainment ranked high in children’s media consumption patterns and although they claimed to be interested in knowledge channels like Discovery, National Geographic, etc. data showed that the preferred options of listenership and viewership were latest music and movies and fiction shows.

Unfortunately, skill development for media usage was mostly below average or average and that is not enough to guide children in making better choices and be aware of media effects that their current choices have on them. Interviewees also felt the immense need for media literacy and media education to be propagated among children, parents and teachers in India.

Keywords - media literacy; children and media; media literacy in India; media and information exposure; skill development for media usage; media consumption; media effects; media choices; media education

**Id:** 14669

**Title:** Engaging the World:Digital Literacy for Transcultural Citizenship

**Session Type:** Individual submission

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**Abstract:** With the emergence of a mediated space and its rapid digital enhancement, we are at a point of inflection for understanding how communities are formed across geographic borders, what counts as participation in these communities, and how diverse dialogues across cultures, countries and people translate into civic engagement in the digital world. We concede that these online relationships are embedded in local cultures, interpersonal relations, and horizontal communications across cultures that build on the potential of new media to create transcultural citizens. This conceptualization of transcultural citizenship emphasizes that it is possible to experience civic engagement through a discursive and relational approach. The changing notion of citizenship in the digital landscape then requires a robust pedagogical response to ensure that young individuals critically engage with and participate in the new media landscape and learn to orient their individual efforts towards experiencing public gainfulness through connected learning. This paper attempts to understand the competencies, sensitivity, and skills required in the digital world that complement new participatory processes and suggest ways in which educators can include the digital in their classroom spaces to ensure that we make evident to the young students the possible civic implications of their new media uses. Through this paper we propose a digital literacy framework that will connect the personal information spaces of young people on new media with critical civic practices to enable a responsible dialogue for negotiating and appreciating differences. The digital literacy framework has three main dimensions. First, the materiality of the digital space must be analyzed to identify ways in which new media affordances can be utilized for designing classrooms to open opportunities for an engaged participatory behavior. Second, the critical competencies required for enacting discursive and relational citizenship that help them to think about their relationship with the media and with each other so that they acknowledge their role in advancing ideas for social change. Finally, we suggest a set of new approaches necessary for creating an experience of collaborating with others over the internet and bringing about a change. This involves recognizing the scope of peer networks in enabling a learning culture wherein the personal is connected with values of social responsibility to promote educational, political and economic opportunities. What lies at the heart of our digital literacy framework is to develop peer based collaborative and learning experiences for media savvy young citizens of the world. The important dimension of this framework is a significant attention to developing critical geo-political and historical awareness in the young citizens along with digital literacy to make their civic engagement context-sensitive and oriented to social justice.

Key words: transcultural citizenship, critical digital literacy, classroom pedagogy, young citizens, peer culture, civic engagement, participation

**Id:** 14877

**Title:** Critical media consumption: College students challenge media frames of the Israeli-Palestinian conflict

**Session Type:** Individual submission

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**Abstract:** This study was part of a program which seeks to enhance the awareness about media mainstream tendency to pose the threat of continued violence through media war frames and pointing towards possibilities for mutual understanding between communities in conflict. The study focus on a critical media literacy education program and is a result of Media project in the context of the Israeli-Palestinian conflict. The project was conducted simultaneously in three Israeli academic colleges among Arab and Jewish students who were trained in this special program. The study's aim was to assess general short-term trends of changes in students' perceptions in relation to the conflict pointing to the important role media's frames which effect promoting peace and tolerance, calling attention to "otherness" and recognizing mutual victim roles. The results of pre-post quantitative questionnaires and a descriptive statistic analysis showed general tendency of transformation in how students frame the Israeli-Palestinian conflict which was attributed to the program, to its application in each college, and the relevance of the issue to their lives. The findings point to a moderate tendency towards change that highlights the complex interaction between media and recipients frames (Annabring et al., 2005; Theil & Kempf, 2014). They also shed light on the effect the CMLE program had on diverse groups. In the short-term, two principal tendencies were evident—increased student awareness of escalation-oriented media frames that foster a violent and hostile atmosphere and the importance of recognizing the narrative of both sides (the Other) for gaining a deeper understanding of the conflict.

Key words: media frames, peace journalism, war journalism, critical media literacy education , news consumption, Israeli-Palestinian conflict , intercultural education, the 'other', media and conflict

**Id:** 14952

**Title:** La promoción del empoderamiento de las mujeres a través de la educación para los medios y la perspectiva de género feminista.

**Session Type:** Individual submission

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**Abstract:** En esta ponencia se presentarán los resultados finales de la investigación doctoral de la autora, la cual tuvo como objetivo construir una propuesta de educación para los medios con perspectiva de género feminista. La necesidad de propuestas de educación para los medios con perspectiva de género feminista es evidente ante la persistente reproducción de estereotipos de género y discursos discriminatorios en los medios de comunicación masiva. En este sentido, es importante citar el señalamiento hecho por la investigadora Margaret Gallager, acerca de que tras 20 años de la publicación de la Plataforma de Acción de Beijing (1995), los derechos humanos de las mujeres y las niñas aún se ven vulnerados en los discursos y estructuras de las industrias de los medios de comunicación.

Para construir el marco teórico-metodológico de la investigación, se recurrió a la propuesta conceptual del empoderamiento de las mujeres realizada por Nelly Stromquist, y se recuperó el método de los grupos de autoconciencia (creados por el feminismo radical durante los años sesenta en Estados Unidos), así como la pedagogía feminista y la investigación acción participativa. El grupo seleccionado para el proceso de formación fueron mujeres jóvenes estudiantes de la licenciatura en Comunicación y Cultura de la Universidad Autónoma de la Ciudad de México (UACM), campus Cuautepec.

Algunos de los resultados luego de la fase empírica fueron que las participantes lograron reconocer la reproducción de estereotipos de género en el material audiovisual analizado, y más allá, pudieron generar contenidos desde la perspectiva de género, por ejemplo, videos, fotos y escritos. Finalmente, el resultado más elocuente fue que las participantes comenzaron a organizar al interior del campus universitario diversas actividades para la promoción de la igualdad y la equidad, tales como cine debate, mesas de discusión, talleres e, incluso, un festival de cine y género.

**Abstract:**

This paper will present the final results of the author's doctoral research, which aimed to build a proposal for media education with a feminist gender perspective. The need for media education proposals with a feminist gender perspective is evident in the persistent reproduction of gender stereotypes and discriminatory discourses in the mass media. In this regard, it is important to cite the statement made by researcher Margaret Gallager, after 20 years of the publication of the Beijing Platform for Action (1995): human rights of women and girls are still violated in the speeches and structures of the media industries.

In order to construct the theoretical-methodological frame of the research, the conceptual proposal of the empowerment of the women realized by Nelly Stromquist was used and the method of the self-consciousness groups (created by the radical feminism during the sixties in the United States ),

as well as feminist pedagogy and participatory action research. The group selected for the training process were young women students of the bachelor in Communication and Culture of the Autonomous University of the City of Mexico (UACM in Spanish), campus Cuautepetec.

Some of the results after the empirical phase were that the participants were able to recognize the reproduction of gender stereotypes in the analyzed audiovisual material, and beyond, they were able to generate content from a gender perspective, for example videos, photos and writings. Finally, the most eloquent result was that the participants began to organize various activities for the promotion of equality and equity within the university campus, such as debates, discussion boards, workshops and even a film and gender festival.

**Id:** 15043

**Title:** ¿Dónde viven los monstruos' Apuestas metodológicas de la investigación-creación para el trabajo con medios en la escuela.

**Session Type:** Individual submission

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**Abstract:** Resumen

La ponencia que presento a continuación, recoge la experiencia de producción artística de un grupo de jóvenes del colegio Nueva Delhi, localidad cuarta de Bogotá, que han encontrado en el Proyecto de Comunicación Escolar ¿Qué tienes en la mente? (¿QTM?) un laboratorio de creación colectiva en el que es posible pensar las relaciones emergentes entre los medios de comunicación escolar, las prácticas artísticas y la educación. De la misma manera, complejiza aún más la propuesta metodológica que ha venido realizando la Escuela de Medios para el Desarrollo de Uniminuto, desde la Coordinación de Comunicación Escolar, porque visibiliza un aporte metodológico para equilibrar las formas tradicionales de hacer investigación académica con las de la creación artística. Desde esta perspectiva, el trabajo se inserta en el marco de la investigación-creación como una estrategia metodológica cuyo “objetivo no se agota en el conocimiento generado por la obra en sí misma, sino que implica la reflexión crítica sobre diferentes elementos de la práctica artística, como el proceso creativo, los hábitos y rutinas de estudio, las influencias teóricas y prácticas, etc.” (Cano, 2014, pág. 39). Bajo este argumento, además de ser un ejercicio de producción escénica, explora el papel que tienen los medios y las prácticas artísticas en las instituciones educativas y su impacto en la producción de contenidos y el acceso a los lenguajes digitales.

El trabajo interdisciplinar establece algunas coordenadas que buscan comprender mucho mejor el impacto que tienen las prácticas artísticas en la producción de contenidos para medios escolares y pone en evidencia “el enorme potencial de futuro implícito en esta clase de investigación. En primer lugar por las múltiples aplicaciones didácticas de sus métodos y sus resultados. Y en segundo lugar porque permite pensar la actividad –artística- como un verdadero trabajo de laboratorio: una investigación en artes que experimente nuevos caminos, puede convertirse en una realidad dinamizadora del panorama actual y ofrecerle propuestas de futuro antes inimaginables”. (Cano, 2014, pág. 13)

¿Dónde viven los monstruos? es el resultado de una propuesta de experimentación escénica que busca en los lenguajes artísticos y los medios, opciones metodológicas que aporten escenarios para entender la investigación en comunicación-educación desde el trabajo interdisciplinar.

Palabras claves: Prácticas artísticas, medios escolares, metodología, investigación creación, Educación.

**Id:** 15070

**Title:** Educar comunicadores sociales y periodistas en las era digital: el nuevo desafío del profesor

**Session Type:** Individual submission

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**Abstract:** La educación superior en Colombia ha sido testigo de los cambios políticos, económicos, sociales, culturales y tecnológicos que ha presentado el país en la última década. Algunos positivos, otros no tanto. En este sentido, y con el devenir de las TIC en el campo de la educación, resulta imposible no ser partícipe de este proceso y más en una carrera de pregrado como la Comunicación Social y el Periodismo. Los tiempos han evolucionado cada vez con más fuerza, lo que exige la formación de profesionales en esta rama más ávidos de conocimiento e innovadores en el mundo de la web. La opinión pública demanda las nociones de immediatez, veracidad, investigación y contundencia en tiempo real, buscando limitar la brecha digital entre naciones y ampliando los espectros de la información noticiosa y las redes sociales a planos nunca antes contemplados en la historia de la humanidad, o así lo estiman teóricos como Díaz Barriga (2015), Adell (2012), Area (2011), Coll (2009), entre otros. En consecuencia, la iniciativa desde la cual se basará este escrito, surgió de una investigación posgradual que buscó analizar la incidencia en la implementación de mediaciones pedagógicas para la utilización de las TIC, en el desarrollo de competencias digitales en estudiantes de Comunicación Social y Periodismo de Uniminuto Girardot. Más allá del nivel funcional, lo que buscó esta pesquisa es que los estudiantes exploraran herramientas TIC desde las clases como parte activa de su proceso de enseñanza-aprendizaje, y con ello lograr, no solo dinámicas de estudio más acordes a sus intereses y afinidades, sino también, transversalizar el conocimiento con otros cursos, reforzar los perfiles profesionales que está exigiendo el mercado a tono con las tecnologías y articular los planes de estudio de seis clases presenciales en resonancia con esta nueva dinámica. Blogs, videos, chat y otras e-actividades consolidaron la modalidad híbrida de aprendizaje (Osorio, 2011) que desarrolló este trabajo, realizado mediante un estudio de caso buscando evolucionar estas y otras estrategias de enseñanza - aprendizaje hacia las Tecnologías para el Aprendizaje y el Conocimiento (TAC) (Santos, 2016) (Moya, 2013). Para el estudio se aplicaron dos cuestionarios y una observación participante a 93 estudiantes del programa, usando el paradigma teórico-crítico y la investigación acción con el ánimo de autoevaluar las prácticas docentes. Los cursos con estrategias e-learning resultaron más atractivos para los discentes y según los resultados estas fortalecen el aprendizaje colaborativo, las metodologías del docente y con ello el perfil profesional del alumno que en contextos de globalización demanda nuevas y renovadas habilidades, donde la alfabetización digital y la competencia audiovisual enmarcan un mundo con posibilidades de inclusión mucho más extensas, pero delimitadas solo para quienes dominan con destreza las herramientas tecnológicas dispuestas en servicio de la educación, por ello, el rol del docente periodista se transforma, exigiendo actualización y reconociendo de las redes sociales, el mobile learning (López y Silva, 2016), los software libres y las plataformas digitales como mecanismos de edocomunicación necesarios en el plano de la enseñanza superior.

**Id:** 15073

**Title:** Peace journalism: a glocal perspective

**Session Type:** Individual submission

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**Abstract:** “Peace is not the absence of conflict. It is the presence of justice.” This is the idea behind the peace journalism course built through FGDs, national seminars, international reviews, whose final product was a 6-week peace journalism course. The course is designed for young journalists and students of journalism at Masters level. The reason behind the whole study is the state of journalism in this conflict-ridden area, where the workload and dangers are enormous, while the professional capacity is at the lowest. The blend of danger and low professional threshold has claimed the lives of many and the rest are living in fear.

It is an imperative to develop a useable knowledge structure that enables young (and also experienced) journalists to fulfill the professional responsibilities correctly and safely. The investigative process for this study was initiated with the knowledge of the existing western work available on peace and conflict. The problem with the borrowed concepts from the west was that it could neither be fully understood within the local settings in Pakistan, while adaptation to the local needs was also not easily feasible.

On the other hand a local concept might be representative of the current needs, but it doesn’t have long term sustainability due the triviality of the local argument. The remedy to this deficiency was sought in the international reviews by experts from around the globe. Multi-disciplinary approach was used for both national and international debate on the idea of peace journalism. The proactive, peace centered approach was the outcome of the whole deliberation. There was a glocal (global and local) understanding of some basic needs for the pedagogy of peace in journalism. The course developed through the whole process was taught in November-December, 2016. The course consists of two main components: perspective building through multi-disciplinary readings and lectures, and skill set betterment through using the knowledge gained into journalistic products, story telling for peace. The whole effort rests on action instead of reaction. Of working for peace instead of fighting conflict.

**Id:** 15115

**Title:** Towards Participatory Media Education Praxis: The DiverCity Web Archive

**Session Type:** Individual submission

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**Abstract:** Emerging discourses within media education point towards participatory approaches that rethink the space of the classroom as an enabling and open-ended terrain for students to engage with new media environments and the world outside (Jenkins, et al, 2009). This paper discusses a pedagogical initiative that seeks to provide opportunities for students use the documentary form to explore the city, located within the context of on-ground struggles for social justice. This initiative also uses the potential of the Internet by placing documentary film within an inter-textual frame, in conversation with text, news, music, interviews, and photographs. The project, entitled the DiverCity Web Archive, focuses on addressing the erasures of communities, spaces, events and phenomena that underpin the prevalent notion of Mumbai as a world-class city. This politics of forgetting, from the rewriting of events like the 1992 ethnic violence to the reconfiguring of spaces such as the mill areas of Central Mumbai, requires the deployment of history and geography in the service of a homogenised, sanitised imagination of the city. DiverCity counters this forgetting by generating and drawing on a range of resources to remember, explore, and evoke alternative experiences and narratives of the city. The archive presently has three sub-archives: Remembering 1992 (<http://mumbairiots.tiss.edu>), Mill Mumbai (<http://millmumbai.tiss.edu>) and Castemopolitan Mumbai (<http://castemumbai.tiss.edu>).

Focusing on Remembering 1992, this paper discusses the process of its collaborative creation with young citizen-students, attempting to explore the political significance of such documentary initiatives. This work was initiated as a part of a citizens' campaign, Bombay ki Kahani, Mumbai ki Zubani, (Bombay's Story, Mumbai's Voice), between December 2012 and January 2013. The campaign (and the archive) sought to critically reflect, on the 20th anniversary of the event, on the violence that ensued in Mumbai in the aftermath of 6 December 1992, when Hindu fundamentalists demolished the centuries-old Babri Mosque in Ayodhya, Uttar Pradesh, on the grounds that it was the birthplace of Lord Ram. This violence, in which over 900 lives were lost, changed the cosmopolitan fabric of Mumbai in many ways, fostering spatial segregation of communities on religious lines and the proliferation of the politics of hate. In a context where the memory of this event has been rewritten and all but erased, the campaign sought to remember, to explore the contours of normalised prejudice, to understand how the survivors have coped with the denial of justice, and to problematise the question of social memory. The paper also discusses the possibilities of such documentary-based web archives, in terms of the space they provide for resisting regimes of censorship and control in the digital age. The paper will be illustrated with material from the film series 'Remembering 1992' and the website <http://mumbairiots.tiss.edu>.

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**Id:** 15383

**Title:** Media and Education in regard to Young Refugees in Germany ' Results of a Qualitative Study with Young Refugees and Social Workers

**Session Type:** Individual submission

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**Abstract:** By considering the connection between media and flight dynamics, the paper addresses the question how the link between broad social, political and cultural changes and media is shaped. The paper is based on a qualitative research project in Germany carried out by Henrike Friedrichs-Liesenkötter at Bielefeld University from 10/2016 to 03/2017. The study which is based on the Grounded Theory Methodology (Strauss & Corbin, 1990) comprises guideline-based interviews with young refugees as well as expert interviews with social workers (Meuser & Nagel, 1997). So far, 17 interviews with young refugees and 5 interviews with social workers have been conducted, while data collection is still going on. The sample covers refugees of different age (from children to older adolescents), gender and countries as well as social workers in various working positions and institutions. These institutions are refugee houses, youth institutions, (media) education institutions and schools.

The theoretical concept of Medienbildung serves as sensitizing concept for the analysis (Strauss & Corbin, 1990). Medienbildung means education and learning in a world full of media. The main idea is that media have immanent potentials for education and learning. Media can lead to a development and change of a subject's relation to the world and to the self (Jörissen & Marotzki, 2014). Considering this, the study shall provide answers to the following research questions: First, the potential and role of media for young refugees' education and learning processes and for getting along with challenges in their transnational lives. Second, the role of Medienbildung in interactions between young refugees and social workers.

Current research shows that digital media play an important role for young refugees: The smartphone serves as navigation system to cope in new environments, as instrument for communication with friends and family as well as information system about the political situation in the country of origin (Fiedler, 2016; Gillespie et al., 2016; Leung, Finney Lamb & Emrys, 2009; Richter, Kunst & Emmer, 2016; Kutscher & Kreß, 2016). While first studies give an overview about the refugees' media usage, there is still a lack of research about the relation of media use and educational processes (German: Medienbildung). The qualitative study presented at the IAMCR 2017 starts to fill this research gap.

On the conference, main results of the study will be presented. The analysis shows that the young people use digital media to cope with challenges in their transnational lives: They maintain contacts to family and friends in other countries via apps like imo and WhatsApp, while they try to acquire knowledge about their environment in Germany at the same time. The study also reveals that digital media have the potential to support the young people in their capacity to act. For example, they use the internet and learning apps to learn German.

Furthermore, the characteristics of education work with young refugees shall be presented at the conference. Implications for media education and social work with young refugees can be discussed.

**Id:** 15514

**Title:** Media Literacy and Political Populism in Media Ecology Frame

**Session Type:** Individual submission

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**Abstract:** In Bulgaria exist serious research and regulatory deficits for justifying the need for digital media literacy, which corresponds to modern education 3.0. as well as to the challenges for different types of political interpretations presented constantly by the innovative digital communication products in all spheres of society.

Contemporary communication is filled with plenty of hybrid media products. In most cases they present political topics that go beyond normal vocabulary expressions. Admission of inaccuracies, hate speech, racist appeals, antielitism, distortion of objective truth, and outright lies endangers media "ecology".

At the same time, our everyday life is accompanied by extremely strenuous populist promises delivered not only by the traditionally populist parties, but also by the major mainstream political parties.

The challenges of the economic crisis, the migration processes and the increased cases of terrorist attacks contribute further to revitalization of the development of populism.

Political reality has gradually become the focus of populist hybridity. This situation provokes urgency for examining issues related to media literacy, and more specifically – to the role and orientation of people in this polluted media environment

The present paper is mainly focused on political populist rhetoric in the media, its "ecological" dimensions and the new challenges to media literacy in Bulgaria.

The paper is structured in three methodologically interconnected parts, which respectively present: an overview of the process of mediatization of politics and populism; a comparative study of the dimensions of media populism in Bulgaria, based on content analysis research of two periods: the first one conducted during the local elections of 2015 and the second one will be organized in March of 2017, focusing on the program of the Bulgarian public TV (BNT) and on the content of two news sites (dir.bg and vesty.bg); and a discussion on the connection between media populism and the role of media literacy to help people interpret populist messages in media, and distinguish between truth and non-truth, etc.

The role of media literacy is planned to be presented and discussed on the base of focus group research results which will be realized in April 2017, after the Bulgarian Parliamentary elections in the frame of the research project AN 05/11. 14.12.2016.

Conclusion includes discussion on the necessity of adequate relevancy between contemporary media literacy and modern education 3.0. The increased presence of hate speech, racist appeals, distortion of objective truth etc. suggests new educational approaches to media content. The media hybrid products are serious challenges for media literacy and "media ecology" in Bulgaria.

Key words: media literacy, media populism, media ecology; media hybrids, education 3.0.

**Id:** 15551

**Title:** Best-sellers of Young Reading: appropriation and communicative practices concerning written popular fiction

**Session Type:** Individual submission

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**Abstract:** “To Read” has been assumed by the Written Culture as a somewhat uniform activity and has created a sort of institutional frame and a series of discourses concerning it. However, the act of reading has been reimagined in recent years within fields such as Pedagogy and Book History (Chartier, Darnton, Silva, Winocur) as a multidimensional practice shaped by its historical, social, and cultural context. Understanding it as a cultural practice also implies the reckoning of a communicative dimension that has been gradually transformed for the past few decades by variations in the reading landscape: globalization, technological convergence, and the expansion of urban population (Jenkins, Rey). These factors have a particular impact among young people.

In this context, best-seller books – a peculiar object that is both literary and media-driven – emerges as a hybrid product of the editorial industry. Underrated and criticized by scholars, it gains an important interest for the Communication and Education fields due to the rise of its popularity and consumption among the youth and because it responds to certain transformations both in their reading practices and their learning competences, comprehension, social skills, and their participation in convergent-media cultures.

This proposal is to present the results of a research project whose objective was to analyze appropriation processes of narrative best-sellers among young people to explore its role in the development of their experiences and learning skills as readers. In spite of being a subject/object rarely inquired within the Communication Studies, these books offer important clues to comprehend how youth’s reading practices are being transformed in response to transmedia narratives, a broader access to cultural goods, participatory culture, and their personal and media communication activities.

This is the outcome of a series of workshops and case studies with students of different district schools in Bogotá (between 14 to 18 years old). The analysis methodology was the result of a combination of a Grounded Theory approach (Corbin & Strauss) and a Critical Discourse Analysis (Wodak, Scollon), using digital tools for the interpretation of qualitative data.

This work derives from a thesis project to obtain the degree of Master in Communication at the Pontifical Xaverian University of Bogotá. It was developed within the project “Transmedia Literacy” (Colombia Phase), directed by professor Carlos Scolari at the Pompeu Fabra University of Barcelona.

**Id:** 15638

**Title:** MEDIACIÓN PEDAGÓGICA Y CULTURA PARTICIPATIVA : La perspectiva colaborativa de innovación tecnológica en Universidades de América Latina

**Session Type:** Individual submission

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**Abstract:** La aplicación de la tecnología multimedia en la Universidad apunta actualmente la necesidad de un replanteamiento teórico de la investigación y evaluación de las nuevas tecnologías en el sistema educativo. La ausencia de una perspectiva comunicacional y el dominio de una racionalidad tecnológica a la hora de introducir los medios informáticos en la dinámica de la enseñanza-aprendizaje hoy son impugnados por experiencias y prácticas de educomunicación basadas en la reflexividad dialógica y la innovación experimental de procesos y contenidos curriculares, tal y como podemos documentar en diversos casos de Chile, Brasil o México. Indudablemente, la aceleración del cambio tecnológico y cultural, así como la influencia de las nuevas tecnologías en el proceso de trabajo y en el conjunto de la actividad social general, están teniendo consecuencias importantes en el diseño de los procesos educativos. La mera adición de los nuevos sistemas electrónicos como parte de la estructura formal de la institución educativa diseñada en la modernidad es una incongruencia difícilmente sustentable en el proceso de cambio cultural que estamos viviendo. El paradigma informacionista que desde la Teoría de la Información respalda esta concepción instrumental, continúa reduciendo el hecho tecnológico a la idea de canal, cuando lo que en verdad está en juego en la educación superior es el problema ecológico de la organización y autoproducción del saber en el marco de una sociedad interactiva que evoluciona, con dificultades, de sistemas lineales de procesamiento de información a sistemas transversales, de modelos de comunicación y producción cultural unidireccionales a formas de expresión e intercambio simbólico multidireccionales, y de instituciones de socialización y reproducción cultural masivos y uniformados a espacios de creatividad, sujetos a diversas implosiones. En el artículo, se analiza estudios de caso y las aportaciones de la investigación colaborativa latinoamericana en procesos de innovación y apropiación de las nuevas tecnologías en la enseñanza-aprendizaje a partir de las TICs, introduciendo los principales aspectos teóricos a tratar para un replanteamiento adecuado de este reto teórico-metodológico en la región.

**Id:** 15644

**Title:** When Practice is More than Theory: Educommunication as an undergraduate program in Brazil.

**Session Type:** Individual submission

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**Abstract:** Educommunication is an undergraduate program that exists since 2011 at the School of Communication and Arts of the São Paulo University. Its objective is to prepare teachers that will work at the interface between Communication and Education in formal educational environments (schools), non-formal (organizations of the civil society) and informal environments (media production spaces). The goal is to prepare professionals who can meet the legal requirement to incorporate Communication and Media in Brazilian schools at several different levels. Born out of the relationship with popular communication movements, which were influenced by the educational logic of Paulo Freire (1996, 2005, 2002), Educommunication advocates more than simply introducing the media as an educational tool, or as an instrumental relationship with the communication technologies. It should be thought of as transformational education, based on the empowerment of those involved in the process, on the protagonism of young people, in the mediating activity of the educator and in the collective construction of knowledge, respecting differences and having dialog as the essential component of process construction. A perspective loaded with utopia, whose application faces a series of challenges, such as the difficulty to establish horizontal teaching patterns – a key characteristic of Educommunication – in an university structure prone to reinforce the professor-student hierarchy; the challenges to collectively construct knowledge with subjects accustomed to an educational process that discards this possibility (bank-like, according to Freire); the heterogeneous profile of the students with disparate expectations and life experiences inside the field; the difficulties to effectively establish a dialog between equals in the process. This paper analyzes these contradictions, having as its analysis corpus the narratives of students and professors, collected from questionnaires starting in 2015, in-depth interviews and participative observation. Discusses the original proposal of the program and its central concepts, as well as identifies the strategies developed by the subjects in their interaction processes, in which contradictions and conflicts are collectively resignified and managed to advance the process of construction of the educommunicational praxis.

**Id:** 15703

**Title:** PANEL: La formación y la investigación doctoral en el campo de la Comunicación

**Session Type:** Panel Submission

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**Abstract:** Los programas de doctorado tienen una relativamente joven raigambre en Colombia y, con casos excepcionales, también en Latinoamérica. A pesar de ello, o tal vez por eso mismo (aspecto que trataremos de dilucidar, entre otros), en los últimos años se ha producido una eclosión de títulos ofertados de doctorado, y el campo de la Comunicación no ha sido ajeno a ello, a pesar de las notorias diferencias según en qué país posemos la mirada.

Con la perspectiva que van dando los primeros años de tradición doctoral tal vez sea el momento de abrir una reflexión, ya apuntada por algunos teóricos, sobre cómo debe ser el modelo de Doctorado, la formación e investigación en este ámbito y un elemento que está íntimamente ligado a él: los criterios estatales para valorar y regular el panorama doctoral de los distintos países latinoamericanos. El debate en torno a las influencias externas (Europa y Estados Unidos) ocupará un lugar importante en nuestra discusión, que se vertebrará en torno a dos columnas (la formación y la investigación doctorales) y se ramificará en varios aspectos de la Comunicación: Las Industrias Culturales y Creativas, la Comunicación Corporativa y las Relaciones Públicas, Comunicación y Género y, finalmente, una reflexión necesaria en torno al papel de las Industrias Creativas en la Educación, a cargo del profesor, conocido a nivel mundial, Toby Miller.

Título de los papers y de los panelistas

- La formación doctoral, una necesidad (pos)gradual (Dr. Ernesto Pérez Morán, España).
- La investigación posgradual, una necesidad aplicada (Dr. Alejandro Alzate Giraldo, Colombia).
- Comunicación y género, una necesidad social (Dr. Javier Valeriano Juárez, España).
- La narrativa de las Industrias Culturales y creativas, una necesidad investigativa (Dr. -José Antonio Planes Pedreño, España).
- De las Industrias Culturales a las Industrias Creativas ¿Una necesidad? (Dr. Toby Miller, Inglaterra).
- La Comunicación Corporativa y las Relaciones Públicas, una necesidad en los Doctorados de Comunicación (Dra. Mónica Pérez Marín y Candidata a Dra. Ana María Suárez Monsalve, Colombia).
- El cine caribeño como Industria Cultural: Una necesidad industrial y creativa (Dr. Carlos López Lizarazo).

Moderador: Dr. Ernesto Pérez Morán.

**Id:** 15707

**Title:** Panel-La formación y la investigación doctoral en el campo de la Comunicación1

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**Abstract:** La formación doctoral, una necesidad (pos)gradual (Dr. Ernesto Pérez Morán, España)

La formación doctoral no es solo una necesidad social y una manera de desarrollar conocimiento científico de alto nivel, también se está convirtiendo en un requisito académico para los docentes e investigadores. Supone el más alto grado de la formación investigativa y el panorama doctoral en el campo de la Comunicación está sufriendo una eclosión en Colombia, siguiendo la inercia del continente y adaptando criterios del mundo anglosajón y europeo. Marcos de referencia y criterios de calidad se están aplicando al panorama de los doctorados, que en el campo de la Comunicación es aún incipiente en Colombia. Planteamos un necesario debate en torno al panorama doctoral en este país, en Latinoamérica y en el mundo, para tratar de dilucidar las distintas corrientes y tendencias de cara al futuro dentro de un horizonte en permanente cambio, sujeto muchas veces a modas temporales reñidas con el largo plazo que, creemos, debe primar en la formación universitaria de posgrado, sujeta, de forma ideal, a un diseño que a veces retrata la voluntad de cumplir requisitos administrativos en lugar de fomentar la investigación de alto nivel: el acompañamiento a los doctorandos o la formación de los docentes son algunas de las falencias detectadas, en una suerte de problema que se retroalimenta, pues si la formación doctoral es incipiente, la de los formadores aún está en sus primeras fases, dibujando un panorama problemático en cuanto a la docencia y la investigación y llevando la mayoría de las veces a la importación de talento desde el exterior y la entrada de inercias que pueden no adaptarse adecuadamente a la realidad latinoamericana. Un círculo vicioso que es necesario romper, aprovechando los aspectos positivos y quebrando inercias perniciosas.

**Id:** 15708

**Title:** Panel-La formación y la investigación doctoral en el campo de la Comunicación2

**Session Type:** Panel Submission

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**Abstract:** La investigación posgradual, una necesidad aplicada (Dr. Alejandro Alzate Giraldo, Colombia)

La investigación en el nivel doctoral, ya sea cualitativa, cuantitativa o mixta, suele estar sujeta a unos requisitos superiores y debería tener un enfoque aplicado al objeto de estudio del doctorando. Que el estudiante pueda aplicar a su análisis los métodos de investigación suministrados por la formación posgradual debería ser un requisito sine qua non en una realidad científico-académica que en todo el mundo se encuentra sufriendo constantes mutaciones en el campo de la Comunicación. Los criterios cambian, los índices de calidad encuentran baremos distintos y los requisitos se ven modificados por la realidad. Proponemos abrir el debate en torno a cuestiones tan actuales como el panorama investigativo en Comunicación desde la Universidad en Colombia, Latinoamérica y el mundo, la investigación posgradual como forma de acceso a la docencia universitaria y la vigencia de las distintas corrientes investigativas, paradigmas y teorías de la Cultura que impacten tanto los entornos académicos como los entornos culturales y económicos en la sociedad. En este sentido es fundamental tener en cuenta los impactos que la investigación ha tenido en los diferentes contextos, tales como los escenarios empresariales, los aportes en la academia y los diversos formatos de divulgación dispuestos a través de diferentes publicaciones como revistas científicas, libros y otros productos derivados y expuestos a través de medios digitales. La investigación doctoral no solo responde a los formatos académicos sino a nuevas propuestas como el caso del trabajo aplicado a los medios audiovisuales, en los cuales las investigaciones se ven reflejadas en productos como proyectos de orden transmedial y cinematográfico. De esta manera se hace un aporte para vislumbrar diferentes caminos metodológicos aplicados a las diversas rutas investigativas y a las búsquedas profesionales de cada uno de los estudiantes de doctorado, contemplando sus propias necesidades.

**Id:** 15710

**Title:** Panel - La formación y la investigación doctoral en el campo de la Comunicación3

**Session Type:** Panel Submission

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**Abstract:** Comunicación y género, una necesidad social (Dr. Javier Valeriano Juárez, España)

La apuesta de formar doctorandos con una perspectiva de género transversal en su labor como investigadores ha sido impulsada en numerosas universidades de todo el mundo y busca concienciar a los/as investigadores/as en la importancia de la Comunicación como herramienta para combatir roles y estereotipos sexistas. Fomentar la capacidad analítica de los investigadores y el estudio de la relación entre el lenguaje, la imagen y la construcción de imaginarios machistas se ha convertido en una pieza fundamental, en una apuesta que potencie la formación en género y complemente y mejore, al mismo tiempo, la capacidad investigativa.

Empresas, instituciones públicas y privadas, así como medios de comunicación y universidades están implementando proyectos y demandando equipos humanos que aporten una visión y una formación desde una perspectiva de género. Por ello se hacen más necesarias que nunca las propuestas pedagógicas y formativas transversales que establezcan en el género un elemento indisociable a la Comunicación.

Los avances logrados a lo largo de las últimas décadas en materia de equidad de género no son casuales, sino fruto de una apuesta firme y decidida de Gobiernos e instituciones educativas por visibilizar y desterrar prácticas y metodologías sexistas consolidadas durante siglos en el seno de una sociedad netamente patriarcal. A pesar de ello, aún queda mucho trabajo por delante para lograr afianzar estos avances y consolidar al mismo tiempo la apuesta por una sociedad más justa y equitativa.

La visibilización es una herramienta imprescindible para lograr un posterior cambio de las realidades analizadas. Gracias a los trabajos de investigadoras contemporáneas como Judith Butler, Marcela Lagarde o Ana de Miguel se ha conseguido, en determinados aspectos, hacer visible lo invisible, por lo que hoy somos conscientes de la existencia de fenómenos y realidades como el feminicidio, el patriarcado o los neomachismos. Por todo ello, la formación en género puede y debe ser un elemento diferenciador en el marco de la investigación científica y una herramienta irrenunciable en el camino hacia una nueva sociedad más justa, equitativa y libre de cualquier tipo de violencia.

**Id:** 15711

**Title:** Panel-La formación y la investigación doctoral en el campo de la Comunicación4

**Session Type:** Panel Submission

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**Abstract:** La narrativa de las Industrias Culturales y creativas, una necesidad investigativa (Dr. José Antonio Planes Pedreño, España)

Las Industrias culturales y creativas son un motor económico y una fuente de creatividad productiva. Pero el conflicto entre cultura y economía ha polarizado siempre el debate en torno a ellas. Ahora bien, y especialmente en Colombia, no se ha estudiado tanto la narrativa de esas industrias culturales, es decir, la constitución de sus relatos; la pléyade de mecanismos narratológicos y formas de contar que subyacen a una clasificación, la de las industrias culturales, en constante cambio y evolución.

¿Se pueden inferir unos presupuestos narrativos esenciales con respectos a esas industrias?, ¿cuáles son las claves narratológicas que deben descubrir a aquellos investigadores que se formen en este ámbito?, ¿de qué manera han evolucionado dichas industrias hasta originar, hoy día, nuevas propuestas y recursos que requieren, a su vez, nuevas herramientas analíticas? Estas y otras preguntas constituyen una propuesta pedagógica en torno a las Industrias Culturales y Creativas desde la formación doctoral.

Focalización, modo, voz, metalepsis, orden, duración, frecuencia..., son nuevas herramientas teóricas que, desde el campo de la narratología, pretenden dar respuesta a una serie de fenómenos expresivos que, a su vez, ponen de relieve el altísimo nivel de complejidad alcanzado en ciertos productos culturales, con obvias implicaciones en su espectro semántico. De todos esos parámetros, nosotros proponemos una aproximación en particular hacia uno de ellos, el orden, que, como su nombre indica, regula las disparidades temporales entre la línea cronológica de acontecimientos desplegada en todo universo diegético, por un lado; y la especial disposición que esos mismos acontecimientos adquieren dentro del relato o narración. Pero del orden se desprenden tres procedimientos con las cuales la obra genera múltiples alternativas narrativas: flashbacks, flashforwards e imágenes mentales, a los cuales nosotros añadimos la metalepsis, una controvertida figura retórica que efectúa transgresiones entre los diferentes narrativos de un relato. Para emprender este acercamiento utilizaremos el ciclo de películas que el cineasta español Carlos Saura produce durante la Transición Española (1974-1982): La prima Angélica (1974), Cría Cuervos (1976), Elisa, vida mía (1977), Los ojos vendados (1978), Mamá cumple 100 años (1979) y Dulces horas (1982). Estas obras se valen de algunos de los recursos antes descritos como medio para alumbrar un concepto propio de memoria histórica a razón de la encrucijada histórica, social y cultural que atraviesa España en susodicho arco temporal: el tránsito de la dictadura a la democracia. El propósito, en suma, no es otro que exponer el nivel de complejidad y profundidad de la dimensión narrativa de las industrias culturales a través de unos parámetros conjugados con gran elocuencia en unos títulos en particular.

**Id:** 15712

**Title:** Panel-La formación y la investigación doctoral en el campo de la Comunicación5

**Session Type:** Panel Submission

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**Abstract:** De las Industrias Culturales a las Industrias Creativas ¿Una necesidad? (Dr. Toby Miller, Reino Unido)

Ronald Reagan retrucó con su exitosa campaña para gobernador de California en 1966, inaugurándola con las siguientes palabras: “Propongo... ‘Una sociedad creativa’... para descubrir, reclutar y movilizar los increíblemente ricos recursos humanos de California [por medio de] las innumerables personas con talento creativo”. Desde los años setenta, los trabajadores del conocimiento han sido reconocidos como ‘vitales’, gracias a las industrias de la información que a la vez garantizan ganancias en la productividad y mercados perfectamente competitivos. La Asociación Nacional de Gobernadores de los EE.UU. señala que las “tareas rutinarias que alguna vez caracterizaron el trabajo de la clase media, o bien han sido eliminadas por el cambio tecnológico o bien han pasado a ser realizadas por trabajadores con bajos salarios pero altamente calificados en otros países.” El Consejo Estadounidense de Escuelas de Postgrado y el Servicio Educativo de Pruebas estiman que “en la economía del conocimiento, un posgrado constituirá el nuevo grado de licenciatura, la credencial educativa mínima que los empleadores de habilidades especializadas buscarán.” ¿Qué ha significado esto para las humanidades y ciencias sociales de la Comunicación?

A este respecto, la Alianza Nacional Estadounidense para las Humanidades proclama que “para sobrevivir en la economía del siglo XXI, cada vez más global y basada en el conocimiento, nuestros gremios y ciudadanos necesitan información y capacitación adquiridas en los campos de las humanidades.” Para muchos académicos y burócratas públicos y privados que trabajan en campos pragmáticos, la indeterminación promovida por unas humanidades con múltiples perspectivas puede desarrollar habilidades en el manejo de la diferencia cultural y política. Las escuelas de cine, por ejemplo, son vistas como continuadoras de una tradición artística, puerta de entrada a la industria y colaboradoras de acuerdo al espíritu de los tiempos.

Algunas respuestas de las humanidades a los cambios económicos apoyan las fantasías individualistas del lector individual, de la audiencia y del consumidor autónomo. Esta Nueva Derecha de los estudios culturales invierte en empresarios schumpeterianos y en la economía evolutiva de las industrias creativas con un brío sin precedentes, aunque no se ha visto nunca una aplicación para teléfonos inteligentes que no le guste a las industrias creativas o una idea socialista que sí le guste. En consecuencia, muchas escuelas han cerrado buena parte de su oferta humanista convencional reconociendo el derrumbe de la tradicional bifurcación entre educación y capacitación laboral, y la Asociación Nacional de Gobernantes celebra “la innovación, la imaginación y el pensamiento crítico”. Este deseo de vínculo práctico tiene una historia interesante que se relaciona con el mítico origen de los estudios culturales anglosajones.

**Id:** 15717

**Title:** Panel-La formación y la investigación doctoral en el campo de la Comunicación6

**Session Type:** Panel Submission

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**Abstract:** La Comunicación Corporativa y las Relaciones Públicas, una necesidad en los Doctorados de Comunicación (Dra. Mónica Pérez Marín y Candidata a Dra. Ana María Suárez Monsalve, Colombia).

Durante los primeros 15 años de siglo XXI, el desarrollo de propuestas de formación doctoral ha aumentado. Cardona, M., Tuirán, C. & Orozco, J. (2016) reportan 205 doctorados en Comunicación en el mundo, con mayor oferta en Europa (107), Asia (34), América Latina (29), Estados Unidos y Canadá (27), y con menor número en África (6) y Oceanía (4). Los intereses de los investigadores y los contextos educativos en diferentes países donde se ofrecen doctorados en comunicación, han permitido la profundización teórica y empírica en el campo de estudio. Para esta ponencia, nos interesa presentar los énfasis temáticos que se ofrecen a los estudiantes de doctorado y ubicar en esta revisión, los énfasis relacionados con la Comunicación Corporativa y las Relaciones Públicas. Adicionalmente, se describen los abordajes temáticos y metodológicos en las tesis doctorales que disponen a la comunidad científica a través de la consulta en línea en las Universidades que ofrecen estos programas de doctorado. Con esa descripción, se analizan las agendas de comunicación y, en particular, se detalla la profundización en Comunicación Corporativa y Relaciones Públicas. De esta manera, se ofrece un panorama de las líneas investigativas y metodologías que permiten el abordaje, análisis e intervención en las problemáticas sociales y comunicacionales contemporáneas. Desde el punto de vista metodológico la investigación se realizó visitando los portales de los programas de doctorado y los repositorios institucionales en los cuales reposa las tesis de Doctorado de los estudiantes egresados de dichos programas.

**Id:** 15720

**Title:** Panel-La formación y la investigación doctoral en el campo de la Comunicación7

**Session Type:** Panel Submission

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**Abstract:** El cine caribeño como Industria Cultural: Una necesidad industrial y creativa (Dr. Carlos López Lizarazo)

No podemos perder de vista que el cine es una industria cultural valiosa en la formación política e ideológica de nuestro tiempo, y por ello es necesaria su presencia en los estudios doctorales, por varias razones. Efectivamente, sirve para explicar nuestra época y nuestras sociedades. Porque va más allá de la “simple” recreación o documentación de hechos históricos, en esa medida, puede ser también un agente de la historia. Esto en una doble relación, como lectura histórica del film o como lectura fílmica de la historia. Ciertamente, es un instrumento importante en la disputa por la memoria y la reelaboración de una conciencia histórica. Sin embargo, cuando el cine se preocupa por una región, en este caso, expresamente por el Caribe, no lo hace sólo para narrarla y difundir sus realidades. Lo hace también porque el Caribe permite, paradójicamente, alimentar con nuevos y originales productos el mercado. Películas ataviadas con ciertos rasgos seductores que presentan al Caribe como espacio/tiempo alejado de los circuitos metropolitanos. Estos valores de orden estético-comercial hacen que el cine deba considerarse indefectiblemente como una industrial cultural que actúa conforme a procesos de oferta y demanda.

Con estos elementos, se propone debatir en torno a la industria del cine contemporáneo en el Caribe y su inclinación a la representación y autorrepresentación por dos líneas que los mercados transculturales han venido imponiendo a la región para lograr diálogo con el mundo: La barbarie precolombina y El pasado macondiano. Con las azarosas implicaciones políticas, ideológicas, cinematográficas y culturales que esto trae para la región.

**Id:** 15736

**Title:** Scholars media: reflections and concepts from teachers and students

**Session Type:** Individual submission

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**Abstract:** In some of the public and private educational institutions of Medellin, Colombia, there are projects of scholar communication media such as newspapers, radio stations, TV channels, web pages and blogs. These are mostly centered in the interests and perspectives of the teachers rather than those of the students, therefore, they are projects with traditional focuses from education (Kaplún, 1998) and both informative and instrumental from communication (Kaplún 2010; Huergo, 2000).

This is why the doctoral thesis “Scholar media communication, education and citizenship, one viewed from the mediations” (2015) analyzes this kind of communicative and educative practices in school and questions the formative meaning it has for the students, their participation in the production of scholar media.

With the purpose of analyzing the production of scholar media from a mediations perspective (Martin Barbero, 1998), the students are not viewed as “mere receptors”, but as producers of sense; in this perspective the thesis privileged the voice and thoughts of the students in order to make a different reading of the scholar media and to generate a dialog with the views and thoughts of the teachers.

This paper shares a chapter of the thesis titled “Fase de emisión, los conceptos” (Emission phase, the concepts). In which the specific objective is summarized as: “To examine the models and concepts of communication, education, information, scholar communication media and citizenry of the teachers and students who participate in the projects of scholar media production”.

To obtain the results, in depth interviews (Alonso, 1998) and discussion groups (Reguillo, 1999) were applied to the students, who participated in the production of scholar media and the teachers that oriented the process, in order to get closer to their knowledge (ideas and reflections) about their participation in these kind of projects, because they are mostly focused on the “doing” rather than on the “thinking” their formative objectives, hence they end up being instrumental projects.

The concepts that will be presented as results and simultaneously act as categories for analysis are: communication, information, education and scholar media. To analyze the results of this inquiry, Soler’s proposal (2011) was taken into account: to use the ideas and reflections of the students and teachers on the concepts, capture them in texts, to proceed then with the thematic analysis and after relate with the newly emerged concepts, to enrich the worked categories.

The exercise gave a voice to the students and teachers, allowed to identify their own ideas, as a reflexive exercise to value how significant these kind of projects turn out to be for them. To work these concepts in this way, simultaneously allows devising other formative alternatives of work with the scholar media, not only from communication but also from education, in a perspective more linked to life experience, the appropriation of the word, the capacity to relate their own worlds for transformation (Freire, 1985).

**Id:** 15740

**Title:** ICT literacy against educational lag

**Session Type:** Individual submission

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**Abstract:** PRESENTATION IN SPANISH

Technological literacy continues to be a necessary task that aims to contribute to the sustainable development of territories such as Mexico, where inequalities in access and skills for the use of ICT are still evident. Also, because the penetration of technological tools is not present in all sectors of the population of this country of the American continent, some of the media that are not as recent - such as the computer and the cell phone- are still "new" for a significant number of young people and adults in unfavorable contexts.

Precisely, the e-Mexico community telecentres bring together young people and adults in marginal conditions to use and take advantage of ICT, not only because of lack of availability and access, but also because they have insufficient skills. Those who support the certification of basic education have not been fully formed to teach others to use them; and those who are users, have lost opportunities to learn with technology because they are outside the regular educational system, hence, in addition to educational lag is identified a technological backwardness.

The study presented corresponds to an investigation completed in December 2015 entitled Evaluation of a training program for technological literacy, which purpose was to design, implement and evaluate a proposal addressed to staff of e-Mexico community telecentres of the State of Aguascalientes, in the central-western region of the country.

This project was based on the results of a previous study carried out from 2012 to 2013 in 15 community telecentres, which revealed limited or no training on technological literacy in advisers and technical supports of these places. Likewise, it was identified that in case of offering some training, it was unsystematic and focused on the technical or operational management of ICT, which is the basic or elementary level of technological literacy.

These findings allowed the design of a proposal for online training aimed at appropriation and social inclusion, which are the higher levels of technological literacy, according to the approaches of international scholars. This educational intervention was implemented in collaboration with the Institute for the Education of Young and Adult People of Aguascalientes (INEPJA), an instance of the state government with which the research team was linked, so that by the end of 2014 it was formed to a group of 37 people who worked in community telecentres in the State of Aguascalientes, Mexico.

The training proposal was subsequently evaluated from a quantitative and qualitative approach, through questionnaires applied to the participants and to the three responsible teachers, as well as an analysis of the development of the activities in the Moodle platform.

The results obtained revealed advantages and areas of opportunity of the training offered to staff of community telecentres, outlining an improvement plan that will contribute to increase their preparation in the use of ICT, considering that only their own habilitation and an integral literacy will help fight against educational and technological lags.

**Id:** 15803

**Title:** Information and Communication Technologies and the democratization of the process of content generation via WhatsApp by communication students in private institutions

**Session Type:** Individual submission

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**Abstract:** The academic environment is usually open to subversion because this space that gives to the exchange of knowledge and the adoption of a questioning posture of reality, in different cultural and social contexts. When this environment migrates to private institutions of higher education, the space of subversion changes because, in many cases, we are faced with a commercial relationship established between institution and student. Although the "product" is much more dynamic than any other, after all, we are dealing with education. All this scenario leads us to the object of this research: the radio productions developed by students of the courses of Social Communication (Journalism, Radio, TV and Internet, and Advertising) of Devry Brazil, a higher education institution with headquarters in Fortaleza, in the northeastern region of Brazil. Unlike other institutions or even Devry itself, productions made today are not shared via speakers (in the traditional radiator or educator model), but via the WhatsApp application. The attitude of the students, of incorporating Information and Communication Technologies to think about the radio these days and to debate in programs the themes inherent to the academic environment, maintains the radio program, called "Intervalo", in operation in the Institution. The article proposes to analyze the experience, debating how the Information and Communication Technologies, in democratic environments, facilitate the subversion and increase the communication, extrapolating, even, the limits of the own institution, since, through application, it gains in audience. Methodologically, the work is supported in the case study, since one of the authors of this article is also professor responsible for the project with the students. In the case of "Intervalo", what is perceived is that the incorporation of the WhatsApp application into the teaching -learning process gave more speed to content distribution - a reality we are increasingly subject to today, where the notion of time interval associated to the shortening of distances (whether physical or not) has become increasingly smaller, a characteristic of Social Networks, as the researcher Raquel Recuero (2009) points out.

**Id:** 15854

**Title:** Herramientas que están transformando la educación en los colegios y preparando hacia una cultura de paz.

**Session Type:** Individual submission

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**Abstract:** En 2012 La Internacional Producciones creó el Programa para la apropiación y la difusión del patrimonio de las regiones, cuyo objetivo es la formación en temáticas de alto impacto para la comunidad, como la cultura, el patrimonio histórico, la diversidad natural, el medioambiente y el emprendimiento. Este Programa contribuye no solo a la transformación de la cultura en torno al patrimonio y a la identidad de los niños y niñas, sino que también prepara hacia una cultura de paz, fortaleciendo a los ciudadanos del postconflicto y hacia la reconciliación tras el proceso de paz.

Estamos, por otra parte, cargados de tecnología, cada vez más globalizados pero también cada vez más desconocedores de lo que existe en nuestro territorio, en términos del patrimonio cultural, y como consecuencia de este desconocimiento se genera la pérdida de la identidad, que en algunos casos afecta en la pérdida de valores y virtudes ciudadanas.

Se considera entonces la necesidad de educar hacia una transformación cultural. La formación de niños y jóvenes como conocedores, difusores y promotores, de todo lo que hace parte de su patrimonio y su entorno, aporta en ellos y la comunidad herramientas para su desarrollo social y genera impactos en su formación cívica y ciudadana.

Innovar ha sido la apuesta que La Internacional ha puesto a prueba, y el Programa para la apropiación y la difusión del patrimonio de las regiones ha encontrado la respuesta en las escuelas, convirtiéndose en una alternativa de comunicación, a través de la implementación de una metodología creada y diseñada con este propósito que involucra herramientas tradicionales.

El Programa a través de una metodología desarrolla herramientas, que hoy día no son convencionales porque no vinculan a la tecnología, (pero podrían hacerlo). Como el patrimonio es tangible, esta iniciativa lo hace también de manera tangible a través de experiencias participativas, lúdicas, así como de las actividades y talleres, que propone. Aunque vivimos en un mundo de globalización, de tecnología, de comunicaciones, lo tangible no debería perderse y en los niños se han recibido unas respuestas contundentes.

La Internacional Producciones ha implementado este Programa de la mano de diferentes entes territoriales y específicamente durante cuatro 4 años consecutivos, en Zipaquirá, vinculando a más de 7000 alumnos, 44 colegios públicos y privados, más de 80 profesores, la comunidad educativa y por supuesto a la familia, llegando a casi el 20% de la población del municipio.

Esta ponencia expone como caso de éxito el Programa para la apropiación y la difusión del patrimonio de las regiones, que a través de la implementación de herramientas tradicionales está cambiando la educación en los colegios. Herramientas que aparentemente están en desuso pero que han demostrado todavía estar vigentes y han contribuido a promover la excelencia académica, con la interiorización de los contenidos que presenta y las dinámicas que se generan en el aula de clase.

**Id:** 15987

**Title:** Youngsters as Empirical Experts in Research on Audiences

**Session Type:** Individual submission

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**Abstract:** Recently social research has noticed that ways of participating youth are multiple in the growing trend of research BY children, where researchers engage youth as co-researchers. Most of the studies have the perspective on children's learning participatory activities through research. Having the youngsters say on academic research as empirical experts for better inquiry has not been so much the case (e.g. Bradbury-Jones and Taylor 2015). This proposed paper is reflecting both of these perspectives based on two empirical studies where youngsters were involved as participatory agents together with academic researchers in research on media audiences. The first example is a statistical research titled as "Children's Media Barometer" (2010; 2012) in which youngsters aged 14-15 were interviewers of younger children based on a questionnaire. The second example is an ongoing qualitative action research for empowering vulnerable youngsters as users of digital media titled as "Young People in the Limelight: Towards Agency through Multiliteracy", <http://www.uta.fi/cmt/en/research/comet/projects/young-people-in-the-limelight.html>. The research consists of seven sub-studies, as workshops on media and art's promoting self-expression among youth. Its participants are mainly 15–20 years old (altogether close to 100), including unemployed, depressed, dyslexic and immigrated individuals. Taking a critical look to the processes of these two examples, the paper is asking: Can youth participation in research make the study more robust? How?

In the first example, the empirical data include diaries and interviews of the participating young people and, in the second example the data is various including, for example, observation diaries, interviews, audio-visual materials and questionnaires partly produced by and with the young participants of the study.

The starting point of the paper is methodological. The learning perspective is dialogic, focusing on both adult researchers and the young participants. We stem from the idea that learning of research belongs to children's rights in today's digital society as well as having their say in the process in the design of a study as empirical experts.

In the paper we will describe what kinds of research activities situated youngsters as empirical experts in the two example studies and reflect these results with methodological literature. Moreover, we discuss the challenges of engaging young people to academic research.

”Young people in the Limelight: Towards Agency through Multiliteracy” study (2015-2017) is funded by the Finnish KONE Foundation: <http://www.koneensaatio.fi/en/>.

**Id:** 16047

**Title:** Media Narratives: life stories in journalism as a transformative possibility

**Session Type:** Individual submission

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**Abstract:** Media Narratives: life stories in journalism as a transformative possibility

Based on the premises of the critical pedagogy as proposed by Brazilian educator Paulo Freire (1921-1997), literary journalism (BAK; REYNOLDS, 2011; KRAMER, 1995; LIMA, 2009; MARTINEZ, 2016; SIMS, 1995), and media literacy (BAUER, 2011), the aim of this study is to present the results of a comparative study on Brazilian and Indian journalist life stories of victims as a way of understanding issues in depth, in a transnational, humanized and contextualized way, including the possibility of awareness of individuals and social groups. The chosen theme is two attacks of tigers occurred in Delhi and Curitiba Zoos in 2014. Corpus is the Fantástico Show (TV Globo) coverage (8/10/2014) and the dispatch of the daily The Times of India (9/24/2014). Method used is the French contend analysis approach (BARDIN, 2011). The results suggest that coverage through the life history method, that is, of a narrative, allows a deeper understanding of the reasons of the people involved, without the reader or viewer being induced to endorse/judge the actions per se. It is noteworthy that both Brazilian and Indian vehicles arrived at this result using different journalistic techniques shared with other fields of knowledge. Namely, in the first case, by means of investigation and, in the second, by means of interviewing the victim. This study is part of the project "BRICS: narratives and transnational media systems – the Brazil/India relationship", fostered by the São Paulo Research Foundation (Fapesp), an independent public foundation with the mission to develop research and the scientific and technological development of the State of São Paulo.

Key words: Communication; Media narratives; Life Stories; Brazil; India.

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**Id:** 16281

**Title:** Transmedia skills: differences and inequalities in the Colombian context

**Session Type:** Individual submission

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**Abstract:** This presentation reports on some results from the research project Transmedia Literacy: Exploiting transmedia skills and informal learning strategies to improve formal education (EU-Horizon2020 funded project). This is a comparative study comprising 8 countries exploring how teens around the world are learning outside the school (informal learning) (Sefton-Green, 2006, 2013) through their daily (trans)media practices (videogames, social networking, content creation, storytelling, etc.). The project understands that we are going through rapid and deep mutations in our media ecology due to the constant introduction of new ICT and new corresponding affordances, and that education institutions have been at best slow to adapt to these changes. Furthermore, we keep on witnessing a clash between youth's media-rich cultures and the school long held legacy of mistrust towards new technologies. Accordingly, the project aims to bridge the gap existing between youth's media and technological cultures and the school system (Castells, 2007) by way of identifying and understanding the skills and learning strategies implicit in the former (Lange & Ito, 2010) in order to explore ways to transfer them into the latter to improve teaching-learning practices. The study used an ethnographically informed approach based on surveys, workshops, in-depth interviews and participant observation to look at teens (12-18 years-old) from two public schools in Colombia. Our presentation will look particularly at the specificities of these media practices and their tacit learning strategies in relatively deprived socio-technical-economic contexts and discuss what can educational institutions learn from them.

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**Id:** 16294

**Title:** Global Shifts in Media Education: Where are we now'

**Session Type:** Individual submission

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**Abstract:** ‘Global shifts in media education: Where are we now?’ situates the current state of the field, taking stock of media literacy education in 2017, 35 years after the Grunwald Declaration, at a time when media education has become a global phenomenon. Since Grunwald, media education has emerged as a complex field of practices that operate across a range of school and non-school settings. Over nearly four decades, new concepts and theories have been applied to the field, partially as the result of a radical transformation in media technologies, aesthetic forms, ownership models, and audience participation practices, but also due to shifts in media education as it has developed as a field and spread around the world.

While debates about the rationale and strategies of media literacy education are fraught, the scope of the field has undergone significant change, as multiple and varied new literacies (i.e., digital literacy, visual literacy, information literacy, transmedia literacy, etc.), practices, technologies and institutions have become linked to the project. These enriched debates are on the one hand the result of shifts in thinking within academic disciplines, especially as media production and consumption have radically changed, and on the other, the result of the emergence of non-traditional and non-Western actors within the field. In this paper, taking stock is both an exploratory exercise – provide maps of the field - and possibly an epochal effort at a time when contemporary global culture appears to be pivoting toward a radically new period in which nationalism, surveillance, virtual war, refugee crises, environmental crisis, fascism, terrorism, and the break down of international blocs point to a new (anti-)global period of untold threats and risk. What are the central tasks of media education in this instance? Can media literacy education help to mitigate the violence and xenophobia present in our era and how might the project change in these circumstances? We offer provisional maps of the field in this paper in response both to a groundswell of interest in media education in an era of ‘fake news’ and to a sense that new times require new thinking in our work.

**Id:** 16406

**Title:** Arte, educomunicación y nuevas tecnologías, una propuesta metodológica para crear nuevos escenarios de aprendizaje

**Session Type:** Individual submission

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**Abstract:** The proposed paper, announces the results of the research: Art, Educommunication and New technologies: a methodological proposal to create new learning scenarios; Which took place in three stages: The first consisted in the systematization of the experience of art and pedagogical use of the cell phone, launched with children from district schools, where participants were interviewed in the experience, the proponents of The same and a matrix of analysis by categories was elaborated, for the critical analysis of the same one. At this stage, a State of the Art was also developed for the analysis of innovative practices, involving at least one of the central elements of research, namely Art, Technology or Communication.

From the results of this first stage, the creative workshops "Modus operandi" were implemented with three different interest groups, in which the idea of technology was deconstructed, to propose a new relation with the same one from the exploration Creative, supported in the art like detonating of the experience to stimulate other learning not necessarily inscribed within the formal academic apprenticeships. The last stage was the development of a didactic piece as a methodological proposal for the activation of creative thinking through art and communication. The elements that articulated these three stages were the use of art as a trigger for creative experiences, education as a vehicle of the pedagogical process and the relationship with technology as a space for deconstruction of everyday life and relationships with others and the world. The premises and bets that are presented here respond to the current needs of generating innovation in education and propose new places to experience learning and access to knowledge.

As a result of the systematization, three categories of analysis were elaborated: 1. Education and new technologies, whose theoretical support was fundamentally in the theoretical development of Marc Prensky on the digital natives and in the analysis of Manuel Castells on the current use of the devices Technological developments. The second category was Arte, educommunication and dynamization of learning, in which it was understood how the contemporary art is detonating of learning processes, through the use of the communication as scenario of creation of contents in which that learning becomes manifest. This analysis was accompanied by the concepts of education by the art of Herbert Read and Friedrich Schiller. Likewise, the analysis on education was based on the proposals of Edupunk and the analysis of Mario Kaplún on education.

The products of the research were: an artistic exhibition of the works carried out in the "Modus Operandi" workshops, a webpage with "steps to waste time" and proposals for activating creative thinking and a CD with the final report of the research , Videos that collect the experience and an infographic with steps to stimulate creative thinking in learning scenarios

**Id:** 16407

**Title:** Media Literacy Competencies for Navigating Media Cultures: Findings of a Comparative Study in Southeast Asia.

**Session Type:** Individual submission

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**Abstract:** Media literacy has become a crucial competency in contemporary media societies all over the world. Following the idea that media literacy goes beyond technical skills, our research interest is to identify core competencies to enhance the proficiency of rational-critical media use with the goal to strengthen people's participation in social and cultural change. Our presentation is based on a collaborative research project of researchers from Asia and Europe (funded by the EU), studying media literacy competences in Malaysia, Thailand, and Vietnam.

We will present and discuss selected results (1) about highlighted stocks of media knowledge and literacy competences, and (2) about similarities and differences of media systemic and media cultural aspects in the three countries.

As a theoretical framework for media literacy competences we applied Livingstone's dimensions (2004): to access, evaluate, analyze, and create. For selecting items of media systems, we used the structure-conduct-performance (SCP) scheme (van Summeren & d'Haenens 2004). Furthermore, we employed our own three-level model approaching media culture on a phenomenological, epistemic, and normative level (Adolf 2006). Based on this theoretical framework, each Asian research team generated a specific empirical design in line with our culture-sensitive approach. We may thus account for country-specific media perceptions and identify the differential requirements for media literacy enhancement and empowerment in these societies. We applied a facet-and-dimension approach (e.g. Guttman & Greenbaum 1998) to ensure comparability of country results for similar dimensions.

In our empirical design, we applied a two-wave Delphi study, preceded by qualitative expert interviews. The 1st wave's questionnaire consisted of open-ended and closed questions (rating scale 1-6), the 2nd wave aimed to confirm, rank and elaborate the findings of the 1st wave. Interviewees of both waves were professionals from several stakeholder categories: Media educators and scholars, media practitioners, professional associations, politicians, regulatory bodies, NGOs, civil

society organizations, and activists (up to 140 respondents per country). (Field work: May 2016 to February 2017.)

While the study has not yet been concluded, we may already present some preliminary findings: Although the political agendas in the Asian countries have long aimed to enhance technical media skills, the stakeholders still highlight the relevance of technical competences. Stakeholders in all countries emphasized the importance of knowledge about media laws, and critical and ethical thinking for media literacy as a competence to effect social change. Furthermore, knowledge about entertainment production and financing, and critical reflection of “westernization” versus national interpretation of popular formats was emphasized. Highlighted issues for single countries are as follows: in Malaysia, normative aspects of mediated communication and religious grounds for media regulation; in Vietnam, media systemic knowledge; in Thailand, knowledge about media laws and regulations.

The project's objective is to convert the findings into a massive open online course (MOOC), and to use our results for practical societal education programs in Southeast Asia.

**Id:** 16489

**Title:** EL PERMANENTE APRENDIZAJE HUMANO POR MEDIO DE LOS MEDIOS DE COMUNICACIÓN

**Session Type:** Individual submission

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**Abstract:** Palabras Claves: Medios – Educación – Adulto mayor

De acuerdo a las posibilidades enmarcadas en la usabilidad de los medios convencionales que actualmente se adaptan a nuevas plataformas (digital), entre los que profundizaremos en la radio, se encuentra la posibilidad de establecer una fuente que se adapte permanentemente a las necesidades de aprendizaje continuo y masivo para el adulto mayor del siglo XXI, entendiendo que la cultura de aprendizaje no se encuentra determinada por la edad de quien la necesita y/o recibe; así como la adaptabilidad del medio comunicacional, de acuerdo a las necesidades de la comunidad que impacta con la transmisión de conocimiento.

Lo anterior surge ante el imaginario que siempre ha cuestionado la programación radial como fuente educativa y que hoy se suma a la realidad social de migrar a medios digitales; generando una nueva categoría social de inmigrantes digitales, quienes han debido transformar su cultura de aprendizaje y potencializar su adaptabilidad a las nuevas exigencias del medio socio-cultural del siglo XXI. Por tal motivo se plantea el seguimiento al medio comunitario “La 11 Radio” del municipio de Medellín, con transmisión en plataforma digital.

La construcción de contenido se editaba de manera permanente y con participación activa por otros medios digitales de comunicación, los cuales usaba el radioescucha para intervenir en la parrilla de programación. De igual forma la interacción que hoy permite la inmediatez de los medios proporcionó información constante de retroalimentación y medición del impacto generado con la información que desde este medio se proporcionaba a la comunidad.

Dicha observación dio como resultado que los medios alternativos y comunitarios generan un alto impacto de aprendizaje determinado, encontrando además, que la posibilidad de intervenir en la información que se va a consumir genera una mayor predisposición a aprender e intervenir en tiempo real los contenidos que allí se transmiten para generar una apropiación del conocimiento que este imparte.

**Id:** 16499

**Title:** Transforming the Media Literacy Education in the Territory of Turkey: New Media, New Generation and New Discourses

**Session Type:** Individual submission

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**Abstract:** New practices, policies and regulations became part of our world along with the speedy and tremendous development in ICTs. The different patterns of new media usage are among the topics discussed widely not only by the academicians but also media professionals, practitioners and other persons related with the issue. Along with this, new media literacy is also elaborated and handled in the domain of international human rights systems including the United Nations as well as the Council of Europe. 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 dealing with the relationship between media and children, including children's communication rights. Beside it, in recent years, new media technologies and the internet have moved into the centre of attention, as special UN reports promote the protection of the right to freedom of expression, right to access and facilitate their execution amongst children. For this purpose, certain attempts came to the forth for increasing new media literacy level of child and youth and certain educational policies and practices were discussed and offered.

Regarding children and youth as new media audiences and the facilities alongside with the problems of new media, the issue of new media literacy is among the highlighted issues like digital divide, excessive usage of new media, cyberbullying etc. With the growing popularity of new media within the last decades, new issues related with new media education have contentious nature and were closely related with different agents of any given society.

In this panorama, Turkey's position to new media and new media literacy education is the locus of the presentation. 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 primary school curriculum. Since the 2007-2008, this course has been educated countrywide and the curriculum and the program of the media literacy 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, the main aim of the study is to elaborate the policies and practices related with new media literacy education by regarding continuous criticisms directed by academicians, experts and NGOs in Turkey as well as considering the leading educational policies and the practices on the issue of new media literacy at the international levels. The presentation concludes with further evaluations and recommendations for contributing to formulate new media educational policies and practices sensitive to every child's communication rights aligned with the international legal documents.

**Id:** 16596

**Title:** A social-historical analysis of the visions on the relations between university education, technologies and nature

**Session Type:** Individual submission

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**Abstract:** This paper proposes a social-historical analysis of the conceptions of technological innovation in universities from Europe since the inception of the institution in the 12th Century up until the current development of the European Higher Education Area that is deeply transforming education, research and management. These conceptions or visions are analyzed in relation to the key understandings of the relations of harmony and conflict between human beings and environmental nature. These visions can be identified in the writings of different actors in each historical period, from the Popes and alchemists of the Middle Ages to the European Union and the Bologna process of today's techno-capitalist system. Accordingly, a systematic and structural content analysis is applied to both primary and secondary sources to identify the visions on technological innovation in universities and its connection with the relations human develop with nature.

The social-historical approach that is adopted is a form of dialectical analysis that observes the reciprocal influences between universities and society at a synchronic level and allows comparing the paradigms of different historical periods at a diachronic level. The analysis shows that the dominant visions on technological innovation are socially produced, as social structures and the relations of power provide opportunities and establish limitations to the social actions that influence university institutions and the visions and missions that they generate. However, the analysis also shows that universities have a partial or relative degree of autonomy from the social system (in the line in which Gramsci understood culture to function). While the historical pattern is that university visions tend to adjust to the demands and constrictions arising from the social system, but dis-adjustments also take place as asynchronous and contradictory relations that promote change develop in every period.

Introduction to the results: Universities are born in a social context that is characterized by the social hegemony of the Church and the Holy Roman Empire. The corresponding theocentric and creationist ideology that was dominant during the Middle Ages had a strong influence in the university system and was reflected in Papal bulls, founding documents and university regulations. The idea that the universe had been created according to a perfect divine plan meant that the possibility of transforming reality, and, thus, of technological innovation was considered impossible and heretical. However, alchemists and magicians developed a revolutionary view that initiated in the West the conception that technological innovation was possible by mixing natural elements and experimenting (Newman). In the first view, the ideological limitations also impose limits on the transformation and exploitation of nature, leading to a harmonious view of the relations between humans and nature. In the second view, there is also harmony as it was conceived that technology followed the laws of nature.

The proposed analysis continues with the study of the opposing views that developed between humanists and scholastics, conservatives and Enlightenment figures, positivists and socialists, and today's division between the dominant technocratic model and alternative views attempting to promote views of technological harmony with nature.

**Id:** 16625

**Title:** Observatory of Expanded Advertising: An experience with advertising literacy workshops in Rio de Janeiro, Brazil.

**Session Type:** Individual submission

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**Abstract:** This paper aims to present the experience, methodology and partial results of the project called Observatory of Expanded Advertising (Observatório de Publicidade Expandida - Obs.) developed in the realm of the graduation in Advertising, in the School of Communications, at Federal University of Rio de Janeiro. Based upon Malmelin's discussion of the four dimensions of advertising literacy (MALMELIN, 2010), and on Deleuze and Guattari's notions of collective agency and production of subjectivity (DELEUZE & GUATTARI, 1995), the Observatory of Expanded Advertising brings together professors and undergrad students in a discussion group around the subject. The group also watches carefully for outstanding cases of branding in the Brazilian scenario, be it for their popularity or for the use innovative approaches. We then summarize the outcome of the discussions and offer workshops for school students in order to raise their awareness of brand discourses and their changing persuasive techniques. The methodology created for such workshops draws from the participants' own experience and intuitive knowledge of the language and aesthetic of advertising, working from practice to analyses. During the past year, six workshops were offered to students ranging from the ages of 13 to 20 years old. The results so far indicate that consciousness is not altogether absent from the public of the tactics employed by brands, and can be easily encouraged through debate. Nevertheless such consciousness seems not to always translate into a more critical approach and habits as consumers.

**Id:** 16739

**Title:** "LA VIDA ES UN CUENTO' UNA EXPERIENCIA DE CREACIÓN DE CONTENIDOS SONOROS CON PRIMERA INFANCIA

**Session Type:** Individual submission

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**Abstract:** El presente trabajo analiza el proceso de creación de la serie “La Vida es un Cuento”, 6 piezas sonoras en formato radial, creadas y contadas por niños entre 3 y 6 años, en el municipio de Vista Hermosa – Meta, Colombia. El instrumento utilizado para el análisis del proceso de creación, es una matriz que evidencia tres principales momentos del proceso creativo creación de historias, producción musical y entorno radiofónico revisados a partir de tres categorías: estética, técnica (Esquirol, 2011) y la creación colectiva de sentido.

En este sentido, la discusión gira en torno a las posibilidades que brinda la radio como herramienta pedagógica para el fortalecimiento de la expresión en la primera infancia, a partir del reconocimiento de la visión particular del niño sobre su territorio, de su relación con el entorno sonoro y sus habilidades para narrar. Del mismo modo se aborda la manera en que las diferentes estrategias y técnicas usadas para la producción de narraciones (Rodari, 2002), propician no solo la integración de los niños en el aula, sino la creación colectiva y el reconocimiento sus capacidades individuales. La propuesta considera los lenguajes, las voces y las ideas de los niños como herramientas fundamentales para su reconocimiento como sujetos creadores e interlocutores con el entorno y la sociedad que los rodea. Se considera dentro del análisis, el contexto en el que fue desarrollada la experiencia, por ser un territorio enmarcado por el conflicto social y armado en el que a su vez hay una baja inversión en educación.

Los resultados evidencian estrategias para la sensibilización, la creación y la formación estética que adquiere el niño en los espacios educativos institucionales, a través del contacto con la literatura, la música, utilizando el lenguaje radial y potenciando su función educativa.

La Vida es Un Cuento se desarrolló en el marco de la beca de creación de contenidos sonoros con y para la primera infancia, realizado con el Ministerio de Cultura, el cual tuvo como objetivo fomentar el reconocimiento de niños y niñas como interlocutores válidos y creadores de contenidos culturales.

Palabras claves: primera infancia, narrativas, producción radiofónica

**Id:** 16811

**Title:** Rethinking news and media literacy in the 'post-truth' environment

**Session Type:** Individual submission

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**Abstract:** A recent study of Stanford Graduate School of Education showed that “students have trouble judging the credibility of information online” and “don't always recognize political bias of social messages”. This means that students may be strong users of social media but at the same time have relevant deficits regarding the abilities to evaluate, analyse and contextualize content.

This is a shared problem in different countries, even if it is not shared in the same ways by different social groups and in different contexts. Nevertheless, what is new is the symbolic-ideological environment where truth is no more a value but a tool used according interests and beliefs; where lies and misinformation circulate side by side with true and verified information; where facts coexist with ‘alternative facts’. It is true that all this has existed in the past. Again, what is new is the scale, the visibility and the apparent acceptance of this explosive mix of things, generating mistrust and skepticism.

With this paper the author intends to analyse a database of around one-hundred media columns (opinion, analysis...) published in the last months of 2016 in some western legacy and new media, focusing the so-called post-truth/post-facts debate. In a first step, it is intended to underline, in these media items, the ideas and propositions concerning action – what is proposed to do, at which levels, by which actors. The aim is to emphasize those aspects and clues that may be relevant to rethink what we have been studying and teaching about news and media literacy.

Author's assumption is that media and information literacy needs to be practical and meaningful but, at the same time, is requiring a renewed effort in the reflexivity and critical thinking dimensions, because of its relevance for the quality of the democracy and the personal and social development of its citizens.

Keywords: media literacy; news literacy, post-truth.

**Id:** 16826

**Title:** Uso creativo de los medios aportes desde Venezuela

**Session Type:** Individual submission

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**Abstract:** Entre los aportes que se han realizado en el contexto venezolano en torno a la educación mediática, se encuentran los generados desde la línea de investigación grupal “Educación, Comunicación y Medios” del Instituto de Investigaciones de la Comunicación (ININCO), perteneciente a la Universidad Central de Venezuela. En este trabajo nos interesa dar a conocer algunas de las contribuciones realizadas al interior de dicha línea de investigación que se construye desde una perspectiva en la que la creatividad es un componente fundamental. Las contribuciones que aquí se presentan han sido ordenadas en: 1. Las soluciones prácticas creadas como parte del programa de postgrado en Educación para el uso creativo de los medios, a lo largo de una década (Contribución empírica). 2. Los componentes del Diseño Instruccional creado para el programa de Aulas Virtuales en Medios (Contribución metodológica). 3. El análisis de las propuestas: “Aprender a pensar en Educación para los Medios” y por otra, el “Educar en Mediaciones” de Gustavo Hernández Díaz; “Dimensión Afectiva y Emocional en la educomunicación” de Morella Alvarado y “Mucho mas que juegos: Pensamiento Crítico y Medios” de Alexandra Ranzolin, que forman parte de un Modelo Integral en Educomunicación (Contribución teórica), como parte de las posibilidades que ofrece la educación mediática en el contexto universitario venezolano. El análisis de las propuestas teóricas, se realizó a partir del procedimiento metodológico que nos permitió desentrañar el modelo pedagógico subyacente en cada propuesta. Dicho procedimiento parte considerar a la didáctica de medios, como un método de enseñanza que se utiliza en toda praxis educativa que busca favorecer los procesos de enseñanza y aprendizaje en torno a los medios y las mediaciones. Se considera dentro de dicho procedimiento, el ¿Qué se busca? (Objetivos); el ¿Por qué? y ¿Para qué? (Fines y Propósitos); ¿En base a qué? (Fundamentación y Principios) Filosóficos, Educativos, Comunicativos y el ¿Cómo? (Estrategias generales). El mismo, fue creado a propósito del estudio de la obra de los autores Mario Kaplún y Gustavo Hernández Díaz (Alvarado Miquilena, 2010). Desde el punto de vista metodológico se trata de un diseño de investigación descriptiva con un componente documental. Esto con el fin de “enriquecer el estamento teórico, metodológico y epistemológico de la Educación para los medios” (Hernández Díaz, 2002:1) y algunas de las contribuciones ofrecidas en el contexto venezolano.

**Referencias:**

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**Id:** 16876

**Title:** PANEL: "Digital Storytelling for education and social change in Appalachia"

**Session Type:** Panel Submission

**Authors:**

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**Abstract:** Panel Description:

It is no secret that the advances in communication technology in the last twenty years have changed the ways in which we interact with media and with others. Nowadays, more and more people have at their reach not only the tools to produce media content (smartphones, tablets, and digital cameras including 360-degree video), but also the distribution channels to share it (facebook, twitter, snapshot, Pinterest, blogs, Youtube and the Oculus Rift). Consequently, people have become active producers of their own digital stories, and we have all become active consumers of stories from around the world.

The use of digital media to communicate ideas or narrative is referred to as Digital Storytelling. The term covers a great variety of both passive and interactive media forms and user-generated content: from the proliferation of self-representation in Facebook, to community advocacy videos in YouTube, and the emerging technologies surrounding virtual reality. Digital storytelling has become a media practice that is increasingly gaining a space in the contemporary mediascape. But to what end?

During this panel discussion, representatives of the school of Media Arts & Studies of Ohio University discuss the challenges and opportunities that digital storytelling offers. Located in rural Appalachia and neighbors to one of the poorest counties in the United States, they use digital storytelling to promote media literacy, education and social change in the region. Using a variety of media approaches, the panel will explore and explain how they have implemented creative projects to utilize digital storytelling either as an educational tool, a process for preserving regional histories, or as an instrument to engage communities in processes of narrative empowerment.

Panel chair or moderator

Camilo Perez

Ph.D. Candidate, School of Media Arts & Studies, Ohio University.

Discussant

Cesar Tapias

Ph.D. Student in Communication, Universidad del Norte

**Id:** 16879

**Title:** Panel "Digital Storytelling for education and social change in Appalachia"

**Session Type:** Panel Submission

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**Abstract:** Paper Title. "The Immersive Media Initiative"

**Abstract**

Eric Williams is the co-creator of the Immersive Media Initiative (IMI), an organization dedicated to educating students, faculty and the community about Virtual Reality (VR) in order to utilize these immersive technologies for collaborative projects that educate and enlighten the community. Eric is in charge of 360-degree video production at the IMI.

In collaboration with other professors and students from two different universities, the IMI has used this new technology for medical education. Collaborating with academics at two different universities and healthcare experts across the region, the IMI is creating a virtual trauma bay to train medical experts by watching real traumas while in VR. By putting on a headset the medical residents in training are immediately transported into a real trauma bay with real patients. Once inside VR, the medical student can hear and see everything just by turning their head. With 360-degree video, the viewer is in control of what is being watched. Imagine being able to freeze an image at any point during a live trauma and then being able to look around and observe important elements of the room: the medical monitors, the patient, or the other members of the medical team. The audio is immersive as well. The audience hears the monitors behind them, and can turn to see them at any time. Cross talk between team members is crystal clear.

Virtual trauma room training brings three important cost-effective benefits to healthcare:

- It helps acclimate newcomers to a stressful, chaotic job setting that has low tolerance for error.
- It allows students to experience the realities of the emergency room without getting in the way or putting others at risk.
- It allows experienced professionals to assess their work in a way that hasn't been possible before. It's like post-game analysis, on steroids.

Using five cameras and eight microphones, Williams' team recorded medical traumas during a 12-hour period on a weekend in July, eventually producing three 20-minute 360-degree immersive experiences that allow medical students to observe and listen as if they were in any one of three positions in the trauma bay. The eventual goal is to build a library of low-cost, easily accessible virtual reality videos on a wide variety of trauma cases. With eye-tracking technology, multiple-user headsets, and tactile interaction, Williams expects these technologies to expand, to help develop medical students into medical professionals more quickly, more efficiently, and at a higher caliber than ever before.

Virtual reality is on track to change healthcare as we know it, to modernize training, speed rehabilitation, mitigate phobias, improve doctor-to-patient empathy, and enable virtual medicine. 360-degree video is a pioneering technology in this area, and the Immersive Media Initiative is on the cutting edge of this change in educational media.

**Id:** 16881

**Title:** Panel title "Digital Storytelling for education and social change in Appalachia"

**Session Type:** Panel Submission

**Authors:**

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**Abstract:** Paper Title. "The Digital Archiving Project"

**Abstract**

Digital Archival Production is a special topics course designed to provide students with instruction and research, toward the development of digital productions for archives, museums, and historic sites. This initiative from the School of Media Arts & Studies, Scripps College of Communication has the potential of aggregating students from all MDIA curriculum sequences into a collaborative unit, employing their various skill sets within the integral phases of research and development of selected projects, through their production and post-production phases.

The concept for the Digital Archival Project began two years ago with a student project in conjunction with the Athens Historical Society and Museum. At that time the course was researching two projects with the Historical Society. Because an element of one project coincided with the 70th anniversary of the D-Day invasion, our research to include Alden Library and began working with the Archivist of the Cornelius Ryan Collection. Doug McCabe, our research librarian, has been involved in several media projects, including a segment of the History Channel's series "Hollywood Movies from Books." Our discussions led to the Ryan Collection becoming a significant focus of this nascent project.

In addition to, and in conjunction with Alden Library, the Digital Archival Project is working with The Athens Historical Society and Museum. With their assistance, we are developing three interrelated oral history projects in conjunction with the Margaret McGrainer collection. Known as the "Magazine Lady," Ms. McGrainer's story intersects with the lived stories related to us by the few surviving residents of Athens WWII era. Utilizing the McGrainer story as a centerpiece, we have interviewed four surviving veterans of the war, including a married couple whose reflections of Athens of this period are of obvious importance. From these recorded memories we are currently assembling an oral history portrait, "The Home Front: Athens During the War Years."

These initial examples of our collaboration with the Athens Historical Society is indicative of future media projects that can have particular importance to Athens Country, and the region as well. Not only are there many historical aspects unique to this area that are rife with local historical significance that remain either uncollated, or underappreciated (Milton Holland, the Berry Hotel), but the acknowledgement of these local legacies through segments produced for the Historical Society's website will also open the doors to increased community involvement of volunteers, as well as potential historical contributions to this archive.

Media professions are among the most non-linear of any occupations-particularly in the current spate of emerging environments. The goal of the School of Media Arts & Studies is to prepare our students to be able to pursue opportunities in diverse directions, particularly in fields that only recently came into existence, or are in the midst of new consolidation. We have found that most prepared and successful professionals from our program are those that have pursued a variety of experiential activities early on, culminating with internships, or other practical "real-world" experiences such as opportunities the Digital Archival Production project provides.

**Id:** 16891

**Title:** Panel title "Digital Storytelling for education and social change in Appalachia'

**Session Type:** Panel Submission

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Country: US (United States)  
Affiliation: Ph.D. Candidate in Mass CommunicationSchool of Media Arts and StudiesOhio University

**Abstract:** Paper Title. "The Interactive Appalachia Initiative"

The INTERACTIVE APPALACHIA INITIATIVE (IAI) -Currently in its design phase, is an interactive/ transmedia project from the School of Media Arts & Studies, Scripps College of Communication, intended to create an online platform to house and display the stories, history, and cultural practices of the people from this region.

Remarkable and unique transmedia stories of different historical actors from Appalachia will be developed and told using diverse digital storytelling techniques in order to invite younger audiences to become actively involved in the exploration of local history.

This initiative will be developed by aggregating students from all MDIA curriculum sequences into a collaborative unit through the class MDIA 4900-5900 Special Topics in Media Arts & Studies: Digital Archive Production, employing their various skill sets within the integral phases of research and development of selected stories, through their production and post-production phases. Activities will be co-curated by MDIA faculty.

**Id:** 16894

**Title:** Panel title "Digital Storytelling for education and social change in Appalachia'

**Session Type:** Panel Submission

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**Abstract:** Paper Title. "The PD Narrative Project"

**Abstract**

Storytelling is a crucial component for people with Parkinson's Disease (PD) as they navigate through unpredictable healthcare systems and public misperceptions about the disease. The psychological and social consequences of misrepresentation includes, for people with PD, a painful struggle to re-build a coherent identity after diagnosis, and for healthcare workers, a reluctance to specialize in what is typically considered to be a degenerative condition with few possibilities for improvement.

This state of affairs inspired Dr. Jenny Nelson to create the PD Narrative Project. In collaboration with students from the school of Media Arts and Studies and from the Communication and Development Studies program at Ohio University, the PD Narrative Project have produced a web series containing fourteen short digital stories about the experiences of people living with PD in southeast Ohio and West Virginia. The production of the videos was made through a collaborative process in which participants, faculty, and students of Ohio University engaged in the journey of finding a story and create a narrative to highlight the agency of the people living with PD.

During its five years of operation, the project has been recognized as an innovative approach to health communication and media education, and the PDNP team has conducted presentations and workshops at several universities across the United States, sharing their methodological approach and inviting others to share their stories.

**Id:** 16903

**Title:** Panel title "Digital Storytelling for education and social change in Appalachia'

**Session Type:** Panel Submission

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**Abstract:** Paper Title. "The Community Media initiative"

**Abstract**

The community media initiative is a project from the school of media arts and studies of Ohio University intended to facilitate or enhance the capacity of any non-profit, social service or community organization working in Appalachia to create media for any developmental purpose that benefits the organization on their seek for positive social change within the community.

The initiative consist of a series of workshops on digital storytelling with representatives of the different organizations, offering opportunities to connect and grow community partnerships that would make the creation of a Co-op something possible

Some ideas behind the Co-op are that: 1) digital storytelling Workshops taught by faculty and students can help community organizations to sharpen their skills, but also they can help the students to create bonds with local projects with which they could get involved in the future. 2) the audiovisual equipment bought for the project, will be shared among the community organizations according to their needs, making possible for all participants to have access to media production technology. 3) Ohio University will provide access to their media labs to any of the participants for postproduction purposes. 4) the members of the community media initiative are available for any organization that requires any assistance in the development of communication strategies. 5) the construction of a shared media database can contribute to strengthening the bonds between local organizations, and could create possibilities for collaboration.

This cooperation reflects the spirit already developed among the leaders of these organizations in this community. The Co-op seeks to be a small part of this underlying spirit, in order to provide a sustainable community service, empower community members and provide a unique educational experience for our students.

**Id:** 16904

**Title:** LA ESCRITURA CREATIVA EN LA FORMACION DE ESTUDIANTES UNIVERSITARIOS

**Session Type:** Individual submission

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**Abstract:** El propósito de esta ponencia es dar a conocer una estrategia metodológica que propicié con la construcción de escritos creativos en estudiantes universitarios. Para lograr lo anterior, primero se caracterizaron los recursos narrativos que componían un texto creativo; en segundo lugar se analizaron, en textos literarios escogidos, los recursos narrativos implícitos. Finalmente, se describió la experiencia de construcción de textos narrativos de estudiantes universitarios. Conceptualmente se planteó el abordaje a la escritura creativa desde los modelos de estructura de creación de textos literarios en oposición a los planteamientos teóricos centrados en fórmulas de creación. Orrantia (2012). Este estudio se desarrolló desde el paradigma de la investigación cualitativa, específicamente desde el tipo de estudio centrado en casos. La muestra estuvo conformada por 12 estudiantes universitarios (6 estudiantes de la carrera de Publicidad y 6 estudiantes de la carrera de Comunicación, de la Universidad Santiago de Cali) Los recursos narrativos fueron caracterizados a partir de rejillas de análisis en sus componentes: digresión, circunloquio, metáfora, descripción, uso de tiempos verbales, creación de personajes, tipos de narradores, conciencia de tiempo cronológico en el escrito, tiempo atmosférico, entre otros. Esta investigación contribuyó con la formulación de una propuesta metodológica innovadora y contextualizada a las necesidades de escritura en estudiantes universitarios.

**Id:** 16948

**Title:** JÓVENES Y PANTALLAS: IMAGINAR LA NACIÓN DESDE LA TELENOWELA COLOMBIANA

**Session Type:** Individual submission

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**Abstract:** Este trabajo presenta los resultados de un estudio acerca de los imaginarios de nación que poseen/construyen los jóvenes universitarios de la ciudad de Cúcuta (Colombia), a partir de su consumo de las telenovelas colombianas que se emiten por un canal privado de televisión. Con el propósito de explorar una práctica televisiva reflexiva, la metodología planteó el abordaje del melodrama televisivo como escenario principal de análisis, tomando en cuenta que este tipo de producciones de ficción -con gran tradición en la pantalla y fuerte arraigo en el televíidente colombiano- están atravesadas por las ideologías que permean las sociedades, sobre todo aquellas vinculadas con la construcción de identidades locales, nacionales y globales, participando de universos de sentido en los que los imaginarios de nación desempeñan un papel decisivo.

En este sentido, el trabajo de investigación se cimentó en un enfoque cualitativo, de tipo interpretativo, en el cual se empleó la entrevista semiestructurada y el grupo de discusión como principales técnicas de recolección de información, aplicadas a un grupo específico de estudiantes universitarios.

En cuanto al horizonte teórico, se tuvieron en cuenta los postulados de Anderson (1993) sobre las diversas concepciones de nación a lo largo de la historia, de Baeza (2004) en torno a imaginarios sociales y sus categorías e implicaciones, de Martín-Barbero (2001) sobre los imaginarios de nación y su relación con la telenovela en Colombia, además de los fundamentos teóricos de Ferrés (1994) alrededor de la relación entre televisión y educación.

Los hallazgos del estudio ponen de manifiesto que estos jóvenes de Cúcuta asumen la nación colombiana como una invención propia del mundo de los adultos, un espacio en donde las fronteras trascienden lo meramente territorial y se insertan en nuevos modos de relación y de ciudadanía, un constructo social que se imagina, se representa y circula en los medios y que genera tensiones permanentes entre la nación que se concibe desde la capital (Bogotá) y aquella que se concibe desde las regiones o provincias de Colombia.

**Id:** 16976

**Title:** Media Studies, Bodies and Technologies: Media Studies for a Living World

**Session Type:** Individual submission

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**Abstract:** The field of Media Studies, emerging within the instrumental vision of modernity, has, for the most part, not confronted its unspoken modernist assumptions. Three of the most crucial noted by Bruno Latour are: (1) knowledge is discovered in the fragmentation of things, (2) the deep belief that the world can be divided into the living and the non-living, and (3) the related postulate that humans are separate from nature. This instrumental vision of modernity has allowed us to “knowingly” celebrate the information/digital age without really paying all that much attention to what is “technology” or the role played by communication in the work of ecological “knowing.” It has allowed us to view technology as a collection of things that stand apart from humans and the environment. It has allowed us to view humans as standing apart from both technology and nature. And it has permitted us to be captivated by the spectacle of communication machines, while concealing the relationship between these machines, technologies, our bodies, and the rest of the living world. Certainly there have been critical efforts to rethink Media Studies and its relationship to many forms of power, ranging from the Frankfurt School to the McLuhanesque Toronto School. However, for the most part these efforts have failed to engage an embodied view of Media Studies from an evolutionary ecological perspective. That is, a perspective that views media as evolving mediations between the body, technology, and the biological and cultural environment. This paper, drawing on Bruno Latour’s Science and Technology Studies, Fritjof Capra’s systems theory, John Dewey’s embodied cognition and philosophies of technology and aesthetics, and Carolyn Merchant’s eco-feminism, explores how media education can be re-imagined to provide a framework for understanding and moral action for students and citizens alike in a world marked by proliferating yet misunderstood interacting technological, economic, ecological and cultural networks. And it points to a collection of promising grounded efforts in an emerging Media Studies for a Living World.

**Id:** 17071

**Title:** Youth's Construction of Desirability on Social Media in Spain

**Session Type:** Individual submission

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**Abstract:** This paper presents a qualitative study on teens' self-representational strategies on social networking sites (SNS) in Spain, focusing on the gender bias in identity construction work. We looked at which strategies and affordances teenagers used on social media in order to attract their peers, and how they negotiated meanings of desirability. The research was conducted with 32 Spanish teenagers who participated in discussion groups and individual home interviews. Results show how participants used sexualization and playfulness as two intertwined strategies for negotiating their identities and managing relationships on Facebook and Tuenti. The participants constantly played with SNS affordances that allowed them to test their image on peers, even if this put their privacy and sexual reputation at risk. Findings also show that both boys and girls handled a (sexual) double standard when judging each other's sexualized displays, and that the victim-blaming mechanisms of gender inequality operated through their ideas on media literacy.

Keywords: social media, teenagers, sexualization, desirability, media literacy, playfulness



