



## Media Education Research Section

Abstracts of papers accepted for presentation in the Online Conference Papers of the  
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<sup>1</sup> These are the abstracts of the papers submitted to the IAMCR section or working group named above for presentation in the Online Conference Papers component of the 2021 annual conference.

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# **Prospects for the media education development at universities (expert opinions)**

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## **Abstract**

The broad and diverse practice of media education includes the training of journalists as one of the most significant components. Besides, professional journalists act as influential agents in the progress of mass media culture and literacy in society. For these reasons, the community of media educators takes not only a stable, but also a growing interest in journalistic education, which, according to global research, “has become one of the fastest growing academic fields in the world” [Goodman, Steyn (Eds.), 2017, p. 254]. However, quantitative growth is accompanied by increased concerns about the optimal organization and methodology of training, especially in the context of the progress of ICT in the media industry and globalization trends in the academia practicing [Solkin, 2020]. To get answers to such alarming questions, we conducted a series of expert interviews with heads of educational organizations and well-known media pedagogues from various regions and universities of Russia. The interviews are part of the comprehensive project "Theoretical and pedagogical schools of journalism in Russia", launched at St. Petersburg State University. Theoretically, the project is based on the concept of national and cultural identity of journalistic education [Korkonosenko (Ed.), 2013; Shirokanova, 2012], and this aspect was reflected in conversations with experts. A total of 11 semi-structured interviews were conducted in 2020-2021, with video recording for subsequent posting on the project's website.

The set of questions includes both basic and variable semantic blocks: 1. conceptual (definition, interpretation, concretization of concepts from the field of education); 2. content (data on the evolution of journalism schools, names, examples of activities, specifics); 3. problem (current state, challenges, prospects). Preliminary processing of the deciphered recordings revealed that the experts' opinions coincide with each other on some issues that are essential for education. First, the interlocutors emphasize the uniqueness of Russian journalism schools the interlocutors emphasize the uniqueness of Russian journalism schools as the implementation of their founders' ideas: fundamental level of university education, broad humanitarian learning, and continuity of the historical experience of Russian journalism; these characteristics are clearly presented in researches [Berezhnaia, 2018; Khubetcova, 2018]. Secondly, the prospects for the preservation and development of journalism schools are associated with following cultural traditions in professional education, expanding the range of industrial competencies and strengthening interaction with current media practices. Third, among the problems and threats are the unification of programs, including those based on foreign templates, the absolutization of technologies and skills in the educational process, and the slow involvement of young teachers. An important feature of journalistic education, which can be traced in interviews, is the primary role of the teacher's personality, which largely determines the value of the school. Also, experts

consider the conceptual understanding of the journalist's professional role to be a decisive factor in determining the uniqueness of existing schools. In general, the representation of the value core of theoretical and pedagogical schools correlates with the rich traditions of journalistic education and the dissemination of humanitarian culture in society.

## **Submission ID**

141

# **An Action Research on A Primary School Anti-cyberbullying Program in China**

## **Authors**

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## **Abstract**

Digital technology has penetrated into every aspect of the children's daily life. It brings many benefits as well as risks to the children. Cyberbullying is one risks among those brought by digital technology. The term "cyberbullying" first appears in the academic literature in 2003 following the launch of website by Bill Belsey in Canada. Definitions on cyberbullying are numerous, and the term cyberbullying are considered as an "umbrella" term that encompasses a range of behaviors according to Tokunaga. With development of digital technology and mobile internet, the phenomenon of cyberbullying among students in primary schools in China has drawn the attention of the society as well as the academic world. Acknowledging threats of cyberbullying, the research is intended to enhance the students' media literacy by the implementation of a school-based curriculum program and explore strategies for the students to cope with cyberbullying based on the action research in the Primary School Affiliated to Communication University of China.

A four-topic anti-cyberbullying media literacy curriculum program is designed by incorporating curriculum theories of Ralph W. Tyler and Lawrence Stenhouse based on the present students' perceptions on cyberbullying. The authors conduct an action research on the efficiency of two cycles of teaching and learning according to the plan of the school-based curriculum program. The authors gave four 40-minute classes in four weeks to 35 Grade 5 students with the age ranging from 10 to 11. Research methods of observation and in-depth interview are adopted to investigate the attitudes and behavior changes of the students.

Analyses on the data collected find that the anti-cyberbullying school-based curriculum program has changed the students' perceptions on cyberbullying and competencies in coping with cyberbullying, and hence there are behavior changes. The Research also examines the factors that affect the behavior changes. The study also indicates that multimedia teaching methods, situational teaching and family education should be considered during the program implementation. Strategies for the students to responding wisely to cyberbullying are also explored from the perspectives of media access, media

cognition, media analysis, media participation, and media ethics. Recommendations such as the construction of a multi-level protection system, development and implementation of the school based anti-cyberbullying curriculum, and teachers with the competency of teaching media literacy are of uttermost importance in coping with cyberbullying.

### **Submission ID**

186

## **Social Media Literacy and User's Ability to Detect Fake News: The Moderating Role of Information Seeking**

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### **Abstract**

The study examines the role of social media literacy (SML) in user's ability to detect fake news. The pilot study was taken on 131 social media users in Vietnam in May 2020. To overcome weaknesses of self-report method, the study used a real test about social news to measure participant's ability for fake news detection. Pilot findings showed that social media literacy was a significant and positive predictor of fake news identification. The higher social media literacy, the higher chance that social media users could spot fake news. However, this relationship is conditional, which was dependent on the moderation effect of information seeking. To be more specific, the lower level of using social media for information seeking, the more likely that users can detect fake news. When the motivation of information seeking is high enough (exceed the 5-point value in this research), social media literacy is no longer a significant predictor. The results indicate that information seeking of social media users today is problematic as the more they seek for news, the less likely they can distinguish fake news. Explanations are provided in the study with supporting findings.

The study has several practical implications for media literacy education. First, social media, especially social networking sites, are still the biggest sources to spread fake news that make media literacy education a difficult job. Therefore, social media literacy education cannot separate from news consumption and fake news education. Second, some of solutions to fakes news, such as providing warnings on the accuracy of news, are not effective due to the high frequency and strong repetition effect of fake news exposure. Findings showed that there was a high correlation between social media use, fake news exposure, and user's perception of fake news prevalence. However, participants in this study still could not score high in the fake news test. Third, besides developing analytic thinking, critical evaluation, or cognitive ability to cope with fake news, users need to improve their information seeking skills at least to know where to find reliable sources, how to navigate and locate information with efficiency and accuracy.

### **Submission ID**

280

# The effects of Immersion level and Pre-training Intervention on Educational Outcomes in CPR Training

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## Abstract

**Introduction:** Due to its high immersion, virtual reality (VR) is considered to have better effects than traditional 2D media in education and training. But the high cognitive load it may bring will occupy cognitive capacity in the learning process. Providing preparatory information is a pre-training intervention method suitable for high cognitive load and high-pressure training environment. It is believed to significantly improve training outcomes. This study attempts to combine VR training with the preparatory information strategy in pre-training interventions, and compare which conditions can bring the best learning outcomes.

**Methods:** This study uses the self-instructed cardiopulmonary resuscitation (CPR) training for bystanders as learning task. A total of 120 undergraduate students in Yixing, Jiangsu Province, China, participated in a 2 (immersion: high, low) × 2 (preparatory information: with, without) between-subject experiment. We use VR to arouse high immersion and video to arouse low immersion. Participants were randomly assigned to four conditions: VR with preparatory information, VR without preparatory information, video with preparatory information and video without preparatory information. All groups received trainings on cardiac compressions and AED-assisted CPR. Self-efficacy, learning motivation, knowledge retention, and skill transfer were measured.

**Results:** Our results mainly revealed that the preparatory information and immersion have an interactive effect on the CPR training effect. The preparatory information can enhance the skill transfer of VR training with high immersion, but has no significant effect on video training with low immersion. Whether using VR or 2D video, the level of self-efficacy and knowledge of CPR after training are significantly higher than before. However, we did not find any difference in Self-efficacy, learning motivation, knowledge retention between groups.

**Conclusion:** This study finds out difference in the influence of preparatory information on different media of immersion in a CPR training task, and supports the view that preparatory information is more applicable in high cognitive load and pressure environments. We also suggested that VR and video were both effective media on self-instructed CPR training.

## Submission ID

339

# **Tough Guys and Trucks: Early Adolescents' Critical Analysis of Masculinity in a TV Commercial**

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## **Abstract**

Adolescence is a key period in the formation of personal identities, including gender identity. Spending time with media can shape adolescents' learning of gender "appropriateness" and the development of gender stereotyping. Media literacy education regarding gender stereotypes can help adolescents develop a critical understanding of gender inequalities, identities, and relations (Iyer & Luke, 2011).

The current research uses students' written responses to open-ended prompts to examine how students' understandings of masculinity and gender stereotypes changed after the students had participated in a media literacy program on the topic of gender and the media. The program was taught across five one-hour visits to the school by the authors of this paper. Sixty-eight sixth grade students (most of whom were 11 or 12 years old) enrolled in a public elementary school in the Northeast region of the United States participated in the program. The curriculum focused on one media type at a time--including commercials, music video, YouTube, video games, and film--and invited students to discuss gender representation in media and its consequences as well as examine the political economy of the industry for gender distribution of media makers.

The current research used students' written responses to two worksheets, one completed before the media literacy program began and one immediately after it ended. In these two worksheets, students were asked to analyze the same Toyota truck commercial that was screened in class, called "All-terrain or mall-terrain" with an open-ended question: "write down anything you think is important or interesting to note about the commercial." There are two groups of men in the commercial: one group is presented as traditionally "masculine" and was driving the Toyota truck in the wilderness, the other was depicted as "feminine" and was driving a Chevy truck in the parking lot at a mall. 54 students returned the first worksheet and 48 students returned the second worksheet. An inductive thematic analysis was conducted to identify themes and patterns across students' written responses.

Overall, results showed that students were better at identifying and analyzing gender stereotypes and the underlying messages in the commercial after the media literacy program compared to before. For many students, the media literacy program appeared to provide them with the skills to deepen their analysis and to identify more implicit stereotypes of masculinity, such as the music used, the type of

behaviors shown, and the surroundings depicted in the commercial. More students were able to provide critical analysis and evaluation of the potential effect of such representation of masculinity on audiences, two key components of media literacy.

The current research produced promising results in that students' awareness of and critical attitudes towards media representation of masculinity appeared to increase after media literacy intervention. Media literacy effort around media representation of masculinity is important, given that media tend to reinforce hegemonic masculinity and further increase gender inequality (Gotz, 2008). Thus, providing a space for students to carefully examine media practices allows them to bring new perspectives about gender representation when interacting with media in the future.

## **Submission ID**

411

# **Learning with YouTube: Digital Apprentices, Strategies and Affordances**

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## **Abstract**

The general objective of this article is to explore the types of YouTube videos teens use for informal learning activities. To meet this general objective the study aims to: 1) detect the main areas of interest that motivate teens to learn on YouTube; 2) to understand teenagers' main goals for learning about a particular topic; (3) to scrutinise the aspects of YouTube that prompt teens to choose to use this platform for informal learning.

This article is part of the results of a research project on teens and transmedia collaborative practices carried out in eight countries between 2015 and 2018. A multi-method approach was used (1633 questionnaires, 58 workshops, 90 media diaries, 311 interviews, observation of 8 online communities) in the project to detect what teens are doing with media and how they learn to do it.

During the fieldwork, YouTube was identified as one of the platforms that teens use most for informal learning purposes. Therefore, this article maps teenagers' main YouTube informal learning topics and motivations for using the YouTube platform. Informal learning implies an inductive process of reflection and action, which is linked to learning with others, it is not highly conscious, and is integrated in the people's daily activities (Marsick and Volpe, 1999). Therefore, YouTube is a place well-suited for looking at informal learning because teenage students constantly use YouTube for their academic activities as well as to access other kinds of learning content (González, 2018).

Besides, YouTube videos can be considered part of an experiential learning methodology that involves learning by doing: the apprenticeship model (Bates, 2015). For Bates, ‘apprenticeship is a particular way of enabling students to learn by doing. It is often associated with vocational training where a more experienced tradesman or journeyman models behaviour, the apprentice attempts to follow the model, and the journeyman provides feedback.’ (2015, p.100).

The article focuses on the three most popular formats that teens consume: vlogs by YouTubers, tutorials, and gameplays. In addition, we look at the ways teens define these formats and why they tend to use them for learning a wide variety of topics. Three main areas of interest were identified: a) the formal school curriculum, b) video games and technologies; and c) wellness and culture. These three areas had different learning objectives.

Adolescents’ learning objectives are related to their everyday routines (or breaking them i.e. not being predisposed to learn in class), responsibilities (studying for an exam), personal hobbies (learning to play the guitar or a particular sport) and interests (playing video games).

Most of these learning objectives follow specific informal learning strategies related to the apprenticeship model of learning: learning by watching, imitation (learning by doing) and repetition. These learning strategies are prompted by the affordances of the YouTube platform and the characteristics of its videos that can be instructive like a tutorial or more entraining like the vlog of the gameplay.

## **Submission ID**

436

## **Work-family conflict and burnout among Chinese middle school teachers: the mediating effect of social media use during the COVID-19 pandemic**

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### **Abstract**

Background:

Social media has been playing critical roles in online communications in recent years. With the astonishing usage of social media, some negative factors begin to backfire on users. Some people are experiencing an issue called ‘social media fatigue’, who feel anxious of being overwhelmed by social

media and need a ‘vacation’ to escape from websites (Han, 2016). But people who treat social media as a tool for work have to suffer from experiencing burnout and spend more time to balance family and work, especially during the COVID-19 pandemic.

Social media offers benefits for teaching practice and is also seen as a powerful driver of change for education (Lambton-Howard, 2020). However, information overload and burnout can also result from social media use (SMU) for teachers, particularly in Chinese society which teachers are expected to practice ‘*yi ri wei shi, zhong sheng wei fu*’ (a teacher for a day is a father for a lifetime). It is this culture that is easy to cause work-family conflict (WFC) and burnout. Burnout among middle school teachers not only threatens their own health, but also that of their service subjects. Despite this, only few researches have been published to date with effect of SMU in teachers’ burnout and WFC.

This study aims to explore the relationship between WFC and burnout among Chinese middle school teachers and the mediating role of SMU in this relationship, try to reveal new understandings of SMU for teachers, and outline future research directions in education service.

#### Methods:

This study which had a mixed-pattern design was performed during the period of March and December 2020.

Data were collected from middle school teachers in Eastern Coastal Cities of China (n=330). A questionnaire that consisted of the Maslach Burnout Inventory (MBI), the work-family conflict scale and social media use questionnaire, as well as demographic and working factors, was distributed to middle school teachers online in March 2020.

Then we interviewed 8 teachers called key informants to explore how social media use affect their work-family deeply in December 2020. We removed all identifying information and assigned pseudonyms to all research participants.

#### Results:

Work interfering family conflict was positively related with emotional exhaustion. Social media use (SMU) partially mediated the relationship of work interfering family conflict with exhaustion and cynicism.

SMU potentially offers benefits for improving self-efficacy and creativity of middle school teachers. However, the condition of ‘always online’ could bring more exhaustion and the potential to lose control of ‘enough family-time’ of teachers, which leads to their ambivalence about SMU.

#### Conclusion:

Work-family conflict had effects on burnout and social media use was a mediator in this relationship among Chinese middle school teachers.

Social media use was a complex factor for middle school teachers’ burnout and the sense of achievement in Chinese cultural context.

#### Keywords:

## **Submission ID**

806

# **Platform-swinging strategies to seek information: Implications for Academic adjustment and Cross-cultural adaptation of Chinese international students**

## **Authors**

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## **Abstract**

More than 5 million students worldwide pursue tertiary education in another foreign country (UNESCO 2018). Among them, almost one-fifth of the students have originated from China. When international students first enter a new cultural milieu, they are likely to encounter a lot of psychological and behavioral changes. They may find out that former familiar social symbols for understanding the social norms are lost, which results in internal cultural shock (Oberg, 1960). With the advent of internet in recent decades, social network sites (SNSs) nowadays have become important platforms for international students to establish networks and seek information. Through interaction and searching behaviors on SNSs, international students are likely to acquire academic and social skills and even obtain a sense of belongingness to the new environment. Since the adoption of multiple SNSs can be linked to cultural differences (Castells, 2009), the information-seeking behaviors among international students may vary from those local students.

Based on the data from questionnaires and interviews, the present study intends to explore Chinese international students' online information-seeking behaviors through SNSs during their stay in Barcelona, Spain. Due to the different digital platform ecosystems between China and Spain, it is assumed that when Chinese international students arrive in Barcelona to pursue higher education, a common process of sociocultural adaptation happens accompanied with the phenomenon of digital adaptation as well. Based on the survey data, we argue that Chinese students engage in different platform-swing strategies to acquire everyday life information and adapt better to the host society. More specifically, home-based SNSs such as WeChat are widely used among the sample; and host SNS namely WhatsApp and Instagram also own high penetration rates among the sample. Based on data from interviews, it is observed that Chinese international students rely on home-based SNSs to accomplish lots of daily information needs. However, they report higher levels of perceived convenience after applying information-seeking behaviors on host SNSs in their daily life. The present study also intends to explore the specific information-seeking behaviors applied by Chinese international students in reference to digital affordances provided by the polymedia environment. Lastly, we discuss the divide of psychological outcomes according to their information-seeking behaviors via multiple SNSs, especially combining the outbreak of Covid-19 in 2020.

## **Submission ID**

831

# **Media Literacy, Social Connectedness, and Digital Citizenship in India: Mapping Stakeholders on How Parents and Young People Navigate a Social World**

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## **Abstract**

The ubiquity of digital and social media has led to considerable academic debate regarding their role in the lives of children and adolescents. The Global North, especially USA and Europe, has largely led this discussion in matters of research methods and approaches, as well as on conversations around screentime, wellbeing, media literacy, and digital citizenship. However, it is not clear to what extent and how these Anglo-Eurocentric approaches to (digital) media literacy and social connectedness translate to various local realities of the Global South, where increasing numbers of young people have either direct or indirect access to social media and the internet, but occupy very different social contexts. In India, for instance, low cost mobile phones, cheap data plans, and vernacularization of content have furthered access cutting across socioeconomic strata.

Hence, we asked the following research questions in this inquiry:

1. What specific research priorities might emerge in the context of India around media literacy, social connectedness, and digital citizenship? How can these issues be studied in relation to the lived realities of young people and their carers?
2. How can we contextualize existing knowledge about digital media use and literacy to help support young people and their adult caregivers and maximize benefits of this digital/social world, while taking into account nuances of the local by mapping stakeholders and bringing in their voices?

Drawing on primary data from interviews with key stakeholders from civil society, research and advocacy, and professionals working with young people and parents in India, the article attempts to arrive at a localized understanding of issues related to young people and digital media use in India, as a first step toward designing more relevant frameworks to inform policy. A thematic analysis of interview data (nine interviews) helped researchers scope out issues like lack of child-centered-design, dearth of knowledge about opportunities and risks of social media among parents, and confusion on how to navigate this digital/social world.

Suggestions about children's wellbeing, including what parents could do about this, the possibility of and problems with regulation, and the need to focus on how parents can foster trust and a meaningful connection with young people that would frame their engagement with technology are made. Future research should consider these relationships within the new context of the COVID-19 pandemic and related issues such as degrees of digital connectivity and access, social isolation, virtual schooling, and parents working from home.

This article is a starting point for more dialogue and support first, for developing a culture-centered approach to understanding core issues, developing argumentation taking into account multiple socioeconomic realities, and ultimately, for using media literacy and education for active engagement and participation by youth in a pluralistic, non-Western, democratic context. It addresses a gap in literature related to approaches to media education and literacy research and policy formulation in India, arguing that an uncritical application of knowledge and research approaches from the West is unproductive.

### **Keywords**

India, media literacy, digital citizenship, social connectedness, parent-child communication, children, young people, social media

### **Submission ID**

837

## **Media that influence the construction of science in students**

### **Authors**

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### **Abstract**

Science, scientific research, the image of scientists, among others, circulate in different media that help in the consolidation of social representations on these topics in the lives of many citizens. In the school environment, where students spend a large part of their time, such media as the academic one are of great influence. In this work we focus on the analysis of media such as formal sources (academic or school), non-formal media (family, friends, peers) and informal media (media: tv, radio, press, internet), in the construction of social representations of science and the scientist in undergraduate students. We start from the theory of social representations proposed by Serge Moscovici (1969, 1979, 2000, 2010) and from followers such as Denise Jodelet (1986, 2018), and Banchs (1986, 2015), who focus on the study of common sense, everyday life, through cognitive systems with their own logic and languages; as a system of values, ideas and practices with a double function: orientation in the social world and communication between the members. Our main conjecture is that there are influences from all media, but academics predominate in the formation of social representations of science and the scientist in students, which, however, are not entirely positive. To account for these representations of science and the scientist, 297 students of different professional careers from the University of Guadalajara, Mexico participated. Through a questionnaire of open questions and an exercise of

associative questions, both of my own elaboration, tested through pilot studies and several previous investigations, and analyzed through a mixed content analysis (Shoemaker and Reese, 1994; Piñuel Raigada, 2002) we realize that there are hegemonic social representations about the meanings of science, regardless of the students' career, that is, there were almost imperceptible differences despite the different scientific disciplines studied by the students. There are erroneous images of the scientist that basically correspond to researchers doing experiments in laboratories, putting aside the social sciences. The above motivates to consider academic planning to deconstruct stereotyped ideas of science, of the scientist, as well as of scientific activity; also to promote the study of the information and communication media in the dissemination of science.

## **Submission ID**

884

## **Developing Fake News Immunity: How chatbots can help people navigate online manipulations**

### **Authors**

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### **Abstract**

As part of our UKRI funded project “Being Alone Together: Developing Fake News Immunity” (<https://fakenewsimmunity.liverpool.ac.uk/>) we developed a multi-player chatbot that teaches people how to act as fact checkers identifying misinformation triggers in a gamification environment. In this presentation we discuss the ways our chatbot assists educators and their students navigating online manipulations in a critical way and improve their decision making processes during the pandemic and beyond.

The design of our chatbot has been informed by the results of a multilevel data analysis of 1135 news collected from the fact checkers Ferret, Snopes, Health Feedback, Full Fact, and Politifact, from the beginning of the pandemic till the end of June 2020. As a result, we have identified ten recurrent rhetorical strategies which strongly correlate with the grey area of online manipulations: cherry picking, vagueness, strawman, red-herring, post-hoc, hasty generalisation, false cause, false authority, false analogy, evading the burden of truth. We have designed our chatbot to interactively teach how to identify these fallacies across news.

If people are able to recognise fallacies in news and content they see on social media, then they are likely to think twice before accepting different claims without questioning it. We also believe that using these fallacies to critically assess content is more productive than fact-checking tags, which just vaguely indicate degrees of truth rather than the roots of misleading information. By empowering citizens to identify what elements make a news fallacious, the chatbot provides people with new critical tools to navigate online manipulations within and beyond the pandemic context.

The chatbot functions as an education tool to help teachers prompt discussions which develop critical thinking in a supportive and safe environment. Discussions of COVID-19 news that follow playing with our chatbot will, for example, explain why news such as “ibuprofen might worsen coronavirus symptoms” can cause harm. We think that students should develop what we call Data Thinking critical thinking of the online environment, and use the knowledge gained from the chatbot to become their own fact-checkers.

We believe that Data Thinking should be part of a larger education programme whereby students develop data literacies, as we show in our report. Together with data doing (Citizens’ everyday engagements with data) and data participating (Citizens’ proactive engagement with data and their networks of literacy) this enables students to make better decisions that can help them navigate the online environment with agency. Encouraging students to learn with their peers, families and communities as well as helping each other to understand how news is shaped for different purposes can help them become critical citizens and be able to identify truth and false information.

## **Submission ID**

957

## **MIL as an instrument to promote citizenship competences among learning facilitators**

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### **Abstract**

This paper addresses the use of Media and Information Literacy (MIL), specifically media production, to stimulate citizenship and particularly digital citizenship among learning facilitators (teachers and other educators that work in community contexts). This is a timely subject because there is a considerable literature on MIL and learning facilitators. However, often the publications don't have this focus as a mainframe, and rather pay attention to media uses and competences. The subject is, nevertheless, becoming relevant and being co-framed by associated subjects such as hate speech, cyberbullying, misinformation, forms of intolerance, plus participation and creativity in educational settings. Indeed, currently, MIL cannot avoid issues such as rights to free expression and privacy, critical citizenship and fostering empowerment for political participation (Gagliardone, Gal, Alves, & Martinez, 2015).

Methodologically, we present a meta-analysis of the literature and context-based literature from UNESCO, Council of Europe, European Commission, European Parliament produced in the last 10

years. We used thematic and documental analysis. The study was conducted under the European project Social Media Resilience Toolkit - SMaRT-EU (LC-01563446).

The preliminary thematic analysis shows that in the past few years this subject is becoming more central. One of the most needed contexts of media education is to promote competences to protect and defend human rights, democracy and to stimulate a culturally diverse society (Council of Europe, 2021a, 2021b), and at the same time, ensuring a counter-narrative about hate and violence (Torrent, 2016) and reinforcing connectivity between cultures (Grizzle, 2016). A new concept of digital citizenship is being advanced in order to incorporate the core objectives of MIL aimed at developing technical and critical skills for either media consumers and producers, which connects them with broader civic and ethical matters (Gagliardone, Gal, Alves, & Martinez, 2015).

The early findings also show that it is important to better consider geographic differences and needs addressing *Glocal* contexts. Some of the literature indicates that MIL, in some learning contexts, is actually seen as a form of political activism (Torrent, 2016) and is occasionally a source of retaliation for those who work within that framework.

In a time dominated by post-truth, populism and new models of information disorders (Frau-Meigs, 2019), these early-stage results clearly point to the need to consider differentiated approaches for educators, not only based on the educational needs but also on the political and social context they work on.

## **Submission ID**

983

## **Inclusion or Exclusion? - Participation of Refugee Youth in the Context of Digitized Educational Arrangements**

### **Authors**

Prof. Henrike Friedrichs-Liesenkötter - Leuphana University of Lüneburg

Mr. Felix Lemke - Leuphana University of Lüneburg

### **Abstract**

Transnational refugee movements pose major challenges to the education systems of receiving countries. The transformation of schools towards a progressive digitization of learning arrangements is assumed to deliver solutions: It is supposed to enable inclusion, facilitate learners' media and information literacy, reduce educational inequalities and make education more effective (cf. European Commission 2020; UNICEF 2017). The ethnographic research project 'Educational Participation of Refugees in the Context of Digitized Educational Arrangements' of the University of Cologne and the

Leuphana University of Lüneburg (duration 2019-2022) focuses the reconstruction of conditions for the educational participation of young refugees in the context of digitalized formal, non-formal and informal educational settings.

Young refugees are considered as a particularly vulnerable group. Their participation in society is even more difficult by intersectional disadvantages, such as the frequent lack of a (family) support system (cf. Lechner/Huber 2017), processes of othering or institutional dependencies (cf. von Unger 2018). Digital media are proving to be highly relevant in everyday lives of young refugees and their participation in society (cf. Aden 2019; Kutscher/Kreß 2018) and can be significant for experiencing one's own ability to act (cf. Friedrichs-Liesenkötter/Müller 2018). However, in addition to the potential for promoting educational participation, research also explicitly points to the risk of digital media reproducing social inequalities (cf. Kutscher/Kreß 2018; Alam/Imran 2015, p. 12 ff; Friedrichs-Liesenkötter/Schmitt 2017).

Our research project addresses tensions of challenges and opportunities of digital media for refugees' participation in education and society. The research aim is to identify both facilitating and hindering factors of digitized educational arrangements for refugees' participation. The research project is conceived as ethnography in a neo-praxeological perspective and thus focuses on being present in the field and observing practices (cf. Breidenstein et al. 2015; on praxeology: Schatzki 2002). A sample of 20 young refugees between the ages of twelve and 24 have been recruited. In three field phases, the participants are accompanied into their various everyday contexts across organizational borders of school, child and youth services and informal educational contexts. Participant observations are supplemented as well by interviews with the young people and pedagogues as by digital artifacts analysis following Lueger and Froschauer (2018). The analysis is carried out based on the Grounded Theory Methodology (cf. Strauss/Corbin 1990).

In our presentation we will discuss the preliminary findings with focus on the formal educational context of school. To this point, our analysis reveals general challenges of integrating digital media in schools. Furthermore, it shows an explicit risk of exclusion of refugee students via digital media which showed up during distance education while the first school closure in Germany in cause of the COVID-19 pandemic (cf. Fujii et al. 2020). Under these circumstances, we identified four key dimensions for inequality and educational disadvantages for young refugees which we would like to discuss. Looking at this, successful and unsuccessful constellations of fit between the school and their actors in context of digital media and the associated processes of inclusion and exclusion should be examined.

## **Submission ID**

1004

## **Media and Information Literacy and Motivated Reasoning: Towards a new Model of Communication**

### **Authors**

Prof. Lydia Sánchez - University of Barcelona

## **Abstract**

Today's democracies seem to be immersed in a profound credibility crisis that has led some authors to affirm that we live in an era of ignorance (Froehlich, 2017). Denialist positions on global warming or the efficacy of vaccines, the deliberate use of hoaxes and fake news by political leaders and the media, the discourse on alternative facts and post-truth, have polarized society and showed our epistemological vulnerability in the face of misinformation.

Ignorance is therefore one of the great problems that democracies face. Philosopher Robert Proctor (2008) coined the term *agnatology* to refer to the study of the deliberate creation and propagation of ignorance. He takes as an example the tobacco industry report that ended up being made public in 1979. The report revealed a deliberate tactic to induce doubts in public opinion regarding the damages of tobacco on health. In this case, the origin of the ignorance can be clearly identified: a strategy of manipulation and deception carried out by an industrial sector.

But there is an aspect of agnatology that has to do with why once deception is unmasked, we persist in the state of ignorance. The objective of this work is to analyze how the promotion of Media and Information Literacy (MIL) and its relation with motivated reasoning (Haidt, 2001) can address this issue. Recent empirical studies show that we tend to a selective exposure of information, avoiding contrasting beliefs and opinions. This trend would explain the proliferation of information bubbles and the phenomenon of polarization (Prior, 2007). We reject, for example, the global warming hypothesis because it goes against our way of seeing the world. John Cook (2012) shows that beliefs about climate change are divided between political ideologies.

Recent research focuses on how to control bias that leads to motivated reasoning beyond the classic approach in the MIL: contrasting information, studying sources or format, fostering a critical spirit. Some authors show that there are mechanisms that would work *a priori* and that we should also consider. For example, Lewandowsky (Lewandowsky et al, 2017) has demonstrated the inoculatory effect of certain techniques that should be applied prior to exposure to misleading content, such as explicit warning of the misleading nature of the information received. Then, once misinformation is accepted, some techniques seem to have certain effectiveness: repeat corrections; emphasize the facts that are to be communicated; accompany the correction with an alternative explanation that fills the gap created in the subject's network of beliefs; give simple explanations; apply corrections that do not pose a global threat to the values and worldview of the agent, etc.

In this communication we present a proposal to reform the MIL classical approach, to include training in a priori techniques in order to reduce "motivated reasoning" and, therefore, the bias that leads audiences to fall into disinformation. We will present the general lines of a new communication model that integrates a new function of the media aimed at increasing the effects of inoculation and reducing the phenomena of disinformation.

## **Submission ID**

1063

# Toward a Better Understanding of Internet Meme Literacy

## Authors

Dr. Michael Johann - University of Augsburg

## Abstract

With technological advances and new forms of expression of opinions in social media, the opportunities for civic participation have changed (e.g., in politics). Internet Memes (IM) represent a modern form of this participatory culture. IMs describe a heterogeneous class of digital items (e.g., phrases, image macros, GIFs, videos, etc.). These digital items share “(a) [...] common characteristics of content, form, and/or stance, which (b) were created with awareness of each other, and (c) were circulated, imitated, and/or transformed via the Internet by many users” (Shifman, 2014, p. 41). IMs rely on forms of pastiche, parody, and remix (Huntington, 2019) which is characteristic for appropriative and intertextual practices in computer-mediated communication (Milner, 2016). As reappropriation practices are also unique for youth media use (Atton, 2004; Lange & Ito, 2010) it is not surprising that IMs have become an inherent part young Internet users’ online communication (Mihailidis, 2020).

Generally, IMs serve as vehicles for political opinions, identity, and social critique (e.g., Gal et al., 2016). Although humor was a characteristic feature in the beginning of the evolution of IMs, their usage has increasingly become politicized (e.g., Lankshear & Knobel, 2019). Examples such as *Pepe the Frog* demonstrate that IMs—often under the guise of humor—are also used to transport far-right ideology as well as mis- and disinformation (e.g., Lobinger et al., 2020; Mihailidis & Viotty, 2017; Williams & Dupuis, 2020). In consequence, scholars increasingly emphasize the demand for critical thinking and literacy in the context of IM production and consumption (e.g., Ireland, 2018; Milner, 2013; Procházka, 2014; Wells, 2018). Particularly, with special regard to combat mis- and disinformation, news literacy has been emphasized as a core requirement for (young) Internet users (e.g., Lewandowsky et al., 2017; Mihailidis & Viotty, 2017; Tully et al., 2020).

This paper therefore aims at delving deeper into the crucial demands of an Internet meme literacy. As IMs can be easily produced and consumed on social media this paper draws on the understanding of news literacy as “knowledge of the personal and social processes by which news is produced, distributed, and consumed, and skills that allow users some control over these processes” (Vraga et al., 2020, p. 5). Following the conceptualization proposed by Vraga et al. (2020), particular focus is on the domains context (RQ1), creation (RQ2), content (RQ3), circulation (RQ4), and consumption (RQ5) of IMs.

To answer the research questions qualitative interviews with meme experts from political communication, corporate communication, journalism, and the entertainment sector have been conducted in February 2021 (in progress). First results indicate that IMs are intertwined with societal and political topics (RQ1), are created and disseminated strategically (RQ2, RQ4), and often pick up pop cultural and/or political content (RQ3). IM consumption is deeply anchored in the users’ everyday online routines. High shareability and the guise of humor make them a powerful information outlet

(RQ5). Based on these results, the paper discusses crucial knowledge and skills which are needed to develop meme literacy. Directions for future research are identified.

## **Submission ID**

1155

# **The public realm as a method of inquiry in the (post-)pandemic higher education**

## **Authors**

Dr. Leena Ripatti-Torniainen - University of Helsinki

## **Abstract**

The covid-19 pandemic has comprehensively changed the social contexts, in which researcher-teachers and students operate and made uncertainty the dominating prospect of graduates' futures. Reports sound alarms for massive pandemic-related problems, including racism, unemployment, domestic violence, psychological distress, and restrictions of political rights. At the same time, pandemic-caused lockdowns have made structural inequalities in schooling, housing, and health care visible in many societies, including welfare states. This paper originates from the insight that through these implications the pandemic has revealed a momentum for addressing the public realm in higher education across diverse disciplines. The paper suggests that researcher-teachers and students can investigate the social change through involving in and analysing the ongoing collective processes in the public realm.

According to the influential definition Hannah Arendt (1988) provided in 1958, the public realm is the realm not only beyond our sole being and our immediate circle of life, but also beyond the limits to which we are tied biologically and socially. The public realm is more extensive than anything we could reach from within the solitude of our bodies and minds. Whatever manifestation the public realm takes, it extends our immediate realm of living and meaning making. Arendt's concept of the public realm contains therefore two dimensions of human life. First, involvement in the public realm adds exceedingly to what our lives would be in the solitude of our body and mind, yet secondly in the public realm our action is intrinsically dependent on action by others. All this resonates powerfully with the pandemic realities.

In the paper, I analyse how the public realm is being modelled as a method of inquiry by two pragmatists who witnessed drastic social change: Jane Addams (1902/1964; 1907/2007) and John Dewey (1915/2003; 1927; 1938/1963). I find that they emphasize participatory inquiries on 1) collective interpretation processes (public discourse) and 2) social relations. Researcher-teachers and students should inquire how social relations are changing but also extend their own social relations, especially with people whose lives are most hard hit by forces that steer social change. Addams and Dewey further emphasize 3) the conceptual reflection of achieved discursive and relational

observations and experiences. Therefore, the participatory inquiries in the public realm evolve into conceptual meaning-making.

## **Submission ID**

1178

# **Promoting digital literacy as both functional and critical via formal education: Learning from the civic practices of experts and advocates in the UK**

## **Authors**

Dr. Gianfranco Polizzi - Jubilee Centre for Character and Virtues, School of Education, University of Birmingham

## **Abstract**

It is often argued that media literacy education is crucial both to *protecting* users from online risks such as the spread of misinformation and, inasmuch as it is not just about evaluating but also about producing media content, to *empowering* them to participate more actively in society. This paper approaches digital literacy as a variant of media literacy that requires both functional and critical skills and knowledge about the internet. In the digital age, digital literacy is essential for participating in civic life, understood as community and/or political life, which makes it imperative to promote it via formal education among both children and adults. However, the question of how digital literacy contributes to civic engagement is either under-explored or often approached by prioritising either functional or critical aspects, of which the latter are generally framed as leading intrinsically to progressive forms of civic engagement.

Based on the author's PhD research, this paper examines how digital literacy facilitates civic engagement by drawing on semi-structured interviews, enhanced by diary and think aloud methods, with digital experts (e.g., media educators, information, IT, media professionals) and civic advocates (e.g., community councillors, political party candidates, activists) in the UK. These social categories – being respectively digitally savvy and civically active – are ideal for exploring the intersection of digital literacy and civic engagement. As a result, this paper reflects on the nature of their experiences with a view to discussing what digital literacy consists of and, in turn, how it can be promoted through formal educational initiatives reaching both adults (e.g., through digital training) and children (e.g., through the school curriculum). It is argued that both experts and advocates deploy both functional and critical digital literacy to overcome bias, misinformation and their own privacy concerns, as well as to navigate the internet's potentials and limitations, in the context of their civic practices, from reading news stories to campaigning, and in line with different ideologies. The educational implications of these findings are discussed.

## **Submission ID**

1259

# **Media and Information Literacy and School Libraries in Portugal: new challenges in the digital age**

## **Authors**

Dr. Margarida Toscano - Portuguese School Libraries Network

## **Abstract**

Ten years ago, in a study that analysed the state of media education in Portugal (Pinto et al., 2011), school libraries were identified as emerging actors in the promotion of media education in schools. Since then, several school libraries have asserted themselves as such, extending their performance in the field of literacies to the area of media. The referential 'Learning with School Library', promoted by the Portuguese School Library Network (SLN) (Conde et al., 2017, 1st edition 2012), and the 'Guidance on Media Education for Pre-school, Basic and Secondary Education', approved by the Ministry of Education in 2014 (Pereira et al., 2014), may have contributed to this development. Despite this, of the three areas covered by the 'Learning with School Library' referential - reading literacy, information literacy and media literacy - it appears that the number of Media Literacy activities is still low, especially when compared to the other two areas (RBE, 2019).

In order to map and characterize the activities that are developed in the field of Media and Information Literacy (MIL) in the context of school libraries, the Media and Information Observatory (MILObs), from the University of Minho, and the School Library Network, carried out a study directed to the population of teachers-librarians who manage the 2,500 existing libraries in the Portuguese public school system. The study consisted of an online questionnaire administered between July and September 2019 by the SLN. The final sample is made up of 723 teacher-librarians (53% of the population). The purpose of this paper is to present the main results of this study, showing that integrating MIL as a core learning area in school libraries daily work has become one of its fundamental goals in the digital media age. In the 21st century School libraries are seen as living learning centres, rather than resource centres (IFLA, 2015). It is in this condition that school libraries emerge as primordial contexts for the promotion of Media and Information Literacy. In this presentation we will characterize the MIL practices in school libraries and the way they are articulated with the work of teachers in the classroom. Teachers-librarians' perceptions of the main obstacles and the added value of promoting MIL in the school library will also be discussed. Based on the reflection around practices, some policies will be enunciated to respond to the new challenges that MIL and schools face in the digital age.

## **Submission ID**

1291

# **Media education, Educommunication and the African and Afro-Brazilian history and culture in Brazil.**

## **Authors**

Ms. Manuela Thamani - University of São Paulo

Ms. Claudia Lago - University of São Paulo

## **Abstract**

The absence of any project to include Africans and their descendants after a long period of slavery in Brazilian history has brought to the field of Brazilian education a silencing, an invisibility, of African and Afro-Brazilian history and culture.

Brazil is the country that concentrates the largest black population outside Africa, about 56% of the population is self-declared black, and one of the initiatives that tries to reduce this social disparity, that puts black people at the margins of society, even when it comes to their own history and culture, came through a Brazilian federal law.

But is it enough for a law to exist for it to be followed? Unfortunately, the data shows that we have made little progress in terms of teaching and recognizing our African heritage in Brazil. In this context, Educommunication as a new educational paradigm committed to the emancipatory practices of collective and democratic participation, presents itself as a propitious area for the practice of facing racial hierarchies.

Although education has always been an agenda for the Black Movements, either on the agenda of combating institutional and structural racism, or in the field of social memory (and so many other agendas of black movements) little is found in the agenda and literature of Educommunication and Media Education, when it comes about the praxis and knowledge gestated within the Black Movements.

In this context, the present work aims to highlight black protagonism when it comes to the Media Education and Educommunication, in formal and informal teaching spaces, seeking not only to develop a theoretical framework based on black intellectuals, but also aims to analyze how the educommunicative precepts are articulated in the analyzed sample– the empirical object of analysis.

## **Submission ID**

1327

# **TEACHERS EXPERIENCES ON REMOTE LEARNING DURING THE COVID-19 PERIOD: A CASE IN KENYA**

## **Authors**

mary wambaria - Kenya Institute of curriculum development

## **Abstract**

### Abstract

Remote Learning occurs when the learner and the teacher, or source of information, are separated physically and hence cannot meet in a traditional classroom setting. It includes “online learning” as well as broadcasting options for example Radio and TV. Following the first time identification of Corona virus (Covid-19) in December 2019, the World Health Organization (WHO) declared that Covid-19 is a global pandemic in March 2020, and warned about its highly contagious nature. Throughout the first quarter of 2020 many governments closed their schools temporarily in response to COVID-19 spread where more than 1.5 billion enrolled students of all ages from all around the globe experienced interruption of education. This aimed at reducing the chances of humans infecting each other with Covid-19, especially in places humans interact closely including educational institutions. This study explores the experiences of teachers on remote learning during the covid-19 period. The objectives of this study are to establish: 1.the learning digital platforms used by teachers 2.whether the teachers have the necessary digital pedagogical skills necessary for remote learning 3. The digital learning content used by teachers and 4. The digital devices used to access the content during remote learning. It is a survey research method collecting data by administering both open and closed ended questionnaire. A total of 112 teachers in both primary and secondary schools in Kenya participated in the study. Data is thematically analyzed. The result indicates that the teachers faced pedagogical and technological issues. Recommendations are presented to overcome these obstacles in future as a result of schools closure. In addition, this research contributes to the literature of remote learning and its implementation in learning institutions.

**Key words:** COVID-19, Kenya, remote learning, primary school, secondary school.

## **Submission ID**

1337

## **“I’m exhausted from endless Zoom calls” How “Zoom fatigue” Affects College Students’ Online Learning: A Masking Effect**

### **Authors**

Mr. Yefu Qian - School of Media and Communication, Shanghai Jiao Tong University

### **Abstract**

With the development of large-scale online learning provoked by the COVID-19 epidemic, the feeling of fatigue caused by long-term videoconferencing frequently occurs among college students around the world. As new technologies are increasingly used in teaching practice, online teaching has become a significant supplement to traditional teaching. With the large-scale outbreak of the COVID-19 epidemic across the world, universities have no option but to adopt online teaching to complete teaching tasks.

Zoom is a cloud-based video conferencing platform that can be used for video conferencing and was widely used for university courses during this outbreak. With the number of video calls increasing, many students have a strong sense of fatigue after using Zoom frequently, which has been called “Zoom fatigue” by researchers and journalists. In order to clarify the effect and mechanism of Zoom fatigue on college students' online learning, based on the perspective of previous research and psychological stress theory, this study constructed a stress-strain-outcome (SSO) framework, focusing on the mediating role of Zoom fatigue in the relationship between academic pressure and self-regulated learning. The moderated effect of self-efficacy is also discussed in this paper. Survey data gathered from 428 college students in China lend empirical support to the hypotheses proposed. The results show that: (1) Academic pressure has a significant positive predictive effect on self-regulated learning; (2) Zoom fatigue plays the role of mediator in the relationship between academic pressure and self-regulated learning, and it shows a masking effect which means Zoom fatigue can offset the positive impact of academic pressure on students' self-regulated learning; (3) The direct predictive effect of academic pressure on Zoom fatigue can be moderated by self-efficacy.

This research not only clarifies the occurrence and influence mechanism of Zoom fatigue in college students' online learning but also responds to the question of which conditions Zoom fatigue have a more significant impact on students' online learning outcomes, which can be helpful for better coping with the adjustment of college students' self-psychological state and the improvement of learning effect under the condition of long-term online learning. In addition, this study has certain implications for guiding students to better use Zoom, and also weakening the negative impact of Zoom fatigue on individual adaptation. Zoom can be used moderately under certain conditions, and students should also increase the frequency of social activities in real life, so as to avoid negative effects due to excessive dependence. Besides, on the basis of clarifying the sense of academic self-efficacy of college students, cognitive intervention should be carried out on individuals with low self-efficacy, and the time and frequency of using the Zoom should be reasonably arranged. At the same time, psychological counseling measures such as group psychological counseling training should be adopted to strengthen the learning quality and confidence training, thereby alleviating the adverse effects stemmed from Zoom fatigue.

## **Submission ID**

1651

## **Is There a Gendered Response to YouTube Tutorials? Self-representation And Commenting Behavior Around Extracurricular Educational Content**

### **Authors**

Ms. Nina Altmaier - University of Bremen

Ms. Verena H. Wilkens - University of Bremen

Mr. Patrick Jung - University of Bremen

Ms. Katrin Klieme - University of Bremen

Prof. Christian Pentzold - University of Leipzig

Prof. Karsten Wolf - University of Bremen

## **Abstract**

During the ongoing COVID-19 pandemic with school lockdowns and social distancing, young people increasingly rely on the internet, especially on YouTube, to learn and explore their personal interests. Even before the current crisis they had already been using YouTube more than any other social media platform, both for entertainment as well as for educational purposes. In fact, YouTube profoundly shapes their learning experiences as they routinely interact with tutorials and explanatory videos provided by their favorite YouTubers as well as with the comments by other users.

**Problem:** Despite its popularity, we know little about the educational content young people encounter on the platform and the communication that occurs around it. The paper aims to provide insights into the gendered organization of YouTube tutorials. Specifically, we discuss whether and how commenting practices differ depending on the gender of the video presenters and the topical domains they cater to.

**Data and methods:** We present results from a content analysis of nearly 400 YouTube videos and comments in English and German along 17 thematic groups that cover fields of extracurricular learning. Videos for each of these categories were selected by choosing content-related search terms. Videos were sampled from among the top results presented by YouTube, using the title and meta data to select videos that indicated content focused on learning and information for leisure activities and personal interests. They were coded using a scheme developed for this purpose capturing video meta data and descriptive data, topics and argumentative dynamics from the comments, gender characteristics of those presenting themselves, audiovisual aesthetics, and the recognizable level of professionalism on part of the video producers.

**Findings:** Our analysis finds scant evidence for a strong connection between gender characteristics and user comments around tutorials and explanatory videos. Within the analyzed 30 top level comments of each video, around the same percentage of comments with critical and questioning feedback on content are found for male and female YouTubers. We found similarly balanced reactions in terms of comments with positive and negative content, with 54% of positive responses for both male and female content providers. However, within the sample gender differences were found regarding the frequency of comments on appearance, with women receiving nearly three times more positive comments than men. These results beg the question to what extent stereotyped images of femininity become strengthened or deconstructed also in educational content and how the relation between (sexualized) female self-representation and social media reach, indicated by the number of followers and comments on a video, can best be captured.

## **Submission ID**

1714

# **Development Communication Education and Practice: Perspectives and Challenges from Alumni and Employers in Asia**

## **Authors**

Prof. Maria Stella Tirol - University of the Philippines Los Baños

Ms. Juvy Leonarda Gopela - University of the Philippines Los Baños

## **Abstract**

Development communication education and practice are relevant in preparing professionals and practitioners to use communication as a resource to achieve development needs and goals. A post graduate formal curriculum in development communication is offered in a state university in the Philippines to equip local and foreign students with competencies in theory and practice of development communication. With recent revisions in the PhD development communication curriculum, it becomes relevant to explore how the program meets evolving development paradigms and communication perspectives. An analysis of glocal perspectives and challenges of development communication education and practice becomes meaningful when these emanate from the voices of the alumni and their employers. These objectives provide research-based evidence towards improving development communication education and practice in Asia.

Information from an online survey and in-depth interviews were gathered on the graduates' and employers' profile, competencies and performance in development communication education and practice, and curriculum assessment. The gaps, mismatch, and challenges between development communication education and practice were surfaced from the data towards developing a development communication education framework that integrates glocal perspectives and challenges in Asia. The rationale and empirical approach guided the analysis of the online survey data. The interpretivist approach was used to process textual data from open-ended responses and in-depth interviews.

The alumni respondents represented selected Asian countries. They were mostly female in their middle age, married, with small household size. They were employed in higher educational institutions and government agencies for 5-10 years. They were promoted at work two years after their graduation. The development communication curriculum enhanced their competencies in teaching, in implementing projects, and in policy making. It prepared them to occupy positions of leadership and governance. It honed their critical thinking, problem-solving, and research management skills in development communication. The curriculum was relevant, useful, and met their expectations. However, they also expressed concerns that include balancing classroom learning and field work; fine tuning theory and practice to meet the changing development landscape in Asian countries; providing more cases on development communication projects in the Asian setting and the use of new media; networking with practitioners in the ASEAN community; and building up mixed methods research. Meanwhile, the employers of the alumni were from higher educational institutions and government agencies, too. They found their development communication employees competent in development communication

knowledge and skills; committed to adapt development communication in a changing community environment; and with expertise in collaboration. They mentioned several challenges of their employees linked to knowledge management, risk communication, and project sustainability.

An enhanced framework for development communication education and practice in Asia is proposed based on the research results.

## **Submission ID**

1798

## **Data generation or data protection? Digital media literacy under communicative capitalism**

### **Authors**

Ms. Monica Jean Henderson - University of Toronto

### **Abstract**

Digital media literacy is posited as one of various remedies for digital divides and inequalities. Several overlapping frameworks for digital media literacy exist, including models for how to use communication technologies, how to evaluate political or scientific sources, and more recently, how to identify the influence of algorithms or big data on online activities. Often, the motivation for crossing digital divides via digital media education is framed as an issue of democracy, hinging on the assumption that without full digital participation, vulnerable populations are being left behind and unheard. A lingering limitation of this formulation of digital media literacy, however, is the economic, social, and political risk of participation. This issue has only become more poignant with the proliferation of big data and the corresponding exploitation of users' online activities. Fewer and fewer spaces exist which promote participation sans monetization, encapsulated by the axiom, "If the product is free, you are the product." Political theorist Jodi Dean (2009) argues that digital participation only serves to bolster the accumulation of capital for networked communications infrastructure.

Furthermore, she contends that technological fetishistic sensibilities increasingly equate 'speaking' or 'deliberating' online with political organization, resulting in diluted, rather than fortified, democratic impact from the masses. In this paper, I adopt Dean's thesis for the purpose of analyzing how popular digital media literacy models uphold Dean's theory of communicative capitalism. First, I overview a critical discussion of participation and communicative capitalism. Then, the analysis of popular digital media literacy models is organized along communicative capitalism's three "animating fantasies" (Dean, 2009, p. 24): abundance, participation, and wholeness. This analysis is extended by a crucial investigation of the racial and ableist politics which shape how the user is interpellated by networked technologies. Key findings include the skewed distribution towards 'communication' and 'content creation' skills across digital media literacy models, which suggests that these models may promote users' data generation over data protection. In response to these models' identified gaps, I suggest that a technocultural, rather than technologically fetishist or determinist, framework for digital literacy may

offer digital media users a method for critically navigating communicative capitalism while still deriving social, political, and economic benefits from online participation.

## **Submission ID**

1950

# **Rethinking Global Issues in the Local Examples: An Analysis on Children and Digital Media Environment in Turkey**

## **Authors**

Prof. Tugba Asrak Hasdemir - Hacı Bayram University

Dr. Mehtap Uyar - Nigde Omer Halisdemir University

## **Abstract**

Advances in information and communication technologies have been gradually accelerating. Furthermore, studies on media usage habits of children open an important title globally: Children and Digital Media. In recent years, digital media technologies and the internet have moved into the center of attention. UN Committee on the Rights of the Child has adopted General Comment 25 on children's rights in relation to the digital media environment very recently (UN Committee on the Rights of the Child, 2021).

Alongside rapid advances in information and communication technologies, media and communication research and studies have increasingly focused on the ways and manners of "digital" media usage by new generation, called "digital age children". There are important studies which focus on the children's digital media usages in the Europe including Turkey. Amongst others, 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). In addition to opportunities, advancement in communication technologies sparks a debate on the problems they pose. In that instance, it can be said 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).

Within this framework, this paper aims to focus on academic research, studies and scientific projects which analyze the major issues on the children's access to digital media, digital literacy skills and child's right to communication including access to internet as well as addressing the digital divide. For this purpose, MSc and PhD thesis in Media, Communication and Information Technology, which were prepared and defended between 2010 and 2020, can be directly accessed from Turkey Higher Education Council. Together with these researches and studies, related scientific projects conducted in collaboration with Turkish Academy of Sciences within these years are also elaborated to outline methodological concerns on the relations of child with digital media in Turkey as a whole. In the study, all data will be critically analyzed with content analysis method. The last but not the least, the data collected and main conclusions drawn from these research, studies and projects are discussed by

regarding the primary data on European experiences including Turkey. The concluding part of the presentation is reserved to the suggestions and recommendations which aim to cope with the problems including digital divide and risky issues, and serve for the advancement of children's rights in relation to the digital environment.

## **Submission ID**

2013

## **Beyond the pandemics: Towards a public policy for TV Educa Chile**

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### **Abstract**

In April 2020, due to the global and local confinement by Covid-19, while primary and secondary schools remain closed across the country, the Chilean Ministry of Education, together with the National Television council (CNTV) and the National Television Association (an entity representing the television industry) launched TV Educa Chile. As Unesco established on its initiative “No Teacher or Student should be left behind”, without global and local resources and innovation this unprecedented situation could lead to the collapse of school systems in many developing countries. Prior to the decision to launch TV Educa Chile, the country did not offer educational programming for the 3.5 million pupils. In fact, the announcement of its launch was accompanied by its end date, while the pandemic lasts. Furthermore, the pandemic exposed the important gaps in access to the first curricular digital solutions, which opted for the internet. In addition, there is no offer of children's television content on broadcast television. According to the latest statistics from the National Television Council of Chile (CNTV), in 2018, the lowest level in its history was reached, with only 0.9% of its programming aimed at child and adolescent audiences.

Currently TV Educa Chile is focused on educating and entertaining boys and girls from 3 years old to 10 years old, primarily. With the aim of contributing TV Educa Chile to continue standing beyond the situation of the pandemic such as the one experienced, this study was driven to deliver recommendations for a public policy that ensures its sustainability. The Public Policy Center of the Pontificia Universidad Católica de Chile funded this study, that made it possible to analyze the experience of TV Educa Chile, as well as that of public television approaches in other countries: Argentina, Colombia, Chile, Cuba, Ecuador, El Salvador, Mexico, and Spain. Based on interviews with managers, through document analysis, by consulting their proposals on officials' websites and

reviewing globally recognized models, such as the BBC, the different experiences were systematized. We observe different configurations. Some tend to focus on the curricular focus, others hybridize in an education-entertainment offer. Regarding the types of actors that participate in the initiatives, the mandate of ministries of education, international or inter-institutional cooperation and the search for public-private alliances are observed.

The presentation will describe and discuss the main findings of the systematization of the experiences, as well as the proposed recommendations so that TV Educa Chile can become a permanent offer for children and adolescents, but also for other audiences, such as the case of other countries. As observed, the models tend to articulate the participation of different actors. In a context of global communication, opportunities for cooperation are also opened at the local and international level.

Note (outside of the abstract): We would be willing, if necessary, to be part of a panel, if there is a coincidence of other similar studies that are applying for the IAMCR conference in 2021, to promote research networks in the area.

## **Submission ID**

2082

## **Locating Spaces Between Digital and Material Identities of Tween Girls Using Arts-Based Methods**

### **Authors**

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### **Abstract**

Emergent post-feminist sensibilities reflect a feminism that has evolved alongside neoliberalism to reinforce ideals of individualism, surveillance of women's bodies and 'empowerment' discourses. These sensibilities enforce a non-disruptive feminism with the expectation of maintaining a positive mental attitude (Gill 2017). How do tween girls negotiate their material and digital identities while navigating this post-feminist landscape?

While much of girlhood studies has been centered on the experiences of teenage girls (Ringrose 2012; Mazzarella 2019; Keller 2015; Kearney 2013), our research aims to add to the growing literature on younger girls (Jackson & Vares; Trafi-Prats). We conducted research-based workshops with two groups of girls between ages 8 and 12 at two different elementary schools in Toronto. Drawing on feminist ethnographic tradition and using arts-based methods we created a creative space where the girls were collaborators in the research process.

Arts-based methodology have been incorporated by scholars exploring the politics of identity and girlhood. Rebecca Coleman (2019) proposes a new feminist materiality of following the material through tracing the movement of glitter. Media video diaries have been used as research tools to enable

‘queering the gaze’ and various possibilities of exploring girls’ sense-making (Driver 2007; Jackson & Vares 2015). We conducted unstructured interviews while having the girls create arts-based projects using the materials of girlhood such as glitter, markers, paper and stickers in every activity.

This paper will first discuss how the girls understand their own embodied experiences of occupying various digital and material spaces, reflecting upon how these spaces are gendered and how navigating these spaces impacts them. Teresa de Lauretis’ (1987) notion of ‘elsewhere’ describes how cultural productions of women enforce a movement across boundaries of spaces represented by gender systems and the spaces that are implied but not represented. Drawing on this we explored possibilities of girls as cultural producers through the creative project of creating their own T-Shirt. We used a pedagogical approach that allowed the girls to engage with abstract concepts such as patriarchy and racism. Finally, we discuss the integration of a pedagogical approach while engaging the girls in the materials of girlhood. This method points to the merits of arts-based research as a way for the girls to be research collaborators rather than subjects to be studied.

The multiplicities of girlhood reflected in this research represent the tween girl’s continuous deterritorialization and reterritorialization proposed through Rosi Braidotti’s concept of the schizoid double pull (2006). Drawing on their own experiences in a creative space the girls were able to reflect on the liminal spaces they occupy. What emerged was a resistance to the illusory ‘girly girl’ as a figure constructed by a post-feminist consumer culture while simultaneously negotiating the facets of identity that are represented by the certain aspects of the ‘girly girl’ that they are attempting to reject. This paper offers a gateway for future research to look further into the multiplicity of young girls’ digital identities as well as implications of race and class.

## **Submission ID**

2190

## **Ethical boundaries of social networking sites: identifying drivers for media education research in Spanish younger audiences’ behaviors**

### **Authors**

Dr. Miguel Vicente - Universidad de Valladolid

Dr. Belinda Frutos Torres - Universidad de Valladolid

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### **Abstract**

A historical perspective applied to the media education research field returns remarkable coincidences between mass media and social media evolution. The initial expectations about the audiences’ education potential of mediated environments clashed against threats, risks and challenges that have considerably limited the departing optimistic expectations. Accelerated social and technological

changes remind us of the need to adopt a critical insight to properly frame the dialogue between new possibilities and not-so-new social and educational practices.

The emergence of the current post-truth age is presented as the ideal breeding ground for fake news and misinformation. Digitalization and the world of social networking sites (SNS) have led to a significant increase in distorted information, more as a consequence of “infosaturation” and “infoxication” than a lack of news. Whereas new and ubiquitous forms of media make us feel more informed than ever, this does not necessarily mean that we are better informed. In a world completing an important transition to online scenarios, commercial interests hold primacy over the importance of the veracity of public information. Under these complex circumstances, teenagers are asking not only the same questions as their parents’ generations, but also some new ones that challenge our understanding of globalized societies.

One of these challenges are directly linked to ethical concerns. In order to tackle some of these open questions, INTERNÉTICA is an international research project funded by the Spanish Government aiming to develop a media education model promoting ethical and civic attitudes between younger audiences. The general hypothesis anchoring this 3-years project is that truth and ethics are losing relevance in order to understand how SNS work –namely Twitter, Instagram and YouTube-, while other social values as hedonism, economic profit or popularity are increasing their centrality.

This paper will present the initial findings of the project, emerging from three sources. First, a survey applied to a representative sampling of the Spanish younger generations will deepen into their attitudes towards truth and ethics in their online daily experience. Data collection will be completed in three Spanish cities at the high schools’ exit, balancing the sample by gender and public/private school’s funding. Second, a connected survey will be distributed among teachers working in the Secondary Education system. And third, in-depth interviews will be conducted with successful influencers in the digital environment, reflecting on their relation with and influence on their audiences. The fieldwork of these three research methods is taking place online during the 2021 winter and spring. Accordingly, findings are expected to shed light to design and develop media education resources, expected to be put into practice, at both formal and informal education settings, during the next school year (2021-2022).

## **Submission ID**

2195

## **bYou – presenting a research project about children and young people’s experiences and expressions of the media**

### **Authors**

Prof. Sara Pereira - University of Minho

Prof. Daniel Brandão - University of Minho

## **Abstract**

In the field of research, the study of children in Portugal, especially since the 1990s, has expanded to domains beyond the medical field, psychology and education, starting to consider childhood as a social phenomenon. Research on children, initially focused on listening to adults - parents, teachers, paediatricians, psychologists - started to also consider children in their own right. Although the term *infância* (childhood) etymologically comes from *infans*, that is, the one who does not speak, the sociology of childhood recognizes, also in the 90s, the importance of children's words and voices. It is in this context that research on children and the media emerges in Portugal. In the last few decades, all over the world, research "on" children "have seen an important shift to doing research "with" children" (Mukherjee & Livingstone, 2020, p. 3). The consideration of children as social actors in their own right, as advocated by the Convention on the Rights of the Child, implies the recognition of the capacities of expression and symbolic production of children and their representations. Based on this assumption, this paper intends to present a research project starting in March 2021, funded by the Portuguese Foundation for Science and Technology (reference PTDC/COM-OUT/3004/2020), about and with children and young people and their experiences and expressions with and about the media. This study seeks to learn from children and young people's experiences of using and engaging with the media. By consulting approximately 1380 children and young people aged between 11 and 18 years old, this project aims to provide them an opportunity to creatively express and discuss their interests, concerns, expectations and meanings of media in their daily lives.

The study applies three main forms of children's participation in research, identified by Holland et al. (2010, p. 361) (assuming the overlap in the aims of points 2 and 3): (1) children are invited to participate in research methods designed and directed by the team; (2) the team prepare methods that enable children's views to be expressed through 'child-centred' forms of communication such as play, art, drama, games and photography; (3) children are involved in research about aspects of their own lives and are encouraged to have some impact on aspects of the research process.

The presentation of this research project aims to make a theoretical and methodological contribution to the studies of children and the media, showing the possibility of using participative methodologies implemented within formal and informal learning contexts. Considering that a growing body of work on Media Literacy and production (Buckingham et al., 2000; Eleá & Mikos, 2017; Hobbs, 2017) shows how engaging youngsters in media production should lead to their empowerment, it also intends to make a contribution in the field of Media Literacy. As stated by Lange and Ito (2009, p. 247) "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".

## **Submission ID**

2267