



# IAMCR 2018



## Media Education Research Section

Abstracts of papers accepted for presentation at the annual conference of the  
**International Association for Media and Communication Research<sup>1</sup>**

**IAMCR**

**Eugene, Oregon, USA  
20-24 June 2018**

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Version: 18/03/18

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<sup>1</sup> These are the abstracts of the papers accepted by IAMCR section or working group named above for presentation at the 2018 annual conference. This publication will be updated prior to the conference to include the papers that will actually be presented at the conference.

**Id:** 17258

**Title:** Social Comparison on Facebook

**Session Type:** Individual submission

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**Abstract:** I will be doing a self-contained literature review on “social verification and comparison on social media.” A large area that interests me is media’s effects children socially and psychologically. As a (hopefully) future mother and having experience working with children, I have a passion for the nurturing and growth of children and hope to ensure that media creates a positive, rather than negative, effect on future generations. I believe that through social media, children's skills in interpersonal communication and the state of their mental health are currently suffering. By looking at studies related to the concept of self-perception as it is effected by social verification and comparison though social media, I will be able to begin my foundation to later create my own research on how these concepts may be effecting children socially and psychologically though their interactions with social media.

**Id:** 17285

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

**Session Type:** Individual submission

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

**Id:** 17296

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

**Session Type:** Individual submission

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

**Id:** 17309

**Title:** Cyberbullying from the teachers' perspective: discourses, perceptions and experiences of teachers in Chile and Mexico

**Session Type:** Individual submission

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**Abstract:** Cyberbullying is a form of aggression that is on the rise in Latin American schools (McLanahan et al, 2015). Research has placed special emphasis on students' experiences and the severe consequences of such attacks, particularly in countries in Europe and Asia (Smith et al, 2008; Ortega-Barón, Buelga-Vasquez & Cava-Caballero, 2016; Notar, Padgett & Roden, 2013). However, the teacher's role and perceptions have not received the same level of attention, particularly in Latin America. Therefore, the objective of this research is to explore the discourses and experiences of teachers on cyberbullying, and what are the tools they have to deal with these situations that, although they tend to develop outside the classroom, it severely impact on the dynamics of the students and their school performance (Ttofi, Farrington & Lösel, 2011; UNESCO, 2011). Through a qualitative and comparative design, in-depth interviews were conducted with 57 teachers from Chile and Mexico, from low, medium and high socioeconomic schools from classroom with students with ages among 12 and 17 year-olds. Among the results it was found that teachers' confidence in identifying cyberbullying increases when they are users of social networks. Also, there is no consensus that the teaching experience of harassment in the classroom is transferable to the management of cyberbullying. Finally, the trend indicates that schools do not have clear regulations, and when there are, the focus is on sanctions, but not preventive actions, regardless of their socioeconomic status.

**Id:** 17365

**Title:** Future Directions for Teaching and Research in the 21st Century Digital Media Ecology: A bird's eye view

**Session Type:** Individual submission

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**Abstract:** From the age-old cinema to the digital cinema;  
From monochrome TV to the burgeoning medium of web TV;  
From gramophones to DVDs and Ring Tones;  
From Dial-up connections to Broadband;  
From Desktop Apps to Web Apps;  
From landlines to Voice over Internet Protocol;

The technology of Media and Telecommunication sector has come a long way and continue to evolve at rocket speed....

Today, India can boast of having one of the most successful markets in the global media and entertainment space. The Indian Digital Media has crossed the threshold of being an emerging industry to establish itself an emerging one. The rapid development of new technology has changed the landscape of the media and entertainment sector, which is now a vast economic empire with film, television, print, radio, sports, celebrity management, digital media including internet, live events, advertising, gaming and so on.

As it gains momentum, the role and rule of law become more pivotal in this dynamic and maturing sector, to strike a balance between the creative, financial and legal phenomenon. It is here that the future research possibilities on the Indian Digital Media Ecology step in. The Indian Digital Media is not just confined to films but comprises sectors such as television, radio, internet, sports, celebrity management, live events, gaming and so on. The last decade has seen a significant collaboration between the entertainment industry and the corporate world.

The Indian Digital Media companies will continue to access foreign capital markets, foreign investment in the sector will continue to increase; structured funding and private participation will go in a long way in the evolution in the entertainment sector. So, all these above-mentioned areas are the future directions of teaching and research in 21st-century Digital Media Ecology in India.

**Id:** 17374

**Title:** Indian Foreign Policy in Digital Age

**Session Type:** Individual submission

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**Abstract:** Abstract

India and the world are witnessing rapid changes on the political, economical and social fronts; all these areas were either digitised or digitising. Social media technologies (SMTs) & Smartphone applications with other technological tools are playing a crucial role in these changes. In India SMT especially twitter is representing a significant development in the changing scenario of public diplomacy on internal as well as external political affairs. Ministries and ministers are using their twitter handles to inform the users about the new developments, initiatives and also to communicate with the public. In the age to information overload the countries have to speak louder so that their voices can easily reach to the target audience and so far twitter is doing it perfectly and Indian diplomacy is aggressively entering the sphere of Digital diplomacy. This paper studies how India has utilised the digital diplomacy tools such as twitter in changing political environment and argues how the current government conceptualised digital diplomacy or twitter diplomacy as a good practice to communicate foreign policy narratives and to counter the narratives which are having Indian Interest.

Keywords: Public Diplomacy, Digital Diplomacy, Indian Foreign Policy, SMTs, Twitter

**Id:** 17559

**Title:** Re-thinking class participation: Using critical participatory action research to structure a college writing course

**Session Type:** Individual submission

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**Abstract:** Despite emerging in differing disciplines and decades, critical pedagogy and media education have come to share a number of common tenets, including an emphasis on critical thinking as generated through student-focused methods of inquiry, as well as praxis-oriented approaches which value a movement between reflection and creation of texts. Situated at the intersection of these two fields, this study looks to rethink the role of student-driven inquiry and multiliteracy text production by testing critical participatory action research (CPAR) methods as a means to drive teaching practice. As a subset of participatory action research (PAR), CPAR hybridizes PARs focus on co-researching with study participants along with a call from critical pedagogy for student-driven learning (Kemmis, McTaggart & Nixon, 2014). Though considered methodologically contentious (Cooke & Kothari, 2001), PAR and, by extension, CPAR, I believe offers a useful framework by which to ensure student inquiry acts as the key driver of classroom activity.

Through my role as instructor of an upper division writing course designed to build research and academic writing skills for Communication majors, I plan to test the efficacy of CPAR in teaching practice. Structured across the semester-long course, this study will follow CPARs four step process (reconnaissance, transformative learning, institutional practices, and synthesis), with students developing a class-wide research direction, undertaking original research on individual topics related to the class direction, conducting field work via interviews and participant observation, and collaboratively publishing their results (in this case, via a web journal, which we will create at the finish of the semester.)

The PAR aspect of CPAR distinguishes itself methodologically by placing researcher and participant on equal level. Mapped onto a college course, a CPAR class-orientation by design creates dual roles in both researcher/instructor and co-researcher/student. It's the tension between these roles that I wish to explore in my analysis of the activity. How can the collaborative nature of PAR be reconciled with a graded course structure in which I play a dominant role? Will students be able to perform research effectively given the pressures of department-mandated course requirements? By exploring these questions, I hope to better understand the efficacy of CPAR as a course structuring tool.

Having cleared IRB approval and student consent, I will be undertaking this study over the current Spring semester, concluding in early May 2018. By this time (and the time of IAMCR), I plan to present findings including the final web journal produced by students, my analysis of the CPAR

efficacy from the position of researcher/instructor, and results from a student exit survey charting efficacy from the student/co-researcher perspective. Taken together, I hope these findings serve media educators in reimagining how courses might incorporate new text modalities, particularly in traditional writing-oriented courses, and allow student inquiry to lead course structure and outcomes.

**Id:** 17562

**Title:** Going Global with Mind Over Media

**Session Type:** Individual submission

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**Abstract:** This paper describes the process of developing collaborative efforts to create a global adaptation of the online media literacy platform, Mind Over Media: Analyzing Contemporary Propaganda ([www.mindovermedia.eu](http://www.mindovermedia.eu)), a crowdsourced gallery of contemporary propaganda with lesson plans for high school and college learners, for use in six European countries (Poland, Croatia, Romania, Finland, Belgium and France). In this paper, I document and reflect on those curriculum adaptations that reflect norms concerning differing pedagogical approaches used in both formal and informal learning contexts as well as norms associated with teacher education practices in both Eastern and Western European contexts. I identify the challenge of defining propaganda and the sensitivities of adapting the curriculum materials to differing cultural contexts. In Eastern European countries, the rise of authoritarian and anti-democratic governments shapes the way the term 'propaganda' is understood while in Western Europe, rising concerns about right-wing nationalism and anti-immigration sentiments shape how educators perceive the value (and potential risks) of teaching about propaganda. I also report preliminary data on efforts to create cross-national online dialogue among learners about contemporary propaganda. This paper may offer insight on how the design and structure of global collaborations have the capacity to advance new knowledge for both practitioners and scholars. alike.

**Id:** 17576

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

**Session Type:** Individual submission

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

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

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

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

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

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

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

**Id:** 17659

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

**Session Type:** Individual submission

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

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

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

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

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**Id:** 17755

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

**Session Type:** Individual submission

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

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

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

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

References:

Petrow, Richard (1982), “‘Mr. Gates’ visits the classroom: Gatekeeper exercises are effective, revealing, easy to conduct,’ Journalism Educator, 37(3): 10-11, 41.

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

**Id:** 17783

**Title:** Measuring Media Usage Typology and Media & Information Literacy Skills among ODL Learners of Indian National Open University

**Session Type:** Individual submission

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**Abstract:** Open and Distance Learning (ODL) system has completed 55 years of its existence in India. In 1962, the share of ODL learners in the whole country's annual share enrolment was merely 0.14%. Currently, it is estimated that more than 25% of the enrolment in higher education in India is in the ODL stream. Mostly all major ODL institutions caters to the marginalised and disadvantaged sections of the society.

According to National Sample Survey Organisation data of 2014, 'An estimated 8.8% of the rural population has computing ability. In urban areas, the figure is nearly four times higher, at 30.2%.' However, Telecom Regulatory Authority of India's (TRAI) 2016 report, India had 367.48 million Internet subscribers in September 2016. Based on a population count of 1.277 billion, it translates this into 28.77% Internet subscribers. Urban India has 61.9% Internet subscriptions, rural India gets just 13.7%. The February 2017 report of TRAI on 2016 scenario state that, 'urban tele-density growth rate increased to 165.04% while rural tele-density increased to 52.84% in December, 2016.'

It is clear that mobile connectivity is relatively cheaper, as it has revolutionised the communication among the Indian masses. However, the marginalised sections of the society may be facing even more hardships in accessing the otherwise easily available technologies which are supposed to be meeting their individual needs.

ODL learners are near totally depends on various media and communication systems in order to follow the pedagogical pattern prescribed by their respective educational institutions. Since the media and communication plays a crucial role in the absence of a physical teacher in the context of ODL, it is imperative that the skills required for the access and participation in the media and communication is directly proportional to their growth, learning, knowledge accumulation and successful completion of their degrees. Hence in this study would like to focus on skills required for the access and participation in the media and communication among the ODL learners.

For this study, the only National Open University of India (Indira Gandhi National Open University - IGNOU) is taken as a case. The IGNOU, the world's largest university, was established by an Act of Parliament in 1985, has a cumulative strength of over 3.03 million learners.

Objectives:

1. To measure the media and communication usage typology (MUT) & pattern among the ODL learners of IGNOU
2. To measure the media and information literacy (MIL) skills among the ODL learners of IGNOU
3. To find the relationship between the MUT and learning outcomes
4. To find the relationship between the MIL and learning outcomes
5. To measure the interplay between the socio-demographic profiles with the MUT & MIL

**Methodology:**

Last three years' admission data would be collected from IGNOU. Two programmes each from Bachelors, Masters, Diplomas and Certificates would be identified. An email would be sent to the learners from these academic programmes to complete the online survey. Equally 400 learners would be identified for the telephonic interviews. Gender and geographical locations - rural, semi-urban and urban - would be taken care.

**Id:** 17826

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

**Session Type:** Individual submission

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

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

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

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

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

References:

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**Id:** 17848

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

**Session Type:** Individual submission

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

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

**Id:** 17849

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

**Session Type:** Individual submission

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

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

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

**Id:** 17875

**Title:** Identify fake news: the influence of different media exposure and Internet self-efficacy

**Session Type:** Individual submission

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**Abstract:** The wide spreading Internet and digital media have facilitated people's access to information and have provided them with more opportunities. Recent CNNIC (China Internet Network Information Center) statistical report suggests that 83.1% of Chinese Internet users (which present about 62.5 million Chinese people) obtain news from Internet. However, web innovations have also brought problems, one of which involves the spread of misinformation. Especially, when it has to do with issues with high uncertainty but lack of public information (such as crisis, diseases or food risk), misinformation would be more quickly diffused through social media. In this case, misleading news style stories were often fabricated and promoted online to deceive the public for ideological and/or financial gain.

In particular, the year of 2017 in China was remarkable by many widespread foods related fake news, most of which were produced by online content producers in order to blackmail food companies or simply to draw readers' attention. Even Peter Ben Embarek, program manager at World Health Organization, had to make an official clarification that WHO has never made an "Alert list of Top 10 junk food", which has provoked social scare among Chinese food consumers. Although the government and organizations have made their responsiveness in terms of fake-news regulations, public concern regarding the serious social impact of those fake news. There has been an agreement upon the urgent need to regulate new media and to call for media literacy education.

Based on a survey from Chinese national samples ( $n=2900$ ), our study focuses on different media exposure and media literacy as influential factors in predicting individual's ability to identify food related fake news. Using the theoretical framework of Internet Self-efficacy (IS), the study examines firstly whether social media exposure undermine individuals' ability to identify fake news more than other information providers. Additionally, the study investigates different web users' level of IS. Interestingly, our findings revealed that social media exposure has different impact on people's judgment than other source and it barely contributed to develop people's IS. Those with a greater level of IS were more likely to identify fake news and the IS mediated relations between different media exposure and people's judgment.

**Id:** 17890

**Title:** Digital and information literacy for who' The reception of assistive technologies in a Brazilian institute

**Session Type:** Individual submission

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**Abstract:** The article evaluates the reception of technological products of assistive reading, based on an experience with a specialized institution in multiple disabilities, Instituto Benjamin Constant (IBC), RJ, Brazil. In order to investigate the teaching-learning process of digital literacy by adolescents with no visual acuity, tests are performed with assistive reading software, developed as public policies. Are the synthesized voice books fulfilling their function of social inclusion by digital and informational literacy or, conversely, the experience of the gross translation of the synthesized voice text would be distancing the receiver from the practice of listening?

The motivation of this study is based on a previous research that observed the language adaptation to the MecDaisy software, received in the audiotheques libraries, institutes and public schools of the State of Rio de Janeiro – a partnership between the Ministry of Education, the National Fund (FNDE) and the National Library in School Program (PNBE), in compliance with the mandatory law no.9610/1998 for adaptation of products to the public with multiple disabilities - had low demand, for reasons of lack of knowledge of the products existence, or for non-digital literacy to operate them, or because of the mere transposition to the text to audio.

The hypothesis of the research is that the Brazilian government does not gradually introduce in special education students into contact with voice synthesizers and digital literacy, and there is no concern about the way the texts are translated, for the different perceptual referential of subjects without visual acuity, which affects the interpretation and construction of critical thinking.

The methodology is composed of interviews and audibility tests with different modes of accessible audio reading, with emphasis on MecDaisy software. The research was carried out with three focal

groups, separated by digital skills levels, bringing together 15 students without visual acuity (from the 6th to the 9th year of Elementary School II), applied during a week, in November 2014.

The theoretical perspective adopted is the media and information literacy (UNESCO, 2011, 2014), complemented by the skills current of the cognitive sciences (Varela (1994), Varela, Thompson, Rosch (2000) and Kastrup (2007). The work retakes Castells (2012), on the importance of access to technologies as a space for the empowerment of knowledge, a device of citizenship to re-elaborate and modify contemporary epistemic hierarchies, decreases differences cognitive aspects in privilege of certain groups, directing the creation of new possibilities.

The analysis concluded that a diversity of literatures is required for uses of the media, previous abilities, coming from various literacies, are necessary to the public without visual acuity and must be orchestrated to access information and to develop the autonomous reading exercise of texts in Internet platforms. As results: 1) it is necessary to consider differences in the use of assistive technologies, because each subject has its congenital and cognitive diversity, and different performs, uses and reading practices; 2) a mere translation to the text into MecDaisy leads to an empty, disinterested appropriation; 3) MecDaisy's use in practice do not develop the ability to process information.

**Id:** 17920

**Title:** [Panel] VoiceUp: Global Case Studies of Media Literacy Education in Marginalized Communities [Presentation] Moderator and discussant - Renee Hobbs University of Rhode Island, US - hobbs@uri.edu

**Session Type:** Panel Submission

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**Abstract:** While media literacy can empower youth and children to develop their agency, it has challenges in raising the voices of marginalized groups. Many studies showcase how critical pedagogy using media education empowers children and youth, but few have questioned the affordances with communities whose voices are silenced. This international panel aims to bring seven case studies to showcase the challenges and affordances of media literacy practices with marginalized groups.

One of the major aspects of practicing media literacy is the idea that children and youth can learn to take control of their media use and create their own messages (Buckingham, 2003). By doing so, they explore their agency and voice their opinion as well as create a more accurate media representation of their community. Critical media literacy practices (based on Freire, 1970) provide a path to gaining literacy skills including self-advocacy and civic engagement. And yet, the use of media literacy education with marginalized groups is under-researched. Many of the ethnographic studies of media literacy with underprivileged groups showcase best practices, few are describing the challenges and complex context in which it is practiced. If we want marginalized groups to raise their voices and have better media representation, we must better understand the challenges we face as media educators.

The panel offers five ethnographic case studies on media literacy in contexts of marginalized populations. The aim of the panel is to discuss the challenges and affordances of media literacy practices when practiced with marginalized groups. The chair and discussant, Dr. Renee Hobbs will introduce her media literacy framework calling for civic action and social responsibility. The first panelist, Dr. ML White will consider how media literacy and visual practice can be used to challenge the stereotypical deficit models of 'the poor' and the potential for innovative social justice work in teacher education in the UK. The second panelist, Dr. Markéta Zezulková will explore how media literacy practices might neglect and violate cultural rights of Roma children, while drawing upon an ethnographic study conducted in the Czech Republic. The third panelist, Dr. Evanna Ratner will discuss how their pre-service media literacy teachers from the Arab minority learn to work with marginalized groups in Israel. The fourth panelist, Dr. Yonty Friesem will describe a media production activity at the RI School of Deaf to promote students' self-advocacy and expression in Providence, RI, USA. The sixth panelist, Dr. Sirkku Kotilainen, will share the results of a three-year-long research project evaluating the media literacy skills of youth at risk going through specialized workshop in Finland. The chair and discussant, Dr. Renee Hobbs will review all the seven cases as she provides a global perspective on the use of media literacy with marginalized

groups. By the end of the panel, participants will learn about the challenges and affordances of practicing media literacy to help marginalized groups express their voices.

**Id:** 17979

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

**Session Type:** Individual submission

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

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

**NO OF WORDS:** 375 Words

**Id:** 18096

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

**Session Type:** Individual submission

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

**Id:** 18100

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

**Session Type:** Individual submission

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

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

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

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

**Id:** 18178

**Title:** Media Education as a Component of Early Education in Germany! Curriculum Analysis on the Role of Media Education in Day Care-Centres

**Session Type:** Individual submission

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**Abstract:** The presentation focuses on the youngest ones of our society, children at preschool age, who are surrounded in their daily lives by a variety of media as well books as smartphones and tablet computers. Parental mediation and media use in families differ very much depending families' social backgrounds (Swertz, Kern & Kovacova 2014). To ensure that all children experience a kind of media education which intents to encourage children's productive and creative use of digital media and to reflect critically media content with children, media education has to be part of early education in day-care centres (GMK 2017, Büsch & Demmler 2017; Eder & Roboomb 2016). Thus, regarding children's social inclusion, media education in early education with its general objective of enhancing children's media literacy, is a key element for sustainability in a mediatized society (Krotz 2007).

The paper is based on the results of a German study analyzing the role of media education expressed in curricula of early childhood education. Recent studies reveal that both media education and the use of digital media like a tablet computer are seldom seen in the educational work of day-care centers in Germany (Institut für Demoskopie Allensbach 2014; Brüggemann et al. 2013; mpfs 2015; Kammerl & Thumel 2016). Media education is not only a question of age and the capacity to deal with digital media, also future educators (those who are still in apprenticeship) who use a lot of media in leisure time, are often sceptical towards the use of digital media in early education and assume other educational fields as more important. According to an empirically based model by Friedrichs-Liesenkötter (2016), the media-educational practices of future educators can be explained with two dimensions: a) conditions relating to the future educator like the specific media-educational habitus and b) framing working conditions like the integration of media education in educator training. The presentation sheds light on both dimensions and describes the role of media education in comparison to other fields of early education. It focuses on the results of a document analysis of three different kinds of curricula carried out in 2018. First, it includes an analysis of educational manuals ('Bildungspläne') for the 16 federal states in Germany, which describe the educational mission for a child (Kratsch 2016; Neuß 2016). Second, it takes into account the curricula for dual training of educators and third, there is an analysis of curricula for study programmes of early education. The results of the curriculum analysis are combined with further research data on media education in day-care centers. Going away from there, implications for the design of educators' apprenticeship and study programmes in the field of early education shall be discussed at the IAMCR.

**Id:** 18324

**Title:** [Panel] New challenges, new curricula: media education in the face of disinformation and attacks on journalists [Presentation] The global and the regional: what's in a model course on safety literacy, designed for Arab countries, and what it would take to adapt for use in sub-Saharan Africa.

**Session Type:** Panel Submission

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**Abstract:** This paper takes as its focus the Model Course on Safety of Journalists. A Guide for Journalism Teachers in the Arab States, produced by Michael Foley, Clare Arthurs, Magda Abu-Fadil, and published by UNESCO and the International Federation of Journalists.

The 166-page curriculum covers 11 lessons, covering policy and practical issues. It extends from risk assessment to the issue gender and safe reporting. Digital security and the coverage of demonstrations and civil unrest are covered. Links between ethics and safety are assessed, as well as the importance of understanding the context of human rights and humanitarian law. The paper should provide a critical assessment of the extent to which the model course makes sense and how it could be adapted for use in sub-Saharan Africa.

**Id:** 18343

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

**Session Type:** Individual submission

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

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

**Id:** 18359

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

**Session Type:** Individual submission

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

**Id:** 18440

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

**Session Type:** Individual submission

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

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

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

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

**Id:** 18447

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

**Session Type:** Individual submission

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

**Id:** 18473

**Title:** Title: Challenges of Media and Communication Theoretical Developments in Pakistan

**Session Type:** Individual submission

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**Abstract:** Abstract

IAMCR: Media Education Research Section

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Title: Challenges of Media and Communication Theoretical Developments in Pakistan

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

investigation. Many new themes such as maturity of Communication and Media as a discipline, lack of research funds, Local research trends, risks involved in conducting grounded studies are some of the themes, emerged from the data collection done so far. This is an ongoing Research Project funded by Higher Education Commission in Pakistan.

References:

\*Curran, James and Myung-jin Park (2000) De-Westernising Media Studies. London: Routledge.

**Id:** 18478

**Title:** Protonorms of Education in Media Research: A Critique and an Expansion

**Session Type:** Individual submission

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**Abstract:** Higher education in research, particularly at the graduate level, and its (practical) value to everyday circumstances, regardless of their being analyzed as a natural or a social science or as a basic or an applied science, are expected, for the most part, to signify the accomplishment at least two goals. First, to equip recipients and users with the knowledge (*scientia*), skills and abilities to investigate phenomena in an attempt to provide answers to thorny questions perhaps left unanswered by previous enquiries and to move a discipline forward. Second, to sustain the stature and societal impact or relevance of a field or its subdisciplines by reinventing and sustaining itself through discoveries. Disciplines deprived of innovation in research stagnate, play second fiddle, or lose their stature among scholarly endeavors. These research goals, even as disparate as they are, have normative underpinnings—protonorms—that are particularly manifested in all processes leading to the researchers’ completing their observation of social or natural phenomena. Within that context, the basis of this paper is research education that emphasizes the norms—and, by extension, the protonorms—of accuracy, diligence, disclosure, methodological precision (e.g., sampling frame and sample-selection protocol) and ethics-guided research practices, all of which coalesce as a theory of universals within particular contexts.

Thus, education in media research, this paper argues, should enunciate universal norms (read: protonorms) that are also linked to specific, contextual requirements of the research effort. The norms of research evolve over time to accommodate methodological considerations of, say, digital interactive and other forms of data gathering or sampling techniques.

Research in media and communication is grounded in norms that manifest themselves across the subdisciplines of journalism and communication. Media law, for example, is presented at the intersection of ethics, business, journalism and communication. From the ethical perspective research seeks to establish the degree to which media law can be punitive, redemptive or instructive. From the business perspective, it seeks to understand the degree to which business (or corporate) interests determine or undermine journalistic behaviors in the marketplace of ideas.

From the journalistic perspective, the production and dissemination of news is viewed as a function of professionalism and of factors such as cultural and social norms that influence journalists' behaviors. And from the communication standpoint, one wonders about research protocols on face concerns in international conflicts. Consistent with those investigations are the standard research protocols indicated in identifying a problem, a theory or a methodology; in interpreting empirical data; and in acknowledging a scholar's association or affiliation with a particular school of thought. However, researchers are often not aware of—or do not acknowledge publicly—their normative assumptions (read: protonorms), resulting in the exclusion of audiences and of other considerations from their arguments. This paper, therefore, argues for an explication of norms in research education, based on the premise of normative universals and particulars that tend to shift and evolve over time.

**Id:** 18506

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

**Session Type:** Individual submission

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

This paper brings a reflection on 5 years of implementing media literacy programs. It starts with a theoretical reflection on media literacy theory and media literacy implementation. Although there is a large body of literature on media literacy, there is less reflection on implementation and its relation to theory. As Martens (2013) in his article in the Journal of Media Literacy Education clearly indicates, theory is often clearly delineated in distinct well separated schools.

Implementation however is often more ad-hoc, diverse and inspired by multiple schools. To be able to analyse the work of the Centre we develop a framework distinguishing empowerment versus protection approaches on the one hand and user engagement versus user disengagement with media on the other hand. The distinction between the empowerment approach and the protectionist approach in media literacy is well documented and needs no clarification. With the distinction of user engagement and disengagement we refer to the aim of media literacy action. User disengagement aims to keep people away from certain media or to limit media use. E.g. in relation to violence in games, the aim can be to inform parents and children and to convince them not to buy or play these types of games. User engagement on the other hand is to make users aware and to provide users with the right capabilities to be able to critically engage with media. We use this framework to map our different programmes and to draw conclusions on when we use what type of approaches. Apart from this we will map our work on our own competence framework to see which competences are covered and which not.

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

**Id:** 18516

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

**Session Type:** Individual submission

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

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

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

**Id:** 18521

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

**Session Type:** Panel Submission

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

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

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

**Id:** 18525

**Title:** [Panel] New challenges, new curricula: media education in the face of disinformation and attacks on journalists [Presentation] The global and the regional: what's in a model course on safety literacy, designed for Arab countries, and what it would take to adapt for use in sub-Saharan Africa

**Session Type:** Panel Submission

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

**Id:** 18626

**Title:** Role of Cartoon Shows in Overall Development of Children: A study of TV viewing habits of children in Delhi-NCR

**Session Type:** Individual submission

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**Abstract:** The animated moving cartoons were meant to be for entertainment purposes. Cartoons were intended for children only (Thompson, 2010). The popularity of cartoons kept on growing with each generation. Seeing the uniqueness of cartoons in their audio-visual representation of stories, various researches prove that the impact of cartoons on children is not short lived. Children are exposed to cartoons heavily and hence resulting them to adapt certain psychosomatic habits.

The objective of this research paper is to find out whether cartoon shows affect the cognitive, emotional and social development of children and become an instructional medium for promoting social values amongst them. The participatory research method (action research) is undertaken, covering 500 male & female young-urban children of 7 to 12 years in age. For this purpose, workshops are organized in different schools of Delhi-NCR. The workshop is an extension to a pilot study, conducted with 50 parents of Urban Young children from 7-12 years in Delhi-NCR. The aim of this pilot study was to find out the most popular and influencing cartoon show/ character among children, followed by intensive qualitative research with the above age group.

The workshops are designed with an objective to find out whether cartoon programs teach children new and innovative methods of comprehension and learning. Also, whether cartoon programs become the facilitators to inculcate additional skills in children. In addition, the paper tries to assess the children's relationship with their family, friends and teachers after watching cartoon programs.

Keywords: Media literacy, children, cartoons, animation, action research.

**Id:** 18627

**Title:** [Panel] New challenges, new curricula: media education in the face of disinformation and attacks on journalists [Presentation] Embedding new literacies into journalism schools: the case of safety literacy at Philippine Journalism Schools.

**Session Type:** Panel Submission

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

**Id:** 18628

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

**Session Type:** Individual submission

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

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

**Id:** 18629

**Title:** [Panel] New challenges, new curricula: media education in the face of disinformation and attacks on journalists [Presentation] Building practical skills for media women under threat: assessment of a new handbook

**Session Type:** Panel Submission

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

**Id:** 18630

**Title:** [Panel] New challenges, new curricula: media education in the face of disinformation and attacks on journalists [Presentation] Why media and information literacy needs to be sensitive to disinformation and "fake news" as a global and translingual phenomenon

**Session Type:** Panel Submission

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

**Id:** 18651

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

**Session Type:** Individual submission

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

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

**Id:** 18667

**Title:** A stranger at the heart of public pedagogy

**Session Type:** Individual submission

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

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

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

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

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

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**Id:** 18703

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

**Session Type:** Individual submission

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

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

**Id:** 18745

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

**Session Type:** Individual submission

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

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

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

**Id:** 18747

**Title:** [Panel] VoiceUp: Seven Global Case Studies of Media Literacy Education in Marginalized Communities [Presentation] Aspects of Inclusive Media Education

**Session Type:** Panel Submission

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

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

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

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

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

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

**Id:** 18794

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

**Session Type:** Individual submission

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

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

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

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

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

**Id:** 18825

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

**Session Type:** Individual submission

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

**Id:** 18828

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

**Session Type:** Individual submission

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

**Id:** 18887

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

**Session Type:** Individual submission

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

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

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

**Id:** 18937

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

**Session Type:** Individual submission

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

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

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

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

**Id:** 18956

**Title:** [Panel] VoiceUp: Global Case Studies of Media Literacy Education in Marginalized Communities [Presentation] Challenging Disability via Media Literacy

**Session Type:** Panel Submission

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**Abstract:** Although 15 to 20 percent of youth around the world have disabilities (World Health Organization, 2011) including physical, cognitive, emotional, or mental, there is not enough media representation (Siebers, 2008). As media educators, we believe that by critically analyzing media messages and producing their own messages, students with disabilities can offer alternative representations (Friesem, 2017). Nevertheless, when addressing physical disabilities and especially people who are deaf or hard of hearing struggle with their social interaction and production of an audio-visual medium. For these reasons, there are few media production workshops for students who have hearing impairment. This case study explores an effort to break that barrier for students who are deaf or hard of hearing. The data consists of observation, interviews and analysis of their artifacts. By applying narrative analysis, the results showed the benefits and challenges of teaching media literacy by creating an advocacy video.

GiveMe5 is a youth media organization in the state of Rhode Island that brings teenagers who are interested in filmmaking to learn how to create a short video as a collaborative work. In 2017, the organization added a group of seven adolescents from the RI School of Deaf. This case study describes how the teenagers with hearing disabilities worked together and created an advocacy video that showcase their view on their disability. The seven students came to the state university campus and worked collaboratively as they learned the various stages of filmmaking. Their instructor is a filmmaker who know sign language and was able to communicate well with them. Through various activities if brainstorming, planning, filming, editing, and sharing, the students learn to make a short video and receive feedback from the other groups.

The hearing youth felicitated the deaf group for making their first video. The deaf or hard of hearing students were proud of their video and the positive impact led the way for another special workshop conducted at the RI School of Deaf. The positive impact of composing your own message has been describe in the literature as an effective way to develop agency (Goodman, 2003; Halverson & Gibbons, 2009). Nevertheless, the students with hearing impairment have their own struggles when it comes to audio-visual production in a collaborative. The interviews and observation showed that the students struggled to create the video and needed constant support from four adults. In one of the focus groups, the youth acknowledge that it was easier for them to be with people that had similar disability and in their own school rather than outside with strangers.

The presentation will showcase two videos that they made and some footage from the ethnographic study to portray the challenges and affordances of media production with deaf students. While

students with disabilities need accommodation to address their disabilities, the benefits of having them making their own representation and acquiring media literacy skills promote their engagement and investment in the collaborative project. These results offer a path of civic media practices for students with disabilities.

**Id:** 18957

**Title:** [Panel] VoiceUp: Global Case Studies of Media Literacy Education in Marginalized Communities [Presentation] Media Literacy Education as a Minority Preservice Teachers

**Session Type:** Panel Submission

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**Abstract:** The Arab minority in Israel contains about 20% of the population. At Gordon College of Education, less than 20% of our preservice teachers are Arabs. They study and are expected to teach media literacy in Hebrew, which is not their native language. When Arab students prepare their media literacy units, they avoid political contexts, concerning freedom of speech or uses of social media, because it contains a critique of the Israeli government or Israeli occupation. Rather, they choose popular culture texts from Lebanese TV, YouTube in Arabic, or hip-hop clips from Israel. Furthermore, the Arab preservice teachers prefer to focus on gender representation rather than national identity while it challenges the values of their own community. It showcases the confusing experience of Arab minority preservice teachers - from one side they are dominated by their conservative community and on the other side having Israeli-western instructors who expect them to use critical perspective.

In order to challenge that confusion, we invite Arabs and Jewish preservice teachers to participate in a project called: Dialogue through Media. Together the Arab and Jewish teachers produce a short ethnographic documentary about their lives and family stories. In one of the first assignments they are asked to interview dominant family figures. As they create the narrative of the documentary and apply a critical lens, they struggle with the content of the interview and their own identity. The semester long production process eventually is empowering through reflection and dialogue of the participants.

We approach Dialogue through Media from three main theoretical frameworks:

(1) the contact hypothesis (Allport, 1954; Petigrew, 1998 ,2008) according to which joint activities based on cooperation, institutional acknowledgment, and shared objectives for the participants - may reduce stereotypes and adverse emotions, as well as promote the acknowledgement of other narratives in the organization;

(2) The narrative approach (Bar-On, 2006), according to which acquaintanceship with storytelling may evoke empathy, thus enabling inclusion of the other group;

(3) The concept of auto ethnography and visual literacy (Catalan, 2006; Har-Taen, Friedman & Shalita, 2011), according to which the analysis of dialogues and visual analysis are made by categorizing the films and prevalent representations, assuming that cinema is a mean to construct a

personal, social and cultural statement in organizations, and a way to learn about the other by producing joint films (Grimshaw & Ravetz, 2005; Matos, 2005).

Despite the fact that our attention to group and individual narratives cannot reveal a final 'truth' about ethnic relations or answer how they might change, our study suggests the possibility of progress, by drawing attention to the negotiated discrepancies of marginalized groups and their stories (ratner,2015).

**Id:** 18962

**Title:** [Panel] VoiceUp: Global Case Studies of Media Literacy Education in Marginalized Communities [Presentation] 'This changes everything' : Civic Engagement and Media Literacy

**Session Type:** Panel Submission

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**Abstract:** At the University of East London (UEL) the Civic Engagement Fund supports hands-on projects that engage with or positively impact local communities. This civic engagement project developed from research I've been working on with Professor Jean Murray (White & Murray, 2016). As members of the UK wide Poverty and Teacher Education (PaTE) research group, our work is concerned with the complex intersectionality in England between poverty, social class, disadvantage and educational attainment and in particular thinking about how we, as teacher educators, can develop student-teachers' awareness and understanding of issues of social justice and equip them for teaching in schools in areas of disadvantage and social exclusion.

The civic engagement project was conceived as an intensive, five-day experience of making media, civic reflection and curriculum development and I collaborated with Steve Goodman from the Educational Video Centre, a non-profit youth media organization dedicated to teaching documentary video in New York City (Goodman, 2003). Working with (soon to be) teachers in the local community to develop practical engaged pedagogical strategies, the aim of the project was to consider how we might support educators to develop the knowledge, skills and practices to use media as a tool for exploring issues of poverty, race and civic engagement in their own classrooms - and impact on the communities in which they work. While there is a great deal of research on youth media practices (Fisher Keller, 2011), and a range of helpful guides for teachers in school (Buckingham, 2003) this project offered a pedagogical space to explore and (sometimes challenge) deficit views and create pedagogies for social justice in teacher education.

Over a five day period beginner teachers engaged in modelled lessons, in a video enquiry, reflected on their experience as learners, as facilitators and as teachers, and learnt how to practice a culturally responsive pedagogy (Ladson-Billings, 1995) that integrates principles of critical literacy, civic engagement and social emotional learning. Participants learnt to collaboratively produce their own documentary video as well as develop strategies for facilitating a project based enquiry process with their own pupils in response to community issues.

This project is situated at the intersections of media literacy, teacher education and civic engagement in order to have the greatest impact on pedagogical practice. We engaged with a documentary production process to develop critical literacy, a 'discourse that foregrounds and questions power relations' (Shor, 1999, p. 18) and support the development of 'conceptual tools necessary to critique and engage society along with its inequalities and injustices' (*ibid.*, p. 20).

Findings from this study showed that engagement with media culture and visual research methods gave student teachers pedagogically well-structured spaces for the expression and exchange of a diversity of views about poverty and social class, and raised important questions about the role of media texts and practices in the classroom. In this paper I reflect on the project and report on the practices participants are now using in school as classroom teachers.

**Id:** 18964

**Title:** [Panel] VoiceUp: Global Case Studies of Media Literacy Education in Marginalized Communities [Presentation] Could integrational media literacy initiatives reinforce feeling of alienation': The case of Czech Roma parents and children

**Session Type:** Panel Submission

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

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

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

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

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

**Id:** 18970

**Title:** [Panel] VoiceUp: Global Case Studies of Media Literacy Education in Marginalized Communities [Presentation] Media literacy education as pathways to civic action

**Session Type:** Panel Submission

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**Abstract:** The discussion of the panel -

Media literacy is an essential skill for the twenty-first century. It is often understood as the ability to deconstruct media texts and create our own media messages. According to the AACRA model (Hobbs, 2010), media literacy includes five key components: Access, Analyze, Create, Reflect, and Act. This model culminates in social action for a reason. Being able to use media tools, analyze media texts, express our voices, and reflect on our role in the media-saturated society need to lead to civic engagement. When all these components are activated by media literacy education, it can lead to meaningful social change. In the modern world, power imbalances in society remain a serious problem. Marginalized social groups are struggling to be fully understood and accepted within the social system. Media messages play an important role in this dynamics - both those produced by professional media producers, and those created by media produsers (essentially, anyone who has access to media technology). That is why media literacy education can be a key component of fighting these power inequalities, helping marginalized groups and those trying to assist them by allowing students to engage in social action. But what exactly do social action and civic engagement mean in this context? What forms can they take around the globe? This panel unites presenters from different countries that will answer these questions in the globalized context. ML White will describe a project that uses principles of media literacy to increase civic engagement of British youth. As part of this project, students learn how to express their voices on such crucial issues as poverty and social class. Markéta Zezulková directly works with marginalized social groups in Czech Republic - more specifically, with Roma. In her presentation she will highlight, in particular, the role that media literacy skills play in the power dynamics between Roma families and the dominant white culture. Evanna Ratner will bring the conversation to Israel by discussing struggles of the Arab minority. As part of her project she uses media literacy education to challenge these power inequalities by inviting Arab and Jewish youth to have a dialogue through media. Yonty Friesem will discuss deaf students' media learning in the US context. Young people he worked with created videos to advocate for social change that was relevant for their particular marginalized status. Finally, Sirkku Kotilainen and Mari Pienimäki from Finland will describe benefits and challenges of using digital literacy to work with at-risk youth. They stress the importance of inclusivity in their efforts to reach vulnerable social groups through media education practices. The

panel overall offers a variety of voices from different countries that show similarities and differences of engaging youth through principles of media literacy education.

**Id:** 19042

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

**Session Type:** Individual submission

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

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

Con el fin de obtener una perspectiva del fenómeno se indagó en autores desde lo teórico como Chaux (2003), Velázquez (2002) (Paredes, 2009) y Felix, Sharkey, Green, Furlong & Tanigawa, (2011) quienes abordan la agresión, sus tipologías y bullying en el contexto escolar. De la misma manera se indagó en lo relacionado a Educomunicación en autores como Huergo (2001), Barraquer (2007), De Oliveira Soares (2009), Barbas Coslado, (2012), Albarracín y Cárdenas (2012), Tufte (2004) Bohórquez-Pereira, Flórez (2012) y Mefalopulos y Kamlongera (2008).

Desde lo metodológico, el paradigma crítico-social (Torres Carillo, 2002) fue punto de referencia, puesto que era necesario para la investigación crear condiciones para la articulación y reflexión de todos los participantes de seis colegios públicos de educación media en Piedecuesta, Santander, Colombia, en la situación problema, al igual que en la formulación de posibles salidas. El componente comunicativo acudió al modelo de fases de Bonilla y Rodríguez (2005) incluyendo en su desarrollo aspectos propios de la Investigación Acción, IA. Todo lo anterior con el central propósito de propiciar espacios de comunicación y reflexión sobre los lugares, desencadenantes, acciones y soluciones propiciadas por el ataque y el asedio entre educandos.

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

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

**Id:** 19078

**Title:** Sustainability of Digital Pedagogy in Neoliberal Times

**Session Type:** Individual submission

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**Abstract:** The global ecological crisis has put learning in schools, particularly in urban centres, in jeopardy. Traditional educational approaches are inadequate to the challenge posed by the neoliberal discourses of individualism and competitiveness. Having shifted the priorities towards mathematics, information and technology in classroom settings, the market is crafting children into ‘triumphant selves’ (Ball 2003). The imperatives of performativity and individual responsibility for these children are marred by anxiety and ontological insecurity (Keddie 2016). The neoliberal educational and employment pursuits have engendered and secured the role of venture capitalists in the realm of education. Many innovative pedagogies derived from neoliberal business models are proposed for a culturally responsive approach to learning (Sleeter 2012).

This paper analyses an alternative that addresses the neoliberal disharmony of value and sustainability, drawn from the digital pedagogy of LXL Ideas, an educational media company in India. Their value-based school program aims to foster social-environmental learning (Finger & Verlaan 1995) among students through perspectives that are less about individual gain and more about collaborative effort. While the pedagogy encourages a change in the power relationships in the classroom, it serves within the interests of the dominant class in the way it caters to elite urban schools. The paper thus locates the new moral agency brought in by these neoliberal discourses within the class and structural presuppositions which frame and limit the pedagogy.

Given the current government’s persistence with driving digital learning, it becomes important to question the apparatus of digital education in terms of access, power, and privilege (Gay 2010) in society. In this paper, I examine the political-economic forces that contribute to the predominance of digital technology-led pedagogies in the subcontinent. The focus is on exploring the ways in which neoliberal governmentality (Foucault 1991) and morality work together to construct the normativity of digital pedagogy. The paper overall provides a rationale in critique of the sustainability of digital education towards social inclusion and transformative action (Freire 1994) in the subcontinental region.

**Id:** 19137

**Title:** CINEMA EDUCATION AND THE SPIRITUAL IDENTITY OF THE CHILDREN/ADOLESCENTS

**Session Type:** Individual submission

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

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

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

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

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

The results of the research are based on the analysis of the exchanges made between children / adolescents after having seen the film. An "analysis grid" has been structured based on the

theoretical contributions of: Marie-France Daniel, Jean-Pierre Meunier, Paul Ricoeur, Mario Kaplún, Paulo Freire, among others.

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

**Id:** 19196

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

**Session Type:** Individual submission

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