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# Enhancing Algorithm Literacy of Students Majoring in Journalism and Communication in the Digital Age

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## Abstract

Since algorithms have become a key dynamic of online news industry, it is exerting a subtle influence on journalists' practice: from clues exploration, content production, news distribution to feedback evaluation. While algorithm is efficient in assisting journalists' information selection and decision-making, its ethical issues and negative effects have also been noted by researchers and practitioners, such as trends manipulation, filter bubbles, bias, privacy violation, etc. Users are often unaware of algorithmic black box that computational filtered results are accepted and reused without doubt. Such phenomenon is noteworthy especially for journalists of digital age, who are at the same time consumers, producers and disseminators of information via algorithmic platforms. It is thus crucial for students of journalism to understand the mechanism of algorithms as well as its technical principle, to be aware of its interventional process, to develop algorithm literacy and to obtain autonomous decision-making abilities in journalism practice to handle those key problems and challenges of algorithms.

Under the framework of self-determination theory, our course devotes to develop and improve students' algorithm awareness and algorithm literacy via practices, such as the examination of stepwise cognitive involvement, the measurement of perceived interpretability and perceived accountability during the algorithmic process, replace thinking on the needs and behaviors of news consumers, etc. Meanwhile, by investigating students' feeling and understanding of algorithm platform, and effects of algorithm awareness on their motivation and patterns of algorithm platform use, we emphasize students' critical thinking skill and autonomous decision-making abilities development.

More and more researchers regard individuals' algorithm literacy as an important media competency which can affect some burning issues of the algorithm nowadays. Understanding algorithm literacy of students majoring journalism and communication will be vital for improving curriculum design and enhancing students' future performance in journalism practice. Pedagogical exploration and research findings of this course provide rich information to both algorithm literacy literature and journalism education in the digital age.

## Key Words

algorithm awareness, algorithm literacy, algorithmic news, autonomous decision-making, journalism education

# **Narrative Breakthrough, Media Empowerment and Dilemma Relief: Museum Aesthetic Education Practice on TikTok**

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## **Abstract**

As a significant space for aesthetic education practice, museums are presented in the form of super media in the digital age, constructing a brand-new field where reality and the cloud are connected. With the help of short video media technology, museum aesthetic education practice has gained an opportunity to achieve breakthroughs and innovations on TikTok. Relying on the public museum accounts, the official aesthetic education narrative has established a knowledge dissemination framework that conforms to contemporary logic in terms of perspective, discourse, and structure, realizing a breakthrough that is different from traditional offline narratives, and providing audiences with an immersive aesthetic education experience. Relying on the self-media accounts, the folk aesthetic education narrative is endowed with the right of knowledge production, transformation, and innovation, establishing advantages on content affordance and socializing affordance, and creating a platform of participatory aesthetic education. However, the practice of museum aesthetic education on TikTok is still in dilemma, one is the solidification of the audience, and the other is the "Matthew effect" faced by the subject of folk narratives.

## **Key Words**

Official Narrative, Folk Narrative, Media Empowerment, TikTok, Museum Aesthetic Education

# Engaging university Students in Climate Change in Digital Age through Ecomedia Literacy Education

## Authors

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## Abstract

Global climate change is an unprecedented challenge that humans confronted. To avoid the catastrophic impacts on lives, livelihoods and the planet in a warmer world, *The United Nations Framework Convention on Climate Change (UNFCCC)* was adopted by the United Nations in 1992. In *The United Nations' Sustainable Development Goals (SDGs)*, SDG13 covers climate action. Climate change is a global issue, and it deserves the attention and action from higher education. Academic research and curriculum development are efforts from higher education institutions and scholars. As part of the Impact Rankings, *Times Higher Education* has released a ranking focusing on how universities are contributing to climate action. Fudan University which ranks 65 is the only university in China among top 100 universities. Climate change is still not the priority of universities in China. Universities are obliged to educate and train students to cope with climate change challenges. Curricula and pedagogical approaches should be developed to educate students about the imperatives of carbon neutrality and climate change mitigation and adaptation. It is widely acknowledged that the attitudes and action of young people are crucial in combatting climate change. In this sense, it's important for the undergraduates to be aware of the growing ecological crises and challenges for a sustainable future and take urgent action to fight against climate change. This exploratory study examines ecomedia literacy of undergraduates to provide approaches to engage them in climate change action in China.

The present study employs Antonio López's "ecomediasphere" model as the theoretical framework, integrating it into UNESCO's media and information literacy (MIL) framework. Unlike traditional anthropocentric media literacy education, ecomedia literacy education is ecocentric, and advocates biodiversity. This study examines undergraduates' understanding of media and information on climate change from four perspectives, namely, access and retrieval, understanding and evaluation, creation and utilization, ecomedia ethics by adopting methods of in-depth interview and questionnaire survey. Research findings indicate that most of the students exhibit a higher information acquiring skills, but rarely access or retrieval information on climate change systematically; as to the competency of media understanding and evaluation, they generally cannot understand and evaluate climate change information scientifically and cannot analyze the factors underlying climate change information rationally; in the respect of media creation and participation, most of them won't share their written or video production or participate in online forum discussions; as to ecomedia ethics, most of the students believe that they obey the internet related laws and regulations, however, fewer of them really know how to behave rationally when participating online discussions. The research concludes that in order to raise students' awareness of environmental problems and solutions such as climate change, projects and curricula with this

intention should be developed in universities in order to equip students with knowledge, skills and competency to comprehend and addressing climate change. Educators and researchers in China should acknowledge that ecomedia literacy is not a mere intellectual exercise, but the undertaking that incorporates collaborative efforts from a variety of parties including educators, universities, government, industries, and society as a whole.

**Key Words**

climate change, ecomedia literacy education, sustainable development, undergraduate, digital age

# **Low-tech media literacy in Angolan Primary Schools: when does positive deviance work?**

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## **Abstract**

We present partial results of an ongoing research project that articulates media literacy and environmental education using participatory methodologies of the bottom-up type to promote, implement and document community-owned solutions to environmental challenges. The methodology consists of offering four workshops for four public schools in the province of Cuanza Sul, Angola, in a typical low-tech approach, which uses available media resources, scenarios, social actors and local information sources. As the community's solutions are very peculiar, the knowledge constructed needs to be recorded in its way, storytelling, which is also the object of critical investigation based on theoretical contributions from media literacy, in dialogue with curricular components of Primary Education. We use the contribution of "positive deviation", which, instead of asking, "What is wrong?" asks, "What works here?"; instead of "What is missing in the community?", ask "What can we build here?". The workshops integrate the curricular components of four disciplines: Portuguese Language, Geography, Natural Sciences and Moral and Civic Education. The workshops include the production of podcasts on the morphology of edible and medicinal plants in the locality, photo reportage on composting organic material discarded in the municipal market, explanatory videos on traditional food production methods in the locality and the production of a pictorial mural to investigate the ecological subject that exists in each of the participants. The materials produced by the participants and their spontaneous verbal manifestations during the workshops were analysed. Based on the concept of intermediate technologies by Ernst Friedrich Schumacher and his readers and on the critical reading of media communication based on Cultural Studies, we build an explanatory framework for the role of media education in forming the resilient subject in low-tech scenarios. The partial results suggest that more critical than having technological resources available is the establishment of an authentic communication process, which takes advantage of minimalism as a way for the creative expression of students, subjects who will have to deal with the daily challenges of climate change.

## **Key Words**

Media education, Social practices and low-tech, Environmental Education, Positive Deviance



# **Fake news in a brazilian New High School textbook: reading lessons and citizenship**

## **Authors**

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## **Abstract**

The implementation of the New High School curriculum in 2022 (during the government of Jair Bolsonaro) changed brazilian education for teenagers from ages 15 to 17. In response to studies in Education and Applied Linguistics that have questioned, since the country's re-democratization (1985), the distance between the school curriculum and effective experiences (Roldão, 2009 ; Gerald, 2014), its promise was to prepare students for the labor market and citizenship, simultaneously. In the teaching of the Portuguese language, the theme of citizenship is marked by the notions of ethics and responsibility, considering the current profusion of fake news and hate speech online. At the same time that the collective and public interest is raised, entrepreneurship and responsibility for personal and cognitive development are encouraged. How a Portuguese textbook elaborated for the New High School curriculum promotes ethical and aesthetic reading skills in a section whose theme is fake news? In this communication, the selected corpus is the reading section "Sua leitura 2: Pré-verdade, verdade e pós-verdade", in the chapter "Comunicação na era digital" of *Ser protagonista: a voz das juventudes* (MORENO *et al.*, 2020). In light of notions such as responsibility and singularity (BAKHTIN, 2017), the analysis shows that the inductive conduction of the section, which assumes that the student is familiarized with the theories developed by Stuart Mill, Tocqueville, Arendt and Nietzsche, and the conception of accidental singularity (BAKHTIN, 2017) privileges the reproduction of points of view. In this way, most of the students are kept away from the special responsibility (BAKHTIN, 2017) as an imperative orientation of the subject's conscience.

## **Key Words**

fake news, citizenship, reading lessons, brazilian New High School, responsibility

# Ten years of research on social media use of international students: A synthesis and agenda

## Authors

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## Abstract

Over the past decade, we have witnessed the rapid growth of international students around the world. More than 6 million students worldwide pursue tertiary education in another country (UNESCO, 2020). Under such a backdrop, international students' experiences in the new cultural and pedagogical context have been studied to better understand how to improve their performances in the host country. Among many factors that influence the interactions and dynamics, social media, as an innovative technology, has been widely applied in higher education nowadays and has shown to facilitate international students' academic performances and other outcomes. A decade has elapsed since the start of research on international students' social media use, and the authorship continues growing. However, the extant research is scattered, or mainly focused on acculturation issues (Pang & Wang, 2020). We found that no study has comprehensively synthesized and examined the current body of knowledge, especially from a multidisciplinary perspective. The current study employs bibliometrics to enable a comprehensive overview of the research landscape on the topic and highlight underexplored areas, which will lead to an agenda for future research.

Bibliometrics as a research method has attracted considerable research attention in fields such as information management and business research (Mukherjee et al., 2022). However, bibliometric methods remain new and underexplored in communication and media research. In the current study, we leverage bibliometric methods augmented by network analysis, also known as science mapping, to synthesize existing research on social media use of international students. Specifically, we illustrate salient themes of research through co-word analysis. Furthermore, we use co-citation analysis to highlight the intellectual structure, shedding light on how knowledge on the topic is constructed. Building upon the analysis, underexplored thematic areas, underrepresented groups, and potential theories and methods will be highlighted and integrated into a research agenda.

As the first attempt to synthesize and understand the dynamic intersection of social media use and the international student community, the application of bibliometric analysis allows us to extend the breadth of traditional structured reviews on this topic. Moreover, it helps to illustrate the evolution of the field and identify emerging areas (Donthu et al., 2021). A systematic search of relevant literature using Web of Science yields 108 articles across a decade, revealing that the studies examining this phenomenon still remain at the preliminary stage (von Krogh et al., 2012), as most studies were limited to the general use of social media on international students' intercultural adjustment experiences. However, many new studies from an interdisciplinary

approach have shown that the platforms have a significant influence on individuals' daily choices for social networking and other outcomes (Bozdag, 2020), which we believe deserves future research attention and warrants fruitful new insights.

**Key Words**

social media, international students, bibliometric analysis, science mapping, systematic review

# **Towards a more inclusive society: The Ambivalent Role of Digital Media for Ukrainian Refugees**

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## **Abstract**

The paper addresses the conference theme of IAMCR 2023 by focussing on central topics of the 21st century – Ukrainian refugee migration under the challenges of digitalisation for (media) education, upbringing, and everyday life. Recent studies show that digital media play a central role in the lives of refugees, among other things, for communication purposes, information retrieval, and orientation (Kaufmann 2018), as well as for coping with their new everyday life in the context of learning and educational participation (Friedrichs-Liesenkötter/Hüttmann forthcoming; Kutscher et al. 2022). On the other hand, negative aspects for the refugees arise, such as an intensification of inequalities in the course of an increase in digitality (cf. on distance learning Fujii et al. 2021). While there are a few studies that have focused on the significance of digital media in everyday life and the educational contexts of refugees in Germany, there is a research desideratum on the media use of current Ukrainian refugees in the context of everyday life, upbringing, and school education and on (media) educational support (GMK et al. 2022). This is to be considered under the constant balancing act for the Ukrainian refugees between their safety in Germany and the permanent fear for the survival of their family members and friends left behind in the war zone. The group of authors addresses the research gap using an exploratory study with the following research questions:

- What is the significance of digital media in everyday life and media education of Ukrainian refugee women and their children and grandchildren?
- What role do digital media play in educational contexts in schools (especially in lessons) and non-school contexts of the refugees?

The empirical data consists of a two-hour group discussion (Bohnsack et al. 2010) conducted in August 2022 with six women between the ages of 32 and 63 who previously fled Ukraine and have been living in shared accommodation in a large city in Germany for several weeks. All but one of the women fled to Germany without their husbands, accompanied by their children or grandchildren aged between 8 and 17. The analysis was carried out using qualitative content

analysis (Kuckartz 2016). The group discussion was conducted by a Ukrainian refugee scholar who also contributed to validating the results and is one of the paper's co-authors.

The paper presents central results against the theoretical background of mediated co-presence in transnational families' and friends' lives (Francisco 2015; Teichert 2021), the role of digital social networks' potential acceleration and distribution of disinformation (Stark 2019) and the challenge of media education in families under the framework of unequal life situations (Paus-Hasebrink & Sinner 2021). It becomes evident that the research topic of digital media's influence on refugees' living abroad cannot be separated from migration and education policy decisions. Educational policy and (media) educational implications shall be discussed at this year's IAMCR conference.

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**Key Words**

Digital Media; Refuge; Ukraine; Media Education; Disinformation;  
Inclusion

# Interpreting Spanish “teacher influencers” discourses on education. A TikTok and Instagram research-based project for M.A. students

## Authors

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## Abstract

This contribution has the twofold goal of proposing a practice-based way of introducing students of education to the craft and creativity of qualitative social research while, at the same time, drawing from the assignment idea itself to interpret current understandings about education. Besides paying attention to the pedagogical and didactical value of the assignment and how it worked for us, I will include some findings from our class project (contributed mainly by students) as well as my own further theorization around collected data.

These reflections arise from a qualitative research project assignment I designed for, and experienced with, M.A. students of education from a Spanish university. The workshop had the main aim of exploring discourses around the meaning and practice of education as expressed by Spanish primary and nursery school teachers on Instagram and TikTok. These popular content creators share teaching tips, upload part of their classes, and often humorously portray their everyday lives as teachers creating memes and comedic clips. Students, as future educators, interpreted online textual and visual language including user comments to reflect on current imaginaries and practices related to the value, relevance, and place of education. They worked in class in groups of three to collect, analyze, and interpret *teacher-influencers'* posts in Spanish. According to these, how is education understood, why is it relevant and what ways of educating are foregrounded? During analysis, we first focused on one a priori question proposed by me, namely education as either “path” or “goal” and my indication to explore the digital content in terms of their implicit and explicit values. Then, students further developed their own, contextual concerns and findings such as the uploaded content’s orientation towards emotion and empathy, as well as the emerged theme of “changing the world”.

In terms of cultural identities, this assignment was for us a practice-based site of encounter blending juxtaposed subjectivities and fostering reflection. These M.A. students, having already finished their undergraduate degree of teachers, occupy several subject positions: they are students, teachers, users/members of (digital) audiences, and are now invited by me, a teacher and scholar, to embody researchers. They are to take up the role and follow the strategies of us scholars of media, communication, and education.

I motivated them to engage in theoretical reflection as researchers, by orienting themselves to different ways of thinking about teaching and learning within an inquiry framework of broad meanings and open interpretations (Merriam, 2006; Bazeley, 2012; Saldaña, 2009). Analyzing communication styles, definitions, and the performance of expertise displayed by those teachers online strengthens productive, interpretive practice for future educators to co-produce guided

research and better understand contemporary expectations, notions, as well as forms of “doing” and performing teaching.

**Key Words**

influencers, qualitative research, social media, research project assignment,



# **EXAMINING TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) AMONG TEACHER TRAINERS IN KENYA**

## **Authors**

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## **Abstract**

Sustainable Development Goal 4 aims to make learning opportunities accessible to all, while it also examines the quality of education, which plays a large role in sustainable development and poverty alleviation. To achieve quality education, teachers are essential in the teaching and learning process, which may seem obvious, but without an academically qualified and professionally trained teacher, the educational system fails. Yet with the increasing use of information and communication technologies (ICTs) in education, the competencies of teachers regarding integration of technology in teaching are critical.

Kenya has introduced a diploma programme on competency based teacher education curriculum in all the teacher training colleges and one of the key competencies is digital literacy. This study examined Technological Pedagogical Content Knowledge among 31 tutors teaching in two teacher training colleges in Kenya. Understanding teacher educators' technological pedagogical content knowledge (TPACK) ability is important to effectively prepare teacher trainees who can teach learners using the 21<sup>st</sup> century skills. The Technological Pedagogical Content Knowledge (TPACK) framework was conceptualized by Koehler and Mishra (2006) as an extension of the knowledge domains for teaching proposed by Shulman (1986). The TPACK is made up of seven constructs namely; Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK) and Technological Pedagogical Content Knowledge (TPACK).

Thus, this study examined technological pedagogical content knowledge (TPACK) among teacher educators. To achieve this goal, a descriptive survey design was used. Participants included 31 tutors teaching pre-service teachers from two public teacher colleges in Kenya. A 31-item TPACK Survey was used to gather data.

The findings indicated that 48% of the tutors can teach lessons that appropriately combine subject content, technologies and teaching approaches. However, they indicated major challenges such as lack of and inadequate internet connectivity, digital devices and issues of localized content. It is recommended that to effectively leverage technology in the achievement of quality and lifelong education as stipulated in SDG 4 there is need to provide free internet and devices. In addition, there is an urgent need for teachers to keep abreast of technological advancements through training in order to keep pace with these changes and developments. It is essential that the professional preparation of teachers meets the needs of the digital age and the changes this age has ushered regarding content knowledge, the learner, and the learning environment. Current educational practice in many countries reflects a growing integration of digital technology into

their teacher education curriculum. However, there is scanty empirical research study, hence the need for this study.

**Key Words**

**Technological pedagogical content knowledge, Teacher trainers. SDGs, Digital literacy**

# **From scholar to influencer: the future of online media literacy education?**

## **Authors**

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## **Abstract**

Globalization and mediatization have brought the public closer than ever to international news. Public involvement in International news dissemination, discussion and debate is increasing on social media. The current situation not only poses challenges to International Journalism education, but also highlights the urgency of improving the international news literacy of the public.

This paper argues that the research on Journalism education should reach out to the general public instead of being grounded in professional journalism schools. It also advocates that international news literacy should become an integral part of media literacy education in the digital environment.

While media literacy courses are not prevalent in Chinese universities, many university scholars are reaching out to the public. For example, Professor Shen Yi of Fudan University is now one of the most influential international current affairs commentators on Bilibili, with over 2 million followers. Professor Liu Hailong of Renmin University is offering media literacy courses to the public online. Hu Xijin, former chief editor of Global Times, has over 200,000 followers on Bilibili. Besides that, many young people themselves have become international news commentary bloggers. It is evident that the field of international news literacy education is expanded with multi-level online influencers including scholars, media professionals and the general public.

Particularly, this paper evaluates the scholar influencers' role and impact in the international news literacy education field. In specific, this paper uses content analysis and discourse analysis to examine the following questions: what is the content of international news are the influencers focusing on? What are the discourses they convey? How are the audience's discourse differ from theirs? 3 most popular scholar influencers on youth-populated Bilibili Video platform (Shen Yi, Jin Canrong and Chen Ping) and one international news topic(Russia-Ukraine war) is selected for this case study.

## **Key Words**

scholar influencer, media literacy education, international news



# **The impact of the "Science Reporters" on the student's motivation towards science**

## **Authors**

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## **Abstract**

A science-literate and science-minded society promotes longer and more enjoyable human lives (UNESCO, 2023). However, scientific thinking is not something that is learned on a daily basis; rather, it is something that is acquired over life through social, cultural, and educational connections (Jirout 2020). According to research, some motivations through science may be innate while others may develop as a result of interactions with individuals in the immediate environment, such as those in families, schools, and society at large (Tōugu, 2021). According to Morris and colleagues (Morris et al., 2013), these audiovisual productions are a cultural instrument that can promote three essential components of scientific literacy.

Video games are one of the cultural tools that can improve player education in both formal and informal ways (Barko & Sadler, 2013; Morozova, 2019). In this sense, the emergence of newgames, conceived as recreational developments that encourage citizens' interest in news content (Tejedor & Jumbo, 2020) as scientific knowledge. This type of development has inaugurated an interesting field of work that connects journalism (Romero-Rodríguez et al., 2017) and focuses on the educational applications of video games (Quesada Bernaus & Tejedor Calvo, 2016). Nevertheless, research has not gone deeply into the motivational role they play in the development of interest in science.

This research, which amalgamates experimental approach and qualitative work, revolves around the project "Science Reporters", funded by the Spanish Foundation for Science and Technology (FECYT) of Spain. In this sense, the design and application of the video game "Science Reporter" (<https://reporterosdelaciencia.com/>), developed for this project, for the promotion of scientific motivation among teenagers, is explored. The video game, created by the research team, aims to encourage young people to pursue scientific careers through games and the dissemination of scientific knowledge. This explanatory and exploratory study used a mixed-methods approach based on focus groups with children, in-depth interviews with teachers and questionnaires with students. In addition, the access to the platform by the different players is analysed. The results show that the video game "Science Reporters" fosters motivation towards science through its gameplay and scientific content, especially in young people. Therefore, the use of video games is a cultural element that would enhance scientific learning among young people.

## **Key Words**

Students, Learning, Video game, Scientific literacy, Motivation, Media Education

# **Social media influencers' action as Entertainment Education strategies during Covid-19: A comparative case study of influencers from UK and Spain**

## **Authors**

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Dr. Felipe Navarro Nicoletti - Universidad Nacional de Rio Negro

## **Abstract**

Entertainment Education (EE) is not a new concept, as the trace of combining education with entertainment can be tracked as far back in ancient history “as the timeless art of storytelling” (Singhal & Rogers, 2012). Nowadays, EE is still taken as a tool to increase knowledge, shape or change attitudes, convert personal behaviors, and even shift social norms (Zhang, Wang & Singhal, 2019). Witnessed in the transition from traditional education to educational spaces of modernity, the progress of information and communication technologies bolsters EE thriving in more diversified ways such as user-generated contents in transmedia storytelling (Navarro Nicoletti & Wang, 2022).

During the COVID-19 pandemic, social media emerged as an important digital communication tool, became critical for people to maintain contact and acquire information. Contributions from influencers on social media have been found to deliver and update pandemic information and educate the public to follow prevention protocols (Wang & Marí, 2021). Furthermore, as opposed to the officials and institutions based on the identification of authentic citizens, it implies possibilities of promoting social transformation by citizen participation, too.

This research aims to carry out a comparative analysis of actions taken by social media influencers in regard to COVID-19 in the UK and Spain, with focus on those are of Chinese origin, which also forms part of an amplifier project that not limited to this topic. The objective of this research is to observe the initiatives of EE carried out by this group of influencers identified with Chinese origin during the COVID-19 pandemic, as well as their perspective of this pandemic. Social issues like racism and xenophobia would also be considered.

From the theoretical perspective, the research would take the concepts of EE (Singhal & Rogers, 2012; Riley, et al., 2021) mentioned in the beginning, as well as Culture Centered Approach (CCA) (Dutta, 2007, 2008, 2020) into account. It is not only because of the little attention they received in the current pandemic related research, but also of the importance of citizen participation to promote social changes in the health sector and in crisis response.

From the methodological perspective, a qualitative case study (Yin, 2009) would be carried out, bearing the “dense descriptions” (Geertz, 1973) with digital ethnographic elements (Pink et al., 2016) in mind. Cases on social media platforms from the UK and Spain, and their contents about

coronavirus from 2020 to 2022 would be selected. The form, narrative, and theme of the content would be analyzed.

In the preliminary findings, within the limited Covid-19-related contents that have been found in the cases, the narrative of storytelling of EE gained a large scale of views and feedback, which implicates a massive diffusion of messages in diverse formats according to the character of the platforms. The forms of content are not only limited to the data updates, but also interactions with audience or TV programs. Themes such as Asian Hate has been discovered, too, due to their identity of origin.

**Key Words**

Entertainment Education, Influencer, COVID-19 pandemic, Social Media, Culture Centered Approach

# **Alfabetización mediática e informacional y pensamiento crítico de futuros docentes de Secundaria en España**

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## **Abstract**

La alfabetización mediática e informacional (AMI) de futuros docentes de secundaria es un tema de gran importancia en la actualidad. La UNESCO (2011) ha señalado que la AMI es un elemento clave en la formación de profesores y, por ello, se ha llevado a cabo un estudio que incluye a 717 estudiantes que cursaron el máster de formación del profesorado de diferentes especialidades y facultades españolas. A partir de un cuestionario, se han explorado los recuerdos de los estudiantes sobre actividades relacionadas con la AMI durante su paso por la Educación Secundaria Obligatoria bajo la LOE.

Los resultados muestran que la mayor parte de las actividades que los estudiantes realizaron estuvieron relacionadas con la educación mediática, se impartieron en la asignatura de lengua y literatura y se centraron en el trabajo con noticias. Sin embargo, los participantes no recuerdan haber tratado en profundidad ni el tratamiento de la información, ni el pensamiento crítico, lo que sugiere que quizás recibieron una formación insuficiente y poco significativa en este aprendizaje.

El estudio también ha analizado la relación entre la alfabetización informacional y el pensamiento crítico en estos futuros docentes. Los resultados muestran que la alfabetización informacional es medio-baja y sin embargo tienen una auto-percepción positiva de la necesidad de dicha formación. Por lo tanto, es necesario mejorar la educación informacional, la conciencia de necesidad de la formación informacional y la capacidad de pensamiento crítico. La educación informacional debe incluir disposiciones como el pensamiento reflexivo, apertura mental, curiosidad, perseverancia,



búsqueda de verdad o escepticismo saludable, que son virtudes cognitivas adquiridas a lo largo de la vida.

Por último, el estudio también ha analizado la dieta mediática de los futuros profesores. Los resultados muestran el consumo frecuente de Instagram y Youtube y un consumo semanal de diarios de gran tirada e informativos de cadenas de televisión con amplia cuota de pantalla. Además, los estudiantes tienen en consideración la fiabilidad de las noticias según la fuente, la ortografía y la finalidad de esta. Destaca su percepción de considerarse sujetos bien informados.

En conclusión, el estudio sobre la alfabetización mediática e informacional de futuros docentes de secundaria en España muestra resultados preocupantes en cuanto a la formación recibida por estos estudiantes durante su paso por la educación secundaria obligatoria. Es necesario que se tomen medidas para mejorar la educación informacional y mediática, ya que es una formación pendiente y transversal que debería ser incorporada desde el potencial metodológico de cada disciplina que conforma el saber escolar, tal como afirma el nuevo currículo de la educación. La educación mediática crítica es un elemento fundamental para su práctica didáctica y debe incluir virtudes cognitivas adquiridas a lo largo de la vida. La dieta mediática también debe ser analizada y mejorada, con un énfasis en la fiabilidad de las noticias y la consideración de la fuente y la finalidad de la información.

En resumen, el estudio muestra la importancia de brindar una formación adecuada y significativa en alfabetización mediática e informacional a los futuros docentes para que puedan desempeñarse de manera efectiva en su práctica didáctica y brindar una educación crítica a sus estudiantes.

### **Key Words**

AMI; Formación de profesorado; pensamiento crítico; dieta mediática; Educación Secundaria.

# Keeping Up with Networks: Black youth media education and engagement in Canada

## Authors

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## Abstract

In 2012, danah boyd published, *It's Complicated: the Social Lives of Networked Teens*, which outlined and described the social media use of teenagers living in the United States. Over a decade old at this point, boyd's research, findings, and conclusions reflected some of the realities of highly immersive, ubiquitous, and expanding digital networks in which teenagers in the US actively participate. Research and discourses on teens and their experiences on and with various digital networks are increasingly relevant to social science, education, and humanities-based fields as the proliferation of digital media continues to shape the lives and experiences of youth globally.

In Canada, there has been minimal research or accounts that examine how youth engage with social media and other socially informed platforms. Considering the diversity in regions like the Greater Toronto Area (GTA), media research on youth must also examine how the intersectional identities (i.e. race, class, gender) of youth factor into their online experiences. When considering the social and geopolitical differences between countries like Canada and the United States for example, studies on the digital lives of American teens create opportunities for similar types of research studies on the experiences and perspectives of Canadian youth in context to media, representation, and cultural production in socially networked spaces.

Black Youth Digital Content Creators Lab (BYDCCL) is a research project that explores the contemporary digital lives and experiences of Black youth in the GTA. The study explores how media education (technology training and critically engaged pedagogies) can be used to support Black youth in learning and understanding digital media. Critical media education supports any effort by youth to engage with and contribute to media representations based on how their digitally creative and/or spoken expressions focused on their critical perspectives.

The study is based on a contemporary culture and media education program that is designed to engage participants in open discussions on contemporary issues and provide media training to understand social media networks and content creation. The program provides space for Black youth to examine historical and contemporary connections to issues, then using digital techniques, create content to amplify the voices, opinions, and realities of intersectional Black youth living in the GTA.

The data, collected through a combination of qualitative methods (focus groups, digital content creation, surveys) and program activities, captures, describes, and showcases the digital lives and perspectives of Black youth in context to their identities. The themes identified by the research team (including participants) demonstrate how advancing community approaches to youth

engagement and centring Black youth voices, perspectives, and cultural productions can effectively contribute to academic fields such as media studies, cultural studies, and education.

This presentation will highlight the methodologies, which focus on approaches to contemporary media education for Black youth in the Greater Toronto Area. In the end, this study builds on media and cultural studies knowledge and assists in mapping the media and network experiences of Black youth within a Canadian context.

**Key Words**

Black youth; Canada; media education; community-engaged pedagogy; social media

# Reviewing the Development of Media Literacy as an Academic Field for the Digital Era

## Authors

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Mr. Tsz Wing Li - Hong Kong Baptist University

## Abstract

While the Covid-19 Pandemic accelerates the world's pace of moving into smart cities, media literacy is considered an essential life skill of the 21<sup>st</sup> century. Over the years, media literacy has gradually established itself as a lively academic field, trying to get a stronger foothold not only in schools but also universities. UNESCO also encourages more media literacy research in higher education institutions as this field needs innovative development in the coming AI era. This paper aims to review the development of media literacy as an academic field and discuss what improvements should be made to establish media literacy as a more sophisticated field of study in the new age.

Through synthesizing related literature on various academic fields, this paper puts forward an assessment framework for analysis. The framework includes four components: intellectual domain (e.g., theory and method), institutional establishment, knowledge production, and practical application.

The study used mixed methods to collect data. In order to explore the intellectual domain of the field, 554 media literacy academic journal articles were sampled from academic databases for content analysis. In addition, Internet, database, and library searches were conducted to examine the field's institutional establishment, knowledge production, and social application.

Findings show that the field of media literacy has attracted increased scholarly attention in recent decades and has become a multidisciplinary field. Media literacy research is contextualized in different academic disciplines, and authors adopt different disciplinary approaches to conduct their studies, no longer limited to the disciplines of Communication and Education. Journalism, Health, Political Science, Cultural Studies, and Computer Science are also prominent disciplinary approaches.

Among the 554 articles we studied, 67.4% are empirical-based studies. Survey is the most popular method for data collection, followed by interview, qualitative content analysis, and experiment. The field of media literacy has not yet developed its unique research methods, and the field lacks longitudinal study. However, compared with decades ago, more media literacy journal articles are empirically based.

In the past, many media literacy articles were descriptive and discussed pedagogic approaches. This study finds that the field had more theory-driven research in recent years. Nevertheless, the field of media literacy has few original concepts and needs to improve on theory building.

In terms of the institutional building of the field, it is exciting to see that many media literacy courses are widespread not only in primary and secondary schools but also in universities worldwide. More research centers are set up. Media literacy conferences are held annually. Regarding knowledge output, more peer-review articles have been published. The rapid growth of related books and dissertations is impressive. The field already has a good foundation.

A better understanding of the current academic status of media literacy facilitates the strategic development of the field. In the future highly technologically advanced knowledge society, the field of media literacy needs further research and pedagogical development in the higher education sector to achieve sustainable growth.

**Key Words**

Media Literacy, Academic Field of Study, Higher Education, Digital Era

# **Disentangling basic psychological needs and learning experience in knowledge short videos: the moderating effect of scientific literacy**

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## **Abstract**

Mass knowledge dissemination has always been at the forefront of information communication that contributes to the contemporary society's development and bridges the disparities in the scientific and cultural literacy of the masses. Lately, short videos for knowledge spreading have been paid increasing attention due to their educational, recreational, and sociable features, as they are perceived to be a transmission way beyond the limitations of time and space. However, there is a lack of studies that investigate users' psychological motivation and its impact on knowledge short videos' learning experience. This study aims to address this gap by drawing on Basic Psychological Needs Theory (BPNT) to investigate the influence of basic psychological needs (i.e., autonomy, competence, and relatedness) on users' learning experience in the context of knowledge short videos. Furthermore, scientific literacy is introduced as a moderator affecting the relationship between basic psychological needs and users' learning experience. To empirically validate the proposed research model, a questionnaire survey on knowledge short video usage was administered to a sample of 490 respondents recruited from Chinese TikTok users. Structural equation modeling was employed for data analysis. Results demonstrate that users' basic psychological needs have a positive influence on their learning experience in the context of knowledge short videos. Among different basic psychological needs, autonomy needs ( $\beta=0.384$ ,  $P<0.01$ ) was the most important factor, indicating that knowledge short videos meet the satisfaction of users' need for autonomy and subsequently enhance their learning experience. Relatedness needs ( $\beta=0.275$ ,  $P<0.05$ ) and competence needs ( $\beta=0.142$ ,  $P<0.01$ ) also positively influenced users' learning experience. In addition, our study reveals the moderating roles of scientific literacy in the relationships between basic psychological needs and users' learning experience. Specifically, scientific literacy can strengthen the relationship between autonomy needs and learning experience ( $\beta=0.087$ ,  $P<0.05$ ). In contrast, scientific literacy plays a negative moderating effect on the relationship between competence needs and learning experience ( $\beta=-0.109$ ,  $P<0.05$ ). Unexpectedly, there is no significant moderating effect of scientific literacy on the relatedness needs and learning experience ( $P>0.05$ ). The results of this study provide empirical evidence for the application of BPNT in understanding users' learning experience in the context of knowledge short videos that offers new insights into understanding informal learning of the short video context. Practically, the findings of this study are useful for the design of knowledge short videos and offers clear guidelines on knowledge short video production in terms of improving the learning experience of users.

## **Key Words**

learning motivation, knowledge short videos, learning experience, scientific literacy

# DATA LITERACY COMPETENCE MODELS: A CRITICAL ANALYSIS OF THE EU DIGCOMP 2.2 FRAMEWORK

## Authors

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## Abstract

In light of the increasing datafication of society, rapid changes in artificial intelligence, algorithms, deep learning and platforms technologies there are increasing calls for new types of literacy (Gray et al., 2018). One of the central calls is for a stronger emphasis on data literacy. However, what does it mean to be data literate? The answer is not a simple one, as opinions differ. The majority of definitions seem to lean toward an instrumental framing, stressing the importance of technical, computational and statistical competencies (Gray et al., 2018; Raffaghelli & Stewart, 2020). Increasingly, definitions are developed that take a more critical stance, enabling the analysis of technological and political hegemonies that influence the datafication processes (Gray et al., 2018; Raffaghelli & Stewart, 2020). We start from the Data Literacy Competence Model (DCLM), which was developed by the Flemish Knowledge Centre for Media Literacy. This model comprises two major competence clusters, *using* and *understanding data* (Mediawijs, 2020).

Mid-2022 the Joint Research Centre of the European Commission published a new version of the Digital Competence Framework (EC, 2022). The DigComp framework is one of the most widely used digital competence frameworks. Version 2.2 aims to '(...) engage citizens confidently and safely with digital technologies, taking account of emerging technologies, such as **Artificial Intelligence (AI), the Internet of Things (IoT), (and) datafication**' (EC, 2022). The competence framework as such has not changed. However, the framework is supported by new examples of knowledge, skills and attitudes: 'These examples illustrate new focus areas with the aim to help citizens engage confidently, critically and safely with everyday digital technologies, but also with new and emerging technologies such as systems driven by artificial intelligence (AI)' (Vuorikari, et.al., 2022). In our contribution we critically analyse DigComp 2.2. We do this by focusing on an analysis of the examples, as they are meant to: '(...) motivate education and training providers to update their curriculum and course material to face today's challenges' (Vuorikari, et.al., 2022).

We have selected 84 examples out of the total 259 examples which have any bearing on data, algorithms and AI and have 1) coded them on our competence model and 2) have added thematic codes. The main findings of that analysis are that DigComp 2.2 strongly focusses on *Understanding Data* ( $n=61$ ) and less on *Using Data* ( $n=23$ ). In terms of the thematic coding 43 examples focus on *data* and 35 on *Artificial Intelligence (AI)*. Within the theme of *data* *User Data/Privacy* ( $n=14$ ) and *Security* ( $n=6$ ) stand out as mentioned more often. Within the AI theme *decision making* ( $n=5$ ) and *bias in algorithms* ( $n=4$ ) are mentioned most often. However, the thematic diversity is larger in the

AI theme. DigComp 2.2 manages to introduce new themes related to data and AI into its framework, be it with a strong focus on AI. Education and training providers focusing on *using data* itself might be disappointed by DigComp2.2. DigiComp 2.2. strongly leans towards a social science perspective on data literacy and less on a STEM perspective on data literacy.

### **Key Words**

data literacy, competence model, media literacy, digital literacy, media education

## **Study on digital stress of middle school students and its influencing factors in China**

### **Authors**

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Ms. Xuejing Qi - Beijing Normal University

### **Abstract**

This work divides digital stress into five dimensions: availability stress, approval anxiety, fear of missing out, connection overload, and online vigilance. Chinese middle school students are used as research subjects, through a questionnaire survey ( $N = 8876$ ) and interview (with 30 interviewees). The digital stress situation and characteristics of middle school students in China are described. The study's findings include the following: (1) At the individual level, middle school students' time spent online, Internet self-efficacy, impression management, network privacy, and information protection ability, proficiency with online publishing content, online attention management ability, network information analysis, and evaluation ability, and network value cognition and behavior ability, have a significant positive and negative impact on digital stress, respectively. (2) At the family level, the father's highest level of education, the degree of parental harmony, the parents' Internet usage patterns, and the level of parental involvement in online activities all significantly worsen the effects of digital stress. (3) At the school level, students who offer online courses experience less digital stress than middle school students who do not, and middle school students who have Internet access equipment management regulations experience less digital stress and fear of missing out than middle school students who do not. Digital stress is significantly reduced by how frequently students use their phones in class and how frequently they discuss online news with their peers.

### **Key Words**

Digital stress, Middle school students, Influencing factors



# Trade Less Attention for Better Memory? An EEG Study on the Effect of Media Multitasking on Online Course Videos

## Authors

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## Abstract

Since COVID-19 pandemic, schools and universities have adopted online teaching, however, previous study have shown that 48.5% of students are easily distracted during online learning (Zheng et al., 2020). Media multitasking is one of the causes, which refers to a person's consumption of more than one item or stream of content at the same time (Ophir et al., 2009). During online classes, students tend to use mobile phones to play games, browse social media and watch videos, which lead to distraction (Li & Wu, 2021). From an empirical perspective, does media multitasking affect the effectiveness of online learning? Are these effects related to the experience of daily media multitasking behavior? The examination of the above questions is of great significance to understand the teaching effect of online teaching platforms and propose suggestions for improvement. Therefore, this study uses experimental method of measuring Electroencephalography (EEG) to analyze the influence of college students' media multitasking behavior on online learning.

In this study, 32 college students participants were invited to fill out a Media Usage Questionnaire (Ophir et al., 2009), media multitasking index (MMI) that across 9 different forms of media were measured. We classified participants as heavy media multitaskers (HMMs) and light media multitaskers (LMMs) by their MMI. HMMs and LMMs were equally divided into experimental and control groups. Participants in experimental group were required to watch four videos of online geography courses in a multitasking way in which read texts when watching video. Participants in control group were required to watch same videos and read same texts separately. After that, a memory test was taken by each participant.

Participants' EEG were recorded, and we computed the Power Spectral Density (PSD) of alpha band (8-13Hz) in parietal and occipital lobe as neural signal evidence of media attention. Results showed that experimental group's alpha PSD in parietal and occipital lobe were significantly higher than control group, referring to the attention lapse while multitasking. Memory tests results proved that participants from experimental group performed worse than control group. We also compared alpha PSD of HMMs and LMMs in the experimental group, and found that HMMs were performed worse than LMMs in attention. However, comparing the memory tests results of experimental group, we found that HMMs performed better on memory than LMMs, which may indicate that more daily media multitasking experiences enable participants to pay less attention resources and get better memory under media multitasking situation.

Our findings can find support from Lang's dynamic human-centered communication system theory (DHCCST) (Lang, 2014) that daily media multitasking behavior could affect cognitive system, and led to a more effective, energy saving way when facing multitasking situation. This study provides an empirical support for the communication effect of media multitasking behavior on teaching platforms through the method of cognitive neuroscience, and may serve as a theoretical reference for how to improve the effect of online learning and work in the future.

**Key Words**

Media multitasking, Online course, EEG, Attention effect, Memory effect

# **NewsWise: Developing UK primary school pupils' news literacy skills**

## **Authors**

Dr. Gianfranco Polizzi - University of Liverpool

Prof. Tom Harrison - University of Birmingham

## **Abstract**

Crucial to participation in society is citizens' ability to navigate information and make informed decisions about their communities and the socio-political systems in which they live. However, since we live in an age that is saturated with digital technologies, issues such as online misinformation and fake news have become more prominent than before, affecting in turn citizens' engagement with news stories and information. In the UK, as in many other countries, academics, educators, policymakers and civic society practitioners are making efforts to promote media literacy and related concepts such as news literacy. Approaching the latter as a variant of media and digital literacy that relates to the skills and knowledge required to engage with news stories both offline and online, this paper will present an evaluation of *NewsWise* – a school programme that is being delivered in the UK with the aim to develop the news literacy of primary school children. The project is funded by the Nuffield Foundation and is being conducted by the University of Birmingham together with the University of Liverpool, the Guardian Foundation, the National Literacy Trust and the PSHE Association. In terms of research design, the project adopts a quasi-experimental design and mixed methods approach that are based on the collection and analysis of pre and post survey data as well as interview and focus group data. This paper will present some of the key findings from the qualitative aspects of the project, focusing on both teachers' and pupils' views and experiences of delivering and taking part in the programme, respectively. In doing so, this paper focuses on the practical and policy implications inherent in both the project and the findings. On the one hand, it reflects on the place of news, media and digital literacy in the school curriculum, with an emphasis on some of the challenges experienced by educators. On the other hand, it provides recommendations that can support educators and help in the promotion of news literacy among children.

## **Key Words**

News literacy; digital literacy; education; intervention; pupils; teachers; school curriculum

## **Serie de infografías sobre desinformación dirigidas a estudiantes universitarios entre 18 y 22 años**

### **Authors**

Dr. Claudia Benassini - La Salle University

### **Abstract**

En 2020 comenzamos a trabajar en el proyecto InspiraLab, un espacio concebido para contribuir al desarrollo de competencias y habilidades en materia de desinformación y contenidos mediáticos entre los estudiantes de Ciencias de la Comunicación de la Universidad La Salle Ciudad de México, con la posibilidad de extenderlo hacia otras carreras. Para este año el proyecto contempla el lanzamiento de la revista "Transmedialidades", la impartición de un taller sobre plataformas digitales y el lanzamiento de una serie de infografías destinadas a que los jóvenes identifiquen la desinformación: sus orígenes, el papel de nuevos actores como los algoritmos y la inteligencia artificial en sus diversas manifestaciones, así como su expansión en la práctica digital de compartir y las posibilidades de enfrentarla.

Esta primera etapa de InspiraLab se apoya en las aportaciones que han contribuido a la construcción de las Alfabetizaciones Digitales y a las experiencias previas a nuestra propuesta (Hartley, 2012; Albarello, 2019; Jones y Hafner, 2021; Carillo, 2022, Orozco et.al. 2021, entre otros) . Lo importante aquí será llegar a una caracterización que permita pasar a la segunda etapa del proyecto, pensada para dentro de dos años, basada en la Transalfabetización: la participación de los jóvenes en la producción de contenidos sobre la desinformación.

Durante muchos años he estudiado la dialéctica información-desinformación, su reproducción en diversos ambientes digitales y el papel de los usuarios en su difusión mediante la propagación de sus contenidos. Me parece un problema clave y una de las grandes amenazas a las democracias; de aquí mi interés de incorporar mi trabajo previo sobre la conceptualización y manifestaciones de la desinformación a las formas y razones en que los jóvenes se relacionan con ella (Aparici y García Marín, 2019; Iosifidis y Nicoli; Culloty and Suiter, 2021; entre otros) .

Debo añadir que el proyecto de las infografías está muy avanzado, pero su inserción en InspiraLab parte de un diagnóstico que busca identificar la relación de los jóvenes con la dialéctica información-desinformación que se convierta en el punto de partida para la construcción de las infografías. La decisión de optar por las infografías obedece a sus variantes en la representación de datos y a la relación que los jóvenes-meta han construido con ellas en asignaturas como Estadística y Técnicas de Investigación. Asimismo, un elemento clave en la construcción de la propuesta es la vinculación entre las infografías y el desarrollo de habilidades y competencias para enfrentar la desinformación, con especial énfasis en la formación de comunicadores (Frau Meigs, 2012; Scolari, 2018; Gaspard y Horst, 2018; Pereira y Moura, 2018; Ferrés y Piscitelli, 2012).

Me interesa mucho la opinión de este grupo de trabajo sobre mi trabajo y me interesa incorporarme a las discusiones sobre Media Education. Espero ser aceptada en la Conferencia para alimentar mi trabajo con las aportaciones de los integrantes del Grupo.

**Key Words**

Alfabetización digital, Desinformación. Infografías, InspiraLab, competencias, habilidades

# Like father, like son: Examining the mechanisms between parental technofence and adolescent technofence

## Authors

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## Abstract

With mobile devices permeating all dimensions of our daily lives, we witness an increasing number of empirical evidences that demonstrate the adverse influences of the technology on the interactions among family members. Technology interference or technofence occurs when interpersonal interactions are interrupted by the use of technology, such as checking emails or being distracted by smartphone notifications during mealtimes. Especially, parental technofence has been found to be associated with a series of detrimental outcomes that ultimately result in child's psychological problems and delinquent behaviors. Given that parent-child relationships play a critical role on a child and that adolescence is an important transitional period during which adolescents' developments in cognitive and social abilities become established, it is important to examine how parental technofence influences adolescents. To that end, this study explored the the relationship between parental technofence and adolescent technofence (Hypothesis 1) and the mediating effects of perceived parental responsiveness (Hypothesis 2) and parent-adolescent relationship quality(Hypothesis 3) in the relationship. A total of 607 adolescents [male: 49.1% and female: 50.9%; mean age: 16.47 ( $SD = 1.37$ )] were recruited from the database of an online research panel of Macromill Embrain, a specialized online research agency in South Korea. Amazon Mechanical Turk for an online survey. We conducted a hierarchical linear regression analysis to test the influence of parental technofence on adolescent technofence (Hypothesis 1). We also tested the mediating effects of perceived parental responsiveness and parent-adolescent relationship quality (Hypothesis 2 and Hypothesis 3) using Hayes' (2013) PROCESS macro (Model 4) with 5000 bootstrap samples and 95% biased-corrected confidence intervals (CI). The result showed that parental technofence was significantly and positively associated with adolescent technofence ( $B = .48, SE = .03, p < .001$ ). Specifically, the finding suggests that the higher the parental technofence, the higher the likelihood of adolescent technofence. Therefore, Hypothesis 1 was supported. Moreover, parental technofence was negatively associated with perceived parental responsiveness ( $B = -.27, SE = .03, 95\% CI = [-.34, -.21]$ ), which in turn was negatively related to adolescent technofence ( $B = -.13, SE = .07, 95\% CI = [-.26, -.01]$ ). Therefore, perceived parental responsiveness played a partial mediating role in the link between parental technofence and adolescent technofence (indirect effect  $B = .04, Boot SE = .02, 95\% Boot CI = [.01, .07]$ ), supporting Hypothesis 2. Finally, the result showed that parental technofence was negatively associated with parent-adolescent relationship quality ( $B = -.35, SE = .04, 95\% CI = [-.43,$

-.28]), which was then negatively associated with adolescent technofence ( $B = -.15$ ,  $SE = .06$ ,  $95\% CI = [-.26, -.04]$ ). That is, parent-adolescent relationship quality played a partial mediating role in the relationship between parental technofence and adolescent technofence (indirect effect  $B = .05$ ,  $Boot SE = .02$ ,  $95\% Boot CI = [.01, .10]$ ), supporting Hypothesis 3. This study contributes to the enhanced media education towards adolescents by simultaneously incorporating parental technofence, perceived parental responsiveness, and parent-adolescent relationship quality when assessing adolescent technofence. This study suggests that when assessing adolescent technofence, parental technofence, perceived parental responsiveness, and parent-adolescent relationship quality should be considered simultaneously.

### **Key Words**

technofence, adolescent technofence, parental responsiveness, parent-adolescent relationship quality, media addiction

# Digital Creativity Learning Models: Connecting Consumption to Creation Practices of Gen Z Users

## Authors

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## Abstract

The ways in which resource constrained but upwardly mobile youth - the next billion users - from the Global South navigate and use digital and social media is an emerging field of research (Arora, 2019; Pathak-Shelat & DeShano, 2014; Sarwatay & Raman, 2022). Multiple factors influence how these digital behaviours are learned and what factors influence this learning such as inequalities like class and asymmetrical access intersecting with gender, parental mediation, autonomy, and self-identity (Bhandari & Bimo, 2020; Dezuanni, 2020; Livingstone, 2008; Livingstone & Sefton-Green, 2016; Papacharissi, 2012). These behaviours interspersed between formal and informal learning spaces, as users negotiated their agency and creatively resisted challenges while aspiring to express themselves digitally.

This paper builds on action research conducted across three kinds of school systems in India: government schools, private schools, and government-aided schools. Gen Z participants known as 'digitally native' youth born in the mid-1990s through the late 2010s (Turner, 2015) between 14-18 years of age were part of in-depth focus group interviews and workshops that formed the primary data for this project. The paper maps the trajectories of these young people online - from consumption to creation to sharing - and proposes learning models that emerge when Gen Z users in India express their creativity digitally. By choosing our participants from such diverse backgrounds, we were able to group them into categories and evaluate the role of formal and informal learning environments in their approaches to digital expression.

Our analysis suggests that these digital experiences contribute to the development of the learning models that triangulate three key processes: a) what is consumed, b) what is produced, and c) how it is produced. The interwoven relationship between inequalities of class (Livingstone & Sefton-Green, 2016) and access and the three processes reveal Gen Z's associations with creativity itself, highlighting the ways in which creativity is employed along the process, beyond the output. Here, creativity in the process is demonstrated by the search for what is available freely, an exploration



of familiar digital tools for unconventional purposes, and the bandwidth to take risks. It is in the close unpacking of these journeys that this creativity comes to the fore.

These learning models give us insights into the different processes that the 'born digital' generation undertakes to be able to achieve digital expression. While we elucidate on the variety of factors that play a part in this, for stakeholders in formal and informal learning environments especially, we unravel the relationship between these factors and the varying intensity of their influence contributing to a deeper understanding of how Gen Z learns to digitally express themselves creatively. This has implications for media education and research in our digitally connected world.

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## Key Words

digital creativity, learning models, Gen Z, media education, digital expression

# Transparency or conspiracy? Using Wikipedia for information literacy in Australian classrooms

## Authors

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## Abstract

Our epistemic environment is degraded by active and passive deception, resulting in what philosopher Kim Sterelny (2006) called 'epistemic pollution'. This mandates the creation of 'epistemic technology', that is to say building tools for thinking. It has been clear since the 2000s that the larger the amount of potentially relevant but weakly authoritative information, the more urgent is the need for effective and cognitively viable information processing skills (Taraborelli 2008). In the 'post-truth' era, being able to identify correct information online has become an essential civic skill. Any attempt to increase the informational resilience of children and citizens must have broad appeal (information literacy should be non-partisan). It should also aim to restore trust in our epistemic institutions (information literacy should be transparent). Finally, it must take into account our claims-saturated media ecosystem. In today's 'attention economy', time is precious. Yet many educators still encourage deep, critical engagement with online information. This strategy is too time-consuming. Instead, students should be taught the means to quickly assess which claims are worth paying attention to (information literacy should be fast). We therefore adopted the lateral reading method, which is based on the civic online reasoning framework developed by the Stanford History Education Group. This focuses on action: not what students know, but the steps taken to verify information (Wineburg et al. 2016, Wineburg & McGrew 2018). Our three principles of speed, non-partisanship and transparency were put into practice during a program trialled in four Canberra (ACT) primary and secondary schools in 2022. Our lesson plans, co-developed with teachers, outlined traditional and crowdsourced means of generating and accessing encyclopaedic knowledge. Through engaging scenarios, these lessons then aimed to instil fact-checking 'reflexes' in students. This program innovated in two respects: first, researchers typically examine the fact-checking capacities of high school and university students. However an Australian e-safety commissioner study found in 2018 that out of 3,520 parents surveyed, 81% claimed that their preschool children already spent time online. In this group, 94% reported that their child was using the Internet by the age of four. Only teaching media literacy to teenagers leaves vital information literacy instruction much too late. Our second innovation was to use Wikipedia as a fact-checking resource. Though systemic imbalances remain, Wikipedia's auditable and distributed peer review neutralises, for the most part, misinformation. In this paper, we present findings about how students reacted to these lesson plans, and whether student fact-checking skills improved. We also analyse the reactions we encountered when presenting our program in public and professional arenas. We found that advocating the use of Wikipedia generated adverse reactions (though teachers were prepared to change their negative

opinions), that teacher-librarians were highly supportive, and that there is a need to reform teacher education.

**Key Words**

misinformation, fact-checking, information literacy, lateral reading, civic online reasoning

# **Breaking expectations when facing reality! Young people learning about sexualities through porn: An ethnographic research in the Barcelona area**

## **Authors**

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## **Abstract**

This article focuses on the outcomes of the project 'TRANSGELIT' on young people learning about gender and sexualities through media and, in this specific case, through porn. The project proposes an ethnographic approach that follows the precepts of short-term ethnography (Pink & Morgan, 2013). This approach is appropriate for creating contexts in which researchers can go deeper into the research interests in a short period of time. This research followed five steps: a) Consent management; b) Participative workshops about gender and sexualities to immerse the researchers on the young people universes and understandings; c) Creative workshops for creating audiovisual contents where young people could explore specific topics of their interest; d) In-depth interviews to deepen understand their media uses and experiences; e) Life stories with participants who had particular experiences that need a 'historical' reconstruction to understand their social world in all its complexity (Charriéz, 2012).

Four educational centers from Barcelona participated in the project: two high schools, a group of university students and a non-formal education center which serves socially vulnerable adolescents.

During the fieldwork, the team observed porn was one of the main resources to learn about sex. Results indicate that porn was consumed for several purposes beyond entertainment and pleasure: to learn about sexual practices and on how to perform them and also to find references on diverse bodies and sexual experiences. However, when young people compared their own embodied sexual experiences with those represented in mainstream porn, some female participants argued that mainstream porn broke their expectations since it was perceived as "unnatural" or "not real" and cannot be trusted. Girls more often referred to mainstream porn as generating distrust, disappointment or even adding pressure to what it is expected to be doing in sexual relations (regarding poses or body appearance). Female participants also tend to identify mainstream porn with the male and heteronormative gaze, and explained that these visuals were distant from their own desires and sexual imageries. Male participants rely more on porn to inform themselves, starting to watch it at early ages, during school. Various female interviewees express having been introduced to porn in school after their male classmates publicly displayed a porn video. Some girls

argue that also their male partners suggested they watch porn in order to learn and fulfill their desires and expectations.

On the other hand, porn can also be considered an useful tool for the creation of new sexual and gender dissident visual imageries (e.g., an interviewee explained he used porn to watch trans bodies in a sexual stage with the aim of learning and having satisfying sex with his trans couple). In fact, we found porn could in some cases become an important information resource for young people with non-normative sexual orientations, since they could find in porn other models and references beyond the heteronormative representations. At this point, we detected differences in the interaction and perceptions with porn between those participants who defined themselves as heterosexuals and those who don't conform to normative sexual and gender norms.

### **Key Words**

Informal learning, sexualities, porn, young people, ethnography, perceptions, harms

# Cards and Minecraft: developing urban civic competences in schools through playful learning

## Authors

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## Abstract

This paper presents the preliminary results of an action-research project designed to promote civic engagement around urban design through the use of an analog card game and the videogame *Minecraft Education* (Mojang, 2011). The project was structured around the design, implementation and documentation of co-creation workshops developed in four secondary schools in Barcelona. Its main goals were:

1. promoting urban civic competences that included three dimensions: interculturality, gender perspective and sustainability and
2. systematizing the methodology and results of these co-creation workshops in order to build a framework for further applications in formal and informal educational settings

The project is based on previous literature about video game literacy (Gee, 2003; Squire, 2014; Scolari, 2016), and more specifically, on experiences that use video games to promote civic competences in educational settings (Gordon & Koo, 2008; Foth et al., 2009). The workshops were designed following the notion of playfulness and its pedagogical basis (Sicart, 2014; Flanagan, 2015; Johnston et. al, 2022), co-creation methodologies with card games (Acharya & Wardrip-Fruin, 2019; Myers, 2019) and strategies to promote civic participation in urban design (Sève et al., 2021).

Students were divided in small groups and asked to collaboratively imagine solutions for real urban problems using a card game and, on second moment, to build on a *Minecraft* world previously prepared to recreate their neighborhood.

The card game we designed is based both on “The Thing from the Future” game (Candy, 2018) and previous experiences in playful co-creation methodologies (Author). The goal of this tool was to spark the speculative imagination about the space and its uses. Through different kinds of cards (objects, social collectives, moods and time-horizons) participants had to imagine possible situations about urban challenges in actual neighborhoods.

The spaces and urban problems to intervene were decided in collaboration with the teachers and students of the schools participating in the project. In order to prototype the scenarios, four maps

based on real data were created in *Minecraft Edu*, which allows the collaborative visualization and co-creation of environments in a playful context (Cristie & Berger, 2016; Westerberg & Heland, 2015).

The third phase of the workshop was the final exposition of all the projects developed by the students and the discussion about the urban implications of their designs.

The preliminary results in this phase of the project point towards the suitability of the combination of ideation techniques using a physical card game (fostering civic awareness, as well as transversal competences, such as critical thinking and negotiation skills) and the collective modeling of urban spaces in *Minecraft* (enhancing urban planning notions with social perspective, teamwork and STEAM skills).

We identified four key aspects of our proposal: the use of neighborhood spaces to root the process in real local challenges; the focus on activities and possible uses of the public space; the emphasis on social groups as protagonists of the story; and the agency created through the simulation of real environments in *Minecraft*, that allow the students to engage and interact in the transformation.

### **Key Words**

Video game literacy, playful learning, design futures, urbanism, *Minecraft*

# Young people and algorithmic content personalization: challenges for media education

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## Abstract

In contemporary digital culture, algorithm-based digital media platforms (such as Facebook, YouTube, Instagram, TikTok, Twitter, and Google) are the main providers of publicly available information. According to the "attention economy," these platforms compete for the user's attention needed to choose and consume information (Hendricks & Vestergaard, 2019). As users cope with information overload, to narrow down the choices they tend to rely on algorithmic recommender systems exploited by platforms (Webster, 2017). Through sophisticated methods for gathering and analyzing user data, content recommender systems ensure that users on platforms receive the most relevant and interesting content that catches their attention and maximizes their engagement with platforms, thus boosting the effectiveness of advertising, which is often platforms' primary source of revenue (Ptaszek, 2020). This paper discusses youth comprehension of algorithmic content personalization based on a European sub-study (Vissenberg et al., 2022) of ySKILLS research project (<https://yskills.eu/>) in three countries (Belgium, the Czech Republic, and Finland), where focus groups with young people (N = 250) aged 12 to 15 were conducted in late 2021– early 2022.

The aim of the study was to understand how aware young people are of tracking, datafication, and content personalization practices applied by digital media platforms. Results revealed that teenagers are aware of the obvious connection between their "digital footprints," tracking, and the advertisements that are displayed to them. However, when it comes to news and other non-advertising content on digital media platforms, most youngsters seem to be vaguely aware of algorithmic recommendations and personalization of information, and only a few students link it with platform business models. The findings of our study indicated the need for future discussions in the field of media education that would address users' awareness of algorithm-based digital media platforms and their impact on young citizens' agency in digital societies and their freedom to choose the information they consume. It is essential that media education develop users' awareness of the business-related practices utilized by algorithm-based digital media platforms and the impact they have on the accessibility of media content (e.g., Ptaszek, 2021; Nichols et al., 2020 Vissenberg et al., 2022).

## Key Words

Young people, Platforms, Algorithmic content personalization, Media Education



# Students' understanding of Sustainability in Digital Life

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## Abstract

The UN SDGs have been the starting points of several kinds of policies and educational programs around the world, like the new international MDP in "Sustainable Digital Life" with its first intake 2021 at Tampere University in Finland. For evaluating our teaching and the needs of educational support for the students, we decided to make a study among the second cohort of students. One aspect was their pre-understanding of sustainability and how it may develop during the program including their master thesis. This paper is based on the interviews that were conducted in the beginning of the two-year program in Autumn 2022, N=12. Main question is: as being master students of digital media, how is their understanding of sustainability?

The concept of "sustainability" is non-static which has counted to have three hundred definitions in the modern world in ecological context and, it has mostly been reflected as environmental media practice and analyses (e.g., Walker and Starosielski, 2016). In the field of media education, Antonio Lopez (e.g., 2021) has promoted sustainability in his several publications from the physical environmental perspective and more broadly, his definitions can be reflected against the understandings of media literacy as protection, provision, and participation (e.g.). Consumer *protection* includes the aspect of risks, coping and resilience as the key topics in digital literacy (Erstad & Amdam, 2014), and the sustainable perspective is calling for ecological media critics highlighting the risks of technologies to the earth, as "ecological footprint of materiality" (Lopez, 2021, 389). *Provision* is about creative media use and social relations as main themes in digital literacy (e.g. Hobbs, 2017), when the sustainable perspective is about the "ecological mind print of representation and communication". (Lopez, 2021, 390). Participation is based on human rights encouraging social participation and social inclusion and in digital literacy it is calling for production and self-expression (Carlsson, 2021; Carpentier, 2011). Sustainable perspective promotes "media-making practices that reflect real-world environmental problems and solutions" with non-discrimination and equality. (Lopez, 2021, 394). All in all, digital and media literacy is linked with ethical perspective of sustainability and SDGs.

In the MDP in Sustainable Life program the curricular includes, for example, courses on accessibilities in digital spheres, users and digital literacies and ethics in digital design. In their master projects, students focus on innovation with companies, cities, and media houses for developing their processes and human and non-human connections with technologies and communication. Students mostly are from Europe, but from Asia and North America as well.

Written and oral consents were collected from the students, with the introduction of the study. Interviews with each student separately were conducted online via Teams application from 30 minutes to 60 minutes long. Following thematic analyses of the interviews, the students' understandings of sustainability will be categorized and reflected. Pre-assumption is, that students understandings differ with each other depending on the backgrounds of them including the place of origin and bachelor studies which vary from engineering to film studies.

**Key Words**

sustainability

digital media

digital literacy

master students

university

# **"But that between friends and boyfriends is normal." - Addressing interpersonal relationships in the classroom through Media Education**

## **Authors**

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## **Abstract**

Adolescence is a period of transformation, crucial for the sociocultural formation of the individual (Steinberg, 2020). During this time, contact with aggressive and discriminatory behaviours and discourses can have a multiplier effect. Group conformity and peer pressure (Wachs et al., 2021) impact young people's behaviours, highlighting the importance of finding spaces for discussion and promoting tolerance.

In a time when media is a constant presence in our lives, it can catapult hate speech and incite violence, discrimination, and intolerance (United Nations, 2020). In addition, recent research also indicates that digital media, particularly social networks, can contribute to multiplying effects of risks and violent actions (Leote de Carvalho, 2022). Thus - and since in a generation as connected as today's, young people are often victims, but also aggressors (Wachs et al., 2021) - media education and particularly school can play a key role in the empowerment and capacity building of individuals as critical media users in a democratic society.

As part of an action research project carried out in a formal educational context, Media Education served as a motto to promote discussions and reflections on citizenship topics with secondary school students. One of the subjects addressed was Interpersonal Relationships, namely love and friendship relationships in adolescence. Through critical reflection exercises and the creation of digital narratives (DN), adolescents from two classes (n=41) were challenged to ponder over their perceptions, lives, and experiences related to violence in interpersonal relationships. The results of the content analysis of the DN and group discussions conducted with both classes demonstrate that: 1) violence in interpersonal relationships is a familiar topic to them and some have experienced it; 2) media serve as a reference to critically think about these topics and the impact they have on people's lives; 3) different positions are assumed by boys and girls regarding these subjects, with boys showing a tendency to devalue situations of control or aggressive speech. Besides this, data also points out that 4) there is a marked influence of the family context on the discourse adopted by young people. Conclusions of the project stress that producing media content contributes to exploring more sensitive subjects in the classroom, through languages familiar to young people, engaging them in a process of critical reflection on citizenship, respect, pluralism, and tolerance.

## **Key Words**

Young people, Digital Narratives, Citizenship, Participatory methodologies, Digital Practices

# **Self-assessed and measured media literacy competence of Belgian and Swiss teenagers in information search and multimodal content production**

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## **Abstract**

This paper presents selected findings from an international study on the assessment of teenagers' media literacy in information search and multimodal content production, conducted in French-speaking Belgium, Switzerland, France and Quebec. Specifically, we explore how students' self-assessed levels of media literacy competence relate to their levels of competence as measured in tasks, based on data collected in French-speaking Belgium and in the Canton of Geneva (Switzerland).

Self-report measures are frequently used in the assessment of media literacy and digital literacy (Fastrez et al., 2016). However, their validity has been repeatedly questioned due to their problematic relationship with actual competence (Litt, 2013). Previous studies have either highlighted how less competent individuals overestimate their own competence and more competent individuals underestimate it (Kruger & Dunning 1999; Gross & Latham 2007; Nierenberg & Dahl 2021), or how all participants overestimate their competence (Lew et al. 2010; Aesaert et al. 2017), with more competent users' estimates generally being more accurate. Interestingly, more specific questions in self-report surveys tend to yield more accurate estimates than broader, more general questions (Ackerman et al. 2002; Hargittai 2005, 2008).

In this context, our aim is to examine the relationship between task-based measures of media literacy and both general and specific self-assessments in information search and multimodal content. Two samples of lower secondary education students were included in this study: 155 participants (mean age = 14.43; std = 1.09; 45.8% of girls) from five schools located in Brussels and Wallonia, and 62 participants (mean age = 14,79; std = 0,63; 53,2% of girls) from two schools located in the Canton of Geneva.

A complex task (writing a multimodal blog article detailing the results of an extensive web search) served as a reference for the design of the two instruments used in this study. On the one hand, participants completed a series of 23 "simplified" tasks related to online information search (e.g. judging the relevance of search engine results with respect to one's search query) or in multimodal content creation (e.g. selecting two visual resources to complement an explanatory text). These tasks matched the constitutive actions of the reference complex task, each calling upon a subset of

the knowledge and skills it was expected to require. On the other hand, each task was paired with a self-report item that required participants to gauge their level of competence for that particular type of task. Six additional self-report items required participants to gauge their overall competence in information search and in web content production.

Our presentation will detail and compare the respective levels of self-reported and measured media literacy competence in our two samples, and explore the correlations between the two, as well as the bias (i.e. over- or underestimation) and accuracy (i.e. magnitude of bias) of the participants' general and specific estimates. Analysis of the two datasets is still ongoing, but partial analyses of the Belgian data indicate almost no correlation between self-reported and task-based measures of competence, and frequent overestimation of their competence levels by participants.

**Key Words**

media literacy, assessment, competence, information search, multimodal content production

# Information and disinformation: practices and perspectives of Portuguese adolescents

## Authors

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## Abstract

How do teenagers inform themselves? What value do they place on knowing the facts about the world? What news stories most pique their interest? Do they typically talk to their friends, family, or teachers about the news? And how do they handle fake news and disinformation? What techniques do they employ to check information and combat fake contents? On the basis of a study conducted with a sample of 257 Portuguese children and young people between the ages of 11 and 18, these are some of the questions we plan to examine and discuss. This study was based on 38 focus groups that were conducted in the first semester of 2022 at eight schools from five territorial areas on the Portuguese mainland. Given the importance of the topic of information and disinformation in promoting media literacy, particularly news literacy, we will share data from the focus groups' discussions in this presentation.

The data indicate that social networks are the primary sources of information, with newspaper reading (printed or online) either non-existent or minimal. Radio is not used for information consumption and television is only used in specific situations, some of which are family-related. However, people are aware that they watch television when they want trustworthy information. Even though they are heavy users of social media, they place more trust in television, followed by newspapers (even if they admit they don't read them). Some adolescents are able to indicate some strategies to check the reliability of information, although they do not always put them into practice. Although this sample of youngsters generally lacks knowledge of current events, 17 and 18-year-olds are aware that they should develop this interest given their age and the already-attained or soon-to-be-attained right to vote. These are some of the study's stand-out findings, which we plan to share and discuss along with the research on disinformation, young people and news consumption. The collected data also provide crucial information for defining media education strategies, particularly in the context of schools.

This study is a component of a larger research project entitled "bYou – Study of the experiences and expressions of children and young people about the media", which is being carried out at the University of Minho with funding from the Portuguese Foundation for Science and Technology [PTDC/COM-OUT/3004/2020].

## Key Words

Media Literacy, News Literacy, Adolescents, Information, Disinformation, Focus Groups

# **Social justice needs a home’: Youthsites, place and the infrastructures of civic activism in media education**

## **Authors**

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## **Abstract**

Social justice needs a home, a place where it can be found. This is especially so for low income, racialized young people growing up in fragmented and increasingly inequitable societies, where the role of traditional sites of learning, including schools have undergone rapid change and where digital media is regularly a source of disruption and transformation, offering new sites of influence and persuasion for children and youth. A home in this context isn't a domestic space but a place for youth belonging, a site where "border work" happens, where young people are given opportunities to orient outwards, to a larger world, to discover external relationships, negotiate identities and social skills and develop routes toward possible futures (Christenson & O'Brien, 2003, p. 4). Youthsites offer complex versions of these places.

Youthsites are community creative arts and media organizations that together make up an administrative sector within the learning economies of cities around the world (Poyntz, Sefton-Green and Fitzsimmons Frey, 2023; Poyntz et al. 2019;). Drawing on data from the first international comparative study of the Youthsites sector in London, Toronto and Vancouver across a thirty-year time frame (1990s to late 2010s), this presentation examines how three organizations (Paddington Arts, Oasis Skateboard Factory and South Asian Arts) provide homes for social justice and a space of beginning for young people's civic activism.

Paddington Arts has undertaken this work by making a stable community space amidst an urban region undergoing ferocious forms of change in London. It has made the local streets spaces where young people belong, working with partners like Notting Hill Carnival, the largest street festival in Europe, to create performative sites as social spaces where young brown and black bodies represent their right to be seen and to claim a place on the streets as their own. In Toronto, Oasis Skateboard Factory uses an urban curriculum infused with the signs, spaces, and art of the city, to place young people in urban public space, within networks and relationships that auger social change. South Asian Arts has created a space of appearance in Surrey, British Columbia, to respond to the needs of racialized youth living in suburban ring regions around Vancouver. Using traditional dance, drumming, and so on, they have marked spaces throughout the region and contested how South Asian art and youth are represented and seen in the Canadian imaginary.

Youthsites have developed in cities at a time when traditional modes of state-led corporeal ordering in urban environments have broken down and new, less orderly, forms of infrastructure — from roads and sewers to security and social services for young people—have taken the stage. In this context, Youthsites, have been both a salve and support system, places for young people to

land, to begin, to learn, and to contest their own futures in cities that have become increasingly fractured, inhospitable, and incapable of addressing the real needs of young people.

**Key Words**

Community arts, youthsites, urban youth cultures, social justice, media education



# THE DIALOGICAL EDUCATOR IN MEDIA EDUCATION Learning to be in a digital world and climate change

## Authors

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## Abstract

In this age of digital technology, where the devastating effects of climate change are evident, we must unite our efforts for a digital present and future that dignify the human condition and the environment in general.

For this reason, the present investigation seeks to make a contribution in this regard through the theoretical and practical development of dialogic pedagogy. From this perspective, our initial questions are: What are the observable characteristics of a dialogic educator (teacher, facilitator, etc.) in media education (ME)? What are the contributions of the dialogical action of the educator in *learning to be* in a digital world and climate change?

To address these questions, we start from the main empirical results of our research on the communicational (dialogue) and educational (cognitive decentering) dimensions of ME in order to now delve into the anthropological-philosophical dimension where aspects related to *learning to be* can be analyzed.

On this occasion, we wish to offer researchers and those in the field of education/communication a dialogical profile of the educator in media education, where *learning to be* is reinforced and whose application can be face-to-face or virtual.

This quasi-experimental type of research, supported by an inductive/qualitative analysis, was carried out with 22 teachers from the formal education system from seven educational establishments in Bolivia and Belgium.

As a general conclusion, it has been observed that the dialogical action of the educator does not occur in any case in 100%, rather, innovative trends were identified. In any case, an educator's behavior with a dialogical tendency could facilitate the development of *learning to be* in media education with probable benefits for the condition of the human being in a digital world and in the face of the great challenges that arise from climate change.

## Key Words

dialogical educator, media education, learning to be, digital world

# Learning to understand the refusal to use social media

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## Abstract

### Learning to understand the refusal to use social media

Enabling humans to respond 'to the profound conditions of mediation and risk that shape daily connected life' (Poyntz et al. 2021) remains at the heart of media education. In societies saturated by social media, media education researchers have worked to understand forms of online engagement and participation (Patlak-Shelat & Bhatia 2021) and to develop ways to support people in all ages to consume and produce social media in critically reflective ways (Kupiainen 2022; Pienimäki & Kotilainen 2021).

Our paper offers to these discussions preliminary empirical results about a growing phenomenon: refusal to use social media. Previous research draws a distinction between socio-economically privileged, data skilled sections of population (Charitsis 2019) and a digital underclass whose reluctance to engage in digital, data-based participation (Helsper & Reisdorf 2017) is related to the experience of exclusion and inequality (Couldry & Yu 2018; Hesselbreth 2019).

Critical data studies interpret conscious decisions to stay outside social media as resistance to datafication (Talvitie-Lamberg et al 2022; Portwood-Stacer, 2013, Van den Abeele and Mohr 2021) and thereby as a critical act of citizenship and autonomy. Yet, a decision to stay outside contains risks. As identities, careers and relationships are increasingly created and maintained on social media platforms, non-use relates to non-existence in digital social networks. Indeed, critical data studies argue that non-use is available only to the otherwise most privileged individuals (Büchi & Hargittai 2022). In this framework, the refusal to use social media couldn't be explained by lack of access, technology, knowledge, skills or media education. An early study identified among non-users richly resourceful and highly educated citizens holding economic, social and cultural capital (Oblak Črnič 2013).

Our ongoing study is motivated by the perspective that research has so far not adopted a comprehensive enough approach to understand the refusal to use social media. In line with critical data studies, we maintain that digital platforms and platform-generated social realities may introduce new mechanisms of vulnerability and exclusion (Just & Latzer 2017; Karakayali et al. 2019; Raun 2018). At the same time, we adopt an encompassing view of the inclusion and agency of non-users, as narrated and situated by themselves. As the research question, we ask which features define non-users' overall participation and agency.

Non-user narratives (diaries and thematic interviews) are being collected among five different groups in Finland: 1) unemployed people, 2) immigrants waiting for residence permit, 3) young adults, 4) employees in distinctive leadership positions and 5) established journalists in media companies. To understand the delicate dimensions of exclusion and inclusion, vulnerability and agency, we analyse the data through a combination of situational analysis (Clarke, Friese & Washburn 2017) and cultural discourse analysis (Carbaugh & Cerulli 2017).

The paper connects with the conference themes *Humanity and progress, Democracy and Media, information and communication*.

**Key Words**

agency, media education, non-user, participation, social media, social inclusion, vulnerability

# Children’s Right to Communication, Digital Privacy and Digital Literacy: A Review in a Digital World

## Authors

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## Abstract

Nowadays, digital media technologies and the internet have moved into the center of attention about the child’s media usage and literacy. UN Committee on the Rights of the Child has adopted General Comment 25 on children’s rights concerning the digital media environment recently (UN Committee on the Rights of the Child, 2021). Besides this UN Comment on children’s digital rights, we can see some efforts to form child-centered policies and regulations for the digital media environment, e.g. U.N. Special Report titled as “Artificial Intelligence and Privacy, and Children’s Privacy”. In this report, it is stated that “[A]ll parties – Governments, companies, communities, individuals and parents – need to recognize children as the bearers of rights. Effectively and comprehensively combating ICT-facilitated child abuse, for example, requires a human rights-based, multi-stakeholder approach, actively involving children, families, communities, Governments, civil society and the private sector” (UN Human Rights Council, 2021).

Alongside rapid advances in information and communication technologies, media and communication research and studies have increasingly focused on different aspects of children’s online activities, digital literacy, and digital rights including digital privacy. Within these research and studies, risky issues that emerged with the facilities of digital media are also elaborated. In that instance, it can be said that digital literacy skills are particularly important in benefiting opportunities in the digital media environment as well as coping with risky issues (O’Neill, 2013:9). In this paper it is assumed that academic researches can have certain impacts on the formation of policies and practices related to the children’s right to communication in the digital media environment and digital literacy. Within this context, this paper aims to focus on academic researches which analyze the major issues on children’s access to digital media, digital literacy skills, and children’s right to communication as well as addressing children’s online privacy. To this aim, the Ph.D. dissertations in Media, Communication and Information Technology, which were prepared and defended between January 2013 and February 2023, can be directly accessed from the electronic catalog of the Turkish Republic Council of Higher Education and will be elaborated by regarding their scope and the way they address the issues of children’s digital rights including children’s digital privacy, digital media literacy and their implications. And the last part of the presentation is reserved for suggestions and recommendations which aim to advance children’s rights in a digital world.

## Key Words

Digital media literacy, Children’s right to communication, Digital privacy, Risks

# **Open Educational Resources: pedagogy, ideology, and media for social change**

## **Authors**

Dr. Andrew Ó Baoill - National University of Ireland Galway

## **Abstract**

This paper offers a case study of a module developed as part of an Open Educational Resources (OER) pilot project at the author's home university in Ireland. The paper offers an opportunity to explore the potential of the OER approach. The techniques adopted by the author (as developer/instructor on the module) are explored, including the inclusion of students as co-authors in the iterative development of module resources. The paper includes a reflection on the challenges, and opportunities, encountered as part of this project.

Open Educational Resources (OER) leverage permissive copyright licenses – typically Creative Commons templates – to make educational resources available for reuse, reproduction, and revision, without the need to get permission from the original author. They are used for several purposes, including to support publication of student work, to replace costly textbooks or other resources, or to prepare bespoke student resources in a manner that goes beyond a traditional handout. In addition to such pragmatic benefits, they carry a certain ideological heft, challenging higher education's every heightened impulse to monetise everything, instead offering the output of academic labour as a public good. As someone who identifies as a schol-activist, and who is concerned about issues of access to education, as well as our ideological orientation towards the public sphere, this represents the author's own entrypoint to the sector.

The availability of digital hosting and distribution permits low-cost storage, transmission, and discovery of existing OER materials. The author's home university hosts an open press, as part of a pilot project coordinated by staff in the university's library. As part of this pilot project, the author has developed a module on Media for Social Change, which focuses on alternative, community, and social movement media. The textbook for the module, available as an OER, uses a unit-based approach to assisting students step through their engagement with scholarly and other materials. When delivered on campus, the module is supported by access to an online reading list hosted on the library site. One of the challenges of developing an accessible OER is ensuring that those without access to firewalled scholarly works can also make use of the OER. Students in the first two instances of the module (in 2022 and 2023) have been tasked with preparing case studies of a variety of projects in this sector, which has a range of pedagogical and professional benefits for students, as well as for the development of the module resources. The module integrates a reflective element to assessment, which helps students to link, and critique, the ideological assumptions inherent in different approaches to both education and media production.

The future development of the module has the potential to integrate with other research projects being undertaken by the author, including related to archival materials, and to foster collaboration with those undertaking similar modules in other institutions.

**Key Words**

OERs pedagogy OpenPress

# **Digital Media and Democracy: Utilizing a “Semester at Sea” to Challenge Journalism Students to Be a Positive Force for Change**

## **Authors**

Dr. Kris Kodrich - Colorado State University

## **Abstract**

Semester at Sea is a college study abroad program where students take college classes on a ship while traveling to more than a dozen countries. On the Spring 2022 voyage throughout Europe and the Mediterranean, 29 students were enrolled in International Mass Communication, a senior-level course that explores media systems around the world. Students discussed the international media, particularly in countries in which they would spend four to seven days. This paper examines the pedagogical strategies to engage students with the challenges facing the media. The students explored the question of how the media can be a more positive force in promoting democracy. Utilizing the author’s experience teaching journalism courses on Semester at Sea, covering 13 countries in four months, this paper argues that designing a course that focuses on freedom of press issues and other media challenges creates an excellent platform for critical discussions about the media’s role in a society. Students applied course concepts in real-life, first-hand encounters with media.

One of the major goals of Semester at Sea is to help students achieve a global perspective. Students are expected to connect with people and cultures along the way and synthesize and reflect upon their experiences back on the ship. For the international mass communication course, students documented media encounters in the visited countries. They observed uses of media, including TV, radio, social media, newspapers, and magazines. They specifically looked for uses of digital media, such as citizens using streaming services or electronic devices. They examined themes such as how government, social services and political, economic, and social issues are portrayed by media. For a daylong field class, the students examined media coverage of economic issues and tourism in Dubrovnik, Croatia. Among the activities, they met with executives at a major hotel on the coast, La Croma, and had a session with the curator of a museum exhibit on the tourism industry. A journalist from the Dubrovnik Messenger also joined the students and they interviewed her about the media and economic coverage.

The course focused on themes like democracy and the news media. In each country, the professor discussed freedom of press challenges facing the media. The professor also explained why countries like Greece, Malta and Cyprus on the voyage were considerably less free and even more dangerous for journalists than other countries visited like Portugal, Sweden and Denmark. The course’s main goal was to help students think critically about international mass communication and the essential role it plays in democracies. Along the journey, the students explored diverse cultural identities. The students were enthusiastic about the approach in their end-of-semester evaluations: “The class provided a lot of insight” was a typical response.

Journalism education can benefit from the experiential approach utilized by Semester at Sea. While it may not be practical for many students to explore a dozen countries in person, it certainly is recommended to engage students with vivid international examples, providing insight into the vital role that media play in democracies.

**Key Words**

Media education, democracy, experiential learning, cultural diversity, international journalism



# Young people's trajectories to get news in 2022 about Chile's proposed new constitution

## Authors

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## Abstract

Chile's constitutional referendum, in 2022, contemplated compulsory voting. In this context, many young people turned out to vote for the first time. Little is yet known about the information trajectories that these young people followed, or how news consumption responded to their interests around knowing the content of the draft magna carta by which they had to express their opinion at the polls, as well as their previous experience with media education initiatives.

In this research, funded by the Chilean science agency (ANID- PLU 22026/2022) through the competitive fund on Pluralism in the national information system, a group of 60 young people from different regions of the country is profiled regarding their information consumption at that juncture, considering a context of high misinformation (Condeza et al., 2022).

The research is a mixed study, composed of a survey of information habits and media use, created by the researchers, followed by discussions in focus groups that deepen the findings of the first instrument. As Vogler et al. (2023) and other authors (Loader et al., 2014; Rai, 2011) emphasize, different research looks at the relationship between news consumption on different platforms and the electoral participation of young people and their civic engagement. In addition, researchers such as Hwang et al (2021) suggest that media education is a protective factor against misinformation and an incentive for informed participation. Stoddard (2014) stated the need for media education in democratic education.

Our research, launched in January 2023 and with surveys and interviews planned for March and April (n=60), aims to achieve the following main objective: Know the media trajectories of adolescents and young people to learn about the content of a new Constitution, the resulting information agenda and their evaluation of the quality and diversity of the news of their preference.

This study is necessary in Chile because in the country there are still no media education or citizenship initiatives in a context of digital communication such as the current one. In the same vein, this research is interested in contributing to answer the following questions proposed in the section: What critical media education research is needed today, locally and/or globally?

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### **Key Words**

Media Education, Disinformation, News interests and consumption, Youth, Civic engagement

# **Facing digital violence. Digital skills among women university students**

## **Authors**

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## **Abstract**

In Mexico, the number of women Internet users that have been a victim of some form of harassment in virtual places has increased in past years (Instituto Nacional de Estadística y Geografía, 2021), and women ages 20 to 29 are the main population that experiences this violence. One possible way to address this problem is the enhancement of skills that could allow women to be aware and participate safely in social media. However, Mexican basic and higher education curricula lack a training line oriented to the development of such skills.

Although a rather new topic, there is an ample body of research regarding digital violence. However, most of it has been conducted in high income countries, which spotlights the need of data from low- and middle-income countries (Backe, Lilleston, McCleary-Sills, 2018), given differences regarding not only access to media but also the broader state of gender violence in these countries. Such is the case of Mexico, a country in which violence against women has reached alarming proportions. This study centers on university students and aims to identify the practices of violence in digital spaces experienced by them and the digital skills with which they face this problem.

The theoretical framework considered the lack of consensus regarding a concept that allows naming and categorizing the referred problem, assuming digital violence, in a broad sense, as actions that involve harassment, damage, and abuse through digital media. The study was also based on the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021) framework for the development of digital competencies and skills, viewed as a necessary condition to guarantee personal integrity and security. The methodological approach had a descriptive and exploratory scope and consisted of applying a survey to a sample of 262 students from a Mexican public university of the central region of Mexico. The first part of the survey aimed to characterize the practices of violence they had experienced; the second analyzed the students' digital skills to ensure their safety in digital spaces.

The findings showed that the most common practices of digital violence are sending unsolicited sexual or pornographic content, unwanted sexual proposals, and hate speech toward another person's body, ideas, or preferences. Regarding their digital skills, students reported advanced proficiency on an instrumental level, by creating secure passwords and using private browsing modes. However, there is a prevailing lack of domain in more complex skills, such as using encryption software in message exchange, password managers, and temporary blocking tools or anti-tracking software. These findings provide data on the violence experienced by university

students and the ways they have found to deal with it despite the lack of formal media education; this can contribute to generating strategies for their digital literacy.

**Key Words**

Digital violence, Women, Digital skills, University students.