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Table of Contents

Towards the reduction of Digital Divide through Media Literacy Education at Czech Vocational Schools	4
The ideal material? Current, editable and close to the students, say Czech media education teachers	5
Panel overview - Challenges and Opportunities of Measuring Media Literacy Around the World	6
Media Literacy Measurement for Scalable Programs	8
Survey or Test: How Should We Assess Media Literacy on a Global Scale?	9
Measuring Adult Media Literacy in Australia	9
Media Literacy Instructional Practices as Proxy Measures of ML Competencies	10
Cultivating Media and Artificial Intelligence Literacy through Service-learning: An Action Research	11
A study of undergraduate student's intention to use online learning during COVID-19 in Bangkok, Thailand	12
Children's digital media use and parental mediation strategies in covid-19 times in Austria and across Europe	13
Challenges as a digital entertainment phenomenon among teenagers. Perception, motivations and critical skill	14
Ambivalent potentials of digitized educational arrangements in young refugees' lives - Linking Points and Challenges for Media Education.....	15
Can News Literacy activities develop Critical Media Deconstruction Skills?.....	16
Leisurely-affordances: Exploring digital leisure practices in Global South	18
Digital Media Observatory: A research and media literacy initiative to prevent Infodemics spread.....	19
The impact of global classroom experience on longer-term intercultural learning among media students	20
Scaling up the fight against disinformation by improving digital visual literacy: the MOOC "Disinformation Step by Step"	21
Preservice Teachers' Acceptance of the Use of Virtual Reality in Education: A Mixed-Method Study	23
Navigating but not participating: A study of social media trends among Hong Kong youth	24
Study on Influencing Factors of Social Media Fatigue in WeChat Moments of Generation Z.....	25
Parenting in an Online World - Creative Media Education for Parents.	26
Media Lessons Learned—Even for Parents? Parental Mediation as Driver of Covid19-related Homeschooling	27

Becoming designers to foster critical thinking on media: speculative design as a new way of doing media education	28
Digital youth work in Flanders: Best practices and Policy recommendations	30
Cyber Eliminating Illiteracy? Media Affordances of Adult Word-learning Short Videos on Tik Tok	31
Media Fans to Media Literates: Identifying Dynamic Media Literacy Frameworks through Fandom	32
Media in everyday life: first results of a study with Portuguese children aged 11-18 years old.....	33
Diraya - Learning Media Literacy with and from Activists in the MENA Region	35
Child's Relationship with Digital Media, Digital Media Literacy and Children's Right to Communication.....	37
What knowledge could/should mean in tertiary media education: A discussion between three notions of knowledge.....	38
'But I don't wanna share my data'. Teen's concerns about social media use	40
From "Passive" to "Active": The Construction of the Algorithmic Literacy of Digital Gig Workers	41
Exploring Media Aesthetics as a Methodology in Communication Research.....	42

Towards the reduction of Digital Divide through Media Literacy Education at Czech Vocational Schools

Authors

Mrs. Lucie Römer - Charles University

Abstract

Using digital media towards citizen participation of youth has been a highly current topic, see for example *FridaysForFuture*. There is a number of theoretical studies that hope for media literacy education to increase also citizen participation (such as Mc Dougal, 2013 or Mihailidis & Thevenin, 2013). However, empirical research focused on such pedagogical projects related to disadvantaged children is limited (Kotilainen, 2009).

In 2019, a set of innovative media literacy education methods, which had been developed to increase interest, knowledge, and skills of civic participation among the Czech socio-economically disadvantaged youth was tested at a vocational high school. The methods followed the paths of action research, critical media literacy (Freire, 2005), and the citizen model of media education (Hobbs, 2010).

17 students of the vocational school in a small town Louny, located in an industrial, lower-income area, participated in a massive public happening in autumn 2019, during which they presented a political topic of their choice. They also communicated the topic to the public and mass media using both online and offline tools.

A large set of ethnographic multimodal data was gathered in this 4-month project. The results are ready to be presented in the conference paper, accompanied by rich visual material (photos, charts). The findings strongly argue for long-term media literacy education, they present challenges of media interventions when working with vulnerable youth and question the thesis that media literacy education automatically leads (or should have the ambition to lead) to an increase of citizen participation. The report focuses on the options and limits of media education towards increasing the citizen participation of disadvantaged youth in the Czech Republic, investigating the options for digital divide reduction. However, the findings are of international relevance.

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The ideal material? Current, editable and close to the students, say Czech media education teachers

Authors

Mrs. Karolína Šimková - Charles University

Abstract

Context: Navigating the world of media is becoming increasingly complex, so it is clear that society needs to be systematically educated in this area. Media education is nowadays generally integrated into general education in European countries, and the Czech Republic is no exception. In practice, however, it is often neglected or ignored by teachers because some of them are unsure about the subject themselves. The necessary support is often provided by various non-profit organisations. The aim of the research was to find out how teachers and lecturers from non-profit organisations perceive the conditions for teaching media education in secondary schools in the Czech Republic.

Background: Media education is one of the so-called cross-curricular topics in Czech general education. According to the Framework Educational Programme for Primary Schools and Grammar Schools, it must be included in the curriculum. To what extent and in what form, however, is up to the schools and, consequently, the teachers themselves. Media education is usually included in Czech language, basic social sciences or history classes. In some schools it is a separate subject, while in others the topic of media is not included in the curriculum at all.

Aims: The research shows what are the current conditions for teachers and staff of non-profit organizations in teaching media education in secondary schools in the Czech Republic. The focus is mainly on what materials these respondents work with, what topics they are most involved in and what topics are most problematic for them when teaching media education.

Method: Qualitative research was conducted in the summer of 2021. Using semi-structured interviews, the attitudes of teachers and staff of non-profit organizations involved in media education in secondary schools were explored. The interviews took place in May and June 2021 and involved a total of eleven respondents (7 teachers, 4 NGO lecturers; with a length of experience between 2 and 19 years) from all over the Czech Republic. The interviews were conducted in the form of online video calls; the basis of the interviews was a pre-prepared interview guide.

Results: Teachers and NGO staff who lecture on media education still face several obstacles that limit them in their role. Regardless of their different experiences, the interviewees agreed on several points. For example, a) all interviewees are used to using online materials and tools in their classes, c) most of them use the materials of JSNS, the educational programme of the Czech non-profit organisation People in Need, as inspiration or a resource, b) the topic of information verification is a problem for almost half of the interviewees. The interviews also show that the ideal material, according to the respondents, has the following characteristics: a) it has a clearly stated goal, b) it is editable, c) it is up-to-date, d) it is interactive, e) it is available online, f) it includes group activities, g) it has several versions according to the knowledge of the students.

Conclusions: The research shows that teachers are aware of the delicate topic of media education. Most of the respondents are enthusiastic about teaching it, but at the same time they perceive their own limitations (e.g. ignorance of the social networking environment or other technologies) and the sensitivity of some topics (such as cyberbullying or sexting). They often prefer not to go into these topics at all, and some outsource lectures on these topics to non-profit organisations. Teachers also mentioned in interviews that preparing for lectures on media is time-consuming for them and it is not uncommon for them to devote their free time to it. Teachers find it difficult to convey topics (e.g., information verification) that are difficult to grasp and distant to students. Conversely, they observe that students enjoy talking about areas that are close to them and that they have direct experience of (e.g. social networks). The research shows that teachers would appreciate a wider range of materials for teaching, as they find them very helpful.

The research conducted on the current state of media education in secondary schools from the perspective of teachers also served as a guiding document for design students at Tomas Bata University in Zlín. During the winter semester 2021/2022, based on the main conclusions of the study, they created suitable materials for teachers to use when teaching media education. The materials will be available online for free use.

Submission ID

173

Panel overview - Challenges and Opportunities of Measuring Media Literacy Around the World

Authors

Ms. TESSA JOLLS - Center for Media Literacy

Prof. Pierre Fastrez - UCLouvain

Dr. Michael Dezuanni - Queensland University of Technology

Dr. Renee Hobbs - University of Rhode Island

Dr. Tanya Notley - Western Sydney University

Abstract

Rationale for the Panel Discussion

The rise of mis- and disinformation has increased interest in media literacy (ML) among policymakers, who clamor for data and evidence to characterize the competencies required for work, life, and citizenship in a digital age. As general consensus among policymakers and academics grows that ML is defined as the ability to access, analyse, evaluate and create media in multiple forms, there has been some progress in measuring ML competencies in local and national contexts.

Some approaches to measuring media literacy have repurposed existing data or data that can be easily collected, rather than choosing stronger measures identified through empirical research (Bulger, 2012). For example, in Europe, the Media Literacy Index was created in 2017 as a response to the 'post-truth' phenomenon to measure the resilience of EU citizens to 'fake-news' and its consequences. The survey ranks 35 countries in Europe using proxy indicators for media freedom, quality of education, interpersonal trust and e-participation as a way to gauge levels of public trust. But critics point out that such measures do not adequately characterize media literacy competencies in ways that enable policymakers to take action (citation).

New survey research has emerged that begins to paint a portrait of media literacy competencies using survey research methodologies that ask people to self-report their competencies (OFCOM, 2020). Performance-based measures that ask people to complete tasks have also been used to measure media literacy, but these studies involve small samples that are not generalizable to larger populations. Recent survey research with representative samples of Australian adults show that most people have a low level of confidence in their own use of media for information activities like safely navigating online environments, changing privacy settings on social media, and identifying misinformation (Notley et al, 2021). Other studies have examined high school teachers' assessments of students' skills (Hamilton et al, 2020) and perceptions by educators, parents and community members about the implementation of ML instructional practices in local school districts (Media Education Lab, 2021).

The need for more granular measures of ML competencies that can be assessed cross-nationally remains high. At a time when the vast majority of people in advanced democracies are increasingly reliant on digital media, there is a sense of urgency to develop reliable and valid measures of ML competency that can be conceptually distinct from measures of media usage. This panel discussion brings together researchers who are interested in the methodological dimensions of measuring media literacy competencies. Questions to be considered include:

- What ideas, characteristics or practices distinguish media literacy competencies from digital literacy competencies?
- Should media literacy competencies be based on values that promote democracy, civic participation or other perceived social benefits?
- What role should emotional engagement and identification with media play in measuring media literacy competencies?
- Can exposure to ML instructional practices serve as a proxy measure of media literacy competencies? Could proxy measures of ML be useful for certain research purposes?

Submission ID

399

Media Literacy Measurement for Scalable Programs

Authors

Ms. TESSA JOLLS - Center for Media Literacy

Abstract

Media literacy skills are central to contextualizing, acquiring and applying content knowledge. It is these skills that are imperative for being an educated and competent citizen in the 21st century. Yet, as nations compete to improve their standing on international assessments that focus primarily on students' acquisition of content knowledge, we must ask: are these assessments truly measuring what's important to citizens and their countries? In 2020, we set out to enhance the Global Kids Online survey by providing a new module devoted to measuring media literacy competencies. We believe that media literacy competencies are global skills and dispositions that can be measured and compared so that programs may be consistent, replicable, measurable and scalable, while the media content employed in such programs is driven by local issues and media content. I am inspired and grateful to work with an outstanding research team to bring such a survey effort to fruition.

Submission ID

401

Survey or Test: How Should We Assess Media Literacy on a Global Scale?

Authors

Prof. Pierre Fastrez - Université catholique de Louvain

Dr. Camille Tilleul - Université catholique de Louvain

Abstract

While international institutions (e.g. UNESCO, EU, NATO) identify media literacy as a key for addressing a host of societal issues (fake news, cyberbullying, digital exclusion, ...), there is a surprising lack of reliable methods for assessing media literacy at a global scale. Common existing methods face several challenges. Task-based assessments of media literacy competencies are labor-intensive and difficult to scale. Surveys of self-assessed competencies have questionable validity. This presentation will draw on ongoing work in three research projects involving both types of assessment at different scales: a small scale assessment aligned with the pedagogical objectives of news literacy workshops for teenagers designed by a French school of journalism, an international assessment of information search and multimodal creation competencies of teenagers in four French-speaking countries, and the design of a media literacy module for the Global Kids Online survey. We will explore the advantages and challenges of combining declarative surveys and task-based assessments in order to advance media literacy assessment at a global scale. Strategies to combine both methods include the validation of declarative data by triangulating it with performance-based data, and the design of tasks that are adaptable to local issues, specific media contents and different cultural sensitivities, supporting the appropriation of assessment instruments by local teams of researchers or educators, hence allowing their deployment at a large scale.

Submission ID

402

Measuring Adult Media Literacy in Australia

Authors

Dr. Tanya Notley - Western Sydney University

Dr. Michael Dezuanni - Queensland University of Technology

Prof. Sora Park - University of Canberra

Abstract

The ways that we work, learn and play have been transformed by mobile and networked media technologies and associated media products and services over the past two decades. These changes mean that media literacy — the ability to critically engage with media and media technologies in all aspects of life — is now essential for full participation in society. However, unlike in many other advanced democracies, adult media literacy education has not been supported in Australia in a significant or sustained way by governments or the not-for-profit sector. The 2021 Adult Media Literacy in Australia survey was designed to inform national policy and practice. It focuses on people's attitudes toward their own media use, their experiences of media use, their confidence level to perform a range of media activities, the support they have had for media use across their lifetime, and the media abilities they believe are important in their lives. In this presentation we reflect on what we learnt through the survey and we reflect on the limitations and strengths of the survey instrument.

Submission ID

403

Media Literacy Instructional Practices as Proxy Measures of ML Competencies

Authors

Dr. Renee Hobbs - University of Rhode Island

Abstract

The ways that we work, learn and play have been transformed by mobile and networked media technologies and associated media products and services over the past two decades, and have made media more central to people's lives than ever before. These changes mean that media literacy — the ability to critically engage with media and media technologies in all aspects of life — is now essential for full participation in society. However, unlike in many other advanced democracies, adult media literacy education has not been supported in Australia in a significant or sustained way by governments or the not-for-profit sector. The 2021 Adult Media Literacy in Australia survey was designed to inform national policy and practice. It focuses on people's attitudes toward their own media use, their experiences of media use, their confidence level to perform a range of media activities, the support they have had for media use across their lifetime, and the media abilities they believe are important in their lives. In this presentation we reflect on what we learnt through the survey and we reflect on the limitations and strengths of the survey instrument.

Cultivating Media and Artificial Intelligence Literacy through Service-learning: An Action Research

Authors

Prof. Alice Y L Lee - Hong Kong Baptist University

Abstract

With technological advancement, artificial intelligence (AI) is no longer just in science movies and academic research labs. It has already come into our daily lives through digital devices and the Internet. Thus, cultivating AI literacy has become an essential part of media and information literacy (MIL) education. This paper documents action research that promoted and evaluated a media and information literacy program that aims to cultivate college students' AI literacy through service-learning.

A MIL program, "Media Communication in the AI Era," was designed and put forward at a local university as a service-learning class. Twenty-nine students joined the course. The course instructor conducted action research during the semester of 2020-2021. The study's first objective is to examine what kind of AI knowledge university students have acquired through the service-learning exercise. The second goal is to explore how to improve the pedagogical practice of MIL education via service-learning.

The action research has five stages. The first stage is research design which identifies the research goals and lays out the research planning. Two community institutions work together to launch a "Media and Artificial Intelligence Literacy" (MAIL) Program in the city for 20 local schools during 2021-2023. It is a new project, and the staff members need AI curriculum inputs. Then, these two organizations became the service targets of the university students who would develop AI teaching materials and references for the MAIL Program.

In the second stage of preparatory action taking, lectures were offered to the university students regarding AI knowledge and related controversies. The students were divided into six working groups, preparing to develop six AI teaching material packs. They selected AI topics to work on. The instructor provided relevant references to help the students' research while they were working hard to develop the teaching materials.

The third stage is data collection. Each group of students took turns to present their AI topics and introduced their teaching materials. After class sharing and discussion, each

group revised their works and submitted them to the course instructor and the community organizations.

In the fourth stage, the course instructor conducted a content analysis of the teaching materials to explore what kind of AI knowledge the university students have learned and shared with the service targets. Findings show that while university students embrace AI technologies, they also show their trepidation. The teaching materials they developed include both pros and cons of AI. They are particularly interested in AI issues that are related to their everyday lives. It is found that AI ethics is their common concern.

The last stage is about feedback. Both the instructor and the service targets gave feedback to the students.

This action research got an insight into young people's perceptions and concerns about AI. The students consolidated their AI knowledge through the service-learning project and reflected deeper on its applications. The paper will discuss service-learning as a helpful pedagogical approach to MIL education and recommend ways of improving this educational practice.

Submission ID

727

A study of undergraduate student's intention to use online learning during COVID-19 in Bangkok, Thailand

Authors

Mr. korakot pookayaporn - Shanghai Jiao Tong University

Abstract

Online learning is one of digital technologies that widely used in education programs. It has become a major educational tool for students to use during the COVID-19 pandemic. This study developed and empirically tested a unified theory of acceptance and use of technology (UTAUT) model with the additional of self-efficacy factor to examine the factors influencing undergraduate students' intention to use online learning. The data collection was done through an online survey with a total of 370 valid responses. All the hypotheses were tested by using regression analysis. The results revealed that intention to use online learning was significantly influenced by performance expectancy, effort expectancy, and self-efficacy. Contrary to the original UTAUT model, facilitating conditions and social influence did not influence intention to use. This study provides a practical reference for

educational institutions to improve their online learning programs which eventually can drastically influence students' intentions to use online learning.

Submission ID

767

Children's digital media use and parental mediation strategies in covid-19 times in Austria and across Europe

Authors

Prof. Sascha Trützsch-Wijnen - University of Salzburg

Prof. Christine Trueltzsch-Wijnen - Salzburg University of Education & Charles Universty

Abstract

The Covid 19 pandemic had and still has serious impacts on all parts of everyday life. The unexpected and harsh change to strict social distancing strongly affected children's daily lives (Blaskó et al. 2021; Engzell et al. 2021; Lobe et al. 2021). Despite of emerging routines children's experiences of the first lockdown periods are still relevant for the discussion of the pandemic's effect on their media activities and the change of parental mediation. Children on the one hand had to deal with different forms of remote schooling and learnt to manage platforms. On the other hand in screen time extended in families and parents changed former regulations with regard to media usage.

In the project 'Kids Digital Lives in Covid-19 times (KiDiCoTi)' (coordinated by the JRC of European Commission) a representative survey (CAWI) on children aged 12 to 18 years and their parents was conducted in 11 European countries. This was completed by a qualitative interview study with families with children aged 6 to 12 years (105 families in 10 countries participated). Starting from the case of Austria (10 families) our presentation will focus on an in-depth analysis of the qualitative data (author 2020, 2021). We will look into how daily life was affected by the pandemic, and how children engaged with digital technologies during this specific time. We will also discuss in how far digital media were used to cope with specific challenges; and if a more frequent use of digital media led to more digital skills – differentiated between the means of usage for remote schooling, communicating with friends, entertainment. Additionally the interviews gave insights into parenting strategies with regard to media, permitting extended screentime while feeling 'guilty' for doing so. With the focus on Austria we will discuss differences and similarities between the European countries, with a focus on remote schooling as well as parental mediation. Based thereon we will illustrate examples of best practise examples.

Submission ID

917

Challenges as a digital entertainment phenomenon among teenagers. Perception, motivations and critical skill

Authors

Dr. Beatriz Feijoo - Universidad Internacional de La Rioja (UNIR)

Dr. Charo Sadaba - Universidad de Navarra

Dr. Jesus Segarra Saavedra - Universidad de Alicante

Abstract

The definition of challenge implies a difficulty capable of arousing in those who accept it a struggle against themselves to be able to achieve it. It is worth assessing the ability of these phenomena to reach an adolescent audience eager to test their own abilities or limits. The challenge phenomenon within the digital context has previously been addressed from a sociological perspective, but this study seeks to explore whether the challenge has consolidated the role of prosumer among minors, and whether entertainment is a key motivation for consuming and challenging. This could imply a less critical attitude that could be deleterious to the well-being of minors. With this aim, a qualitative study was performed by way of focus groups with minors aged between eleven and seventeen years living in Spain. Twelve focus groups were held with a total participation of sixty-two students from different parts of Spain (with five to six members per group). The sample was recruited through mediation of the schools. Two filter criteria were defined for the composition of the focus groups: the age of the child and the socio-economic profile of the school, determined by its type - private, semi-private or public - and its geographic location. It was found that, for minors, challenges represent a form of entertainment in an interactive context, perceived as innocuous, ephemeral content from which nothing more is required than for the users to have a good time. This appears to lead the minors interviewed to ignore the meaning and origin of the challenges they visualise and share, nor do they do regard it as necessary. It is also important to underline the relativisation of risk and danger in favour of spectacularisation and virality. This study seeks to underline the importance of training in critical competence facing new digital entertainment narratives, which may have a variety of intentions, becoming a necessary skill to empower a conscious, committed and active spectator.

Submission ID

1012

Ambivalent potentials of digitized educational arrangements in young refugees' lives - Linking Points and Challenges for Media Education

Authors

Prof. Henrike Friedrichs-Liesenkötter - Leuphana University of Lüneburg

Mrs. Jana Hüttmann - Leuphana University of Lüneburg

Abstract

The paper focusses on the educational participation of young refugees in the context of digitalized educational settings. It discusses linking points and challenges for media education in the daily life of young refugees.

Digital media are an integral part of the life of youth as they serve as important places for finding ways of dealing with one's own identity, engaging with others, information and entertainment and are at the same time co-determined by the youth themselves (Paus-Hasebrink 2020). In education policies digital media are often emphasized as promoting potentials for the educational participation of disadvantaged or vulnerable groups facing many challenges in education and society, such as young refugees. However, in recent times hindering factors or negative side effects of digitization like even reinforcing digital inequalities through digital media are also considered (e.g. UNESCO 2021). Explorative studies indicate that digital media and especially smartphones can have an important orientation function for young refugees as a means of (trans)national self-location (Kutscher/Kreß 2018) and can promote experiencing agency (Friedrichs-Liesenkötter/Schmitt 2017). But the importance of digital media for educational participation of young refugees in various educational contexts has not yet been specifically empirically examined.

The joint 3.5-year (02/2019-07/2022) ethnographic research project 'Educational Participation of Refugees in the Context of Digitized Educational Arrangements' of the Leuphana University of Lüneburg and the University of Cologne focuses on the reconstruction of promoting and inhibiting conditions for the educational participation of young refugees in the context of digitalized formal educational settings of school, the non-formal setting of child and youth welfare, and informal contexts in the everyday life of young refugees. Using grounded theory, praxeology and ethnography in the sense of "follow the actor" (Falzon 2009) as research methodologies, organizational cross-

connections and cross-relations were revealed in practices, involving digital media as well as human actors.

The paper presents empirical insights into relevant linking points and challenges for media educational practices in the lives of young refugees, e.g. by social workers. Also dimensions of (digital) inequalities, which became apparent during lockdown periods and distance learning in the context of the COVID-19 pandemic, are presented in this context. The trans-organisational research perspective chosen in the project and its emerging potentials for the reconstruction of processes of educational participation are discussed.

Submission ID

1185

Can News Literacy activities develop Critical Media Deconstruction Skills?

Authors

Dr. Camille Tilleul - Université catholique de Louvain

Prof. Pierre Fastrez - Université catholique de Louvain

Abstract

Today's media landscape is saturated with news and information produced by an ever-growing variety of people and institutions, leading to the broadening of the notion of "news", which can no longer be assumed to be produced only by professional journalists [1]. This overabundance of information, coupled with the rise of online misinformation and disinformation [2], highlights the need for media literacy, and more specifically news literacy (NL), providing individuals with "*skills and knowledge required* to navigate the complex news and information environment of the twenty-first century" [3, p. 1036]. However, there seems to be a lack of consensus on the definition of NL, or on how it should be taught [4].

A common conception of News Literacy focuses on skills required to assess the veracity and reliability of information [4], [5], and corresponds to pedagogies that seek to develop participants' understanding of journalistic work (e.g. fact-checking) often by having them play the role of journalists and create news contents [6]. This conception may implicitly promote a vision of media as being inherently true or false, and of news literacy as a matter of distinguishing falsehoods from truth.

Another conception of News Literacy focuses on critical questioning of media [1]. This conception has its roots in the Media Literacy movement, and is based on the understanding that all media are representations of a socially constructed reality [7]. Its

pedagogical approach aims to develop participants' ability to deconstruct news media by using an array of perspectives rooted in different “core concepts” (e.g. production, purpose, audience, representation) [8], [9].

This paper examines whether these two approaches are, or can be, congruent. We present the design and results of a pilot evaluation of NL activities initiated by the Lille School of Journalism in French high schools. Based on a content analysis of the documents describing the general framework and pedagogy of these activities, we identified their intended learning outcomes. Following the first conception of NL mentioned above, they are essentially aimed at fostering content creation, technical skill development and an understanding of fact-checking processes that ensure the reliability of information.

We then asked whether these activities could develop participants' abilities to deconstruct media according to different perspectives (second conception of NL mentioned above). We developed an evaluation protocol centered on the critical deconstruction of news media, which we implemented as a pre-test and a post-test to a one-week NL workshop with 10 participants (aged 11-17).

Results show that the workshop seemed to develop participants' abilities matching its objectives: participants made progress in the way they described the technical properties of media, their contents, their authors, and authors' intentions. However, participants struggled to grasp the economic and social context of media production, but also to identify the target audiences, potential effects, and modes of circulation of media, as well as the representations and values they convey. Future work will aim to replicate this pilot assessment, and to experiment with alternative versions of the NL activities that would better support the development of these essential skills.

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Submission ID

1330

Leisurely-affordances: Exploring digital leisure practices in Global South

Authors

Dr. Manisha Pathak-Shelat - MICA

Ms. Saesha Kini - MICA

Abstract

Digital technologies have made a tremendous impact on the ecologies of the Global South, affording diverse modalities of user engagement, educational enrichment, social networking, identity-formation, life aspirations, and leisure practices. Often, the scholarship on ICT in the Global South is couched in developmental paradigms linking access with anticipations or expectations of non-recreational, educational, and utilitarian activities that typically qualify as “productive” usage of the internet. These assumptions pervading dominant understandings on ICT in Global South neglect the potential of leisure or recreational use in fostering overall digital participation. Arora & Rangaswamy (2013) and Pathak-Shelat & De Shano (2014) observe the often creative negotiations people from resource-constrained environments undertake in embedding these digital technologies in their respective life-worlds. Accounting for multiple *practices* of digital leisure, therefore, provides a more holistic and granular understanding of ICT in a richly-diverse Global South. One paradox we observe in studies of digital leisure is their tendency to frame the actors as active agents appropriating and repurposing digital technologies to their own ends, while simultaneously underscoring how complex ecologies –including the technologies themselves–significantly shape individuals’ digital engagement. It is here we find potential to explore more fully the relational capacities and constraints emerging through users’ leisure practices and digital technologies, through the concept of *affordance*

in new media studies. Instating affordance as a conceptual lens poses salient questions to broaden academic discourses around digital leisure, such as (a) How, and what forms of, and to what extent is leisure afforded to different users from diverse ecosystems in engagements with digital technologies? (b) How do constraints emerge in the extent of leisure afforded, especially for resource-constrained environments and specific demographics (e.g. women and girls from low-income groups)? and (c) How do we avoid a certain romanticizing of digital leisure and equally factor the productive and counterproductive facets in affording diversified engagement and critical media literacy? Our affordance-inflected study on digital leisure practices is located in the Global South region of India, a country with an enormous uptake of digital technologies in the last decade. Developmental paradigms strongly persist in scholarship as well as policy efforts for this region which effectively sidelines the potential of leisure. We embark on an exploratory qualitative inquiry of digital leisure of Indian children residing in the city of Ahmedabad, Gujarat, probing the specific dynamics of age group, gender, and socioeconomic status.

Submission ID

1332

Digital Media Observatory: A research and media literacy initiative to prevent Infodemics spread.

Authors

Ms. Laura Fernanda Morales de la Vega - Tecnologico de Monterrey

Dr. Oscar Mario Miranda Villanueva - Tecnologico de Monterrey

Abstract

This study was performed in the midst of two global pandemics: Covid-19 and Infodemics, in an unprecedented condition for everyone. Today, it is evident how reality is being twisted to an extreme in the digital realm to create chaos, doubt, and fear among the people. Few corporations have hacked (and hijacked) the system for their sole economic benefit unethically. The Internet became one very profitable business by selling the people access to it and the users to the advertisers. The whole economic system started to move to the digital world, so it became a basic human need, like water and electricity.

The nature of a free Internet makes it possible for any content to be seen and shared by millions in a very short time. Rapid disinformation and misinformation spreading are now a matter of concern. This has been cataloged by the OMS as “infodemic” and cannot be solely awarded to those engines and platforms. The main ingredients for any epidemics to

spread are ignorance and fear. The vast ignorance on how the digital services we use daily operate, as well as the lack of tools for identifying potential misleading information sources are also main characters in this human drama.

Main objective of this research is to explore and describe the Infodemic propagation and spreading throughout Twitter, and its consumption by students from Tecnológico de Monterrey, Santa Fe Campus. We performed a content analysis to study the information in Twitter, and an analytical survey to collect data from the students. Period of collection, for content analysis is: from February 17 to September 15, 2020. Search keywords are: Covid-19, coronavirus. Tweets collection's language is Spanish. Total amount of collected tweets is 5,737,701. Survey's subjects profile is students of Tecnológico de Monterrey, Campus Santa Fe, ages 18 to 24, no socio demographic quotas; collection period is from November 27 to December 11, 2020.

Relevant findings of Twitter content analysis are: 1) most of the shared content fell into 5 categories: political, government, data, humor and religious beliefs. 2) Among the most abundant and repetitive topics were “new cases”, “more processed samples (referring to tests)”, “more diseased” and more “recovered”. 3) Most active content generators come from Mexico, Spain, Argentina and Venezuela, and most influential accounts are located in Venezuela, Mexico and the US.

Analytical survey shows there's a real and concerning potential for the spread of infodemics among the student community. Although the students are aware of the disinformation that floods social media and take preventive actions to stop infodemics to spread, there's an important percentage (~30%) that are susceptible to consume, believe and share false information through their social networks; especially because an important percentage of the surveyed subjects declare to use Facebook as their main source of news, even though they are aware that the information that flows through social media is potentially false, and most of the times unverifiable.

Submission ID

1384

The impact of global classroom experience on longer-term intercultural learning among media students

Authors

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Abstract

This paper studies the longer-term learning of media students who participated in a “global classroom”, where two classes at universities in Finland and Aotearoa New Zealand were brought together in collaborative, experiential learning. Shared, distance education holds great potential to enhance students' intercultural learning and understanding of the role of media and communication in global citizenship, without the environmental costs, financial barriers and south to north flows that limit the value of study abroad and student mobility schemes. However, distance education is often a thin experience and research on global classrooms suggests ethnocentric bias is resistant to change, with students remaining little more than “tourists”. The project studied here, now in its sixth year, sought to create opportunities for mutual learning across cultural difference for students studying media and politics. It emphasised structured collaborative work, with opportunities for socio-emotional engagement to maximise learning from and alongside each other. We wanted to know if that learning had an impact that endured beyond the course and particularly if it became part of students' core skills that they were able to translate into new contexts, including into further study or work. The research involved interviews and focus groups with 10 students who had done the course between one and four years previously. The analysis focuses on students' own understanding of the learning they perceived they had learned and were able to transfer into other contexts. It confirms that collaborative learning took place, but that the Aotearoa New Zealand students were more aware of what they learned about themselves than of the shared knowledge built with the Finnish group. However, the collaborative nature of the course clearly built multiple intercultural skills, which students were able to identify in themselves. Many students were also explicit that collaborative learning built core skills that remained of value to them in their current contexts. The paper provides longer-term evidence for the claim that global classrooms are a key site where students develop core skills.

Submission ID

1468

Scaling up the fight against disinformation by improving digital visual literacy: the MOOC “Disinformation Step by Step”

Authors

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Dr. flavia durach - SN

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Abstract

Media and Information Literacy, together with fact-checking, have recently become two of the main pillars to combat disinformation and related information disorders (Frau-Meigs, 2018). The journalists have responded with a number of fact-checking initiatives and tools that have confirmed the democratic utility of their profession. Such tools are mostly geared to their community however, not to teachers, students or citizens at large. Media and Information Literacy practitioners and advocates have found themselves in need of upgrading the field, especially as research reveals additional gaps: the focus is mostly on text-based “fake news”, much less on visual “fake news”, though these are among the most prominent in social media used by young people and the public at large. Besides, building resilience implies to navigate online information in new ways, not unlike professional fact-checkers do (Wineburg & McGrew, 2018). For this, people need a mix of content knowledge and digital skills as underscored by theories of media literacy such as transliteracy (Nygren, Guath, Axelsson and Frau-Meigs, 2021).

In this context, the YouVerify! project, funded by the EU programme “Media Education for all”, has been developed to help the general public and the education community to tackle online disinformation using the latest advances in image and video verification. The first objective is to make a professional tool like the InVID-WeVerify plug-in available to non-experts, through a Massive Open Online Course, the MOOC “Disinformation Step by Step”. The Second objective is to embed the InVID-WeVerify plug-in within media literacy strategies and pedagogical designs such as games, quizzes and workshops, to develop holistic projects to fight disinformation and, in the process, to build media literacy competences.

Using a unique pedagogical design, requiring active moderation by a mixed team of teachers and facilitators, the MOOC “Disinformation Step by Step” was conducted in three languages (French, English, Spanish). During a period of six weeks (15 nov-31 dec 2021), it was attended by 1 700 participants with an attendance of educators, librarians, journalists and fact checkers mostly. The main modules dealt with: Media and Information Literacy and critical thinking; the Information-Disinformation factory; the verification of images and videos; the refutation strategies; the design of Media literacy projects to combat visual disinformation.

The main results will be based on the outcome of the final assessments, that consisted in a quiz and a participation questionnaire. They will also analyze the participants’ contributions to two data bases (on Padlet): a data base of verified and refuted “fake news” and a data base of shared Media literacy projects. They are expected to yield insights into the participants understanding of Disinformation mechanisms as well as their use of fact checking tools and techniques. They will also identify pedagogical designs using Media literacy to create counter narratives to disinformation. This study will thus contribute critical insights to digital visual literacy as well as guidance for educators, librarians, journalists and youth workers. The implications for media literacy theory, teaching and learning will be

discussed to contribute to the current curricula debates about the importance of media literacy to support democratic engagement among young people and citizens at large.

Submission ID

1582

Preservice Teachers' Acceptance of the Use of Virtual Reality in Education: A Mixed-Method Study

Authors

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Abstract

Introduction: *Virtual Reality (VR)* is increasingly being viewed as a feasible method of enhancing educational quality. However, the successful implementation of this innovative instructional technology presupposes teachers' acceptance and diffusion. As such, the main goal of the present study is to investigate the behaviour and intentions of future teachers to use VR in class. The Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) was used as an evaluative framework for the study.

Methods and Materials: Mixed methods that included experiments and semi-structured interviews were used to investigate factors that would affect future teachers' acceptance and use of VR technology in education. In July 2021, the current study was conducted in Liangshan Yi Autonomous Prefecture, a rural and impoverished district in southwest Sichuan Province, China. A total of 58 undergraduate preservice teachers enrolled in a local public preschool and normal college joined the study. We organized a VR training intervention and examined the participants' technology acceptance change before and after the intervention. The measurement scale for the acceptance of VR technology was adopted from the UTAUT2 scale (Venkatesh et al., 2012). On a 7-point scale, participants' performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating conditions (FC), hedonic motivation (HM), price value (PV), habitat (H), and behavioural intention (BI) were measured twice in the pre- and post-survey. Furthermore, participants were invited to a follow-up semi-structured interview for a deeper understanding of their views on the application of VR technology in education from both student and future teacher perspectives. Each interview lasted approximately 30 minutes on average. The VR headset devices used for the VR experience were HTC VIVE Pro 2.0, and the VR education program used in the present study was named *Mona Lisa: Beyond the Glass*,

presented by the Musée du Louvre, an art education program that introduces the world-famous painting Monalisa by Da Vinci.

Results: Qualitative and quantitative findings indicate that preservice teachers enjoyed utilizing VR for educational purposes, and their intention to apply it in future educational practices improved significantly after tutorials and experiential intervention. Meanwhile, they expressed reservations about incorporating virtual reality into future teaching practices.

Conclusions: Training interventions were necessary and effective in encouraging future teachers' acceptance and use of innovative and disruptive instructional technologies such as VR. Specifically, cultural differences, unique characteristics of VR compared to other educational technologies, and digital inequalities in remote or rural areas require attention to improve VR acceptance among preservice teachers.

Keywords: Acceptance of Virtual Reality, Future teacher, UTAUT2, Rural China

Submission ID
1589

Navigating but not participating: A study of social media trends among Hong Kong youth

Authors

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Abstract

Participation is often considered a desirable process and outcome in media literacy education. Media production encourages active participation and it is believed to contribute to the acquisition of knowledge and understanding of media. Higher order thinking skills, that are generally associated with a high level of media literacy, are seen as important prerequisites for civic participation. Despite these seemingly positive association, an earlier study with young people in Hong Kong found that passive and non-participation in social media are becoming more commonplace. Notwithstanding, statistics suggest that the young generation still spends significant amount of time in various social media platforms. Navigating within and across different platforms remains a favorite pastime for many, yet the act of surfing, either mindfully or mindlessly, hardly meet the traditional definitions of "participation".

This study engages young people from different socio-economic background for online discussions about their interpretations of the "media participation" in today social media. In addition to social and civic issues, informants also reflect on the phenomena of

microcelebrities and social influencer. The aim is to reconsider and refine the concept of participation with an updated review of social media trends.

Submission ID

1628

Study on Influencing Factors of Social Media Fatigue in WeChat Moments of Generation Z

Authors

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Abstract

In the post-pandemic era, people's lives, work and education are gradually turning to online platforms. On the one hand it deepens the functional dependence of individuals on social media, on the other hand the burnout and negative use behaviors of generation Z using WeChat moments are increasing. This research explores the influencing factors of the current young people's negative use of WeChat Moments from the perspective of social media fatigue theory by means of online questionnaire and in-depth interview. We found that the degree of social burnout is positively correlated with perceived cost, upward social comparison and privacy concerns, and consequently causes the negative use behaviors. The key influencing factors of burnout and negative use behaviors come from the cold and bored feeling of individual's interactions with technology and devices, and the sense of pressure and anxiety of online social relations, as well as people's concerns about privacy, and the silent resistance to the collusion between platforms and the capital. Therefore, it is necessary to adopt an objective and calm attitude toward the burnout and negative behaviors of users on WeChat moments. With the wide application of new technologies such as artificial intelligence, WeChat and other social platforms should shoulder the social responsibility, adhere to the correct value proposition, constantly optimize the functional design, improve the security of the online social environment, and lead to the positive and healthy online social relations.

Submission ID

1709

Parenting in an Online World - Creative Media Education for Parents.

Authors

Ms. Andrea Winkler-Vilhena - Universidade Nova de Lisboa

Abstract

The Covid-19 pandemic, starting in 2020, disrupted our life as we knew it. The initial hope that it would be a brief, temporary disruption had to yield the acceptance that the disruption will last long enough to have long-lasting effects on our behavior, culture and society. People, adults and children, were confined in their homes for weeks, being forced to divert daily activities to the digital sphere - work, school, social interactions, family gatherings, sports all of a sudden took place online. It was a radical change to see areas of our lives being transferred to the digital sphere that up to then were imagined to be analogue, based on unmediated human interaction. The acceleration of the process of deep mediatization (Hepp, 2020) triggered by the Covid-19 pandemic therefore made an already existing issue even more pressing: the necessity to know more about how children grow up surrounded by screens and how families mediate and supervise this process (Pereira et al., 2020; Ponte et al., 2019).

Children's meaning making is increasingly influenced by digital media (Bachmair, 2010), these are not just convenient tools, but entities that create meaning and influence how we think and behave (Couldry & Hepp, 2017).

Parents are continuously confronted with new challenges in today's fast-moving online environment. They are anxious about raising their children in times of uncertainty and rapid social change under the added pressure of feeling that parenting with media is something for which they are directly accountable for (Livingstone & Blum-Ross, 2020). Parents need to acquire "digital parenting" skills and become more knowledgeable and critical about the impact that digital media have on their children's socialization process.

"Digital parenting" practices is a polysemic concept that refers both to parental mediation, so how parents regulate their children's relationships with digital media, and to "how parents themselves incorporate digital media in their daily activities and parenting practices, and in so doing, develop emergent forms of parenting" (Mascheroni et al., 2018, p. 9).

It is the objective of this PhD project to develop and test a framework for digital parenting workshops that take place in an art installation specifically designed for this topic. The intention is to create an educational experience that teaches parents critical media literacy by using the arts as a pedagogical tool. The arts will be used to create visualizations of the often invisible technology (Bridle, 2018, 2019) and it will create visual anchors and learning experiences (Dewey, 2005) to better comprehend concepts such as socialization, the social creation of reality and deep mediatization. By developing creative mediation

strategies for “digital parenting” and implementing them into society this project wants to contribute to the integration of critical media literacy into today’s parental practices. Parents must be given tools that help mediate their children “to be critical of media representations and discourses” and at the same time be made aware of “the importance of learning to use the media as modes of self-expression and social activism” (Kellner & Share, 2005, p. 372). The project builds on the premise that creative approaches to critical media literacy research and practice for parents are highly relevant and much needed in today’s deeply mediatized world.

Submission ID

1878

Media Lessons Learned–Even for Parents? Parental Mediation as Driver of Covid19-related Homeschooling

Authors

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Dr. Claudia Riesmeyer - LMU Munich | Department of Media and Communication

Abstract

It is parent's regular task as first socialization agents (Arnett, 1995; Hurrelmann and Bauer, 2018) to supervise and regulate their children's media usage and to actively guide them in the use situation (Livingstone et al., 2011; Livingstone & Helsper, 2008; Valkenburg et al., 2013). The pandemic greatly expanded the amount of time children spent at home with media due to the new homeschooling conditions. Whereas children used to spend most of their time studying and being educated at school, the boundary between school and home life shifted toward families. Therefore, parents were forced to take on some of the responsibility for their children's school-based media education–while simultaneously managing their professional and family responsibilities. However, they have no training in media education like teachers do have (Tiede, 2020) and also often belong to the generation that grew up without a variety of media, so they experience specific challenges regarding their media literacy skills (Livingstone et al., 2017; Zaman et al., 2016). The corona pandemic and their responsibility to their children reinforce this.

Looking at the pandemic's shift of media education to children's homes and the change in learning support from teachers toward parents, our study provides an in-depth understanding of (1) parental perceptions of homeschooling at home, (2) evaluation on the parent's faced challenges, and (3) possible lessons learned for the future.

We conducted qualitative semi-structured interviews with 34 parents between 34 to 57 years to address this. The interview guideline addressed these topics: media usage, perceptions of school as a place of education (before and during the pandemic), school learning in the pandemic, homeschooling and everyday organization in the pandemic, media education, and consequences and prevention. All interviews were transcribed verbatim, anonymized, pseudonymized, and analyzed using a theory-driven approach.

Our results show that (1) parents perceived especially the beginning of homeschooling in the pandemic as very chaotic, unstructured, and challenging for their children ("My child found it difficult to self-organize", Antje, 50 years old). Although they already perceived an improvement in the ongoing pandemic through the various lockdowns: "the school was better prepared from time to time, it was digitally more set up", Hermine (52 years old).

(2) In particular, parents' double burden on the side of supporting their children with (primarily technical) problems during the digital school day and their transition to the home office put a lot of strain on them, causing one side or the other to suffer ("I can't manage the balancing act anymore", Antje, 50 years old). However, parents also reported that skills on both sides increased, making homeschooling more effective.

(3) This improvement in their skills positively affected homeschooling. Nevertheless, parents would like to see more contact or support from teachers—both in terms of communication between children and teachers and between them and parents ("I would have liked an update on the performance level", Svenja, 42 years old).

Submission ID

1937

Becoming designers to foster critical thinking on media: speculative design as a new way of doing media education

Authors

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Dr. Jerry Jacques - Université catholique de Louvain

Abstract

Media education has a key role to play in building the post-pandemic societies. The COVID-19 pandemic confronted us with the present time, crisis management and lack of perspectives. There now seems to be a huge need to reopen the critical discussions on the future of our societies and their media environments, especially with the young

generations. In this communication we will present how speculative design can be used to foster such discussion with learners in the context of media education.

Speculative design is a discursive practice, based on critical thinking and dialogue, questioning the interrelation between potential changes in the technological development and social relations (Mitrovic, Golub, and Šuran 2015, p. 13). As Dunne and Raby (2013) explained in their book *Speculative Everything. Design, fiction, and social dreaming*, “[t]his form of design thrives on imagination and aims to open up new perspectives on what are sometimes called *wicked problems*, to create spaces for discussion and debate about alternative ways of being, and to inspire and encourage people’s imaginations to flow freely” (p. 2). Unlike traditional design, the goal is not to resolve problems and provide answers but rather to find problems and ask questions. This form of design is separated from the marketplace and aims to make people think how the world could be by generating an alternative to how things are now.

In this context, we have built our approach to media literacy based on the time dimension, and have developed projects that have encouraged young people to project themselves into the past or the future in order to adopt an alternative point of view on the present time. Wuyckens (2021) uses design fiction to engage pupils in a critical reflection and evaluation of digital media and technologies. Design fiction is a potential genre of speculative design practice, which uses narrative structures to explore possible futures for technologies (Tanenbaum, 2014). In contrast, Jacques et al. (2020) use the past time by encouraging learners to question the different forms of recommendations that have appeared in the course of history in order to better understand key issues related to recommendation algorithms used by digital platforms nowadays.

At the Conference, we would like to present this way of approaching media education based on our case studies. Speculative design and reflection on the temporal dimension of media offer a space of freedom which allows learners to free their imaginations and open up a space for discussion. Our contribution will present the effects of both activities on the critical skills of learners by highlighting how they have expanded their ability to discuss on digital media and technologies (Jørgensen & Phillips 2002; Rancière, 2004) and helped them adopt an alternate point of view on the contemporary media ecology.

Submission ID

1988

Digital youth work in Flanders: Best practices and Policy recommendations

Authors

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Abstract

Digital youth work has been on the European agenda since 2016, with the establishment of an expert group 'Risks, opportunities and implications of digitalisation for youth, youth work and youth policy'. Digital youth work can be defined as *“proactively using or addressing digital media and technology. Digital youth work is not a youth work method – digital youth work can be included in any youth work setting [...]. Digital youth work has the same goals as youth work in general [...]. Digital youth work can happen in face-to-face situations, in online environments or in a mixture of these two. Digital media and technology can be a tool, activity or content in youth work”* (European Commission, 2018).

The covid-19 crisis, and the various lockdowns, has obliged youth workers to shift rapidly from youth work to digital youth work. Little however is known about what defines best practices, what barriers were experienced, or opportunities noted by youth workers since the start of the covid-19 crisis. This study therefore focused on the intensity, and experience of digital youth work in Flanders. The goal was to define best practices, specify challenges and opportunities, and formulate policy recommendations to inspire youth workers and policy makers to improve digital youth work in Flanders.

The study is based upon a two-folded approach. Firstly, a quickscan was used to inventory all practices, by way of desk research, a survey, and expert interviews. Secondly, in-depth case studies of good practices (N=12) were realized via in-depth interviews.

Main recommendations include:

1. Due to the lack of a widespread definition of digital youth work, it remains unclear to organisations what is defined as digital youth work. Therefore, there should be a focus on further supporting and promoting digital youth work.
2. Stronger and clearer communication is needed about the actual meaning of digital youth work and what place it holds within youth work organisations.
3. Including and focusing on digital youth work requires additional reflection on digital inequalities and inclusion, on who can and cannot be reached when using digital tools or platforms for youth work.

4. The research indicates that there is a lot of expertise in digital youth work in Flanders, but there is a lack of knowledge-sharing. Therefore, networking and partnerships should be strengthened.
5. There is a need for more the sustainability of digital youth work. Therefore, investments in scaling up successful long-term practices are needed, along with enabling long-term financing and providing more capacity-building options for youth workers.

Keywords: digital youth work, Flanders, policy recommendations, challenges, opportunities

Submission ID

2247

Cyber Eliminating Illiteracy? Media Affordances of Adult Word-learning Short Videos on Tik Tok

Authors

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Abstract

Adult literacy has been the basic requirement for the modern population (Wu, 1997). In China, 37.64 million people are illiterate, losing the important tool of digital existence - the written words (Peng, 2020), and thus have lost the "new literacy skills" in digital age (de Pablos Pons, 2010) to manipulate, interpret, and disseminate data, becoming one of the groups in the hidden corner of the Internet world. In 2021, a concentrated growth of short videos on adult word-learning appeared on Chinese short video platforms, whose fragmented, readily available nature offered a possibility for illiterate adults to learn words.

Media affordances theory provides a useful analytical framework for examining how platform technologies affect communication practices by influencing the flexibility of communicators' behaviors. Studies have focused on the functions offered to users by specific platform and their impact on users' willingness (Huang Miao & Huang Pei, 2021; Jing, 2020; Song, et al., 2021). However, operational definitions on the application of this theoretical framework to specifically assess the behavior of video producers have been lacking; users considered have been mostly school-age (Alm, 2006; Jones & Cuthrell, 2011; Malhiwsky, 2010; Warschauer & Grimes, 2007), while adult illiterate groups have been neglected.

Therefore, based on the media affordances framework, this study examined the production, social, and mobile affordances of adult literacy video producers, and analyzed

the relationship between media affordances and communication capacity. The study has explored the conceptualized and operationalized definitions of media affordances applied into the short video platform, and provided suggestions for media technology to help lifelong education and benefit the adult illiterate group.

Based on content analyses of all 1,280 videos under the topic of #adult literacy on Tik Tok from May 2021 to December 2021, the study has found that adult word-learning short videos show a homogenization of applied formulas and a deviation between video content and audiences' needs. For production affordances, most videos showed simple word reading, simply moving the real-life "word tutoring" scenes to the online, without using the creative function of Tik Tok. For social affordances, most producers did not respond to audiences' comments, as if there was still a wall between students and teachers, and students' voices cannot be delivered to the other end. Mobile affordances have been overly grasped, where producers pursued video lightness and compressed time, making the traditional linear learning process of letter-word-sentence difficult to be reproduced in short videos.

The study thereby recommended producers of adult word-learning videos to understand audiences' needs, match platform functions with teaching scenarios; strengthen targeted interaction and improve content; focus on teaching effectiveness.

Submission ID

2315

Media Fans to Media Literates: Identifying Dynamic Media Literacy Frameworks through Fandom

Authors

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Abstract

The proliferation of information and entertainment content across digital media platforms has allowed for examination of the concept of media literacy from various theoretical perspectives. This research intends to understand the process of acquisition of media literacy by audiences in their journey to becoming fans of media content. Fans act as interpretive communities, engaging in participatory cultures to constantly create narratives

around the media they engage in (Jenkins, 2006). The role of the active fan in achievement of media literacy, then, becomes critical to study.

This research focuses on audiences of web-series, which bear certain socio-cultural underpinnings, and which are available on video streaming platforms. The study proposes that such audiences choose to watch the said content because they are predisposed to certain constituents of media literacy. This sets the premise that they are already half way through the stages of media literacy, as conceptualized in the stages of development of media literacy (Potter, 2016).

These audiences then go on to critique the socio-cultural narratives in the web-series on the basis of their accumulation of knowledge of such structures in these series, and then the consequent interpretation of these structures, which could be different from, or at an advanced stage from, their pre-existing media literacy framework. The proposition that this research intends to examine is that the journey from engaging as audiences to emerging as fans rationally concludes at achievement of media literacy in true sense, and that the process of becoming media literate involves constantly evolving media literacy frameworks.

This research will attempt to identify (i) the pre-existing framework of media literacy that is employed by an audience member to choose content on video streaming platforms, before they become fans, and (ii) the stage of media literacy an audience member acquires post their investment in fandom around the said content.

Through in-depth interviews of audiences of video streamed content, this research would attempt to deconstruct and investigate the aforementioned proposition. In doing so, the research also aspires to enlist possible constituents of media literacy framework in the realm of fandom.

Submission ID

2355

Media in everyday life: first results of a study with Portuguese children aged 11-18 years old

Authors

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Abstract

A growing body of work on Media Literacy (Goodman, 2003; Buckingham et al., 2000; Eleá & Mikos, 2017; Hobbs, 2017) shows how engaging youngsters in media participation and production should lead to their empowerment, being a cornerstone for Media Literacy. As stated by Lange and Ito (Lange & Ito, 2009), "shifting youth identity from that of a media consumer to a media producer is an important vehicle for developing youth voice, creativity, agency, and new forms of literacy in a media-saturated era" (p. 247). And these are crucial skills for a digital world (Cortesi et al, 2020). By presenting this paper we intend to discuss children and young people's experiences of using, engaging and producing media, in a media ecological perspective. Based on their media daily practices, we also intend to analyse their role as consumers and producers of content. This analysis is supported by data from an online questionnaire administered in 2022 to nearly 1400 children aged between 11-18 years old recruited from 25 school groups and 75 classes (basic and secondary education) from the 23 territorial units in mainland Portugal. Data generated by the questionnaire provided a wealth of information to gain a great understanding of media experiences of different age groups. Those data also allowed to map how children's daily lives are intertwined with and by the media and to find out how important the media are in their lives, how they relate to their concerns, their interests and needs.

This study is being conducted as part of an ongoing research project entitled "bYou – Study of the experiences and expressions of children and young people about the media" [PTDC/COM-OUT/3004/2020], funded by the Portuguese Foundation for Science and Technology. In the current context of children and media studies, the commitment of this project is to produce academic knowledge that matters, bearing in the mind that "at a time, when neoliberalism has infiltrated all aspects of daily life and has limited our ability to imagine how things could be otherwise, children are showing us the way" (Spyrou, 2020, p. 6).

The societal challenges we are facing make crucial that children and young people have a say in the dynamics of societies. And by listen to their voices, perspectives, interests and needs in research, we can collect important inputs for the definition of public policies concerning them, namely public policies on Media Literacy, which are so important for their development as critical media publics and as citizens.

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2381

Diraya - Learning Media Literacy with and from Activists in the MENA Region

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Abstract

Critical scholarship on movement media practices in the Middle East and North Africa (or MENA) region since the 2010-2011 Arab uprisings has pointed to the need to learn from media activists about the challenges and opportunities. Social movement actors are often at the forefront of the usage and adaptation of new media technologies in advocating for fundamental human rights and social justice. Arguing for the importance to cultivate and co-create knowledge about “civic media literacies” from below, this paper reviews and reflects on a research project that not only pointed out the lack of locally relevant, from-

the-ground approaches to media literacy in the MENA region, but attempted to learn with and from MENA media activists to develop new methods, pedagogies, and tools for media educators, students, and activists. By addressing current gaps in media education research and practice in the global South, the research project informing this paper aimed to strengthen media literacy practices by collecting and analyzing experiences sourced from practitioner knowledge and materials shared by MENA media activist organizations. Based on this material, the project team prepared six case studies of media activism from Iraq, Jordan, Palestine, Lebanon, Egypt, and Tunisia through facilitating an engaged, participatory, action-oriented, and qualitative methodological framework.

This paper presentation will detail the methodology and the outcomes of this research project, including a bilingual media education online learning platform - “diraya.media” - that presents six case studies of MENA media activism, prepared for the media literacy classroom. “Diraya” means “know-how” in Arabic, and was chosen as the name for the platform, which makes accessible the profiles of six media activists and their organizations (Fe-Male, Lebanon; International Middle East Media Center (IMEMC), Palestine; Inkyfada, Tunisia; Iraqi Network for Social Media (INSM), Iraq; MadaMasr, Egypt; My.Kali, Jordan), as well as three prepared lesson plans based on these case studies. The profiles, sourced from in-depth interviews, offer insights into the histories, practices, challenges, funding, structures, and strategies of each activist organization/collective. Thus, the platform serves as a teaching and learning tool for radical media education developed from movement media practices: documenting experiences and offering skills from media activists in the region, for both other activists as well as for the classroom. Additionally, the platform initiated an important historical archive of movement media experiences from across the MENA region that can be scaled to include more activist organizations in the future.

In this paper, we will offer reflections on Diraya as an example of global South approaches to researching and teaching media education rooted in media activism. Diraya is discussed here as part of the turn towards radical media education and civic media literacies by contributing to 1) a de-Westernization of media literacy education, 2) an emphasis on creating learning materials based on local activist knowledge and practices as important resources to increase media literacy and support media activists in the MENA region and 3) long-term collaborations by documenting, archiving, and making public experiences from media activists in the region.

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2401

Child's Relationship with Digital Media, Digital Media Literacy and Children's Right to Communication

Authors

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Abstract

The United Nations Convention on the Rights of the Child, whose 30th anniversary was celebrated in 2019, includes important regulations regarding the children's rights regarding the freedom of thinking and expression, getting and sharing information, and the freedom of communication. Although the Convention was drafted at a time when new media technologies were not yet widely used, it states that children should be able to exercise these rights in all forms and shapes by all means, which extends their rights to the new media as well as the traditional media. In the covid_19 pandemic process, we once again understood the importance of children's access to digital media. Access is a necessary but not sufficient condition for solving the digital divide problem. Digital skills should be developed to promote efficient use of the Internet. When children are disadvantaged due to their socioeconomic level and cultural background, their teachers should provide them with the necessary support and opportunities (Li and Ranieri, 2013: 207-208). By overcoming digital exclusion and ensuring that all children have equal and effective access to digital media, it is important to prevent discrimination. Emphasizing this importance, the United Nations Committee on the Rights of the Child adopted the 25th General Comment of the Convention on the Rights of the Child on 24 March 2021, which includes the need to take various measures to bridge the digital divide and ensure that special attention is paid to digital literacy, privacy and online safety. (UN Committee on the Rights of the Child, 2021).

Important developments in information and communication technology affect both communication practices and theoretical foundations of communication studies including media literacy. Today, "a new form of literacy", computer/internet literacy came to the fore with "a major shift in information and communication technology" (2004). Besides internet literacy, some literacies are mentioned such as computer, cyber, network, digital, and information literacies. Mirra, Morrell, and Filipiak call them "multiliteracies" (2018).

In this presentation, we aim to focus on the main discussions and methodological concerns in the studies on media literacy including new media literacy/digital literacy/data and information literacy, and so on. As O'Neill states that digital literacy skills are particularly important in benefiting opportunities of new media environment as well as coping with risky issues (O'Neill, 2013:9). EU Kids Online research team focused on "internet-related behaviours of 0-8 year olds" after having investigated "9-16 year olds' engagement with the internet" since the research showed that "children are now going online at a younger and younger age" (cf. Holloway, Green and Livingstone, 2013:1). It is indicated that there are risky and safety issues related to the Internet besides its benefits.

In that context, we particularly deal with the main studies and researches on children and youth's use of digital media in the European countries including Turkey. This paper concludes with some recommendations for contributing to formulating media policies and practices sensitive to every child's communication rights especially aligned with the UN Convention on Rights of the Child, which celebrated its 30th anniversary very recently.

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2481

What knowledge could/should mean in tertiary media education: A discussion between three notions of knowledge

Authors

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Abstract

This paper asks what knowledge could and should mean in media education in tertiary degrees. I address the topic by bringing three notions of knowledge into a dialogue with findings from an empirical study analyzing journalism students' conceptions of knowledge at two research universities in Finland.

How knowledge should be conceived is a contested topic in higher education policies. I begin the paper by introducing the influential notions of *powerful knowledge* (Muller & Young 2019) and *integrative knowledge* (Tynjälä, Kallio & Heikkinen 2020). Proponents of powerful knowledge argue for canonical, coherently organized knowledge corpuses. Proponents of integrative knowledge also emphasize the significance of theoretical knowledge but argue that the value of theoretical knowledge materializes when theoretical knowledge is integrated with other knowledges, such as procedural, ethical, regulative, and socio-cultural knowledges.

When I analyzed journalism students' in-depth interviews, I found that the students' own conceptions of knowledge didn't smoothly fit either of the two notions above. The students' relationship to theoretical content knowledge appeared narrow, which largely excludes the notion of discipline-centred powerful knowledge. Integration between academic studies and the field of journalism was evident and rich in the students' speech, which suggests towards the notion of integrative knowledge. Yet the academic element which students integrated with journalistic contexts was not theoretical content knowledge but scientific thinking. Therefore, scientific thinking was the 'knowledge' which the interviewed students used to regulate and reflect upon the choices and decisions they made as journalists.

I find that the notion of integrative knowledge provides a partial answer to conceptualize knowledge in media education in tertiary degrees generally. Because the notion of integrative knowledge nevertheless centres on formal knowledge which is to be competently and ethically used in rather formal contexts, the notion of integrative knowledge deserves to be complemented by a notion that validates the informal, ever emergent, and agile nature of phenomena addressed in media education. Connolly (2021) who discusses the epistemology of media education in secondary schools, argues for the notion of *Funds of Knowledge*, a concept initially developed to counter deficit theorizing of minorities (Hogg 2011). The notion of Funds of Knowledge may introduce a culturally more responsive concept of knowledge in media education and reduce the biases inherent in disciplinary knowledge.

The three notions discussed in the paper won't do an easy match in higher education. The notion of powerful knowledge is a social realist view deriving from sociology. The notion of integrative knowledge is a social constructivist view deriving from cognitive psychology and educational sciences. The notion of Fund of Knowledge an anthropological view. How to negotiate any of these foundations or between these foundations in the context of each tertiary curriculum is the question scholars, teachers, and students will surely face.

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2492

‘But I don’t wanna share my data’. Teen’s concerns about social media use

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Abstract

Digital communication is increasingly essential for younger generations with both children and adolescents adept at social media platforms. From some years ago, public debate has underlined several issues concerning the use of social media in minors. Although scientific research has deepened on factors affecting teens’ privacy, security, and wellbeing, little research has explored youngsters’ perspectives and attitudes towards social media concerns. This qualitative study explored the social media representations of adolescents enrolled in media literacy workshops conducted in Barcelona. By analyzing the textual and visual metaphors of 168 workshop projects, we inquired about the social media concerns depicted by teenagers when drawing the social media of the future. Overall findings framed the social media concerns in three metaphorical clusters: 1) Social media as a vulnerable space for people’s privacy; 2) Social media as an addictive tool; and 3) Social media as an unfair business. A second step analysis helped to restore the emerging classification and addressed new insights, such findings suggested that although teenagers care about their privacy they may be willing to share their data to improve technology performance; likewise, in spite of the fear of technological dependence, they keep optimistic that social media can contribute to their discipline and self-regulation. This study offers a different outlook on social media concerns among adolescents where adults’ preoccupations emerge in teens’ imagery as a reflection of the public agenda, bringing into debate less discussed implications such as the uncritical naturalization of social media use and practices.

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2541

From “Passive” to “Active”: The Construction of the Algorithmic Literacy of Digital Gig Workers

Authors

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Abstract

The rapid development of the Internet platforms in China in the last few years has spawned a great many new emerging occupations, including the digital gig workers (e.g. food delivery workers, online car-hailing drivers). While previous studies mainly employ a perspective of algorithmic hegemony and highlight that digital gig workers are passively controlled or exploited by the platform, few of them have examined the initiative of this group. This paper, then, mainly focuses on the algorithmic literacy of digital gig workers. In particular, it will examine the forming of the algorithmic knowledge that they have developed in the process of their work and the relevant practice and strategies.

Based on in-depth interviews with twenty food delivery workers/ride-hailing drivers, this paper further suggests that the algorithmic literacy of digital gig workers includes two parts: knowledge and practice. As for the former part, it shows that digital gig workers 1) have a clear consciousness of the involvement of the algorithm when they work; 2) know that the operation of the algorithm is reliant upon the input of various data; 3) realize the causal relationship between the data input and output; 4) are aware that the algorithm keeps updating constantly. With respect to the latter part, digital gig workers 1) accumulate experiences which enable them to cross the bridles of the algorithm; 2) employ diverse technical approaches to improve their work efficiency; 3) gain relevant information regarding the platform algorithm through communicating with colleagues; 4) attempt to reveal the principles of the algorithmic operation through reverse engineering; 5) make fully use of the platform regulations and algorithm rules as much as possible.

In sum, the construction of algorithmic literacy encourages the digital gig workers who, actively rather than passively, make use of the algorithmic technology to have more initiative in their work. Moreover, this analysis also indicates that enhancing the digital gig workers' algorithmic literacy is of great significance in narrowing down the “Digital Divide” between the enterprises and workers, and promoting social well-being.

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2613

Exploring Media Aesthetics as a Methodology in Communication Research

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Abstract

The concept of medium is considered and treated as complex. Hence the questions of media is refocused from a notion of something fixed, a mere apparatus – a medium, to a notion of process of mediation. Media Aesthetics is situated where aesthetic discourses meet the realm of technological and mediatic phenomena. Media specific concepts are seen as dynamic and contextually flexible; always reflecting their specific situations within a medial, technological, social or cultural context. Theatre as a medium, in conventional parlance owes more to performing arts than a communication media. The dominance of technology takes a back seat in Theatre, which is essentially a human communication medium. Is it possible to analyze theatre from the perspective of media aesthetics?

The present paper considers the possibilities of analyzing the content & production of a theatre using a methodology of media aesthetics where the focus is on the fundamental element of aesthetics, beauty, not in the literal sense but in terms of effectiveness to communicate. Theatre for Development (TfD) has come up as a potent tool of Communication for Development strategies, especially in backward areas. The present study aims to explore interdisciplinary research areas in Aesthetics, Theatre & Communication to find out the factors responsible to form an effective TfD strategy. a combination of Literature Review, Interview & Observation Methods have been used and the data is codified qualitatively. The outcome hints that Theatre can be used as a media to disseminate messages of development but there are artistic and aesthetic compromises in the practical application.

Keywords: Media Aesthetics, Theatre for Development

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