

## WELCOME FROM THE SCHOOL OF MEDIA AND COMMUNICATION, LEEDS



BETTY LONGBOTTOM / CLOTHWORKERS' COURTYARD - LEEDS UNIVERSITY / CC BY-SA

On behalf of the School of Media and Communication at the University of Leeds, we would like to warmly welcome you to the Media Education Summit 2021. We are delighted to be co-hosts of this event, which has grown over the past 15 years to be an international destination for collaborative research and practice in the field of media pedagogy at all levels.

The School of Media and Communication occupies the historic Clothworkers North building on the University of Leeds campus. At the end of the 19th Century, this site was home to the textile manufacturing and dying department, within an institution that was oriented towards technical education in practical fields. Today, media practice remains a central part of what we do. Our undergraduate programmes include courses in film, photography, digital media and journalism. Our researchers work internationally with a range of organisations on the ground, including political campaigns, NGOs, broadcasters, open source software communities, policymaking bodies and local community groups. As part of our responsibility for developing the next generation of media scholars and practitioners in the UK, diversity and voice are guiding ideas. As all of you, we are committed to seeking ways to empower our students to confidently use their voices, to challenge assumptions and barriers to change, and to inspire meaningful change within their organisations. We look forward to learning and collaborating with you on these vital and challenging issues, and we wish you a lively and productive conference.

*Kris Erickson, Director of Research, School of Media and Communication*  
*Kate Nash, Deputy Dean, Faculty of Arts, Humanities and Cultures*

## WELCOME FROM CEMP

**CEMP** The Centre for Excellence  
 in Media Practice  
 Bournemouth University

It is our great pleasure to welcome you to the Media Education Summit. Things have certainly changed for us all since we reflected on the great success we had with our last event in Hong Kong and teamed up with Leeds for our return to home soil after several years 'on tour'. That remains the case, but it's the 'Zoom version'. This MES is the first with a stated theme, reflected in our keynotes and panels: Media Education, Diversity and Voice.

MES brings together a global network of media educators, scholars and researchers to share research, pedagogy and innovation on all aspects of media education, media literacy and media in education. The Centre for Excellence in Media Practice (CEMP) was established in 2005 with the convening of an annual summit in the UK as part of its remit. The first event was in our host institution, Bournemouth University, and from there, the conference was co-hosted with UK partners in Birmingham, London, Liverpool and Sheffield and then taken overseas, first in Prague and then to Boston, MA; Rome, Segovia and Hong Kong, before returning to the UK, 'here' in Leeds.

CEMP conducts research related to Media Literacy & Media Education, working with an active group of international visiting academics and offers an Educational Doctorate programme in Creative & Media Education. It is great to see research conducted for the Ed D being presented here. This Summit is a vital part of CEMP's work and demonstrates our mission to foster collaborative work in the related fields of media education and media literacy. Presenters are invited to submit research shared at this MES to the Media Education Research Journal and Internet Policy Review. Calls for submissions can be found at the end of this programme.

We are delighted to confirm that the next MES will be hosted by Simon Fraser University in Vancouver, in partnership with CEMP and the Marshall McLuhan Foundation and we are making plans for a hybrid event in Autumn 2022.

Here and now, 'at' Leeds, we wish to thank our hosts, Kris and Kate, our keynote speakers, panel convenors and chairs, our discussant from Meccsa, Mita Lad, Yonty Friesem for running the Media Education Futures strand, Laura Hampshaw and Saeed Rashid at Bournemouth and our postgraduate research assistant Lydia Kendall from Leeds for their work on the programme and event support.

*Karen Fowler-Watt, Isabella Rega, Fiona Cownie and Julian McDougall*  
 CEMP, Bournemouth University, UK.

MES 2021 OUTLINE PROGRAMME

WEDNESDAY 31ST MARCH

TIMES	MAIN ROOM
1800 – 1900	<b>Opening Remarks</b> (Kate Nash), <b>Keynote:</b> Ivan Sigal (Chair Karen Fowler-Watt)
1910 – 2000	Keynote: Eszter Hargittai (Chair Kris Erickson)

THURSDAY 1ST APRIL

TIMES	MAIN ROOM
0900 – 1030	<b>Opening Remarks</b> (Kate Nash) Meccsa Network Panel: Mita Lad and Ahmet Atay Industry Voices screening and discussion: Beth Johnson (Chair: Mita Lad)
1040 – 1140	<b>PANELS</b> - SEE BELOW FOR DETAILS
1200 – 1250	<b>Keynote:</b> Sam Fray (Chair: Isabella Rega)
1330 – 1430	<b>PANELS</b> - SEE BELOW FOR DETAILS
1440 – 1540	<b>Keynote:</b> Kate Pahl and Steve Pool (Chair: Julian McDougall)
1550 – 1650	<b>PANELS</b> - SEE BELOW FOR DETAILS
1700 – 1800	<b>PANELS</b> - SEE BELOW FOR DETAILS
1820 – 1910	<b>Keynote:</b> Stephen Coleman (Chair TBC)
1910 – 1930	<b>Closing Remarks:</b> Mita Lad and TBC

PANEL	1	2	3	4	5	6	MEF
1040– 1140	1A	2A	3A	4A	5A	6A	MEF A
1330 – 1430	1B	2B	3B	4B	5B	6B	MEF B
1550 – 1650	1C	2C	3C	4C	5C	6C	MEF C
1700 – 1800	1D	2D	3D	4D	5D	6D	MEF D

\*MEF – Media Education Futures. Convened by Yonty Friesem, Columbia College Chicago, USA

LINKS - CLICK TO JOIN MES

MAIN ROOM (31ST MARCH)

<https://universityofleeds.zoom.us/j/87054868099?pwd=cIRQL3YlQ0t6YVY0NXh2SytkZlILUT09>

Password: **MES2021!**

MAIN ROOM (1ST APRIL)

<https://universityofleeds.zoom.us/j/82436514674?pwd=WXRiL25lY0Y0bWpQZFZPVFZyWXVYdz09>

Password: **MES2021!**

PANEL 1

<https://universityofleeds.zoom.us/j/82088695848?pwd=dWZjNGR4REc2bzBuYW0lY0Y0bWpQZFZPVFZyWXVYdz09>

Password: **MES2021!**

PANEL 2

<https://universityofleeds.zoom.us/j/89942410192?pwd=M3ZSU3FLMWxnSkpIL2U4ZnRlRnFwUT09>

Password: **MES2021!**

PANEL 3

<https://universityofleeds.zoom.us/j/81386062524?pwd=Z2xiUlJzTSStNUJONUdXKzJXeXJjUT09>

Password: **MES2021!**

PANEL 4

<https://universityofleeds.zoom.us/j/82852308545?pwd=dXhKYzV3cjVxTFZQUmgyQStlY0VKZz09>

Password: **MES2021!**

PANEL 5

<https://universityofleeds.zoom.us/j/81265861040?pwd=MWx6QWVoaamdscFpSL2tSOTR0UWJhUT09>

Password: **MES2021!**

PANEL 6

<https://universityofleeds.zoom.us/j/83121730142?pwd=b25SekFGRUhKUzY5Ukx5dXBaTUFWUT09>

Password: **MES2021!**

MEDIA EDUCATION FUTURES

<https://colum.zoom.us/j/93983232582>

Password: **MES**

For help with any problems accessing panels or technical issues regarding presentations during MES, call +44 (0)7305 306037 or email [enl7lak@leeds.ac.uk](mailto:enl7lak@leeds.ac.uk)

## IVAN SIGAL: DECODING INFORMATION NETWORKS WITH NARRATIVE ANALYSIS



Our contemporary information ecosystems seem increasingly disordered. Driven by mass media outlets with little allegiance to facts, and decontextualized by social media platforms, we often turn to familiar narratives to help make sense of the world. To understand how those narratives affect what we know and how we learn, Global Voices has developed a research and digital literacy method called the Civic Media Observatory. In this talk, Ivan Sigal will describe how this approach can develop the contextual knowledge required to understand, assess and respond to emerging events around the world.

Ivan Sigal is the executive director of Global Voices (<https://globalvoices.org/>), a transnational, multilingual community of writers, translators and rights activists who work to build understanding across borders. Global Voices is an advocacy network, a support for communities with significant political, economic, cultural and linguistic challenges to online participation, and a center of reporting, research and exploration of the many ways technology enables and supports participation in societies. The organization works in over 160 languages has community members in over 100 countries, and has reached some 100 million people through its website and partner publications.

Sigal is also a photographer, media artist and writer known for his long-term explorations of societies undergoing conflict or political transition, and collaborative projects with communities to depict their own experiences and control their own media systems. He is the author of *White Road*, a two-volume monograph about Siberia and Central Asia (Steidl, 2012). He was a Kluge Fellow at the Library of Congress in Washington D.C., a Fellow at the Berkman Klein Center for Internet & Society at Harvard University, a Senior Fellow at the United States Institute of Peace, a Visiting Fellow at Bournemouth University's Center for Excellence in Media Practice, and a Fellow at the Logan Nonfiction Program. He was an adjunct professor and visiting artist at the Corcoran College of Art + Design. He is president of the board of The Engine Room, is on the boards of Ranking Digital Rights and Friends of Global Voices, and was previously the board chair of the Open Society Foundations' Documentary Photography Project. For over a decade he was a vice president and regional director for the media development organization Internews, where he worked in dozens of countries in Eastern Europe, the former Soviet Union and Asia on media programs to support communities undergoing conflict, political transition and humanitarian crises, and on television and radio production, media education and training, digital media, and legal advocacy for digital and media rights.

## ESZTER HARGITTAI: COVID-19 KNOWLEDGE GAPS: THE ROLE OF EDUCATION AND INFORMATION SOURCE



As COVID-19 swept across the globe a year ago, information about the virus spread across media of all forms. Based on survey data collected in April 2020, this talk looks at how people's level of education and information sources about the pandemic related to both their knowledge of COVID-19 as well as their belief in fake news.

Eszter Hargittai is Professor in the Institute of Communication and Media Research at the University of Zurich where she heads the Internet Use and Society division. She is also Fellow of the Institute for Policy Research at Northwestern University.

Hargittai's research focuses on the social and policy implications of digital media with a particular interest in how differences in people's Web-use skills influence what they do online. Her work has received awards from the American Sociological Association, the Eastern Sociological Society, the International Communication Association, the National Communication Association and the Telecommunications Policy Research Conference. In 2010, the International Communication Association selected her to receive its Outstanding Young Scholar Award.

In addition to her academic articles, her work has also been featured in numerous popular media outlets including the New York Times, BBC, CNN, USA Today, the Chicago Tribune, the Washington Post and many others. Her work has been supported by the National Science Foundation, the John D. and Catherine T. MacArthur Foundation, the Sloan Foundation, the Markle Foundation, the Dan David Foundation, the Russell Sage Foundation, Nokia, Google, and Facebook, among others.

Hargittai is editor of «Research Confidential: Solutions to Problems Most Social Scientists Pretend They Never Have» (University of Michigan Press 2009), which presents a rare behind-the-scenes look at doing empirical social science research and co-editor (with Christian Sandvig) of *Digital Research Confidential* (The MIT Press, 2015), which presents more behind-the-scenes experiences of social scientific research in the digital age. She is currently editing a third methods volume forthcoming with Columbia University Press.

She writes an academic career advice column at Inside Higher Ed called Ph.Do.



## MECCSA RACE, ETHNICITY AND POSTCOLONIAL NETWORK PANEL: MITA LAD AND AHMET ATAY



Media education as an academic inquiry had limited representations when it comes to visibility of historically marginalized scholars (race, ethnicity, nationality, sexual orientation, ability/disability). However the latest conversations that have been happening in the wider discipline of media studies and also within the larger culture aim to spotlight this reality. This panel is an extension of those discussions. Hence, this panel provides a space to talk about the notion of diversity and inclusion in media education. Therefore, panelists articulate their stories in media education circles (and other related conferences) and to share their experiences around, how to survive PhD programs, how to seek mentorship, and how to engage with others in diversity related conversations to positively change the academic structures. We hope to answer the following questions:

- 1 How did you engage with minority students or faculty about their diverse experiences?
- 2 What kind of lessons can we learn from diversity conversations?
- 3 What is your role as a well-informed ally?
- 4 How we can work together to challenge oppressive structures to provide better support and resources for historically marginalized students and faculty?

Mita Lad (Ph. D. Edge Hill University) is an Associate Lecturer in Media at Middlesex University. Her research focuses on diasporic television audiences in the UK. She is working on papers from her thesis that examine right wing Hindu nationalist ideologies within prime time soap operas; as well as the idea of darshan and television. She is also the chair of the MeCCSA Race, Ethnicity and Postcolonial Network.

Ahmet Atay (Ph.D. Southern Illinois University- Carbondale) is Associate Professor of Communication at the College of Wooster. His research focuses on diasporic experiences and cultural identity formations; political and social complexities of city life, such as immigrant and queer experiences; serial narratives and soap operas; the usage of new media technologies in different settings; and representations of immigration and queer identities in media and film. He is the author of *Globalization's Impact on Identity Formation: Queer Diasporic Males in Cyberspace* (2015) and the co-editor of 14 books. His scholarship appeared in a number of journals and edited books.

## BETH JOHNSON: INDUSTRY VOICES



Created as a research-led collaboration between Beth Johnson (EDI lead of Screen Industries Growth Network) and Candour, the IndustryVoices short film series was released in January 2021. The series centres the lived experience of screen industry professionals across film, television and games, drawing out across 12 films, the stories behind the dire EDI statistics and the intersectional barriers faced by screen industry workers. Contributors include: SIDEMAN (Presenter/Comedian); LISA HOLDSWORTH (Screenwriter & Chair of the Writers' Guild); FOZIA KHAN (Channel 4 Commissioning Editor); LIANA STEWART (Documentary Producer/Director); SEAN MCALLISTER (Film Producer/Director); COREY BROTHERSON (Games Writer); ESTA YEMAYA (Broadcast Journalist); SALLY OGDEN (Documentary Producer/Director); NICK RANSOM (TV Researcher); LEAH MAGOYE (Games Writer); and SAM FRAY (former Diversity Scheme Manager, now Director of Talent Development at thinkBIGGER!).



## SAM FRAY: DIVERSITY AND VOICE IN PRACTICE



This keynote will discuss the importance of lived experience in advocacy work, why safe spaces in creative environments are essential, why organisations need to practise what they preach, why we need to acknowledge regional diversity and the importance of giving a voice to Black, Asian and minority ethnic creatives.

After a career in Television and broadcasting, Sam became the inaugural manager of the successful Beyond Brontes programme for Screen Yorkshire. Now the Director of Talent for Think Bigger Sam is eager to break down the perceived and actual barriers that prevent young people from diverse backgrounds from entering the film and television industries.

## KATE PAHL AND STEVE POOL: EMPOWERING YOUTH CO-PRODUCTION: TAKING YOUNG PEOPLE SERIOUSLY



In this keynote we will be talking through ways in which it is possible to co-produce living knowledge with young people, and listen collectively to diverse voices. We are an artist and an ethnographer by training and our work together has been situated in community contexts, including an adventure playground, a park, a school and a community centre. We have been tasked to explore issues as diverse as the cultural context of civic engagement, localised planning, teaching literacy and young people's voice. We turn to cultural materialism to understand the, artefactual nature of young people's lives and meaning making practices (Pahl 2014). We argued that paying attention to the mode of young people's engagement, their desires and everyday practices, is an important part of this process of finding out together (Pahl 2019, Rowley et al 2019).

We will then focus on how this approach emerged in a project called: 'Odd: Feeling Different in the World of Education' (funded through the AHRC) and describe how we developed ways of accessing young people's voices and ideas through collaborative film-making. We consider whether there are problems in 'presenting' young people's films to adults as finished artefacts or fragments of research data (Pahl and Pool 2017). Rather than extracting young people's words, we have tried to locate our relationship within the work and locate it within an experience-oriented concept of research-creation that positions the work of research within an expanded field (Papapetros Rose 2014), Cambre et al 2020, Loveless 2019). We conclude with travel notes or a brief encounter with research-creation and speculate that this approach may attend to the creative work produced with young people as a conceptual holding form, a place as the work of research. We will propose that this is necessary as it pays attention to the thoughts of young people within research, letting ideas remain unresolved and opaque, resisting full contamination by adult schemas and epistemologies yet positioning them within the adult world of research.

Cambre, C., Chapman, O., Couillard, P., Cowan, T.L., Cussans, J., Cutler, R.L., Hroch, P., Knowles, R.V., Lowry, G., Manning, E. and Mookerjee, S., (2020). Knowings and Knots: Methodologies and Ecologies in Research-creation. University of Alberta.

Loveless, N. (2019) How to Make Art at the End of the World. Duke University Press.

H. Rowley, Z. Becevic, B. Osmanoglu, B. Popivanov (2019). Examining styles of youth participation in institutionalised settings as accumulation of capital forms. In: Young People and the Struggle for Participation. Contested Practices, Power and Pedagogies in public Spaces edited by Andreas Walther, Janet Batsleer, Patricia Loncle and Axel Polh. Routledge,

Kate Pahl is Professor of Arts and Literacy and Head of ESRI (the Education and Social Research Institute) in the Faculty of Education at Manchester Metropolitan University. Her research has been concerned with literacy practices in communities, drawing on arts and

humanities methodologies. She has been involved with many projects funded through the AHRC Connected Communities programme, all co-produced with community partners and have involved drawing on the knowledge within communities to work together to produce living knowledge. Her publications have drawn on literary theory, New Literacy Studies and social anthropology and her research continues to explore the intersections between arts methodologies and community cohesion. Her book on literacy practices in Rotherham, 'Materializing Literacies in Communities' (2014) is published by Bloomsbury Academic.

Steve Pool originally trained as a sculptor and remains interested in how materials shape our worlds. He has worked as artist in residence on many initiatives that focus on institutional change and works across education, community and fine art practices. Alongside his freelance work he is working on a doctoral study exploring the notion of the artist in residence as method. He is one half of the artists collaboration poly-technic that works with people in places to develop ideas. [poly-technic.co.uk](http://poly-technic.co.uk)

## STEPHEN COLEMAN: VOICE: THE MOST UBIQUITOUS COMMUNICATION MEDIUM



The most widely used medium of communication is the human voice. Speaking and other non-verbal and paralingual expression is the main vehicle for the communication of identity. In this talk Stephen Coleman will discuss what it means to have a voice; how we can help students to become aware and confident about their vocal agency; and why media education should start with human voices rather than impersonal technologies.

Stephen Coleman is Professor of Political Communication at Leeds University and Research Associate at the Oxford Internet Institute, University of Oxford. He is the author or editor of ten books and over a hundred articles on politics and communication. Professor Coleman's research interests include experiences and uses of the Internet among young people, online citizenship, political institutions in the digital age and the role of performance in political literacy and engagement. His most recent book (2017) is *Can the Internet Strengthen Democracy?*, published by John Wiley & Sons.

## PANELS

	1	2	3	4	5	6	MEF
10:40 - 11:40 A	Chair Kate Nash	Chair Fiona Cownie	Chair Richard Wallis	Chair: Julian McDougall	Chair: Karen Fowler-Watt	Chair: Julian McDougall	Chair: Yonty Friesem
	<p>Derinöz: Diversity policy and organizational constitution of a public service media: a diverse diversity discourse?</p> <p>Morrison &amp; Croll: The Idea &amp; The Ideal: Universities &amp; Diversity</p> <p>Levido: Developing Media Literacy in a Year I Australian classroom</p> <p>Lopera-Mármol, Jiménez-Morales &amp; Salvadó-Romero: HEBE i-doc: audio-visual creations about youth empowerment</p>	<p>Leaning: The Digital Detox and Digital Free Travel: Making not having the internet attractive.</p> <p>Wright Voicing Transcendence through the Creative Potential of Media Education - Educating Adolescents for Empowerment and Resilience</p> <p>Jiang: Performing Childhood: An Analysis of Children's performance on social media in China</p> <p>Lopez: Ecomedia Literacy: The Climate Crisis and Decolonizing Media Education</p>	<p>Sills-Jones, Jackson &amp; McEwan: Unfolding Media: creating space for diversity, inclusion and decolonisation in media production teaching and learning.</p> <p>Gyori: Reanimating Shelley's Heart: Breathing new life into locative learning with dual process design</p> <p>Chen &amp; Parks: Could design thinking foster empathy and recognition of diverse issues in media production? A mixed-method study</p> <p>Pereira: Lessons to learn from TikTok videos about teaching media literacy</p>	<p>Yildiz: Global Media Literacy &amp; Computational Thinking Skills: Participatory Action Research in Teacher Education</p> <p>Ingham: Agents, Agency, &amp; Agencies in Assembling Liminal Learning Spaces</p> <p>Polizzi: How to promote adults' digital literacy through their civic engagement: Discussing practical implications</p> <p>Pelle: Towards assessing media literacy: The methodological challenges of developing a national media literacy measurement tool</p>	<p>Fowler-Watt: El Arbol del Amor: child survivors of Colombia's armed conflict animate their own 'community narrative'</p> <p>Pratt: Interdisciplinary literary and journalism techniques for developing diverse voices in mainstream media.</p> <p>Rukmi: Students' Perceptions towards Distance Learning with Online Collaborative Platforms: A Case Study</p> <p>Kamiya, Chu &amp; Mizukoshi: Radio 5: Sound media education during and beyond the pandemic in Japan</p>	<p>Yildiz: Global Media Literacy &amp; Computational Thinking Skills: Participatory Action Research in Teacher Education</p> <p>Ingham: Agents, Agency, &amp; Agencies in Assembling Liminal Learning Spaces</p> <p>Polizzi: How to promote adults' digital literacy through their civic engagement: Discussing practical implications</p> <p>Pelle: Towards assessing media literacy: The methodological challenges of developing a national media literacy measurement tool</p>	<p>Cubbage: Media Education and Race (panel)</p>
13:30 - 14:30 B	Chair Kate Nash	Chair Fiona Cownie	Chair Richard Wallis	Chair: Julian McDougall	Chair: Karen Fowler-Watt	Chair: Isabella Rega	Chair: Usha Raman
	<p>Atay: Diasporic and Accented Cinema as a Pedagogical Tool: Immigrants and Queers in Ferzan Ozpetek's Films</p> <p>Adamson: Encounters with documentary practice: Stories of filmmaking experiences as pedagogic voices from the past</p> <p>Bisht: Embedding social learning and inclusive media practice in documentary filmmaking pedagogy: Learnings from the 'Stoke-Stories' project</p> <p>Holt: Audiovisual criticality: video essay as a tool to address diverse educational needs of filmmaking students</p>	<p>Homer: Giving media students a voice – utilising photo elicitation in a Further Education College</p> <p>Rees: Re-imagining Employability: An Ontology of Inclusive Employability Best Practice for Media Departments</p> <p>Readman: The Ethics of Pretending</p> <p>Matagne: Cognitive autonomy of young people as an ability for openness to difference</p>	<p>Neves &amp; Azevedo: Participatory Video and Media Literacy: Questioning identities through filmmaking.</p> <p>Brown, Davies &amp; OyeBanjo: Teaching media production – understanding unconscious bias in creative idea development</p> <p>Wallis &amp; Van Raalte: The value and purpose of a Media Production degree from the perspective of mid-career graduates</p>	<p>Quinn: Fake News: Problems with – and alternatives to – the media literacy agenda</p> <p>Mahon: Mobile Journalism An Evolution or a Revolution?</p> <p>Jankovskis: Diversity Unification and Acceptance of Difference in the Context of Social Media</p> <p>Barber: "Save Me, White Jesus!": The incoherent contemporary spectre of the folkloric, Alt-right masculine legend.</p>	<p>Subervi-Vélez: Journalism education in Puerto Rico: Critiques and recommendations from practitioners</p> <p>Harris: "Aquí no hay negros": Recognising Afro-Argentinean Invisibility</p> <p>Guldin, Madison &amp; Anderson: Writing for Social Justice: Journalistic Strategies for Catalyzing Agentic Engagement Among Latinx Middle School Students</p> <p>Fowler-Watt: Narratives of Identity: Diversity and Voice in Journalism Practice and Education beyond the pandemic in Japan</p>	<p>Poyntz: 'Producing Authenticity': Semiotic Negotiation, Trust and Urban Youth Arts in the Global City</p> <p>Wilson: Voices from Syria: a participatory film-making project from inside a refugee camp school in Lebanon's Bekaa Valley</p> <p>Cubbage: History of Efforts to Empower 'Black' Audiences</p> <p>Rega, Medrado &amp; Callus: Portrait of Marielle: An Animation Workshop Connecting Human Rights Activists from Brazil and Kenya</p>	<p>Remote Engagement in Higher Education</p> <p>Sarwatay</p> <p>Casey</p> <p>Pellitteri</p>



## PANELS

	1	2	3	4	5	6	MEF
<b>1550 – 1650 C</b>	<b>Chair Kris Erickson</b>	<b>Chair Mita Lad</b>	<b>Chair Chris Birchall</b>	<b>Chair: Julian McDougall</b>	<b>Chair: Isabella Rega</b>	<b>Chair Marketa Supa</b>	<b>Chair: Igor Kanizaj</b>
	<p>Bilgrami: I Am: Exploring Multiplicity of Voice and Identity in First Person Self-Reflexive Documentary Film Practice</p> <p>Tarling, Melro, Kleine-Staarman &amp; Fujita: Learning why to code: how media literacy can inform teaching of programming for non-STEM students</p> <p>Fenwick: A Case Study of the Decentering of Stanley Kubrick Across Six Years of Teaching</p> <p>Islam: Google Classroom As A Tool of 'English for Media Writing' Course: Prospects and Challenges</p>	<p>Glotov: Teaching Film Literacy from Intercultural Perspective</p> <p>Patrão, Soeiro &amp; Parreiral: Media &amp; Education: Partners for Life</p> <p>Koltay: Can literacies help mitigating the symptoms of being overloaded by information and data?</p> <p>Nichols, Morris &amp; Ritchart: A Buffet of Diversity: Expanding Media Diets through Journalism, General Education, Service-Learning, and Study Abroad</p>	<p>Mayer: Diversity, Disability, Neurodiversity and Intersectionality: facilitating voice for the silenced</p> <p>Collard, Henry, Hernalesteen, Jacques &amp; Frenay: Deconstructing Media-fueled Conceptions on Artificial Intelligence by Playing "Who's who?"</p> <p>Scott: Following Formats; Body Language in the Future of Diversified E-Learning Environments</p> <p>Birchall and Sinclair: Student Transition to HE: Studying student expectation and experience during the first year at University</p>	<p>Cannon, Connolly &amp; Parry: Challenging statutory disenfranchising &amp; discriminatory practices in primary classrooms: mobilising popular cultures, media production &amp; pupil voice</p> <p>Cowan, Potter, Bannister &amp; Bishop Folklore, imagination and media culture: dark &amp; 'phantasmagoric' play in 'Playing the Archive'</p> <p>Bennett, McDougall &amp; Potter: The Uses of Media Literacy</p>	<p>Narewska &amp; Walls: News Wise - Is news literacy appropriate in a primary setting?</p> <p>Pixley: Decolonising Media Starts in the Visual Journalism Classroom: Tools to Combat Imperialist Media Narratives</p> <p>Nygren, Guath, Axelsson &amp; Frau-Meigs: Facing visual fake news with digital tools in education</p> <p>Whitehead &amp; Bou Zeid: Exploring Discrimination &amp; Teaching Empathy in Journalism and Media Studies through Cross-National Online Projects</p>	<p>Zaghلامي: Digital Technology and Media Education Diversity in Algeria</p> <p>Soukup, Hodboř &amp; Supa: Children's Experience of Diversity, Normalcy, and Agency: From Research to Education</p> <p>Das: Bharat Padhe Online</p> <p>Rosenfeldová, Nainová, Nečas &amp; Supa: Children as Cosmopolitan Citizens: Reproducing and Challenging Cultural Hegemony</p>	<p>News, Media and Information Literacy</p> <p>Rubin</p> <p>Spikes</p> <p>Stoepel, Piotto &amp; Hassani</p>
<b>1700 – 1800 D</b>	<b>Chair: Kris Erickson</b>	<b>Chair: Fiona Cownie</b>	<b>Chair Chris Birchall</b>	<b>Chair: Julian McDougall</b>	<b>Chair Karen Fowler-Watt</b>	<b>Chair Marketa Supa</b>	<b>Chair: Grace Y. Choi</b>
	<p>Carmi: Digital Inclusion &amp; Data Literacy (panel)</p>	<p>Cownie: Does gratitude increase voice amongst students?</p> <p>Lewis: Diversity and voice in practice: What does British Standard English mean for students of diversity?</p> <p>Walters: Co-framing employability: Mapping transferable skills with media students (mobilising articulations through practice)</p> <p>Fox: Developing a Commercial Film Production Ecosystem in Academia with Pedagogy at Its Heart</p>	<p>Catharino: The (re)elaboration of the citizen "self" and sociopolitical knowledge via social media</p> <p>Montgomery: Media Literacy is a Social Justice Issue: Conscious Media Literacy is a Life Skill</p> <p>Alvermann, Yeoum &amp; Wright: Archival Encounters via Podcasts: Diversity and Voice in Practice</p> <p>Birchall, Thornham &amp; Armitage: Break, Hack, Wreck: Critical analysis of digital media through physical deconstruction and rebuilding</p>	<p>Tang: Possible School-Parent Partnerships: A Case Study on Hong Kong Primary School Parents' Major Digital Concerns</p> <p>Qing: Empirical Study of Media Literacy Education incorporated in College-based English Journals Course</p> <p>Andrews: Trust and Your Opinion's Family Tree: A workshop to understand social media disinformation's success</p> <p>Farmer: Empowering Diverse Voices to Counter Fake News</p>	<p>Mihailidis, Ramasubramanian, Tulley, Foster, Riewestahl &amp; Johnson: Mapping Impactful Media Practice for equitable and inclusive Civic Futures in the United States</p> <p>Arcus &amp; Attwell: Building Agency through Play-Based Collaborative Learning: A Primary Students' Community-Environment-as-Media Inquiry</p> <p>De Abreu &amp; Yildis: Algorithmic Justice: A Manufactured Reality?</p> <p>Redmond, Luetkemeyer, Davis, Adams &amp; Hash: In-between Spaces: Art and Creative Expression as Agentive Practice in Higher Education Research</p>	<p>Thomason: The impact of the 2014 UK curriculum reforms on A' Level Media Studies</p> <p>Berry: Institutional challenges in meeting the needs of government policy and diverse learners</p> <p>Römer: Supporting the Voice of Disadvantaged Youth through Media Literacy Education at Czech Vocational Schools</p> <p>Rosenfeldová, Nainová, Nečas &amp; Supa: Children as Cosmopolitan Citizens: Reproducing and Challenging Cultural Hegemony</p>	<p>Educational Media</p> <p>Hernandez; Larrosa &amp; Palau</p> <p>Yoon, Jeong &amp; Kim</p> <p>Ratner &amp; Makhoul</p>

## ROSS ADAMSON

### ENCOUNTERS WITH DOCUMENTARY PRACTICE: STORIES OF FILMMAKING EXPERIENCES AS PEDAGOGIC VOICES FROM THE PAST

#### ABSTRACT

This paper presents findings from a doctoral study into the experience of undergraduate first-time documentary filmmakers. Through the virtue practice perspective of MacIntyre (2007), the research examines the ways in which such students encounter documentary practices. Documentary filmmaking is a complex creative practice characterised by ethical and practical dilemmas which all practitioners face. Whilst such practice clearly involves production knowledge, seen as the ability to produce a well-crafted artefact, this study focuses on the practical knowledge that is demanded of documentary filmmakers. Such ethical/practical decision making can be determined through a reading of the final film 'axiographics' (Nichols 1991). However, this cannot take account of the 'sayings, doings and relatings' (Kemmis et al. 2014) of filmmaking processes which are not visible in the final filmic outcomes. As the research participants are my own students, I adopted a relational Narrative Inquiry research design informed by the philosophical hermeneutics of Hans-Georg Gadamer (2004). Through one-to-one conversational interviews I produced eight first person stories from the filmmakers' perspectives. I give narrative hermeneutic interpretations of these stories and reveal the way these filmmakers enact practical knowledge as they go about their projects. The research argues that such knowledge, often concealed or marginalised in dominant views of practice-based filmmaking education, lies at the heart of documentary as ethical practice. Passing on such stories of filmmaking experience is one way that 'pedagogic voices from the past' can journey alongside future first-time student filmmakers as they embark on their filmmaking quests.

#### KEYWORDS

Documentary filmmaking, narrative, virtue, ethics

#### REFERENCES

Gadamer, H.-G. 2004. *Truth and Method*, (2nd rev. edn.). London: Continuum.

Kemmis, S., Wilkinson, J., Edwards-Groves, C., Hardy, I., Grootenboer, P. and Bristol, L. 2014. *Changing Practices, Changing Education*. Singapore: Springer.

MacIntyre, A. 2007. *After Virtue*, (3rd edn.). London: Bloomsbury Academic.

Nichols, B. 1991. *Representing Reality*. Bloomington, IN: Indiana University Press.

#### BIOGRAPHY

Ross Adamson is senior lecturer at the University of Brighton. He is currently completing his doctorate in creative and media education at Bournemouth University. He researches autobiographical writing practices, documentary filmmaking practices, and digital storytelling.

## DONNA ALVERMANN, EUN YOUNG YEOM AND WILLIAM WRIGHT

### ARCHIVAL ENCOUNTERS VIA PODCASTS: DIVERSITY AND VOICE IN PRACTICE

#### ABSTRACT

History in the making is not necessarily the history that gets recorded (Achebe, 1958; Trouillot, 1995). This proposition speaks directly to the intersection of media education and social justice. It also points to the need for exploring diverse pedagogical approaches to media literacy instruction. In this research, we interpreted archival-based instruction as a means of understanding widespread unrest throughout the US this past summer (Craig, 2020). Collaborating with four archivists at the University of Georgia's Special Collections Libraries, we created a course delivered solely online in the context of widespread racial tensions, rapidly changing immigration policies, and personal loss.

Twenty-one culturally diverse graduate students created podcasts, the center pieces of which were digitized archival items that they selected and researched. Using archived 19th century memoirs, 20th century talk-radio shows, and interviews with 21st century musician-activists, the students contemplated connections between those objects and their own life experiences (cf. Pahl, 2008). Analyses of these connections suggest that archival-based instruction can elicit intense and often unexpected feelings—including catharsis, healing, belonging, and overdue reckoning. Here, we focus our attention on three students in particular.

Student 1 is an ethnic Serbian who migrated to the US from Croatia and managed to find a PBS series entitled "Women, War, and Peace" in the Special Collections Libraries that incorporated primary sources from Bosnian Muslim women, who were considered ancestral "enemies" of the student back home in Croatia.

Student 2 reflects on the connections she made between the Coldplay song "Fix You" and her experience growing up with a father who struggled with drug and alcohol abuse. She explained that this issue resonated with her personally even now, as an educator of high school students, many of whom, during this time of Covid-19, and before, have turned to drugs and alcohol as a way to cope and/or escape.

Student 3 speaks on her identity as a Korean immigrant who is essentialized as a silent minority in the US. She looked back on her past when her family moved here for her father's graduate studies—a move that eventually led to the family's "settling down as immigrants" in the US. Her experiences have been dotted with microaggressions and nativistic racism toward Asians and Asian Americans living in the US. Such experiences prompted Student 3 to create a counter-narrative podcast about the racialized rhetoric informed by the documentary "Our Silent Minorities."

#### KEYWORDS

archival pedagogy; digital literacy; media; podcast; diversity

#### REFERENCES

Achebe, C. (1958). *Things fall apart*. London: Originally published by William Heinemann, Ltd. (now known as Penguin Random House).

Craig, T. (2020). 'The United States is in crisis': Report tracks thousands of summer protests,

most nonviolent. The Washington Post (Sept. 3). Available at: [https://www.washingtonpost.com/national/the-united-states-is-in-crisis-report-tracks-thousands-of-summer-protests-most-nonviolent/2020/09/03/b43c359a-edec-11ea-99a1-71343d03bc29\\_story.html](https://www.washingtonpost.com/national/the-united-states-is-in-crisis-report-tracks-thousands-of-summer-protests-most-nonviolent/2020/09/03/b43c359a-edec-11ea-99a1-71343d03bc29_story.html)

Pahl, K. (2008). Tracing habitus in texts: Narratives of loss, displacement and migration in homes. In J. Albright & A. Luke (Eds.). *Pierre Bourdieu and literacy education* (pp. 187-208). London: Routledge/Taylor & Francis Group.

Trouillot, M-R. (1995). *Silencing the past: Power and production of history*. Boston, MA: Beacon Press.

## BIOGRAPHY

Donna Alvermann is Professor of Digital Literacy/Media in the Department of Language and Literacy Education at the University of Georgia (USA). She is joined by two doctoral student coauthors, William Wright and Eun Young Yeom.

## GEANE CARVALHO ALZAMORA, LORENA PÉRET TEIXEIRA TÁRCIA AND LUCIANA ANDRADE GOMES BICALHO

### TRANSMEDIA EDUCATION: COMMUNICATION PLANNING FOR PUBLIC SCHOOLS IN PORTUGUESE-SPEAKING COUNTRIES

#### ABSTRACT

The studies of Transmedia Education and Transmedia Literacy (Scolari 2016) have focused on what young people do with the media, considering them to be prosumers capable of sharing and generating media content of different types and levels of complexity. Based on these studies, we propose a Transmedia Education approach in order to promote transformative actions focused on international cooperation in public schools in Portuguese-speaking countries. Language acts as a mediating linguistic process that contributes the development of interactional dynamics through a digital platform that integrates these experiments. We present here the results and the theoretical-methodological path that marks our conception of transmedia education.

Each planning considers the social, political, economic and cultural context of the partner public school, as well as the media consumption habits of the students (our target audience). Based on these data, we developed a diagnosis of each school to identify the central problem of communicational planning based on the following methodological procedures: in-depth interview with teachers and principals, focus group with students, Design Thinking workshop to building personas and choose the theme of the main narrative, and subsequent definition of scripts for the multiplatform proposition based on the projected canon narrative.

The diagnosis/planning stage is elaborated by students of Social Communication at Federal University of Minas Gerais (UFMG), under the supervision of Professor Geane Alzamora and the trainee teacher Luciana Andrade. Then, the products are developed by students of the University Center of Belo Horizonte (UNIBH), under the supervision of Professor Lorena Tárcia. Later the planning is implemented in partner public schools under the supervision of the university professor responsible for the project in each country.

In 2017, we created two transmedia education plans. The first took place in East Timor and focused on hygiene habits. We were produced educational kits to be used in the classroom, containing: board game, memory game, puppet theatre, video animations and comic books. The second plan happened in a public school in Brazil in order to increase the dialogue between the students' parents and the school. The entrepreneurship theme guided the whole strategy and resulted in workshops and digital content for Facebook and WhatsApp. This year, following the same line of reasoning, we started planning for a public school in Maputo, capital of Mozambique, whose objective is to offer actions that can help the literacy processes. We finished the first part of the planning with the creation of scripts for illustrated stories, videos for the local TV, reading and interpretation workshops and board game.

## REFERENCES

Scolari, C.A. (2016). Alfabetismo transmedia. Estrategias de aprendizaje informal y competencias mediáticas en la nueva ecología de la comunicación, *Telos*, 103 –Febrero –Mayo 2016, pp. 13-23. Soares, I. O. (2011). *Educomunicação: o conceito, o profissional, a aplicação*. São Paulo: Paulus.

## GILLIAN ANDREWS

### TRUST AND YOUR OPINION'S FAMILY TREE: A WORKSHOP TO UNDERSTAND SOCIAL MEDIA DISINFORMATION'S SUCCESS

#### ABSTRACT

As the popularity of conspiracy theories and alternative narratives grows internationally, there is a rising concern with issues of trust. Governments and political factions are spreading disinformation, often through social media. Some newsrooms, concerned with distrust of news media, have opened their operations to the public, attempting to restore trust through transparency. What can we do to restore trust in journalism? they ask.

Perhaps the question we should ask instead is, Where are the roots of individual and community trust? How do they develop, and how do they differ in diverse communities?

In the early American media literacy movement (unearthed by Renee Hobbs, Sandra McGee, and their colleagues at the Media Education Lab (2014)), we find a toolkit for helping communities in conflict understand how they came to trust different sources of information, whether they lean Brexit or Remain, Make America Great Again or Black Lives Matter. The Institute for Propaganda Analysis, founded in the late 1930s in response to the international rise of racial nationalism and populism, took the approach that each of us must understand our own family history to understand why we trust certain information and not others.

Building on these bodies of pedagogy in a workshop format, Dr. Andrews presents activities for engaging learners in reflecting on their biases and the sources of their trust. Each session attendee will use an item appearing in their social media feeds to draw a "family tree," one which explores their families' and communities' responses to issues raised by these social media items. Attendees will note where their own opinions remain in harmony with their communities, and where they diverge. Among other things, they will be encouraged to think about how their families encouraged them to trust or distrust different kinds of texts because of their genre or



authority—fiction and nonfiction books including religious texts and textbooks; newspapers, television, websites, and even legal documents.

They will then explore what is missing from their family trees—countervailing opinions and perspectives that were not present as they developed their opinions. Working in small groups, they will play out how their opinions might have differed if those diverse perspectives had been more present in their communities, and how they might have reacted differently to social media or news messages. Finally, participants will reflect on how these exercises might be received by and adapted for the diverse populations they work with.

## KEYWORDS

news literacy, digital literacy, propaganda, fake news, bias

## REFERENCES

Samantha Bradshaw and Philip N. Howard, “Troops, Trolls and Troublemakers: A Global Inventory of Organized Social Media Manipulation” (working paper, Computational Propaganda Research Project University of Oxford, Oxford, 2017)

Michael T. Clanchy, *From Memory to Written Record: England, 1066–1307* (Malden, MA: John Wiley & Sons, 2013), 320.

Violet Edwards, *Group Leader’s Guide to Propaganda Analysis* (New York: Columbia University Press, 1938), 1.

Renee Hobbs and Sandra McGee, “Teaching about Propaganda: An Examination of the Historical Roots of Media Literacy,” *Journal of Media Literacy Education* 6, no. 2 (2014): 56–67.

Linda Weber and Allison I. Carter. *The Social Construction of Trust*. (Springer Science & Business Media, 2003).

## BIOGRAPHY

Gillian “Gus” Andrews, EdD, public educator and researcher, created an award-winning YouTube series on media literacy, “The Media Show.” Dr. Andrews’s research on digital privacy supported human rights work at the US State Department and the EFF. Her book, *Keep Calm and Log On*, will be published by MIT Press in April 2020.

## CAROL ARCUS AND CHELSEA ATTWELL

### BUILDING AGENCY THROUGH PLAY-BASED COLLABORATIVE LEARNING: A PRIMARY STUDENTS’ COMMUNITY-ENVIRONMENT-AS-MEDIA INQUIRY

## ABSTRACT

“Teachers are not meant to be tourists in the neighbourhoods where they teach.” (Dr. R. Patrick Solomon)

How might an “environment as media” curriculum that explores students’ lived experiences help educators and students understand the diverse communities in which children live and learn? Chelsea Attwell will present her practice-based research into the intersection of community, identity, and media production in Kindergarten and Year One -a programme blending

community-as-inquiry with media production provocations.

Through an initial neighbourhood walk, children observe, document, and inquire into a diverse community environment-as-media. Inquiries include: meanings of signs -their purposes and target audiences; designs and purposes of structures; uses of different languages in different contexts; and how these represent and relate to their lives. The experience is documented with tablets, then curated in the classroom through play-based inquiry using open-ended materials. They also design their own signs and structures, create a meal, and reflect on differences between virtual and face to face experiences.

The work supports multiple goals and frameworks:

- developing awareness of the economic, racial, and social diversity of school and neighbourhood communities
- developing a sense of belonging, identity, and agency within their community-supporting student learning about “identity conflict”
- developing awareness of being valued and respected, and of being seen as competent and capable
- developing understanding of text, audience, and production through play-based inquiry and media production
- consolidating awareness of media as environment and environment as media

This curriculum addresses the following questions:

- How might teachers and children use collaborative inquiry to achieve mutually-beneficial learning?
- How might media production allow for multiple entry points into learning about community?
- How might teachers and children use media concepts to understand their relationships to and within their diverse classroom/school/neighbourhood communities?
- How might teachers and students use media to identify and understand “identity conflict”?
- How might play and production help students understand media literacy learning and concepts?
- How might teachers extend the notion of media as screen content to broader notions of environments?

This is an informal “MERJ Conversation” that invites collaborative dialogue.

## KEYWORDS

collaboration, inquiry, production, inclusion, agency

## BIOGRAPHY

Chelsea teaches Primary/Junior in the Toronto District School Board and is a Director with Ontario’s Association for Media Literacy. She regularly hosts K -12 educators in her classroom. <http://bit.ly/educattwell>

## AHMET ATAY

### DIASPORIC AND ACCENTED CINEMA AS A PEDAGOGICAL TOOL: IMMIGRANTS AND QUEERS IN FERZAN OZPETEK'S FILMS

#### ABSTRACT

In recent years, Italian cinema regained its visibility in the global film industry through the work of new and talented directors and writers. One of these figures is a Turkish-Italian filmmaker and a diasporic-global nomad Ferzan Ozpetek. Most of his work represents the changing nature of the Italian society; therefore, his films are integral part of the contemporary Italian cinema. Due to their multicultural nature, his films often depict complex characters and culturally complex dynamic storytelling. Most of Ozpetek's work centers around the representations of queer bodies, immigrants and hybrid experiences; therefore they reflect and embody the changing nature of Italian culture.

Ozpetek's dual citizenship and cultural background situates him in a unique position in both Italian and global film scenes. Even though he can be considered within the discourse of accented or diasporic cinema and described as such, he is different than the other directors in this tradition due to his dual citizenship and his ability to physically maneuver between nation states. Asuman Suner calls attention to the growing academic interests in these directors and their films. Suner writes 'Critical attention in current film scholarship seems increasingly to be focusing on a newly discerned mode of filmmaking that might be described as "exilic/ diasporic"' (Asuman Suner 2006: 363).

Coined by Hamid Naficy, accented cinema refers to not only films made by diasporic or exilic directors but also the very being, a sense of self, of these directors during and outside of the filmmaking process. Asuman Suner states that Naficy uses the term 'to describe the films that exilic, diasporic and postcolonial/ ethnic directors have made in the West since 1960s. The "accent" of this cinema primarily emanates from the experience of displacement of the filmmakers and their artisanal and/or collective modes of production' (Suner 2006: 363-364). Derek Duncan (2005) defines "accented cinema" as a collection of films produced by directors who work in exile and contribute to the queer project. According to Naficy, accented cinema is 'by no means an established or cohesive cinema' (Naficy 2001: 4). Naficy claims that the accented filmmakers are part of their films.

The goal of this essay is to discuss the notion of accented cinema and transnational film as pedagogical tools and approaches to educate students about diverse situations, experiences and beings. In this essay, I particularly focus on Ozpetek's films, *Le fate ignoranti* (His Secret Life) and *Mine Vaganti* (Loose Cannons), as transnational cultural texts to teach politics and representation of immigration, queerness, in-between experiences, sense of belonging and patched together cultural identities, and also to articulate culturally bounded notions of extensive family ties (both biologic and organic) and a sense of loss. Teaching such topics in a classroom full of predominantly white, middle and upper-middle class U.S American students is a challenging task. The aim of this essay is to articulate some of these challenges. Therefore, while I will be explaining how examples of transnational cinema, in this case two films of Ozpetek, can be used as pedagogical tools, I also examine how such texts can be used to discuss issues of difference, immigration, and in-between and complex identities.

#### KEYWORDS

Accented cinema, identity, queer, in-betweenness, hybridity

#### REFERENCES

Naficy, H. (2001), *An Accented Cinema: Exile and Diasporic Filmmaking*, Princeton: Princeton University Press.

Suner, A. (2006), 'Outside in: 'accented cinema' at large, *Inter-Asian Cultural Studies*, 7:3, pp. 363-382.

#### BIOGRAPHY

Ahmet Atay is Associate Professor at the College of Wooster. He is the author of *Globalization's Impact on Identity Formation: Queer Diasporic Males in Cyberspace* (2015) and the co-editor of 8 books.

## PHIL BARBER

### SAVE ME WHITE JESUS: THE INCOHERENT CONTEMPORARY SPECTRE OF THE FOLKLORIC, ALT-RIGHT MASCULINE LEGEND

#### ABSTRACT

Iranian cleric, Shahab Moradi, said Iran would struggle to hit back against the US by striking a parallel figure to Maj. Gen. Qassem Soleimani because the US has only "fictional" heroes.

"Think about it. Are we supposed to take out Spiderman and SpongeBob?" he said in a live interview of Iran's IRIB Ofogh TV channel.

The incoherent legend of an appropriate, aspirational, all-conquering, white masculinity is perpetually born and reborn, leading the alt-right movement yet also perpetually chasing its meandering development, all whilst never really existing at all. A ghostly presence, sensed but not seen, pieced together via memes and chat rooms and backyard-brawl videos and marches and speeches and Championship Fights and Super Bowls and WWE and Rock and Roll and Captain America and President Trump and the army and Mark Wahlberg and Connor McGregor and the Proud Boys and commercials and your dead grandpa and the gym and real jobs and Westerns and prison documentaries and *Die Hard* and Facebook karate tutorials. The spectre of idealised, performative, ambient masculinity, capable of scaling the 'natural order' to sit atop a paleo-conservative hierarchy, itself set within an increasingly complex and fiercely defended fantasia, haunts the browsing history of the west. He's gone before his essence can be captured but his myth continually shapeshifts and builds. As a god he is a work in progress; his adherents cosplaying their personal interpretations, an act which doubles as both praise, in his image, but also as a claim to actually be him, themselves, if just for a moment. The Capitol Hill riot was as much protest as it was a mass audition; individual contestants making their claim to represent and embody the spectre of uber-masculine spectacle. A father. A son. A holy ghost.

He's there somewhere. He's everywhere. UFC. Presidential Election. Arm wrestling. The World Series. National Anthem. Touchdown. Championship ring. Born to lead. Protein Shakes. Owning the Libs. Overtake. Alpha male. Assault Rifles. Camo gear. Hunting knives. Feel alive. Gasoline. Keep em' keen. American Dream. Bicep curls. T-level test. Hair on your chest. Chest press.

National press. Scarface. Save face. Face to face. Take your place. Civic duty. Civil Liberty. Civil Unrest. Civil War. Capitol Hill. King of the Hill. King of The Spectacle.

The Spectacle is not a collection of images, but a social relation among people, mediated by images.

Phil Barber is Course Leader at Solihull College and PhD researcher in CEMP at Bournemouth University

## PETE BENNETT, JULIAN MCDUGALL AND JOHN POTTER

### THE USES OF MEDIA LITERACY

#### ABSTRACT

In The Uses of Literacy(1957), Richard Hoggart analysed the transition his working class community in Hunslet, Leeds were making into a new mass media culture.

The presenters' new work, The Uses of Media Literacy(Routledge, 2020) argues for a reclaiming of media literacy through a return to Hoggart's concerns (if not his methods or problematic articulation). Looking at media literacy through such a lens obliges a focus on its contested uses and what we mean by media, class and culture, 60+years on from Hoggart's book.

The impact of Uses in the subsequently established Contemporary Centre for Cultural Studies (in Birmingham) was partly in "drawing attention to the discursive frames that shape everyday lives and the literacy practices that are a part of them, and disrupting these frames through research and practice which challenges how they are set" (Jones, 2018). In this session at MES, we will consider whether the development of 'media literacy' has opened up a more inclusive and dynamic framing of literacy and its uses.

Using Hoggart's original chapter titles, the project sets out in broad agreement with DJ Taylor that "as long as Britain has a class system, Hoggart will have to be read" (2017: 53). The book examines the ways in which the 'full rich lives' of working-class people are derided across media and consider the impact of these uses of our media literacy on individual, family and community practices, drawing particularly on notions of identity and narratives of self.

Hoggart's critique is partly re-appraised with three intersecting themes: (1) the creation of a mass culture then, the development of a digital and social media culture now; (2) the destruction of the 'genuine popular culture', then, a consideration of this paradox sixty years on, where much of the moral panic about 'screen time' and 'fake news', for example, echoes Hoggart's 'sense of an ending' but only with regard to his own disclaimer that all generations experience a tension with 'progress' and (3) the 'unhealthy' nature of the new mass culture, then, a more nuanced account in, perhaps, more complicated times, of the duality of 'uses' of digital media as a new popular culture, today.

#### KEYWORDS

Media, Literacy, Class, Culture, Richard Hoggart

### REFERENCES

Bennett, P; McDougall, J and Potter, J. (2020) The Uses of Media Literacy. London: Routledge.

Hoggart, R. (1957) The Uses of Literacy. London: Pelican.

Jones, S (2018) Portraits of Everyday Literacy for Social Justice: Reframing the debate for families and communities. London: Palgrave.

Taylor, D.J (2017) 'Entertaining the Masses'. New Statesman, 16-22.6.2017

### BIOGRAPHY

Pete Bennett is Award Leader for the B.A. /M.A.in Post-compulsory Education in the Institute of Education at the University of Wolverhampton. He is author / editor of a range of books in the fields of Education, Media, Communications and Cultural Studies and co-editor of Routledge's book series in Media Literacy and Education research.

Dr John Potter is Reader in Media in Education at the University College London Institute of Education, based in the UCL Knowledge Lab. His research and publications are in the fields of: media education, new literacies, creative activity and learner agency; the changing nature of teaching and learning in response to the pervasive use in wider culture of media technologies in formal and informal settings.

Julian McDougall is Professor in Media and Education, Head of the Centre for Excellence in Media Practice and Principal Fellow of the Higher Education Academy. He edits Media Practice and Education and runs the Professional Doctorate (Ed D) in Creative and Media Education at Bournemouth University. Julian is the author / editor of a range of books, chapters, journal articles and reports in the fields of media, education and pedagogy, literacy, cultural theory and technology and co-editor of Routledge's book series in Media Literacy and Education research.

## RICHARD BERRY

### INSTITUTIONAL CHALLENGES IN MEETING THE NEEDS OF GOVERNMENT POLICY AND DIVERSE LEARNERS

#### ABSTRACT

Flexible learning has been an important part of Government policy for over 20 years. Often critical of the flexible delivery options offered by universities, whatever party, Government has been consistent in encouraging institutions to do more in meeting the needs of diverse learners. This paper critically evaluates the development and delivery of two flexible learning programmes. These were developed as part of a HEFCE Catalyst-funded project 'Towards Higher Apprenticeships' led by the Sector Skills Council for the creative industries and a consortium of five universities.

The research addresses gaps in the literature in relation to student, staff and employer perspectives and outcomes in the coproduction of accelerated, work-based learning programmes.

Using an interpretive philosophy, the study employed an action research approach, that is, the study is primarily intended to inform practice within a specific social situation, the findings of which may be transferable. Documentary analyses, interviews and field notes were analysed



inductively. The research participants included the research author who also headed the project for the lead institution, students, academic staff, employers and the Sector Skills Council (SSC). The research suggests that the foundation for flexible programmes requires: an innovative institution, where teams have existing strong industry links and an employability focus, particularly in industries with a clear skills shortage; a reachable target audience with raised awareness of the benefits of such programmes; and an active Sector Skills Council to raise awareness, particularly amongst small to medium-sized businesses, and to act as an umbrella organisation. Employers engaged in such programmes should be prepared to devote sufficient resources.

### KEYWORDS

policy, diversity, flexible learning, agency

### REFERENCES

- Boud, D. and Solomon, N. 2001. Work- $\square$ based learning: a new higher education? Buckingham, Open University.
- Collis, B. and Moonen, J. 2011. Flexibility in Higher Education: Revising Expectations. *Comunicar, Scientific Journal of Media Literacy*. 37, XIX:15- $\square$ 24.
- Garnett, J. 2016. Work- $\square$ based learning: A critical challenge to the subject discipline structures and practices of higher education. *Higher Education, Skills and Work- $\square$  Based Learning*, 6 (3), p.305- $\square$ 314.
- HEFCE. 2011. Diverse provision in higher education: options and challenges: Report to the Department for Business, Innovation and Skills in July 2010. London: Higher Education Funding Council for England.
- Huxley, C., et al. 2017. Accelerated degrees in Higher Education: Case study report. Department for Education.

### BIOGRAPHY

Richard is a senior lecturer in digital Marketing at the University of Westminster. His doctoral research focused on accelerated and work-based learning and his current research includes collaborative action research using technology-enhanced learning.

## SANA BILGRAMI

I Am: Exploring Multiplicity of Voice and Identity in First Person Self-Reflexive Documentary Film Practice

### ABSTRACT

The autoethnographic film endeavour raises questions familiar to most documentary filmmakers about the infinite possibilities of (self-)representation. It also allows a certain freedom in inscribing nuances and interiority to one's own story. I Am aims to explore multiplicity: of character, history, identity and primarily, my "voice" as a filmmaker.

I Am is a re-worked extract from a documentary film that charts my personal journey of uncovering secret family history from a century ago in Scotland. The journey allows me to cinematically explore the multiplicity of my identity as a Pakistani woman: an agnostic Muslim who grew up in a liberal-conservative family brimming with religious, social, sexual and cultural contradictions.

My 'voice' as a filmmaker is 'diverse'. I was born in Pakistan, and moved to Britain 25 years ago. After a period of exploring 'identity' in immigrant communities, with the hope of shedding insight into my own sense of belonging, my cinematic gaze has now overtly turned inwards. I am interested in marginal voices and stories but with an understanding that I cannot represent any form of diversity in Britain other than my very own. I Am refuses to define who I am, but instead raises questions that point to the impossibility of pinning down my identity.

In the footsteps of Minha, I acknowledge the imperialism of representation – and celebrate a "speaking nearby" rather than "speaking about" – so that "truth" lies "here" rather than "there".

Minha deconstructs narrative tropes to destabilize and achieve an accumulative speaking "nearby", emphasizing ethnic and linguistic plurality in the communities she explores. The textual "voice" is entirely dominant in her films. Conversely, I embrace here the challenge of staying within the creative confines of a traditional three-act structure of storytelling that includes elements of dramatic tension and revelation.

I Am uses my actual voice as a guiding, reflective and reflexive voice-over. It also embodies my visual 'voice' over two decades as a filmmaker, using archive footage I have shot for different film projects alongside personal archive.

The combination of voice-over and self-shot archive aspires to a "language of poetry", as described by Pasolini, where the camera (and in this case, voice-over) embodies the author's interiority and subjectivity.

My auteur subjectivity crosses and resists cultures, following a self-determining inner voice. I Am attempts to subvert notions of what constitutes a marginalised "voice", so that "marginality", and ultimately "diversity" defy containment, and instead embrace overlapping multiplicity.

### KEYWORDS

Documentary Film, Identity, Multiplicity, Self-Reflexive, Voice

### REFERENCES

Two Janes. In development. Sana Bilgrami. BOFA Productions, UK. 90 minutes.

Minha, Trinh T. 'Outside In, Inside Out', in *Questions of Third Cinema*, edited by Jim Pines and Paul Willemen. London: British Film Institute, 1989, pp. 133-149

Nichols, Bill. 'The Voice of Documentary' in *Movies and Methods*, Volume 2, edited by Bill Nichols. University of California Press, 1985, pp. 258-273

Pasolini, Pier Paolo. 'The Cinema of Poetry' in *Heretical Empiricism*, edited by Louise K. Barnett. Bloomington: Indiana University Press, 1988, pp. 167-196

### BIOGRAPHY

Sana Bilgrami has directed, filmed and edited award-winning documentary films that have been broadcast and screened at galleries and international festivals. She lives in Edinburgh and is a Film lecturer at Edinburgh Napier University.

## CHRIS BIRCHALL, HELEN THORNHAM AND JOANNA ARMITAGE

### BREAK, HACK, WRECK: CRITICAL ANALYSIS OF DIGITAL MEDIA THROUGH PHYSICAL DECONSTRUCTION AND REBUILDING

#### ABSTRACT

This session springs from a series of workshops which explored the use of plug-and-play digital components (including Arduino mini-computers and their associated components) to enhance the critical engagement of students with digital devices. The technologies used signify a substantial change in how we approach digital culture as lived, experienced, embodied and embedded and these workshops aimed to explore how we can respond to this in the classroom. By questioning some of the assumptions made of technology by consumers, interrogating the performance of our everyday digital tech and evaluating this experimental approach to teaching, the workshops highlighted the potential of hands-on hacking and experimental building as a method to enhance student education in the teaching of critical digital media. This session will first briefly introduce the techniques and content used in workshops through hands-on hacking activities before reflecting on the project findings, including the insight gained from the data gathered from workshop participants. The experiences, discoveries and questions recorded by students during the project build an argument for the use of this kind of experimental teaching in media studies to inspire critical engagement with technology by students by dismantling assumptions and challenging the trust and confidence demanded by modern digital technologies.

#### REFERENCES

Garoian, C., & Gaudelius, Y. (2001). Cyborg Pedagogy: Performing Resistance in the Digital Age. *Studies in Art Education*, 42(4), 333–347.

<https://doi.org/10.1080/00393541.2001.11651708> Williamson, B. (2015). Educating the smart city: Schooling smart citizens through computational urbanism. *Big Data & Society*, 2(2). <https://doi.org/10.1177/2053951715617783>

## CHRIS BIRCHALL AND JOHN SINCLAIR

### STUDENT TRANSITION TO HE: STUDYING STUDENT EXPECTATION AND EXPERIENCE DURING THE FIRST YEAR AT UNIVERSITY

#### ABSTRACT

The challenging transition that students experience from FE to HE has received attention in recent years. Studies have highlighted issues in lifestyle, social and personal experience (Meehan & Howells, 2018, Tett, Cree and Christie, 2017) and examined the characteristics of students making the progression (e.g. Osborne & McLaurin, 2006). This study builds on these insights to investigate other specific facets of the transition: the attitudes and expectations of incoming students about the learning experience and environment that they will encounter in HE, and their experience of these during the first year of study. A survey of incoming students combined questions about previous academic experiences and the general HE transition with questions about teaching practices and important academic themes within humanities (specifically communication and media) scholarship such as academic practice,

critical analysis and independent learning. A focus group followed up on the findings of the survey to provide qualitative insight into the student experience. Topics such as peer and School support communities and learning resources and spaces were included in questions, and this combination investigated whether, and how, students expected to encounter and cope with these often challenging academic concepts alongside the other pressures that they feel during the early part of their studies.

#### KEYWORDS

Transition Higher Education, Student experience, Student expectations, teaching practice, seminars, feedback

#### REFERENCES

Meehan, C., & Howells, K. (2018). "What really matters to freshers?": evaluation of first year student experience of transition into university. *Journal of Further and Higher Education*, 42(7), 893–907. <https://doi.org/10.1080/0309877X.2017.1323194>

Osborne, M., & McLaurin, I. (2006). A Probability Matching Approach to Further Education/Higher Education Transition in Scotland. *Higher Education*, 52(1), 149–183. <https://doi.org/10.1007/s10734-004-7279-3>

Tett, L., Cree, V., & Christie, H. (2017). From further to higher education: transition as an on-going process. *Higher Education*, 73(3), 389–406. <https://doi.org/10.1007/s10734-016-0101-1>

Biography  
Birchall and Sinclair have been in HE for over a decade, teaching in the fields of Digital Media and Journalism. Both have experience of programme leadership and admissions roles.

## PAWAS BISHT

### EMBEDDING SOCIAL LEARNING AND INCLUSIVE MEDIA PRACTICE IN DOCUMENTARY FILMMAKING PEDAGOGY: LEARNINGS FROM THE 'STOKE-STORIES' PROJECT

#### ABSTRACT

I would like to propose a screening and discussion based session drawing on a teaching innovation project that I've led around collaborative community-based documentary filmmaking on the undergraduate media programme at Keele University. 'Stoke Stories' (<http://www.stoke-stories.com>) is a teaching project with two key aims both of which address important dimensions of the issues raised by the conference theme around the relationship between media education, diversity and voice. The first aim of the project was to embed social learning into the teaching of media practice by encouraging students to work collaboratively with the local community. The second aim was to provide voice and representation to the community of Stoke-on-Trent, which has been historically overlooked and misrepresented by mainstream media.

In this session, I would present the project and share some of the short films produced by the students. This will be followed by a conversation with some of the student filmmakers and the audience on how well the project achieved its aims and the pedagogical and practical challenges presented by such an approach. In particular, the session would be debating factors impacting the quality of the collaboration between the students and the community, the possibilities of

generating a 'shared voice', and the potential for embedding critical reflection into the overall process.

## KEYWORDS

Social Learning, Documentary Filmmaking, Inclusive Media Practice, Voice, Community

## BIOGRAPHY

Dr Pawas Bisht is a Lecturer in Media, Communications & Culture at Keele University (UK). He is also an experienced documentary film practitioner having produced work for Channel 4 (UK), United Nations Development Programme, and the Global Environment Facility.

## LUCY BROWN, ROSAMUND DAVIES AND FUNKE OYEBAJJO

### TEACHING MEDIA PRODUCTION –UNDERSTANDING UNCONSCIOUS BIAS IN CREATIVE IDEA DEVELOPMENT

## ABSTRACT

This paper examines the intersection between the idea development process within the television industry and the pedagogy of teaching and facilitating creative idea development techniques within the academy on media practice courses. Practice is typically taught by practitioner-scholars (Caldwell 2008), who bring with them established practices relating to how ideas are formed, chosen and developed within screen industries. Recently, both scholars and media and cultural organisations themselves have been examining what is meant by diversity and considering how established structures and practices might undermine aims of diversity and inclusion (Channel 4 2015, Saha 2018, Friedman & Laurison 2019). It seems clear, therefore, that media educators must also scrutinise the industry practices that have been internalised and naturalised within media education, including those related to idea development. Failure to do this is likely to result in the next generation of media practitioners inheriting and reproducing dysfunctional attitudes and behaviours within the idea development process, which are likely to hinder diversity in programme making in the future. We will present initial findings based on observations, surveys and interviews with a range of new entrants and established television professionals, carried out during an 18 month period working with a talent development scheme.

Our research suggests that a particular issue is the presence of unconscious bias (Advance HE, Equality Challenge Unit: 2013) within the ideas development process, which mitigates against the aims of broadcasters to produce a truly diverse range of programmes. Unconscious bias (a bias of which we are unaware, but which leads to instant assessments of people and situations, influenced by one's background, cultural environment and personal experiences) has been recognised as an issue within both the academy and the industry. However, attempts to address it have primarily been focused on recruitment. Our paper proposes that it is equally important for media educators to be aware of the presence of unconscious bias and of ways of tackling it in relation to creative idea development. We will discuss both the barriers and potential solutions to enhancing diversity within the idea development process.

## KEYWORDS

Television, unconscious bias, ideas, pedagogy, creativity

## REFERENCES

Caldwell, J.T. (2008) Production Culture: Industrial Reflexivity and Critical Practice in Film and Television, Durham: Duke University Press.

Advance HE, Equality Challenge Unit (2013) Unconscious bias in higher education. Available at <https://www.ecu.ac.uk/wp-content/uploads/2014/07/unconscious-bias-and-higher-education.pdf>

Channel 4 (2015) 360 Diversity Charter.

Friedman, S & Laurison, D (2019) The Class Ceiling. Bristol: Policy Press

Saha, A (2018) Race and the Cultural Industries. Cambridge: Polity Press

## BIOGRAPHY

Funke Oyebojio is a script consultant, lecturer, scriptwriter and web fest curator for the Raindance Film Festival. She has worked with Arena Majicka in Norway, BBC Writer's Room, BBC World Service, The UK Film Council, Creative England.

Lucy Brown is an associate dean, author and producer. She has taught at film schools across five continents and is the Founder of Trailblazing Women On and Off Screen and co-author of The TV Studio Production Handbook.

Rosamund Davies is Senior Lecturer in Screenwriting with substantial experience as a script editor and story consultant. She is a member of the International Screenwriting Research Network and has published with Palgrave, Sage and the Journal of Screenwriting.

## MICHELLE CANNON, STEVE CONNOLLY

### CHALLENGING STATUTORY DISENFRANCHISING AND DISCRIMINATORY PRACTICES IN PRIMARY CLASSROOMS: MOBILISING POPULAR CULTURES, MEDIA PRODUCTION AND PUPIL VOICE.

## ABSTRACT

This paper has two objectives: 1) it sets out the ways in which prescribed elements within the English state primary curriculum work against the rights of the child and 2) it offers accounts of media practices that restore these rights through creative media engagements with popular culture, digital crafting and identity work. The paper invokes several Articles within the United Nations Convention on the Rights of the Child (UNCRC) that relate to aspects of literacy: developing identity (Article 8), being heard (Article 12), freedom of expression (Article 13), the right to access a range of media (Article 17), and to enjoy already familiar language and culture (Article 30). The paper makes the case that a broad and dynamic media education from the earliest years facilitates these basic and inclusive educational rights. We propose that the elimination from the primary curriculum in 2013 of any mention of digital media (in England), is a discriminatory decision that stands to disenfranchise many children, impacting on their right to be heard, to express ideas, to access culture and develop identities.

We challenge the ubiquitous notion that children are 'digital natives' who are intuitively able to use new technologies and highlight the need to address inequality of opportunity to undertake media production. Presenters will offer vignettes from a range of research projects in which the



aim was for young children to engage in 2social, autonomous and productive activities with digital tools and artefacts. These vignettes highlight the need for the reinstatement of media literacy in the primary curriculum as a means of addressing the statutory discrimination and disenfranchising currently experienced by many children.

The paper acknowledges that the media education community needs to step up its efforts to decolonise centrally enforced school procedures that leave no room for media exploration, and to focus on ways of securing children's rights to participate in digital, humanised spaces of learning that respect individual rights, values and the environment (Article 29). We draw on existing research to propose changes to curriculum, pedagogies and literacy practices in order to better support children's learning in relation to digital media and new technologies. Finally, at a time coinciding with the UNCRC 30th anniversary, we articulate the ways in which mandated cross-curricular media education could and should be a core curricular entitlement that makes the existence of these rights meaningful whilst countering inequality and exclusion.

### KEYWORDS

Primary digital media production, popular culture, diversity, voice, social justice, literacy

### REFERENCES

Cannon, M., Potter, J. and Burn, A. (2018) 'Dynamic, Playful and Productive Literacies', *Changing English: Studies in Culture and Education*, 25(2), pp. 183–199.

Cannon, M. (2018) *Digital Media in Education: Teaching, Learning and Literacy Practices with Young Learners*. London: Palgrave Macmillan.

Connolly, S. and Parry, B. (2018) 'Media Literacy Education in Primary Years: Carrying on Regardless', *Journal of Media Literacy*, 65(1 & 2).

Parry B (2014) 'Popular culture, participation and progression in the literacy classroom'. *Literacy*, 48(1), 14-22.

### BIOGRAPHY

Dr. Michelle Cannon—Lecturer in Digital Media in Education at UCL, Institute of Education with research interests in new media literacies, digital media production and critical pedagogies.

Dr. Steve Connolly—Sr. Lecturer in Teacher Education at University of Bedfordshire with research interests in relationships between media education and learning processes -cognitive, social, critical and cultural.

Dr. Becky Parry—Lecturer in Digital Literacies at the School of Education, University of Sheffield with research focused on children's media cultures in terms of what children play, read, watch and participate in and what they create and share. Becky is especially interested in developing pedagogies which support children's creativity and criticality in relation to digital media.

## TAIANA CATHARINO

### THE (RE)ELABORATION OF THE CITIZEN "SELF" AND SOCIOPOLITICAL KNOWLEDGE VIA SOCIAL MEDIA

### ABSTRACT

Observing everyday life in the digital environment, and considering the construction of knowledge as a dynamic, discursive and interactive process, this work is part of an ongoing investigation that debates the importance of social media for the development of sociopolitical knowledge and the formation of the citizen "self".

By the analysis of interviews and Facebook posts that dealt with the issue of society's control over women's bodies, specifically in 2 topics: fatphobia and sexual abuse, evidence shows that that social media appears as a possibility of exposure, an arena of affirmation of the reality, and consequently, a tool of empowerment of our civic identities.

A subject's civic identity is (re)constructed through the confrontation of ideas, resulting in re-signification of contents and production of knowledge, in a performative and dynamic process of self-learning. All knowledge is built in a system of meanings. In this sense, the construction of knowledge (and identities) happens not only through institutionalized educational models but also through non-formal education.

Non-formal education is based on the assumption that knowledge and learning are generated throughout life, experience, and social, cultural or political participation. It encompasses all educational possibilities during the life of the subject, constituting a permanent and unorganized process.

With the emergence of new forms of communication through online spaces, in times of deep mediatization, when people perceived the possibility for greater action and debate on sociopolitical issues, they quickly began to organize themselves within this new context, adapting to the technologies and using their benefits also to manifest their citizenship. Openness to debates about different issues on the web leads to the citizen's empowerment. Citizens have been given more power to engage with sociopolitical matters, as much by the environment, as by the tools and new way to think the social and the political.

In this context, when sociopolitical concerns are expressed through discourses, actions and social interactions in online spaces, they can contribute not only to the development of sociopolitical matters, by the (re)creation and (re)elaboration of knowledge, but also by the formation and/or (re)affirmation of the individuals' citizenship.

### KEYWORDS

Citizenship, non-formal education, identity, social media, knowledge

### REFERENCES

Bakardjieva, Maria (2009): *Subactivism: Lifeworld and Politics in the Age of the Internet*, *The Information Society. An International Journal*, 25:2, 91-104.

Butler, Judith (2003): *Problemas de gênero: feminismo e subversão da identidade*. Rio de Janeiro: Editora Civilização Brasileira.

Couldry, Nick; Hepp, Andreas (2017): *The mediated construction of reality*.

Polity Press, Cambridge.

## BIOGRAPHY

PhD student in Communication Sciences at NOVA School of Social Sciences and Humanities / NOVA University of Lisbon, MSc in Economics. Academic interest in the intersection of contemporary culture, media studies and political communication.

## YVONNES CHEN AND HANNAH PARKS

### COULD DESIGN THINKING FOSTER EMPATHY AND RECOGNITION OF DIVERSE ISSUES IN MEDIA PRODUCTION? A MIXED-METHOD STUDY

#### ABSTRACT

Background: Media production is a vehicle for expression with the capacity to enhance learners' recognition of diversity of voices and experiences (Considine, Horton, & Moorman, 2009; Hobbs, 1998) as well as cognition (Banerjee & Greene, 2006). Nurturing empathy through design thinking—a creative and human-centered problem-solving method—could further increase diverse experiences and opinions represented in media production (Junginger, 2007). The creative process of media production as reflected in human-centered approaches and diverse perspectives, however, receives little documentation. Our work thus asks: Could design thinking foster learners' empathy and recognition of diverse issues in media production?

Method: We conducted a 150-minute design thinking workshop in a college-level media production course, which collaborated with a fair trade saffron start-up in Spring 2019. Prior to the workshop, 30 participants conducted primary research. The workshop further built on their research by applying design thinking exercises (empathy and daily journey map) to visualize users while recognizing the complexity of persona and issues. More specifically, participants worked in teams to (1) develop a user persona while envisioning what the persona "says, thinks, does, and feels;" (2) describe the user's daily routines from morning to evening; (3) reviewed and discussed the exercise outcomes; (4) competed in a cook-off in which participants were required, in a team, to bring a dish cooked with saffron so they can envision users' experience and (5) presented a storyboard to describe inspirations behind the dish. Results: We conducted a mixed-method evaluation of empathy, diversity of issues, and self-efficacy outcomes measured on a 5-point scale (1 strongly disagree and 5 strongly agree) and a thematic analysis of qualitative comments. Participants expressed positive sentiments toward their ability to empathize with users ( $M=4.25$ ,  $SD=.63$ ,  $\square=.72$ ), their ability to connect different ideas to a complex issue ( $M=4.08$ ,  $SD=.64$ ,  $\square=.67$ ), and their confidence in shifting to a human-centered design ( $M=4.06$ ,  $SD=.55$ ,  $\square=.67$ ). The thematic analysis showed that the majority (55%) focused on understanding users from multiple perspectives. Participants also valued how the workshop improved their brainstorming capacity (33%) followed by their enhanced systems thinking capacity and motivation to dig deeper into the research process (24%).

Conclusion: The design thinking workshop provided media production participants a much needed training in empathy, resulting in their recognition of multiple perspectives and complexity of issues. Their capacity to empathize with users has the potential to reflect in diversity of voices and representations in future media production.

## KEYWORDS

Design thinking, Human-centered approach, Empathy, Ideation, Persona

## REFERENCES

Banerjee, S., & Greene, K. (2006). Analysis versus production: Adolescent cognitive and attitudinal responses to antismoking interventions. *Journal of Communication*, 56, 773–794. doi: 10.1111/j.1460-2466.2006.00319.x

Considine, D., Horton, J., & Moorman, G. (2009). Teaching and reaching the millennial generation through media literacy. *Journal of Adolescent & Adult Literacy*, 52(6), 471–481. doi: 10.1598/JAAL.52.6.2

Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of Communication*, 48(1), 16–32. doi: 10.1111/j.1460-2466.1998.tb02734.x

Junginger, S. (2007). Learning to design: Giving purposes to heart, hand, and mind. *Journal of Business Strategy*, 28(4), 59–65. doi: 10.1108/02756660710760953

## BIOGRAPHY

Yvonne's most recent inspiration connects mindfulness and design thinking to her media literacy research. A lifelong learner, her recent obsession is experimenting with fermentation recipes from all over the world.

Hannah is a UI/UX designer who teaches design thinking to both design and non-design students. Her works focus on how the evolving role of design can find innovative solutions to systemic problems such as healthcare.

## ANNE-SOPHIE COLLARD, JULIE HENRY, ALYSON HERNALESTEEEN, JERRY JACQUES AND BENOÎT FRENAY

### DE-CONSTRUCTING MEDIA-FUELED CONCEPTIONS ON ARTIFICIAL INTELLIGENCE BY PLAYING "WHO'S WHO?"

#### ABSTRACT

Artificial intelligence (AI) is becoming increasingly prominent in our media environment (e.g. search engines, chatbots, home assistants, recommender systems). However, public knowledge about AI is limited and conceptions are biased. These conceptions are often media-fueled and oscillate between threats and phantasms. AI is generally regarded by the public as robots with more capabilities than they actually have. Some Occidental governments have recently shown interest to initiate AI education with young children. Still, there are few pedagogical resources for schools (Eaton, 2018 ; Gadaniadis, 2017 ; Heinze, 2010), and they emphasize technical skills. AI education challenges also hold an ethical and societal perspective, thus needing an interdisciplinary and critical approach (Saariketo, 2014 ; Henry et al., 2018).

Our research aims to develop an educational activity for 10-14-year old children focusing on AI core concepts and questioning its intelligence with an approach involving both media and computer science education. Children are invited to engage in a role-playing game inspired by AI media-fueled conceptions (e.g. science-fiction, futuristic predictions) through which they discover the core concepts of machine learning. Beyond their initial conceptions,

which they realize are largely media-fueled, they understand that an AI is the result of design choices and that it only works within a context defined beforehand.

The project was implemented following a design-based approach (The Design-Based Research Collective, 2003; Wang & Hannafin, 2005) in several iterative phases. The first phase confronted teachers with the initial version of the game. A version with major revisions was then tested in a dozen classes. Observations, questionnaires completed by children and semi-directive interviews with teachers show the importance of integrating technical and critical approaches to address the issue of AI conceptions and the difficulties teachers face when conducting such an activity. Grounded on the in-class session results and on continuous feedback received from prospect teachers, a new version of the activity was developed.

### KEYWORDS

Artificial Intelligence Literacy, Digital Media Literacy, Critical Technology Education, Interdisciplinary

### REFERENCES

Gadanidis, G. (2017) Artificial intelligence, computational thinking, and mathematics education. *The International Journal of Information and Learning Technology*, 34(2):133–139, 2017

Heinze, C., Haase, J. and Higgins, H. (2010) An action research report from a multiyear approach to teaching artificial intelligence at the k6 level. In *1st Symposium on Educational Advances in Artificial Intelligence*, 2010

Henry, J., Hernalesteen, A., Dumas, B. & Collard, A-S. (2018). Que signifie éduquer au numérique ? Pour une approche interdisciplinaire, in *De 0 à 1 ou l'heure de l'informatique à l'école: Actes du colloque Didapro 7 - DidaSTIC*. Peter lang, 61–82

Saariketo, M. (2014). Imagining alternative agency in techno-society: outlining the basis of critical technology education. *Media Practice and Everyday Agency in Europe*, 129–138.

Wang, F., & Hannafin, M. J. (2005). Design-based research and technology-enhanced learning environments. *Educational Technology Research and Development*, 53(4), 5–23. <https://doi.org/10.1007/BF02504682>

### BIOGRAPHY

Anne-Sophie Collard is professor in information and communication sciences at the University of Namur. Her researches are focused on digital and media literacies, critical technology education and collaborative practices in digital work environments.

Julie Henry is PhD student and research assistant in computer science at the University of Namur. Her researches are focused on computer science education, programming novice's mental models, AI and digital literacies.

Alyson Hernalesteen is a research assistant at the University of Namur. In the framework of the government project called “pacte d'excellence numérique”, she is working on the integration of technologies in education. Her researches also focus on media literacy.

Jerry Jacques is a postdoctoral researcher at Université de Namur and guest lecturer at Université catholique de Louvain. He is interested by contemporary literacies needed to interact

and make sense of media and information.

Benoit Frénay is professor in computer science at the University of Namur. His research focuses on safe and human-centered machine learning. He is involved in AI outreach activities and supervises a data science study program.

## KATE COWAN, JOHN POTTER, CATH BANNISTER AND JULIA BISHOP

### FOLKLORE, IMAGINATION AND MEDIA CULTURE: DARK AND 'PHANTASMAGORIC' PLAY IN 'PLAYING THE ARCHIVE'

### ABSTRACT

This conversation discusses findings emerging from the work of *Playing the Archive*, an EPSRC-funded project exploring archives, spaces and technologies of play. In the course of our ethnographic research in two primary school playgrounds, one in London and Sheffield, we worked with children aged 7-11 as co-researchers using a range of multimodal methods, including iPads as filmmaking devices, chest-mounted GoPro cameras, voice recorders, drawings and maps of play-spaces. At the same time, as part of the same project, researchers at the University of Sheffield were compiling a catalogue of children's contributions to the Iona and Peter Opie Archive of play, language and tradition, from the 1950s-1960s. The archive contains examples of forms of 'dark', imaginative and 'phantasmagoric' play (Sutton-Smith, 1997). Many of these were not written up by the Opies in their books; we will focus on their relationship both to media culture and children's lived experience, drawing on our recent work as well as reflections from earlier, related projects on play (Burn & Richards, 2014; Marsh & Bishop, 2014). In all our work, we have been interested in hearing the voices of the children themselves and in acknowledging their right to be heard and take part in the representations we make of their experiences.

Our conversation at MES 2020, with contemporary children's voices presented alongside work from the archive will, therefore, explore continuity and change in children's play in both street and playground, including the influence of popular culture in remediating and reframing existing and past forms of play. We will focus in this session on the imaginative and sometimes 'darker' side of play, often problematized or overlooked by adults, through drawing on children's voices from the Opie archive and contemporary fieldwork. These phenomena include school ghosts, horror stories, dark humour, legends and rituals. Existing at the intersection of the folkloric imagination and media culture, older forms of play become 'laminated' with contemporary influences from a diverse range of media such as film, YouTube, video games and the online horror genre 'creepypasta'. They are also sometimes overlaid with lived experience specific to the spaces in which they play, some of which have high emotional resonance. Our conversation will share examples from both the Opie archive and contemporary school ethnographies, inviting discussion between the researchers and the audience.

### KEYWORDS

Play, Digital Media, Multimodality, Ethnographies, Archives

### REFERENCES

Burn, A. & Richards, C. Eds. (2014) *Children's Games in the New Media Age*. Farnham: Ashgate  
Marsh, J. & Bishop, J. (2014) *Changing Play: Play, Media And Commercial Culture From The 1950s To The Present Day*. Milton Keynes: Open University Press



Sutton-Smith, B. (1997) *The Ambiguity of Play* Harvard: Harvard University Press  
 Biography  
 Kate Cowan is an education researcher interested in children's multimodal communication. Based at UCL Institute of Education, her research covers areas including play, creativity, literacies and digital technologies, using video-based research methods.

John Potter is Associate Professor (Reader) of Media in Education at University College London Institute of Education. His research, teaching and publications are in the fields of: media education, new literacies, creativity and learner agency.

Cath Bannister is a research associate in the School of Education, University of Sheffield, and a cataloguer on 'Playing the Archive'. Her interests include uniformed youth organisation culture and ceremony, and contemporary passage practices.

Julia Bishop is a folklorist based at the School of Education, University of Sheffield, researching into children's play, past and present. She is particularly interested in continuity and change, creativity in children's expressive culture and the interaction of vernacular and popular culture.

## FIONA COWNIE

### DOES GRATITUDE INCREASE VOICE AMONGST STUDENTS?

#### ABSTRACT

Higher Education is predicated upon reciprocal exchange; the giving and taking of ideas, engagement and feedback. Gratitude, as the emotional core of reciprocity, is therefore a relevant and potentially powerful idea to consider Higher Education (HE). Indeed, there is evidence of increasing interest in the study of gratitude within the context of HE (e.g. Howells, Stafford, Guijt and Breadmore 2017; Fazal-e-Hasan, Lings, Mortimer and Neale 2017).

As a powerful mediating variable within relational exchanges, gratitude has the potential to drive important relational outcomes. This study examines whether gratitude drives voice amongst students. It uses Cownie and Nikolaev (2018)'s conceptualization of feelings and expressions of gratitude, where feelings of gratitude are defined as positive emotional responses accompanied by an intention to demonstrate appreciation to the perceived giver of valued benefits; expressions of gratitude are enactments of feelings of gratitude.

The study develops a conceptual framework which is informed by two key ideas: that students' feelings and expressions of gratitude related to HE are informed by their gratitude attitudes and behaviours outside HE; and that feelings and expressions of gratitude may have an influence on how students speak about HE. The framework draws from Morgan, Gulliford and Kristjansson's (2016) multi-component gratitude measure to inform generalized gratitude attitudes and behaviours. Three forms of voice are measured, positive word-of-mouth, negative word-of-mouth and silent

2endurance. These constructs are drawn from the work of Beatty, Reynolds, Noble and Harrison (2012), and allow a nuanced understanding of the relationship between gratitude and voice to be studied.

The study uses structural equation modelling to examine the explanatory power of the

conceptual framework amongst a sample of students drawn from a UK HEI. It is the first study to evidence the power of feelings of gratitude as a driver of positive voice within the context of UK Higher Education.

#### KEYWORDS

Voice, gratitude, word of mouth, higher education, students

#### REFERENCES

Beatty, S., Reynolds, K., Noble, S., and Harrison, M. 2012. Understanding the relationships between commitment and voice: hypotheses, empirical evidence and directions for future research. *Journal of Service Research*. 15(3): 296-315.

Cownie, F. and Nikolaev, A. 2018 Do alumni want to give back to their university? *Proceedings of the Academy of Marketing*, July 2018 University of Stirling

Fazal-e-Hasan, S., Lings, I., Mortimer, G; Neale, L . 2017 How gratitude influences customer word-of-mouth intentions and involvement: the mediating role of affective commitment. *Journal of Marketing Theory & Practice*. 25 (2): 200-211.

Howells, K., Stafford, K. Guijt R. and Breadmore M. 2017. The role of gratitude in enhancing the relationship between doctoral research students and their supervisors. *Teaching in Higher Education*. 22(3): 1-18

Morgan, B., Gulliford, L. and Kristjansson, K. 2016 A new approach to measuring moral virtues: The multi-component gratitude measure. *Personality and Individual Differences*, 107:179-189.

## JAYNE CUBBAGE

### WE'VE BEEN FIGHTING: A HISTORY OF EFFORTS TO EMPOWER "BLACK" AUDIENCES AGAINST RACIST MEDIA MESSAGES"

#### ABSTRACT

The introduction of critical race media literacy into a solidified branch of the media literacy and critical media literacy discourse is born of the ongoing dichotomy of race infused programming, much of it troubling, and the subsequent resistance to disparaging images. Since the advent of mass communication, from ads depicting the sale and trade of enslaved persons, misrepresentation and omission of crimes against newly freed persons and their new communities in the mainstream press during the reconstruction era, there have been protests against atrocious images of the so-called Black community. This chapter, using an historical overview of media depictions and demonstrations of those depictions (Pride & Wilson, 1997; Wilson, Guitierrez & Chao, 2015) and infusing critical race media literacy will outline the use of protest and education of Black audiences and general audiences of the irreparable harm caused to the fabric of community, societal and global perceptions of Black or African American people. In addition to the notions named above, the overview will cover the span of media images from early silent films, of Thomas Edison, D.W. Griffith's widely acclaimed and protested film *Birth of a Nation*, The Amos N' Andy Show both radio and television editions, the Blaxploitation film era of the 1970s (Lambert, 2003) along with a host of other problematic programming that was met with protests from Black community leaders and members in general (Bogle, 2006; Squires,



2009).

Further, many community leaders have also made pointed statements about the allure, the power and the media and its messages and those points are also helpful in illustrating the primary purpose of this chapter. As such, the goal of this chapter is to illustrate for students of critical race media literacy the manner in which communities and other activists have been fighting against negative media messages, long before the advent of media literacy, critical media literacy or critical race media literacy, in order to establish the innate and intuitive nature of media consumption and analysis of media messages and their ability to shape societal narratives about Black or African Americans. Accordingly, the questions posed to the audience regarding this topic include 1. When offensive media images are presented to the public and there is distaste for them, how do campaigns develop and become effective in eradicating those images? 2. How can the campaigns against media stereotypes replicate the effectiveness of earlier campaigns? 3. Which social factors cause audience reluctance to engage with media producers today? These questions and others will be discussed in the panel session.

### KEYWORDS

Racial Stereotypes, Racial Protest, Media Messaging, Black Press, Civil Rights

### REFERENCES

Bogle, D. (2006). Toms, coons, mulattoes, mammies & bucks, an interpretive history of Blacks in American films. Continuum.

Lambert, C. (2003). The Blaxploitation era. Harvard Magazine. Retrieved from: <https://mail.harvardmagazine.com/2003/01/the-blaxploitation-era>

Pride, A. S., & Wilson, C. C. (1997). A history of the Black Press. Howard University Press,

Squires, C. R. (2009). African Americans and the media, 1st edition. Polity.

Wilson, C. C., Gutiérrez, F., & Chao, L. M. (2013). Racism, sexism, and the media: Multicultural Issues Into the New Communications Age. Sage.

### BIOGRAPHY

Dr. Jayne Cubbage is an Associate Professor in the Department of Communications at Bowie State University. She teaches courses in the Graduate Program in Organizational Communication. Her research interests include media literacy and social networking.

### JAYNE CUBBAGE

### MEDIA EDUCATION AND RACE: STRATEGIES FOR DISCUSSION AND INCORPORATION OF RACE-RELATED CONTENT INTO MEDIA LITERACY LESSON PLANS

### ABSTRACT

Media literacy and media literacy education has largely avoided the direct discussion of the topic of race. Yet, race and race-based media programming is nearly as ubiquitous as media itself and while not discussed often, it cannot be ignored. In tempestuous times such as these we live in racialized themes often highlight vast inequalities in society and amplify differences based on

socioeconomic standing, which are by design cast along racial lines. In order to further enhance media education, this panel seeks to explore the concept of critical race media literacy and determine the manner in which educators can incorporate such themes into lesson plans. In introducing the category of critical race media literacy, defined by scholars (Agodzo, 2016; Yusso, 2002) as a concept which fuses the genres of media literacy, critical media literacy (Kellner & Share, 2007) along with critical race theory (Delgado & Stefanci, 2001; Lowe 2009), this panel seeks to provide guidance for other educators who may be wondering how to incorporate challenging issues, that are at the forefront of societal experiences, yet not discussed openly, into their existing curriculum. Each presenter will discuss their topic through the lens of critical race media literacy and moderator led questions will focus on tips and suggestions for application of these themes in education in order to foster heightened awareness of race in media. Panelists will also offer suggestions on how to overcome existing challenges that prevent further discussion of this topic. This panel comprises of contributors of an upcoming edited volume on critical race media literacy titled Critical Race Media Literacy: Themes and Strategies for Media Education and is scheduled for release in fall 2021.

### Presenters and Presentation Titles:

Of Marines and of Mercy: Critically Reading Racial Discourses from the 2017 French Presidential Election, Gordon Alley-Young, Ph.D. Kingsborough Community College - City University of New York

The Destruction of Children's Literature as Symbol of White Supremacy in Australia, Denise Chapman, Ph.D., Monash University

Navigating 'Sticky' Classroom Conversations on Race Using Critical Race Media Literacy at a Predominantly White private K-8 School, Stephanie Flores-Koulish, Ph.D. Loyola University

Protestors or Protectors? Coverage of the Dakota Access Pipeline Activism through the Lens of Critical Race Media Literacy, Virginia McLaurin, M.A. University of Massachusetts, Amhurst

Teaching Late Night Literacy: 'Saturday Night Live', Satire, and Media Education, Wendy Weinhold, Ph.D., Coastal Carolina University

A Critical Media Literacy Approach to the Black Lives Matter Movement  
Bill Yousman, Ph.D., Sacred Heart University

### KEYWORDS

Critical Race Media Literacy, Media Education, Lesson Plans, Educational Pedagogy

### BIOGRAPHY

Moderator/Chair: Jayne Cubbage, Ph.D. is an Associate Professor in the Department of Communications at Bowie State University. She teaches courses in the Graduate Program in Organizational Communication. Her research interests include media literacy and social networking.

Gordon Alley-Young, Ph.D., is a Professor of Communication at Kingsborough Community College - City University of New York. His research focus includes intercultural communication, popular culture, and critical perspectives on education and identity.

Denise Chapman, Ph.D., is a Lecturer in Early Literacy and Education at Monash University. As a spoken word artist, counter-storyteller, and a critical race media literacy advocate, her research explores social inequalities and change using art.

Stephanie Koulis, Ph.D., is an Associate Professor of Curriculum and Instruction for Social Justice. Her primary area of expertise and research has been within the field of Critical Media Literacy Education.

Virginia McLaurin, M.A., is a Ph.D. candidate in the Department of Anthropology at the University of Massachusetts Amherst, is a cultural anthropologist who specializes in both stereotypical Indigenous imagery and Indigenous-created media.

Wendy Weinhold, Ph.D., Weinhold is an Assistant Professor of Journalism at Coastal Carolina University, and is also an Affiliate of the Women's and Gender Studies Program. She is a former print journalist with interests in journalism in the United States, newspapers and feminist activism.

Bill Yousman, Ph.D., is an associate professor in the School of Communication, Media and the Arts at Sacred Heart University. He has published numerous journal articles and anthology chapters on media literacy and media culture.

## ASEP MUIZUDIN MUHAMAD DARMINI

### BEYOND THE INFRASTRUCTURE: INTERNET AND EDUCATION IN THE INDONESIAN ISLAMIC BOARDING SCHOOL (PONDOK PESANTREN)

#### ABSTRACT

Throughout its history, Pondok Pesantren has been developing a hybrid system of education in which modernity and tradition play a pivotal role in shaping the mind of Indonesian Muslim. Its relevance has been tested in various period of Indonesian history, from the colonial era to the post-Suharto era of Indonesia. Its strong connection with the grass root level of society has provided a sound commitment towards a various aspect of community development. Nevertheless, the current development of internet infrastructure in Indonesia has challenged the institution in many ways. During my fieldwork in Indonesia, a leader from a Pondok Pesantren revealed that there are two major challenges for internet and education in the institution. The first challenge is regarding the values of the internet that at some extent irrelevant to the religious values of the institution. As a technology that has been developed in a secular context of society, the application of the internet in a religious context has produced a various degree of the ethical dilemma. At the same time, the demand from students to provide the internet in the institution led to the second challenge regarding the technological infrastructure. The leader has realized that building a technological infrastructure requires a high amount of cost that is beyond the financial capability of the institution. Therefore, in the meantime, Pondok Pesantren focuses on developing a moral infrastructure through religious education that, in his opinion, is as important as building the physical and technological infrastructure. Based on my empirical data, this presentation aims to discuss the notion of moral infrastructure in developing the internet infrastructure in Pondok Pesantren. The discussion of these issues will shed a light regarding the educational needs of Pondok Pesantren in the internet era and strategies to fulfil these needs. Given the fact that the institution has a rich

history and a strong commitment in developing the Muslim generation in Indonesia, the educational needs of Pondok Pesantren deserve special attention from media organisations in the national and global level.

#### KEYWORDS

education, internet, infrastructure, Islam, Indonesia

#### REFERENCES

Cook, B. J. (1999). Islamic versus Western Conceptions of Education: Reflections on Egypt. *International Review of Education*, 45(3/4), 339-357.

Dhofier, Z. (1980). The Pesantren Tradition: a Study of the Role of the Kyai in the Maintenance of the Traditional Ideology of Islam in Java. (Doctor of Philosophy), The Australian National University, Canberra.

Eickelman, D. F., & Salvatore, A. (2002). The Public Sphere and Muslim Identities. *European Journal of Sociology*, 43(1), 92-115.

Pohl, F. (2009). *Islamic Education and the Public Sphere: Today's Pesantren in Indonesia*. Munster: Waxmann.

Srimulyani, E. (2014). *Women from Traditional Islamic Educational Institutions in Indonesia: Negotiating Public Spaces*. Amsterdam: Amsterdam University Press.

#### BIOGRAPHY

Asep Muizudin Muhamad Darmini is a PhD student in Media and Communication at the Centre for Cultural and Media Policy Studies, University of Warwick.

## MOU MUKHERJEE DAS

### "BHARAT PADHE ONLINE"- A CASE STUDY ANALYSIS OF ONLINE PEDAGOGY DURING PANDEMIC IN INDIA

#### ABSTRACT

COVID-19 pandemic has set an alternative paradigm, in the online education across the globe at all levels. India already offers several challenges in providing education to all, owing to its varied diversities coupled with huge economic divide. The right to education Act 2009, mandates every children equal access to quality education from six to fourteen years of age. According to 2016-2017 enrolment data, the dropout rate from primary school level(class 1-5) to higher secondary (class 12) in various categories like SC (19.6% to 17.3%), ST (10.6% to 6.8%), muslim students (15% to 7.9%) and differently abled children(1.1% to 0.25%) has been alarming. With the pandemic the gap has increased even more, for whom the accessibility and affordability of online education had been a distant dream, despite the Government trying its best to reach out, through various initiatives. Bharat Padhe online campaign was such an initiative started by the government of India, on 10th April 2020, which invited ideas to improve the online education in India.

The purpose of this study was to examine the various factors that goes on to contribute to the successful implementation of online learning among the children and what

would be the best pedagogy to approach the various issues encountered by the students. The design was qualitative in nature where I took six students, three from private school and three from the government schools of West Bengal, India, through convenience sampling, taking into account their economic factor as the priority and used structured and unstructured interviews, two observations of sixty minute sessions each and documents like photographs, attendance sheets, notes, tests, email messages, and submitted assignments along with class syllabus were collected as data sources, in their own comfortable settings where they attended their classes, during the period April to June 2020. Through the constant comparative method (Glaser & Strauss, 1967) data was grouped into two broad areas – positive and negative learning experiences. It was found that although many appreciated online learning albeit verbally but the numerous challenges in reality makes it a handicap for many, which if implemented by the educational Institutions can improve online education and can be used as a blended learning pedagogy even during normal times. The main aim of this study is to document whether there lies any possibility of online pedagogy as a panacea of the many challenges that the Indian Government faces in education.

### KEYWORDS

online, education, pedagogy, Bharat, India, Covid, Pandemic

### REFERENCES

- Khanapaurkar et al (2020) Strengthening the Online Education Ecosystem in India, ORF Occasional Paper 282, pp5-45. [https://www.orfonline.org/wpcontent/uploads/2020/11/ORF\\_OccasionalPaper\\_282\\_OnlineEducation\\_NEW.pdf](https://www.orfonline.org/wpcontent/uploads/2020/11/ORF_OccasionalPaper_282_OnlineEducation_NEW.pdf)
- KPMG India and Google (2017) Online Education In India :2021. KPMG India and Google. <https://assets.kpmg/content/dam/kpmg/in/pdf/2017/05/Online-Education-in-India-2021.pdf>
- Deloitte and Ipsos Mori, (2019) Executive summary of 2nd Survey of Schools: ICT in Education Objective 1: Benchmark progress in ICT in schools, Report prepared for the European Commission Directorate-General of Communications Networks, Content & Technology, Contract no.: 30-CE-0819210/00-33, SMART no. 2015/0071, Luxembourg, <https://doi.org/10.2759/958553>
- Government of India, Ministry of Statistics and Programme Implementation, National Statistical Office, (2019) Key Indicators of Household Social Consumption on Education in India: NSS 75th round, July 2017- June 2018, NSS KI 75/25.2 <https://pib.gov.in/Pressreleaseshare.aspx?PRID=1593251>
- Internet and Mobile Association of India, India Internet- 2019. IMAI. <https://cms.iamai.in/Content/ResearchPapers/d3654bcc-002f-4fc7-ab39-e1fbeb00005d.pdf>

### BIOGRAPHY

A media educator, with an experience of fourteen years of teaching, presently teaching in the Department of Media Science, in Future Media School under Maulana Abdul Kalam Azad University of Technology (MAKAUT), West Bengal.

## BELINHA DE ABREU & MELDA YILDIZ

### ALGORITHMIC JUSTICE: A MANUFACTURED REALITY?

#### ABSTRACT

The presentation will look at the juncture of media literacy and algorithmic social justice. Through this dialogue there will be a consideration for how this may have implications on social equity or inequity in technological spaces. By triangulating these points in teacher education, this presentation seeks to consider misconceptions, unexpected issues, contextualization of multicultural education, and also computational thinking. A focal point of this work is how educators garner alternative points of view on global issues while also seeing the relationship between the community in being algorithmic media literate.

#### KEYWORDS

Media literacy, social justice, algorithms, multicultural education, global perspectives

#### REFERENCES

- Angwin, J, Larson, J, Mattu, S, Kirchner, L. (2016). Machine bias: There's software used across the country to predict future criminals. And it's biased against blacks. ProPublica, 23 May. URL (accessed 4 September 2019): <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>.
- Courtland, R. (2018). Bias detectives: The researchers striving to make algorithms fair. *Nature* 558(7710): 357–360.
- Lyon, D. (2014). Surveillance, Snowden, and big data: Capacities, consequences, critique. *Big Data & Society* 1(2): 1–13.
- Noble, SU. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*, 1st edn. New York: NYU Press.
- Spielkamp, M. (2017). Inspecting algorithms for bias. *MIT Technology Review*, 6 December.
- Belinha S. De Abreu, PhD. is a global media literacy educator, and served as an International Expert to the Forum on Media & Information Literacy for UNESCO's Communication & Information Section. Her research interests include media and information literacy education, educational technology, global perspectives, critical thinking, privacy & big data, young adults, and teacher training. Dr. De Abreu is the founder of the International Media Literacy Research Symposium which has been held in the USA and Portugal. Her work has been featured in *Cable in the Classroom*, *Civic Media Project*, and various other publications. She is the author of *Teaching Media Literacy* (ALA: Neal-Schuman, 2019), *Mobile Learning through Digital Media Literacy* (Peter Lang, 2017), and the author/co-editor of *Global Media Literacy in a Digital Age* (Peter Lang, 2016), and *Media Literacy Education in Action: Theoretical and Pedagogical Perspectives* (Routledge, 2014).
- Melda N. Yildiz is a global scholar, teacher educator, instructional designer, and author. Yildiz teaches in the College of Arts and Sciences at NYIT. Melda served as a Fulbright Scholar in Turkmenistan (2009) and Azerbaijan (2016) teaching and conducting research integrating media education in P16 classrooms. Yildiz co-authored, published, and presented on topics including STEM education, media & information literacy, instructional technology, multicultural and global education. She received Ed.D. from the University of Massachusetts, Amherst in Math & Science and Instructional Technology and an M.S. from Southern Connecticut State University in Instructional Technology. She majored in Teaching English as a Foreign Language at Bogazici University, in Turkey.



## SABRI DERİNÖZ

### DIVERSITY POLICY AND ORGANIZATIONAL CONSTITUTION OF A PUBLIC SERVICE MEDIA: A DIVERSE DIVERSITY DISCOURSE?

#### ABSTRACT

European Public service media(PSM) are torn between different tensions such as the need to attract a large audience while having the mission to serve the population (Horsti & Hultén, 2011). In Belgium, the PSM is using “diversity” as a keyword of its current organizational change and its long-term vision. It develops a “diversity” policy not only because of obligations appearing in its management contract but also because it is pushed by the European Broadcasting Union (EBU). “Diversity” can be understood (and used) by PSM in various ways, from organization management to social cohesion, through marketing use (Ibid.) or innovation (Mayer et al., 2018). Using the perspective of the constitutive role of communication in organizations (CCO), in which communication is making the organization (Schoeneborn et al., 2018), communication around “diversity” is seen as one of the “sites” where the economic and social tensions are negotiated and therefore where the PSM is constituted.

This study intends to understand the interplay between different discourses of “diversity” and how the organization defines itself through this concept. This paper focuses on the external communication, understood as the polyphony of voice towards the audience(s) in its polyphony of organizational voices “that contribute to the attribution of collective actorhood of the organizational phenomena” (Trittin & Schoeneborn, 2015). In order to catch and understand the variety of voices, a mixed methodology is used including discourse analysis through a variety of sources intended to external communication (press releases, managerial discourses, social network and media content related to the topic, etc.) as well as in-depth interviews with key staff members responsible of (any form of) external communication: PR, managers, HR, diversity manager, media content producers, etc. It will help to understand how the organization is “showing” itself. Results are expected to show that, while a communication strategy about “diversity” might be found (Maier & Ravazzani, 2019), such big organization (+1000 employees) have a polysemic use of “diversity” in its communication, making it complex for the audience(s).

Further steps will imply a comparison with internal communication in order to understand how the organization is “seeing” itself, as well as all type of communication related to “diversity” and that are part of the making of the organization with the final target being the understanding the dynamics and the effects of diversity policies through a (public service) media organization.

#### KEYWORDS

Diversity, CCO, PSM, Communication, Discourse analysis

#### REFERENCES

HORSTI K., HULTÉN G. (2011). « Directing diversity: Managing cultural diversity media policies in Finnish and Swedish public service broadcasting », *International Journal of Cultural Studies*, 14(2), 209-227

MAIER, C. D., RAVAZZANI, S. (2019). « Bridging diversity management and CSR in online external communication ». *Corporate Communications: An International Journal*.

MAYER, R. C., WARR, R. S. AND ZHAO, J. (2018), “Do Pro-Diversity Policies Improve Corporate Innovation?”. *Financial Management*, 47: 617-650

SCHOENEBOEN D., KUHN T.R., KÄRREMAN D. (2018), « The Communicative Constitution of Organization, Organizing, and Organizationality », *Organization Studies*.

TRITTIN, H., SCHOENEBOEN, D., (2017) “Diversity as Polyphony: Reconceptualizing Diversity Management from a Communication-Centered Perspective”, *Journal of Business Ethics*, Volume 144, Issue 2, pp 305–322

#### BIOGRAPHY

Sabri has worked for the Belgian audiovisual regulator and the journalists’ union, mostly as a researcher on diversity (representation) in the media. He is starting a PhD on diversity policies at Université Libre de Bruxelles.

## LESLEY FARMER

### EMPOWERING DIVERSE VOICES TO COUNTER FAKE NEWS

#### ABSTRACT

More than ever, people need to consciously and critically analyze and evaluate mass media messages, such as the news, and then decide how to respond. Of particular interest these days is fake news. Fake news has also tended to attack minority groups such as people of color or immigrants, the belief being that these groups threaten the existing “social order” meaning those in power. Furthermore, groups in power are less likely to be corrected by minority groups who don’t have power because those same minorities have less access to communication channels and may well be punished for what they say. Those people who have accurate information and diverse perspectives need to step up and provide interventions and disseminate counter facts and stories. These actions exemplify media literacy and civic engagement, which needs to be taught to empower diverse populations. Educators and media outlets need to provide venues to counter fake news. Such actions also require educators to competently integrate media literacy, including effective public discourse skills, into curriculum and link them to societal realities and civic communication channels. Indeed, fake news may be considered a clarion call to active citizenship. Through their civic engagement countering fake news, diverse populations can critically understand their own positions relative to social and power networks, and analyze those networks to gain agency. This session discusses how diverse marginalized populations are targeted in fake news, and stakeholders can help them gain voice to speak to power – and counter fake news effectively. Examples of effective messaging and action from around the world are shared.

#### KEYWORDS

fake news, diversity, news literacy, empowerment, power

#### REFERENCES

Bohman, J. (2004). Expanding dialogue: The Internet, the public sphere and prospects for transnational democracy. *The Sociological Review*, 52, 131–155.



Cohen, C., Kahne, J., Bowyer, B., Middaugh, E., & Rogowski, J. (2012). Participatory politics: new media and youth political action. MacArthur Research Network on Youth and Participatory Politics.

Grambo, K. (2019). Fake news and racial, ethnic, and religious minorities. *Journal of Constitutional Law*, 21(5), 1299-1348.

Ireton, C., & Posetti, J. (2018). Journalism, 'fake news' & disinformation. UNESCO.

Schulz, W., Ainley, J., Fraillon, J., Losito, B., & Agrusti, G. (2016). IEA International Civic and Citizenship Education Study 2016 Assessment Framework. International Association for the Evaluation of Educational Achievement.

## BIOGRAPHY

Dr. Farmer coordinates CSULB's teacher librarian program and the system's ICT literacy project. A frequent author and presenter, she has won several professional awards. Her latest book is *Fake News in Context* (Routledge, 2020).

## JAMES FENWICK

### A CASE STUDY OF THE DECENTERING OF STANLEY KUBRICK ACROSS SIX YEARS OF TEACHING

## ABSTRACT

Adopting an autoethnographic approach, this paper involves me reflecting on how I have changed my approach to teaching filmmaker Stanley Kubrick, influenced by three factors: 1) my research; 2) conversations with students; and 3) my engagement with continuous professional development and concepts of decentering. The paper presents a case study of the process of how I evolved my teaching of Kubrick—drawing upon module handbooks and learning materials—from a largely uncritical, auteur-focused approach, to a critical, decentred approach, focusing on the material, cultural, and social realities of production. This latter approach has involved me developing learning materials that fully contextualise the production of Kubrick's films with references to wider issues of power and privilege and that foreground the diversity and plurality of voices from below the line workers involved in the production process. Kubrick has long been positioned as the sole 'author' of his films, but this erases the voices of those other workers involved in his productions as well as avoids challenging problematic production cultures, as my own research has uncovered (Fenwick forthcoming).

Decentering is the act of, 'rejecting a center; a privileged reference [...] of exposing and therefore questioning dominant, often hegemonic, forms' (Hurlbert 2010: 277). Decentering is part of a process of refashioning the canon of film and media studies across higher education institutions towards a diverse and inclusive curriculum. Decentering is, 'an active process of accepting responsibility as educators for the canons we reinforce through the artworks we choose and the texts we assign' (Gayed and Angus 2018: 234). The aim of decentering is to empower marginalized texts, cultures, and voices and to recognise the hegemony of the canon and privileged notions of agency.

The paper examines how I have, over a period of six years, decentred Kubrick in my teaching. I

reflect on key moments across that time period that brought me to the realisation that, though Kubrick is and will continue to remain central to the film and media canon, I could no longer teach him and his films in an uncritical, non-decentred way. I needed to acknowledge and question the cultures of power and privilege underpinning his films. In doing so, I have moved from teaching modules solely focused on Kubrick, to Kubrick's films serving as case studies for wider issues of power and privilege in media production, leading to a more diverse curriculum that challenges the construction of the media canon.

## KEYWORDS

Decentering, auteur, agency, film canon, autoethnography

## REFERENCES

Fenwick, James (forthcoming). 'Problems with Kubrick: Reframing Stanley Kubrick Through Archival Research.' *New Review of Film and Television Studies*.

Gayed, Andrew and Angus, Siobhan (2018). 'Visual Pedagogies: Decolonizing and Decentering the History of Photography.' *Studies in Art Education* 59(3):228-242.

Hurlbert, Margot. (2010). 'Decentering Texts.' In *Encyclopedia of Case Study Research*, edited by Albert J. Mills, Gabrielle Durepos, and Elden Wiebe. Thousand Oaks, CA: SAGE.

## BIOGRAPHY

I am a senior lecturer in media and communications at Sheffield Hallam University and author of *Stanley Kubrick Produces* and co-editor of *Shadow Cinema: The Historical and Production Contexts of Unmade Films* (2020).

## KAREN FOWLER-WATT

### NARRATIVES OF IDENTITY: DIVERSITY AND VOICE IN JOURNALISM PRACTICE AND EDUCATION

## ABSTRACT

Journalism is, once again, facing challenges – accused of elitism and often branded as too far removed from the reality of people's lives (McGill, 2016). The post-truth context has engendered a crisis of trust, where 'truth was fake, fake was true' (Rusbridger, 2018) and journalism is portrayed as core to the problem, rather than the solution. Citizen journalism and societal shifts have engendered a move away from 'top down' reporting, towards greater interactivity with audiences, but diversity remains an issue with news organisations and industry councils intensifying protocols in a bid to create more inclusive newsrooms. The focus is on listening, not telling, and seeking a multiplicity of voices.

Changed environments throw questions of individual identity into sharp relief, both for the journalist – the storyteller – and the people whose stories they tell. How is journalism engaging with these imperatives? What role does the authorial voice of the journalist play in C21st contexts? How do journalists discern their own practice? Is there a tension between the shibboleth of objectivity and the imperative to 'have a voice'? Does the notion of 'giving voice' perpetuate hierarchies and elitism, does it exacerbate marginality? Against this landscape, the paper explores ways in which journalism education can respond to these questions: Over the

past 2 years, students at the Salzburg Academy on Media and Global Change have engaged in workshops and dialogue around re-imagining journalism with calls to action and civic media projects as a key output. Through critical evaluation of these activities - and drawing on exemplars from global journalism practice - this paper reflects on how pedagogic approaches that are focused on immersive storytelling processes, embracing as many voices as possible, could indicate a way ahead. Self-reflexive, critical evaluation of the journalist's role in sharing others' narratives of identity is central to a pedagogy designed to focus on the importance of listening, the primacy of voice and the value of empathy. This transformative approach is founded on the idea that journalists who are emotionally literate, and critically aware of their own authorial voice, are more likely to produce journalism that is inclusive, connected and has civic impact.

## KEYWORDS

Transformative, journalism education, inclusivity, voice, identity

## REFERENCES

- Fowler-Watt, K., and Jukes, S.A. (2019). *New Journalisms: Rethinking practice, theory and pedagogy* London: Routledge
- McGill, A. (2016) 'U.S. media's real elitism problem' in *The Atlantic*, 16 November 2016. Available at: <https://www.theatlantic.com/politics/archive/2016/11/fixing-america-nearsighted-press-corps/508088/>
- Mensing, D. (2010) Rethinking (again) the future of journalism education, *Journalism Studies* 11 (4) pp. 511-523
- Rusbridger, A. (2018). *Breaking News: The remaking of journalism and why it matters now* Edinburgh: Canongate
- Zelizer, B. (2016). *What journalism could be* Cambridge: Polity

## BIOGRAPHY

Dr Karen Fowler-Watt is a former BBC journalist and CEMP's research lead for journalism education at Bournemouth University. A Fellow of the Salzburg Academy, she is currently engaged in a pedagogy project with Global Voices.

## KAREN FOWLER-WATT

### EL ARBOL DEL AMOR: CHILD SURVIVORS OF COLOMBIA'S ARMED CONFLICT ANIMATE THEIR OWN 'COMMUNITY NARRATIVE'

## ABSTRACT

This MERJ Conversation will engage with the main theme of MES 2020 through sharing the output of a GCRF - funded project working with child survivors of Colombia's armed conflict. The project seeks to build peace and reconciliation through staying as close as possible to the voices of those who had experienced conflict, so that they could tell their own stories through the creation of an animated film.

The project set out to explore how the narration and capturing of personal histories can foster behavioural change, understanding and empathy in a post conflict environment (50 years of internal armed conflict have just ended in Colombia). Sharing stories can illuminate personal experience and understanding, and can create a sense of community (Atkinson, 2006): The research team was keen to investigate how traditional journalistic narratives and animated

film might be combined to provide a tool which could be used to foster the reintegration of those marginalised by conflict. Working within a remote indigenous community in Jambaló, Colombia, with children and young people aged 9 – 24 who were caught up in the conflict – some of them forced to become child soldiers for the FARC guerrilla movement – the project incorporates an autobiographical approach to re-construct first-hand experiences of conflict and highlight the challenges of re-integration. The research team ran 3 iterative workshops where the young people drew pictures, wrote stories and poems to produce their own testimonies in a short, animated film, *el Arbol del Amor - The Tree of Love*. The project engages with a number of UN sustainable development goals:

4) Quality Education; 8) Decent Work and Economic Growth; 11) Sustainable Cities and Communities; 16) Peace, Justice and Strong Institutions.

## Outcomes/dissemination:

- The film has been shared back to the participants/members of the indigenous community in a public event in Bogota.
- The film was accepted as audio/visual testimony by Colombia's Truth Commission.
- Some of the older students were able to improve their animation skills and form their own start-up company.

This interactive MES Conversation, will seek to evaluate the broader goal of the project:

- to devise a best practice model to foster understanding, empathy and community for use by civic society. It will involve:
- A brief overview of the project
- A screening
- A discussion about the project

## KEYWORDS

Reconciliation, voice, community, empathy, narrative

## NEIL FOX

### DEVELOPING A COMMERCIAL FILM PRODUCTION ECOSYSTEM IN ACADEMIA WITH PEDAGOGY AT ITS HEART

## ABSTRACT

The Sound/Image Cinema Lab is a multifaceted partner, funder, resource and research centre based at Falmouth University's School of Film and Television. It is the outward facing, industry collaborating arm of Film at Falmouth University. It creates, captures and communicates cinematic production, research and pedagogy. Over the past decade it has been responsible for the production, and co-production with national partners, of a series of narrative and documentary, short and feature films that has simultaneously resulted in internationally renowned screen work as well as unrivalled pedagogical benefits for students and career acceleration for graduates. The Lab has fostered its own feature films including the award winning 'Wilderness' (2017) and commercial graduate short *Backwoods* (2020). Most significantly the Lab has invested in, for pedagogical return, features such as Claire Oakley's iFeatures debut *Make Up* (2019) released in cinemas in 2020 and Mark Jenkin's BAFTA winning feature film *Bait* (2018).

The Sound/Image Cinema Lab work to date captures a decade of working with filmmakers

regionally and nationally on supporting independent and micro-budget film production where financial, labour and technical resources have been offered to film productions in return for pedagogical access for students and increasingly, graduates. In the mid 2010s, the development of a filmmaker in residence programme resulted in the university funded feature film 'Wilderness' which saw a commercial feature film produced with a 25% professional/75% student crew. This project served as a model for engagement around which a series of partnership and project templates, for example how graduate career development could be supported, were developed whereby pedagogical benefits were central to the return of investment that projects seeking support from the Lab needed to provide, in return for key financial and resource support. The result is a dynamic filmography with partners including BFI, Film4, Creative England, Screenskills and national and regional producers and production companies, that has seen professional level experiences for under and postgraduates, and graduates, that have increased attainment and career progression speed. This paper discusses how the Lab has consolidated academic research and film production practice into a slate of projects that address vital industry issues such as access and inclusion that are ultimately commercial and financially self-sufficient. This paper also looks at the challenges for growth and sustainability and the limitations on impact that sit alongside unique pedagogical opportunities.

## KEYWORDS

Pedagogy, Film, Filmmaking, Innovation, Industry

## REFERENCES

- Berkeley, L., 2009. Media education and new technology: a case study of major curriculum change within a university media degree. In: Journal of Media Practice. Vol 10, No. 2/3. PP. 185-197.
- Fox, N., 2018. Filmmaking is a hard thing to do': reflections on student and lecturer experience of Falmouth University's filmmaker in residence initiative. In: Media Practice and Education. Vol 19, No. 2. PP. 205-221.
- Hediger, V., 2013. Do Media Make a Difference? A Few Random Thoughts on the Attitudes and Assumptions Underlying Cinema and Media Education. In: Bertolli, A; Mariani, A and Panelli, M. Eds. Can We Learn Cinema? Knowledge, Training, The Profession. Udine: Film Forum.
- Hjort, M., 2013. Introduction: More Than Film School – Why the Full Spectrum of Practice-Based Film Education Warrants Attention. In: Hjort, M, ed. 2013. The Education of the Filmmaker in Europe, Australia and Asia. New York: Palgrave Macmillan.
- Petrie, D and Stoneman, R., 2014. Educating Filmmakers: Past, Present and Future. Bristol: Intellect.
- Biography
- Dr Neil Fox is a senior lecturer in Film at Falmouth University and convenes the Sound/ Image Cinema Lab. Award-winning screenwriter, co-founder of film podcast The Cinematologists and writing a book on music films (BFI/Bloomsbury, 2022).

## SERGEI GLOTOV

## TEACHING FILM LITERACY FROM INTERCULTURAL PERSPECTIVE

## ABSTRACT

Film literacy is the concept that has been studied for several decades, however today it has met diverse educational needs that derive from various socio-political and economical changes. Therefore, film literacy needs to be modified according to these needs. Film literacy is the

ability to consciously select films, analyse and interpret the intentions behind the use of various elements of film language, and to produce a film with creative use of those elements. Previous research on film literacy has established the required knowledge and suitable strategies for teaching film literacy. However, the research up to date has tended to focus on homogeneous classes where students share similar cultural backgrounds. Rise of immigration in Europe and internationalization of education prompt to develop film literacy pedagogy that is suitable for international environments. This paper develops film literacy concept by addressing the issue of diversity and voice in practice, suggesting intercultural perspective for teaching film literacy for international students and evaluating the diverse set of students.

This presentation is case study, which is part of doctoral dissertation project 2019-2023. It is an action research based on the university level course taught by Sergei Glotov in Tampere University, Finland in Autumn of 2018. The course had 23 participants from various countries such as China, Malaysia, Poland and Mexico to name but a few. In this paper we will describe the course's teaching methods and present the results of adopting intercultural perspective for teaching film literacy and the effect it had on students.

The research data includes students' final assignments (reflective essay) and a selective number of interviews completed less than a year after the course. Thematic content analysis was used to interpret the data. Overall, the findings showcase that chosen teaching methods gave voices to the diverse group of students and establish an intercultural exchange within this group. Students participated in seminar, various discussions and group tasks, and extended their knowledge about and developed appreciation of various film cultures, including their own.

The findings may be used to influence film and media education in Finland and beyond by introducing intercultural perspective for teaching film literacy, recognizing cultural diversity among students and incorporating it into the pedagogy. This can be achieved globally by displaying online the teaching methods used for the course as an open source learning material. Developing such an online environment is the next step of the doctoral dissertation project.

## KEYWORDS

Interculturality, film literacy, film literacy education, media education, intercultural dialogue

## REFERENCES

- Bennett, M. J. (2009). Defining, measuring, and facilitating intercultural learning: a conceptual introduction to the Intercultural Education double supplement.
- Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. The Communication Review, 7(1), 3-14.
- Messaris, P. (1994). Visual "literacy": image, mind, and reality. Boulder: Westview Press.
- Ranieri, M. (Ed.). (2016). Populism, Media and Education: Challenging Discrimination in Contemporary Digital Societies (Vol. 158). Routledge.
- Reia-Baptista, V. (2012). Film Literacy: Media Appropriations with Examples from the European Film Context/La alfabetización fílmica: apropiaciones mediáticas con ejemplos de cine europeo. Comunicar, 20(39), 81.



## BIOGRAPHY

Sergei Glotov, Doctoral student in Tampere University, Finland. Conducted film literacy courses on university level, wrote several learning materials about films for Koulukino (School Cinema Association, Finland, koulukino.fi).  
Sirkku Kotilainen, Ph.D., Professor (Media education) in Tampere University. Main supervisor for the research.

## RACHEL GULDIN, ED MADISON AND ROSS ANDERSON

### WRITING FOR SOCIAL JUSTICE: JOURNALISTIC STRATEGIES FOR CATALYZING AGENTIC ENGAGEMENT AMONG LATINX MIDDLE SCHOOL STUDENTS

#### ABSTRACT

Latinx-identifying individuals are the youngest major racial ethnic group in the U.S. They represent a significant shift in the nation's demographics as schools are charged with educating a wider variety of underserved students from diverse backgrounds. Many Latinx students struggle with constructing positive identities and navigating toward adulthood given the combative political climate that often casts them as outsiders alongside negative rhetoric and an increase in teasing and bullying of students because of their race or ethnicity in some parts of the country. Schools need to explore new ways to support Latinx students to feel engaged in relevant learning experiences, become agentic with their skills, and do so with pedagogies that allow students to fully participate in their own learning and humanity. This study reports on the experiences of Latinx sixth grade students at an urban middle school in South Los Angeles who participated in a year long journalistic learning intervention embedded in their social studies classes. The program provided students with opportunities to research, interview, write, and publish articles to the Internet about social justice themes, including homelessness, feminism, racism, gun violence, and LGBTQ rights. The purpose of this study is to understand if and how critical pedagogy, educational pragmatism, and social justice pedagogy are evident in Latinx students' reflections of their experiences with this journalistic learning program and contribute to student agency. Focus groups interviews with 15 Latinx students who participated in the journalistic learning class were conducted, recorded, transcribed, and coded deductively using a priori codes based on Freire's (1968/2018, 1985) critical pedagogy, Dewey's (1923, 1938) educational pragmatism, and Moje's (2007) social justice education, which reflect the foundational theories used to structure the intervention. Analysis indicates that the tenets of critical pedagogy were present, although some tenets, like conscientization, yielded more substantial and meaningful comments from students than other tenets, like critical co-investigation. Analysis of educational pragmatism indicates students had meaningful experiences through experiential learning, like interviewing experts and writing. Analysis of student remarks about social justice education indicates that students more clearly expressed their experiences of interrogating social structures and conventional knowledge than having localized experiences or engaging funds of knowledge. These findings speak to how media educators can incorporate social justice meaningfully into learning across the curriculum, the emancipatory potential of journalistic learning strategies for historically marginalized groups, and the spaces in which media education programs can improve and adjust to fully embrace social justice learning.

#### KEYWORDS

media education, critical pedagogy, journalistic learning, social justice, Latinx

#### REFERENCES

Dewey, J. (1923). *Democracy and education: An introduction to the philosophy of education*. New York, NY: Macmillan.

Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan. Freire, P. (1968/2018). *Pedagogy of the oppressed* (50th anniversary ed.). New York, NY: Bloomsbury Academic.

Freire, P. (1985). *The politics of education: Culture, power, and liberation*. Westport, CT: Greenwood Publishing Group.

Moje, E.B. (2007). Chapter 1: Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of Research in Education*, 31, 1–44.

## BIOGRAPHY

Guldin (PhD candidate of Communication & Media Studies) and Madison (associate professor of journalism) research at the University of Oregon's School of Journalism and Communication. Anderson is a principal researcher at non-profit consulting group Inflexion.

## BRAD GYORI

### REANIMATING SHELLEY'S HEART: BREATHING NEW LIFE INTO LOCATIVE LEARNING WITH DUAL PROCESS DESIGN

#### ABSTRACT

Shelley's Heart is a locative learning tool linked to the churchyard where Mary Shelley is buried along with the heart of her husband, poet Percy Shelley. Featuring biographical facts, quotes and fictional narratives related to the Shelleys and their friends, John Keats and Lord Byron, it provides an active learning experience that is freely available to the public at Shelleysheart.com. Media tools with locative mechanics tend to feature either factual information (museum audio guides), or fictional stories (ambient literature), but Shelley's Heart combines fact and fiction in order to promote critical thinking. In other words, it is a media education tool that both entertains and educates as it promotes deep learning. Developing Shelley's Heart involved examining the poetics of digital storytelling (Abba, 2017; Millard & Hargood, 2017) and tying them to design challenges related to dual process cognition (Kahneman, 2011; Reber, 1989). This interactive learning tool was created over multiple iterations via an action research methodology, which involving extensive trial and error experimentation, collaborative feedback sessions, user testing, and several phases of production. Insights garnered from this process led to the development of strategies that simultaneously promote the interplay of implicit and explicit reasoning known as the "dual process model of cognition." This paper explores how the creation of Shelley's Heart led to the development of three key dual process design learning strategies: 'Match,' 'Affect' and 'Prime', collectively known as 'MAP'.

#### KEYWORDS

dual process design, digital storytelling, locative, interactive, active learning, Mary Shelley

#### REFERENCES

Abba, T. 2017. "Introducing the Manifesto for Ambient Literature." Paper presented at the Ambient Literature Symposium, Bristol, UK.

Appel, M. & Richter, T. (2007). Persuasive effects of fictional narratives increase over time. *Media*



Psychology, 10 (1), 113–134.

Kahneman, D. 2011. Thinking, Fast and Slow. New York: Farrar, Straus and Giroux.

Millard, D. E., and C. Hargood. 2017. “Tiree Tales: A Co-Operative Inquiry Into the Poetics of Location-Based Narrative.” Presented at the 28th ACM Conference on Hypertext and Hypermedia, Prague, Czech Republic, 2017.

Reber, A. S. 1989. “Implicit Learning and Tacit Knowledge.” Journal of Experimental Psychology 118 (3): 219–235.

## BIOGRAPHY

Brad Gyori is a Senior Lecturer in Digital Storytelling and Programme Leader for the MA in Creative Writing and Publishing at Bournemouth University. As an Emmy-nominated television writer-producer, he has worked for MTV, VH1, FX and E!

## SUZANNE TEMWA GONDWE HARRIS

### “AQUÍ NO HAY NEGROS” RECOGNISING AFROARGENTINEAN INVISIBILITY

#### ABSTRACT

In times of ethnic conflicts, the global media make visible those facing severe discrimination, exclusion and persecution. Recent examples include the Rohingya’s of Myanmar and the Uyghur people of the People’s Republic of China. However, many ethnic minorities remain relatively unknown, and in some countries, invisible. In Argentina, AfroArgentineans are one such group. Systematically denied and misrepresented in political and media spaces, this group is calling for an end of the habitual denial of diversity in a country that has been labelled, the “Europe of South America”.

Over the decades, Argentina has carefully crafted an essentialist, predominately white, class-based society that emanates the hegemonic consciousness of the country’s governing class, thus making it difficult for minority groups to be seen and heard. While such efforts to erase diversity are commonplace “through assimilationist acculturative practices” (Ferrer and Retis, 2019:1), there has been a rise in minority media, which has aimed “to find adequate representation and voice in mainstream media” (Siapera, 2010:94). This study will provide a closer examination of the challenges faced by minority media and their educational efforts to challenge the status quo in one of South America’s biggest media markets. Through qualitative content analysis and semi-structured interviews with a Buenos Aires based newspaper, El Afroargentino, its sister radio station Radio DIAFAR, and its educational programmes, what is ‘diversity’ will be addressed in order to raise the question; Can diverse voices exist if diversity is not recognised?

While the term diversity remains problematic, it should not stop us from investigating the hegemonic structures that this question opens up for debate. Because, in a country that has irrefutably witnessed and experienced the immemorial settlement of people from different corners of the world, from the 17th Century Slave Trade and the Spanish colonization of the Americas, to the arrival of Cape Verdeans at the beginning of the 20th century followed by the arrival of Afro-Uruguayans, Afro-Ecuadorians and Afro-Brazilians, the study of AfroArgentineans remains a contentious issue, a paradox of some sort (Cottrol, 2007). And while empirical observations and studies have shown that mass migration does not equate to harmonious coexistence (Miller, 2016, Clyne & Jupp, 2011), nor the equal treatment of those groups in

mainstream media (Happer & Philo, 2013, Mastro & Greenberg, 2010), first recognising a country’s diverse cultural milieu and structural intolerance should be the starting point for such research.

## KEYWORDS

(In)visibility, identity, minority media, representation, diversity

## REFERENCES

- Clyne, M. and Jupp, J. (2011). Multiculturalism and Integration: A Harmonious Relationship. Canberra, ANU E Press.
- Cottrol, R. J. (2007). Review: Beyond Invisibility: Afro-Argentines in Their Nation’s Culture and Memory. In Latin American Research Review Vol. 42 (1), 139-156.
- Ferrer, A. F. and Retis, J. (2019). Ethnic minority media: Between hegemony and resistance. In Journal of Alternative and Community 2 Media, vol. 4(3), 1- 13.
- Happer, C., & Philo, G. (2013). The Role of the Media in the Construction of Public Belief and Social Change. Journal of Social and Political Psychology, 1(1), 321-336.
- Mastro, D. E. & Greenberg, B. S. (2010). The Portrayal of Racial Minorities on Prime Time Television. In Journal of Broadcasting & Electronic Media. Vol 44 (2000), 690-703.
- Miller, D. (2016). Strangers in Our Midst: The Political Philosophy of Immigration. Cambridge: Harvard University Press.
- Siapera, E. (2010). Cultural Diversity and Global Media The Mediation of Difference. West Sussex: John Wiley & Sons, Ltd.

## BIOGRAPHY

Suzanne Temwa Gondwe Harris, PhD is a freelance media and development consultant and the founder of Changing the Face of Africa (CTFOA), her work focuses on the protection media freedoms, strengthen minority voices and critical media literacy.

## JENNY HOLT

### AUDIOVISUAL CRITICALITY: VIDEO ESSAY AS A TOOL TO ADDRESS DIVERSE EDUCATIONAL NEEDS OF FILMMAKING STUDENTS

#### ABSTRACT

This presentation evaluates the reframing of an extended essay unit to include an audiovisual format, addressing diverse educational needs for final year BA Filmmaking students in the Manchester School of Art, MMU.

The Covid-19 pandemic instigated an urgent remodelling of University curricula nationwide. At MMU, a move to block teaching necessitated a redesign of all units into streamlined, independent 6-7 week blocks. In the School of Art, the cross- programme Level 6 Contextualising Practice 3 unit - a critical analysis usually undertaken as a 5-6000 word extended essay - was redesigned from a lengthy delivery model running alongside a dovetailed practice unit to a 7 week independent unit delivered in block 1. BA Filmmaking students are conversant with contextual research integrated with practice, but almost universally regard the CP3 essay as the most arduous unit to engage with. Orr and Shreeve argue the treatment of theory as a distinct area of learning in art and design is linked to an institutional tension between modes of knowledge and their means of communication in university contexts whose

primary means of communication is written (Orr and Shreeve 2017). Students who struggle with extended essay writing commonly reflect back on its value later, but the immediacy and compressed timescale of 2020's independently delivered unit caused concern in a prevailing environment of high anxiety.

The video essay was rapidly developed as an alternative submission by tailoring criteria to existing CP3 learning outcomes. This optionality gave students a degree of control over their learning, and a chance to articulate critical research through personal strengths in visual narrative and craft skills. As an inclusive approach to assessment (Waterfield and West 2006) the format was designed to support students with specific learning difficulties but also aligned to those more attuned to visual forms of communication. Mapping re-articulated assessment criteria raised questions about the terminology of existing assessment descriptors, including 'fluent and precise specialist language' and 'sophisticated professional presentation', allowing for creative visuality and filmmaking skills to meet the same criteria as the written essay. Insights from online resources including Reframe's Audiovisual Essay website and [in]Transition greatly helped to model the framework. However, educational resources revealed the video essay's more common usage in HE pedagogy as a visual method within film or media studies rather than art, design and media courses where practice is already the central activity, raising questions about how the form might be developed within practice programmes. The presentation will evaluate outcomes and the student experience, and reflect on the video essay's potential as critical analysis format in art, design and media practice.

## KEYWORDS

video essay, filmmaking, pedagogy, media practice, audiovisual

## REFERENCES

[in]Transition: Journal of Videographic Film and Moving Image Studies <http://mediacommons.org/intransition/>  
Orr, S and Shreeve, A (2017) Art and design pedagogy in higher education: knowledge, values and ambiguity in the creative curriculum. Routledge  
Reframe: The Audiovisual Essay, Sussex University <https://reframe.sussex.ac.uk/audiovisualessay/>  
Waterfield, J and West (2006) Inclusive Assessment in Higher Education: A Resource for Change. HEFCE/University of Plymouth

## BIOGRAPHY

Dr Jenny Holt is programme leader of BA (Hons) Filmmaking, Manchester Metropolitan University, a documentary filmmaker and practice-led researcher in the Manchester School of Art.

## DAMIEN HOMER

### GIVING MEDIA STUDENTS A VOICE – UTILISING PHOTO ELICITATION IN A FURTHER EDUCATION COLLEGE.

## ABSTRACT

This proposal for a conference paper will be based around a project undertaken for the Doctorate in Education (EdD) - Creative and Media Education at Bournemouth University. The research involved a group of vocational media students at a Further Education College in Central England, and explored their thoughts, feelings and ideas about student voice initiatives at their College.

Participatory visual research methods, such as photo elicitation, can allow young people to articulate themselves in a different way, particularly those young people who lack confidence in the spoken and written word (Hegarty, 2016).

The Further Education sector is a wide and multifaceted service, which educates 2.7 million different types of students across the United Kingdom (AoC, 2016). Scholarly research within Further Education is not as prevalent as in other education institutions. This conference paper will discuss student voice initiatives in a sector that is underrepresented in the research field. Student voice initiatives, with their roots in democratic principles, can help young people to learn how contemporary democratic systems can work and function (Morrison, 2008). They can give young people the opportunity to build a range of skills such as self-confidence, debating, public speaking, listening to others and sharing ideas and concepts, which can 'actively shape their education as citizens' (Bahou, 2011: 3).

This mixed methods research project sought to explore notions of social capital, learner agency and empowerment from a student perspective. The underlying principles of democracy and participation within education institutions, through student voice practice, has become well established in schools, colleges and universities across the UK. This research explored whether or not student voice initiatives were having any meaningful impact on young people.

This research has established that visual research methods such as photo elicitation can elicit a greater understanding of a students' life experiences in a contemporary Further Education College than traditional research methods alone.

## KEYWORDS

Student voice, empowerment, visual research methods, Further Education

## REFERENCES

Association of Colleges (AoC) (2016) Governors Council [Online] Available from: <https://www.aoc.co.uk/sites/default/files/Code%20of%20Good%20Governance%20for%20English%20Colleges%20FINAL.pdf> [Accessed 29th July 2018].  
Bahou, L. 2011. "Rethinking the Challenges and Possibilities of Student Voice and Agency." Educate – Special Issue. [Online. Available from: <http://www.educatejournal.org/> [Accessed 13th July 2017].  
Hegarty, A. (2016) Photovoice: Facilitating Fathers' Narratives of Care. Adult Learner: The Irish Journal of Adult and Community Education. 72-86.  
Morrison, K.A. (2008) Democratic Classrooms: Promises and Challenges of Student Voice and Choice, Part One. Educational Horizons. 87 (1), 50-60.

## BIOGRAPHY

Damien works within the Widening Participation team at the University of Warwick. Previous to this he was a media teacher for thirteen years and has held education roles in Local Government and at the Civil Service. Damien is undertaking his EdD at Bournemouth University.

## ZAHRA HOSSEINI, SIRKKU KOTILAINEN AND JUSSI OKKONEN

### SOCIAL MEDIA FOR ENHANCING CULTURAL ADAPTATION IN HIGHER EDUCATION: AN INVESTIGATION ON IRANIAN STUDENTS IN FINLAND

#### ABSTRACT

Scholars have devoted substantial attention to cultural issues originated by globalization and remarkable increase in the number of immigrant and student mobility. (Peltokorpi, 2008; Zhu, Liu & Fink, 2016; Donin, 1995; Sodowsky & Lai, 1997; Tung, 2016; Yao, 2016; Vang, 2016; Smith & Khawaja, 2011; Okpara, 2016; Maundeni, Malinga, Kgwatalala & Kasule, 2010). At the same time, many studies have highlighted the potential of the social network to aid cultural adaptation of immigrants and international students (Croucher, 2008; Trebbe, 2007; Tsai, 2006; Ye, 2006; Wang, Huang, Huang, & Wang, 2009; Hwang & He, 1999; Raman & Harwood, 2008; Yanagihara, 2017). Hence, this study aims to investigate the adequacy of social media as a trendy technology application to enhance cultural adaptation among Iranian tertiary-level students in Finland. Accordingly, 23 Iranian students of the different universities in Finland were found through a snowball sampling method. The semi-structured interviews conducted and participants' opinions, attitudes, feeling and experiences were recorded. The data thematically analyzed revealed the capability of social media for facilitating individual communication among the participants. It showed how Iranian students were easily communicating with their family and friends inside and outside of Finland via different types of social media. Social media assisted them to reduce their intercultural stress during their studying in Finland. Further, the findings showed how social media could provide the opportunities for Iranian students to communicate with their compatriots in Finland when they need some information or guidance. However, some participants of this study did not believe the adequacy of the current function of social media for enhancing their cultural adaptation. It seems while Friendship with Finnish people was challenging for Iranian students in Finnish society, social media could not provide a route to facilitate the communication between Iranian students with Finnish people. Whereas social media is potential to facilitate exchanging the information for a minor community in a host country and providing acting as a bridge to communicate immigrant with local people, it is substantial to find the right approach that social media may enhance cultural adaptation of international students and immigrant in Finland.

#### KEYWORDS

social media, cultural adaptation, intercultural communication, Finnish culture. Iranian students

#### REFERENCES

- Croucher, S.M. (2008). Looking beyond the hijab. Cresskill, NJ: Hampton Press.
- Donin, I. B. (1995). The Relationships among Acculturation, Coping, and Stress in Puerto Rican and Korean college Students. Dissertation Abstracts International, 55(11-A), 3451.
- Hwang, B., & He, Z. (1999). Media uses and acculturation among Chinese immigrants in the USA: A uses and gratification approach. Gazette, 61, 522.
- Maundeni, T., Malinga, T., Kgwatalala, D. & Kasule, I. (2010). Cultural Adjustment of International Students at an African university. Journal of Psychology in Africa, 20(1), 79-84.
- Okpara, J. O. (2016). Cross-cultural Adjustment of Expatriates: Exploring Factors Influencing Adjustment of Expatriates in Nigeria. International Journal of Cross Cultural Management, 16(3), 259-280.
- Peltokorpi, V. (2008). Cross-cultural Adjustment of Expatriates in Japan. The International Journal of Human Resource Management, 19(9), 1588-1606.
- Raman, P., & Harwood, J. (2008). Acculturation of Asian Indian sojourners in America: Application

of the cultivation framework. Southern Communication Journal, 73, 295311

Smith, R.A. & Khawaja, N.G. (2011). A Review of the Acculturation Experiences of International Students. International Journal of Intercultural Relations, 35, 699-713

Sodowsky, G. R. & Lai, E. M. W. (1997). Asian Immigrant Variables and Structural Models of Cross-cultural Distress. In Booth, A., Crouter, A. C. & Landale, N. (Eds.), Immigration and the family: Research and policy on U.S. immigrants (pp. 211-234). Mahwah, NJ: Lawrence Erlbaum.

Tsai, J.H. (2006). Use of computer technology to enhance immigrant families' adaptation. Journal of Nursing Scholarship, 38, 8793. doi:10.1111/j.1547-5069.2006.

Tung, M. L. (2016). The Roots of the Challenge: Undergraduate Chinese Students Adjusting to American College Life. International Journal of Higher Education, 5(3), 121.

Trebbe, J. (2007). Types of immigration, acculturation strategies and media use of young Turks in Germany. Communications, 32, 171191. doi:10.1515/COMMUN.2007.011.

Vang, K. C. (2016). The Expectations and Perceptions of Studying Abroad of College Students in Yunnan Province. Master thesis. International Studies in the School of Adult and Professional Studies Concordia. University. Irvine, California. 12/13/2016

Yanagihara, H. (2017). Relationship between media use and cultural adjustment: A study on international students at Marshall University. Master thesis in Marshall University.

Yao, C.W. (2016). Unfulfilled Expectations: Influence of Chinese International Students' Roommate Relationships on Sense of Belonging. Journal of International Students, 6(3), 762-778.

Ye, J. (2006). An examination of acculturative stress, interpersonal social support, and use of online

ethnic social groups among Chinese international students. The Howard Journal of Communication, 17, 120. doi:10.1080/10646170500487764

Zhu, L., Liu, M. & Fink, E. L. (2016). The Role of Person-Culture Fit in Chinese Students' Cultural Adjustment in the United States: A Galileo Mental Model Approach. Human Communication Research, 42(3), 485-505.

## MARK INGHAM

### AGENTS, AGENCY, & AGENCIES IN ASSEMBLING LIMINAL LEARNING SPACES

#### ABSTRACT

Agents, Agency, Agencies in Assembling Liminal Learning Spaces' research project investigated the types of learning landscapes at LCC and UAL in order to propose a remodelling of the way we teach our students now and in the new LCC building in Elephant and Castle. It recognised that the more involved all participants in the hosting, delivery and acquisition of teaching and learning become in this research, the more likely we are to have a building that delivers world class teaching and learning. As Dr Cathy Hall states in the literature review of, The impact of new learning spaces on teaching practice (2013) 'We need to "create a world-class learning environment for students by offering opportunities for collaboration, team work, a sense of belonging, a creative culture and opportunities to excel..." (Hall 2013)

The research looked at how we can create, spaces, physical, virtual and representational that fully allows for learning gain and aims to answer the question that Hall (2013) sets that, "no one knows how to prevent 'learning-loss' when you design a room 'pedagogically', whereas we know lots about designing for minimum 'heat loss' (Hall 2013)

This project interrogated a number of key questions such as 'What do we want our learners to become? (LSC 2018). The Learning Spaces Collaboratory (LCS) has given a number of answers to this question based on their research one of them is that our learners becoming 'Agents



of their own learning'. (LSC 2018). This lead to the question. 'What experiences make that becoming happen? (Narum 2015) One answer could be that we create access to "laboratory" 'hack' 'maker' 'prototype' spaces to experiment with innovative pedagogies or more temporary mobile spaces, which fill an urgent pedagogical need.

The idea of liminal learning spaces (landscapes) was an over arching concept that drives this research. What might be called 'uncontrolled' informal spaces' that rub shoulders and be contiguous with all other teaching and learning places. This project asked, can we go beyond the metaphors of 'Blended Learning', Braided Learning' (Preston 2009) or even 'Woven Learning' to a model of learning spaces that are agencies of for our agents of change so they enhance, articulate and understand their own agency?

## REFERENCES

- Bayne, S. (2004) Smoothness and Striation in Digital Learning Spaces. E-Learning, Volume 1, Number 2, 2004. <https://bit.ly/2qBNg6W>
- Carr, J. (2017) Student transitions and liminal spaces. LSE: The Education Blog. <https://bit.ly/2H6m6iV>
- Cuthell, J.P., Cych, L., & Preston, C. (2011) Learning in Liminal Spaces. Paper presented at "Mobile learning: Crossing boundaries in convergent environments" Conference, 21–22 March 2011, Bremen, Germany. <http://bit.ly/2yx7cOs>
- Deleuze, G. & Guattari, F. (1988/2004) A Thousand Plateaus: capitalism and schizophrenia. London: Continuum. <https://bit.ly/2H6Yc6S>
- Grellier, J. (2013) Rhizomatic mapping: Spaces for learning in higher education. School of Media, Culture and Creative Arts, Curtin University, Perth, Australia. <https://bit.ly/2qASM93>
- Hall, C. (2013) The impact of new learning spaces on teaching practice. Academic Development Group. RMIT University. Melbourne. <http://bit.ly/2ygA0u5>

## SADEQULE ISLAM

### GOOGLE CLASSROOM AS A TOOL OF 'ENGLISH FOR MEDIA WRITING' COURSE: PROSPECTS AND CHALLENGES

#### ABSTRACT

Google Classroom is an online learning platform developed by Google which enables both the teachers and learners to engage in 'beyond the classroom' learning in an innovative way. This paper focuses on the prospects of using Google classroom as a technology aided online platform for 'English for Media Writing' course at the university level in Bangladesh. The prospect includes how the Bangladeshi university students think that this online tool may help them to communicate, as well as develop and organize their work to learn media English effectively. This research has been conducted by following mixed method and though this some technical issues have been traced out which can be eradicated by Google to make Google classroom more user-friendly. Apart from that this paper also shows some challenging issues faced by the Bangladeshi learners while using Google classroom for learning media English.

#### KEYWORDS

Google classroom, Technology, Prospects, Challenges, Bangladesh, Media English

#### BIOGRAPHY

Md. Sadequle Islam completed his M.A. in ELT & Applied Linguistics from the Department of

English under the University of Dhaka. Currently he is working as a lecturer in English of the faculty of Social Sciences at University of Chittagong, Bangladesh. Starting his career as a Feature Writer, Mr. Islam had worked as Lecturer in English at University of Information technology & Sciences (UITS) and Daffodil International University, Bangladesh. Technology in ELT, Phonetics, SLA and Code switching are his fields of interest. Md. Sadequle Islam is a member of Bangladesh English Language Teachers' Association (BELTA).

## ĠIRTS JANKOVSKIS

### DIVERSITY UNIFICATION AND ACCEPTANCE OF DIFFERENCE IN THE CONTEXT OF SOCIAL MEDIA

#### ABSTRACT

When social media appeared, individuals gained an opportunity to share and get information more directly compared to the exchange of information which was mediated through traditional media. First it was considered as an opportunity for strengthening the democratic process. However, soon it turned out that the information did not diversify, but rather became more homogeneous.

Throughout the research "Philosophical Analysis of Information Perception in Social Media", which focuses on the subjective experience of social media users, two parallel narratives took shape – (1) the narrative of accessibility of diversity in social media and (2) contra-narrative of limiting this diversity (both voluntarily by media users themselves and also based on algorithms of social media). Furthermore, even if a media user choses diversity (e.g. get involved in discussion with people holding different views), it is only ostensible diversity since it is formed in specific discursive space which excludes genuinely different vocabularies and perspectives and leads to diversity unification.

From the perspective of media literacy, the question arises: how to overcome diversity unification which is necessary for qualitative and critical evaluation of perceived information? A mainstream approach in media literacy is to offer specific rules and instruments which could be used in order to deal with the information on social media. They can be useful in standard situations, yet it is formal approach which does not consider the influence of subjective experience of media users on interpreting these rules in particular situations. This problem can be overcome by using phenomenological approach as a learning strategy which focuses on the self-analysis in the context of social media and uses ideas and concepts developed in phenomenological tradition. A phenomenological reflection is also fruitful approach when discussing the problem of diversity unification which can be analyzed using the concept of reflective media which makes the user aware of the problems related to this issue (limitations of specific discourse, accessibility of different vocabularies etc.).

#### KEYWORDS

Diversity, unification, discursive space, phenomenological reflection, reflective media

#### REFERENCES

GWF Hegel, *Phänomenologie des Geistes*, Hamburg: Felix Meiner Verlag, 1988.

M Heidegger, *Identität und Differenz*. Stuttgart: Klett-Cotta, 2008.

Ġ Jankovskis, "Philosophical Analysis of Information Perception in Social Media" research, Activity 1.1.1.2 "Post-doctoral Research Aid" of the Specific Objective 1.1.1 "To increase the research



and innovative capacity of scientific institutions of Latvia and the ability to attract external financing, investing in human resources and infrastructure” of the Operational Programme “Growth and Employment”, European Regional Development Fund, 2017-2020

JA Smith, P Flowers, M Larkin, Interpretative Phenomenological Analysis. London: Sage, 2009.

## BIOGRAPHY

Ģirts Jankovskis, Dr:phil., researcher in University of Latvia since 2009. The main research interests are dialectics, hermeneutics and phenomenology. Co-author of the research Being There and Together: Media Habits of Teens in Latvia (2016). Currently working on the research project “Philosophical Analysis of Information Perception in Social Media” (1.1.1.2/VIAA/1/16/134) funded by European Regional Development Fund.

## RUI JIANG

### PERFORMING CHILDHOOD: AN ANALYSIS OF CHILDREN’S PERFORMANCE ON SOCIAL MEDIA IN CHINA

#### ABSTRACT

The paper examines the connection between digital media and children’s daily life by analyzing the videos of children’s performance online through content analysis. We collected more than a thousand short videos from SNS applications in China such as Douyin, Kwai etc., and these videos were classified according to children’s biography. Then the study determined the index system including video length, time of posting, poster character, shooting location, amount of likes, props using, parents’ participation etc. In order to survey a “nationally representative” sample, the selected short videos were from both the southern and northern China, and the urban and rural children. The method is particularly well suited for the quantitative analysis of children’s performance videos to understand new problems and challenges of the interaction between media and children, such as the age-lowering trend of gender awareness constructed by media. In terms of gender difference, it also can be observed that on the video-based social media, girls’ self-performance is more active than boys. These findings illustrate the willingness of adults have a noticeable effect on children’s media activities, and the Internet access has a major influence on the mental development of children. By discussing implications for the low-cost Internet space for children’s growth, we conclude that a number of children show strong desire to be Internet celebrities through SNS, children’s media access may directly affect their selfhood, knowledge acquisition, social development, public affairs participation and many other aspects.

#### KEYWORDS

Self-performance, Video sharing, Children’s media access, Social media, Internet celebrity

#### REFERENCES

H. Jenkins, Confronting the challenges of participatory culture: Media education for the 21st century. MIT Press, 2009

Alice E. Marwick, Status Update: Celebrity, Publicity, and Branding in the Social Media Age, Yale University Press, 2013

David Buckingham, The making of citizens: young, news and politics. Routledge, 2000

Mizuko Ito etc., Hanging out, messing around, and geeking out: kids living and learning with new

media. The MIT Press, 2007

Roberts, M. Child versus Childmaker. Lanham, Md.: Rowman & Littlefield, 1998

## BIOGRAPHY

Lecturer, College of Humanities and Communication, Hainan University, China; Ph.D. candidate, School of Journalism and Communication, Peking University, China.

## SETSUKO KAMIYA, SOTA CHU AND SHIN MIZUKOSHI

### RADIO 5: SOUND MEDIA EDUCATION DURING AND BEYOND THE PANDEMIC IN JAPAN

#### ABSTRACT

Like their global counterparts, Japanese universities shifted to remote education during the COVID-19 pandemic, where textual and visual communication on digital displays largely dominate online teaching. However, we pay attention to sound media’s potential as an alternative source of both teaching material and teaching method. This presentation will introduce examples of our practices and findings from this academic year and discuss the challenges of sound media education in the Japanese context.

In Japan’s media ecosystem, radio has survived in a small niche under television’s pervasive influence, for about half a century. However, recent market research found that radio, including internet services, shows slight revival, especially among the younger generation. Radio education in Japan has a long history dating back to the 1920s, mainly in foreign language education. Still, few achievements exist regarding media education related to critical understanding and active creation of sound media. Against this backdrop, in 2018, we launched a project called Radio 5 (<https://medium.com/radio5>) as a pilot showcase to provide an online sphere for sound media education targeting university students. This experimental project practices the creation and distribution of different audio storytelling forms and aims to invite the audience to participate in the process.

As the novel coronavirus outbreak began, we created contents remotely for Radio 5 and experimented on performing classes relying on sound media. This presentation will discuss a cyclical learning model that allows students to combine skills for critical listening and active creation. In doing so, we will examine two educational practices. One uses sound content for critical listening education; the other is producing the course by sound media.

First, we will look at how a Radio 5 content was utilized as a material for an online undergraduate English course. The students were assigned to write an interview article of its producer while incorporating the content in their reports. The use of audio material was generally accepted positively, with some students expressing how listening to people’s voices enabled them to sense the interviewee’s feelings, and that sound media also allowed them to rest their tired eyes.

In our second example, we will introduce how a course on media studies was taught entirely in the pseudo-radio form and evaluate sound-oriented approaches for university education. The playful emulations of various radio programs resulted in scaling down workload while encouraging active and intimate expressions among students during the “off-screen” online classes.

#### KEYWORDS

radio, sound media, critical listening, active creation, podcasting

## REFERENCES

Heberer, Feng-Mei. 2020. "Scaling Down Workload, Upping Co-Presence. Feng- Mei Heberer Reflecting on Teaching in the Time of Corona." Open-Media- Studies-Blog der Zeitschrift für Medienwissenschaft. April 14, 2020. <https://www.zfmedienwissenschaft.de/node/1478>.

Mizukoshi, S. 2021. "Media Landscape without Apple: A Workshop for Critical Awareness of Alternative Media Infrastructure." Journal of Education (3)2. Gyeongin National University of Education.

Ong, W. J. 2012. Orality and Literacy: The Technologizing of the Word. 30th Anniversary Edition. London & New York: Routledge.

## BIOGRAPHY

Setsuko KAMIYA is a project assistant professor at the Interfaculty Initiative of Information Studies, the University of Tokyo. She was previously a reporter/editor for The Japan Times and a Fulbright Journalist Fellow.

Sota CHU is a lecturer in the Department of Media and Communication, Faculty of Humanities, at Fukuoka Jo Gakuin University. He is currently conducting historical research on live music in the cold war era.

Shin MIZUKOSHI is a professor of media studies at the Interfaculty Initiative of Information Studies, the University of Tokyo. He is the editor of a bilingual independent magazine "5: Designing Media Ecology."

## TIBOR KOLTAY

### CAN LITERACIES HELP MITIGATING THE SYMPTOMS OF BEING OVERLOADED BY INFORMATION AND DATA?

#### ABSTRACT

The proposed paper addresses information and data overload in the light of varied literacies. Its starting point is that the concept of information overload is sometimes contested, but its existence as digital literacy is generally accepted. Overload situations are often associated with the loss of control over information. When the quantity of relevant and potentially useful information available is too high, it becomes a hindrance rather than a help. Overload also applies to data and social media messages, and appears on two levels. The micro level is related to the limits of physical storage and (mainly) human processing capacities for managing information properly. The macro level is of qualitative nature and is essentially a failure to filter out unnecessary, not wanted, irrelevant information. Overload can be avoided individually and socially by filtering, applying better information architecture (design) to information systems, and effective personal information management. Seeking a mindful balance in consuming information, and finding understanding are more than helpful, while withdrawing from consuming information and satisficing offer possible, but not recommendable solutions. Literacies are still about reading and writing, but not restricted to them anymore, because media literacy, information literacy, data literacy and many other literacies is influenced by the convergence between these technologies, literacies are also converging. It is argued that literacies and related learning and teaching programs can have a role in mitigating the symptoms of overload phenomena. Recently, the prevalence of post-truth phenomena and the information tsunami related to the COVID-19 pandemic causes a new kind of overload. In this situation, it is crucial to examine not only the "supply side", but the "demand side" concerning the place and responsibility of users as consumers, creators and sharers of content. Beyond outlining the theoretical background, also

including the debates about the relationship between information and data, the final part of this paper will present some of examples of practices and tools that are applicable to situations of being overwhelmed and under-informed at the same time due to some type of overload.

## KEYWORDS

Information and data overload, Social media overload, Coping strategies, Personal information management, Educational programs

## BIOGRAPHY

Professor Tibor Koltay is Independent Researcher. He retired as teaching staff member from Eszterházy Károly University, Hungary. His main research interest is in varied literacies and information overload.

## MARCUS LEANING

### THE DIGITAL DETOX AND DIGITAL FREE TRAVEL: MAKING NOT HAVING THE INTERNET ATTRACTIVE.

#### ABSTRACT

This paper considers the practice of the digital detox (DD) - the intentional refraining from the use of digital media for a period of time in the belief that it will have a positive impact upon individual wellbeing and digital free tourism (DFT) (Lee, Pearce and Low, 2018) – the practice of visiting places where digital systems are unavailable or strictly controlled. Academic literature on the topic has considered the impact of digital detox programmes upon the potential benefits to the individual (Kim, Milne and Bahl, 2018; Cai, McKenna and Waizenegger, 2019).

In this paper the topic is approached from the alternate perspective that DD and DFT are cultural practices that encapsulate a range of discourses on the nature of digital media, media effects, well-being and media education. The paper considers a range of epi-textual material used to promote the practices. It is argued that the DD and DFT are often articulated through oppositional positionings in a range of discursive structures. Moreover, DD and DFT can also be considered a contemporary version of a historic approach to media education in which the intention to protect the individual from media is relocated from an external guardian to the individual.

The paper is divided into three sections. Section one discusses the phenomena of the DD and DFT. Here a range of exemplar texts are examined. Section two draws out from these texts a number of the discursive strategies used to locate DD and DFT within wider cultural practice. The way in which the texts articulate these strategies is explored and discussed. Section three looks to how the activities of DD and DFT can be understood as contemporary interpretations of the protectionist approach to media education. However, while the protectionist approach often involved a paternalistic, guardian-like figure identifying problematic content and safeguarding those considered vulnerable within the DD and DFT approach it is often the individual seeking to enhance their own well-being. Accordingly the DD and DFT may be considered as examples of how certain media education practices have been used within an individualised project model of wellbeing.

## KEYWORDS

Digital Detox, Digital Free travel, Wellbeing, Media Education

## REFERENCES

Cai, W., McKenna, B. and Waizenegger, L. (2019) "Turning It Off: Emotions in Digital-Free Travel", *Journal of Travel Research*. <https://doi.org/10.1177/0047287519862871>

Kim, K., Milne, G. and Bahl, S. (2018), "Smart phone addiction and mindfulness: an intergenerational comparison", *International Journal of Pharmaceutical and Healthcare Marketing*, 12 (1), 25-43.

Leaning, M. (2009) "Theories and Models of Media Literacy" in M. Leaning *Issues in information and Media Literacy*, Vol. 1 Criticism, History and Policy, Santa Rosa: Informing Science Press. 1-18.

Li, Jing, Pearce, Philip L., Low, David. 2018. "Media Representation of Digital-Free Tourism: A Critical Discourse Analysis." *Tourism Management* 69:317-29.

## BIOGRAPHY

Marcus Leaning is Professor of Digital Media Education at the University of Winchester and Visiting Professor at the University of Costa Rica and was awarded a National Teaching Fellowship in 2018.

## AMANDA LEVIDO

### DEVELOPING MEDIA LITERACY IN A YEAR 1 AUSTRALIAN CLASSROOM

#### ABSTRACT

In Australia, all students should have the opportunity to develop media literacy through the subject strand of Media Arts, which is part of The Australian Curriculum: The Arts. The subject calls for students in Foundation (the first year of formal schooling) to Year 10 to engage with Media Arts across stages of schooling (Australian Curriculum Assessment and Reporting Authority, n.d.). Media Arts aligns with the key concepts model of media education (Buckingham, 2013; Masterman, 1985) and requires students to both make and respond to a range of media while considering media technologies, representations, institutions, audiences and languages. The curriculum is flexible enough that teachers can choose the media form, genre and/or technology for their class. Despite their young age, it is possible for lower primary school students to develop conceptual understandings of the media (Connolly & Parry, 2018).

This paper will report on a case study of an Australian Year 1 classroom (six and seven year-olds) where Media Arts teaching and learning occurred. Over a five-week period the teacher implemented a unit of work in which students explored the use of sound to create representations appropriate for a location based on a supplied image. Specifically, I will examine how the key concepts of technologies and representations were considered as the students worked in collaborative ways that were considered different to their usual classroom approach by both the teacher and the students. In small groups, students created a soundscape using non-digital technologies that was then recorded by the teacher. Findings from this case study show that it is possible for students to explore media conceptual understandings at a young age. Importantly, although the personal use of digital technology may have encouraged a more nuanced understanding of technologies, students were able to consider the use of non-digital technology in the creation of their soundscape, as they sought to represent their particular location. Although these understandings could have been developed further, students were afforded the opportunity to experiment with sounds through the use of hand-on materials.

## KEYWORDS

Key concepts; media arts; media education; media literacy; primary school

## REFERENCES

Australian Curriculum Assessment and Reporting Authority (ACARA). (n.d.). Media Arts - Structure. Retrieved June 20, 2020, from <https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/structure/>

Buckingham, D. (2013). Challenging concepts: Learning in the media classroom. In *Current Perspectives in Media Education: Beyond the Manifesto* (pp. 24-40). Palgrave Macmillan. <https://doi.org/10.1057/9781137300218>

Connolly, S., & Parry, B. (2018). Media Literacy education in primary years: Carrying on regardless. *Journal of Media Literacy*, 65(1 & 2), 71-76.

Masterman, L. (1985). *Teaching the media*. London: Comedia Publishing Group.

## BIOGRAPHY

Amanda Levido is a PhD candidate at the Queensland University of Technology. Her research focuses on the implementation of Media Arts in primary school settings. Amanda has worked in schools as both teacher and researcher.

## MARI LEWIS

### WHAT DOES BRITISH STANDARD ENGLISH MEAN FOR STUDENTS OF DIVERSITY?

#### ABSTRACT

Patterns of English language under-achievement prompted an enquiry into the active selection of meanings and semiotics that configured variant language-use across students of diversity. Neglecting to ameliorate English language expectations would otherwise remain a glaring misrecognition of inclusion and the priorities of diversity. Diversity as a social concept might be better served when not restricted to an abstract exploration of its characteristics and affordances but considered in terms of the impact extended to the voices and everyday experiences of diverse beings. The everyday embodied the evanescent multilingual presences and exchanges whose recontextualized efforts in grappling with the advocated Standard British English, converted to variant linguistic patterns. Importantly, the everyday served as an obliging repository for considering the linguistic structural and functional forms of discourse occurring between social contexts and living circumstances and the way that diverse individuals adopted and adapted language (Bourdieu, 1990; Bernstein, 2004). A constructionist epistemology advanced a conceptualization of context based on Bourdieu's (1977) social theory and Berger and Luckman's (1966) social construction of reality because of their potential for harnessing the sets of relations seen to be synthesizing language and meaning: as expressions of doxa (historicity and habituation); field (institutionalization) and symbolic power.

For carefully attending my participants' everyday realities, story-telling as an endemic feature of collaborative autoethnography, enabled exploring from 'within' by reaching out into biographies of 'self'; and 'without' in joint dialogues for interpreting the semiotic relationships existing between the liminal 'self' and the material social containers predisposing the variant grammars. Conceptualizing materialized literacies as communicative actors in the production of meaning, meant that sediments of habitus mediated by the cultural productions and relations embedded in urban artefacts, could be drawn upon (Pahl, 2014; Papen, 2015). Data were scrutinized



to identify what constituted deviations from the legitimate language. Patterns arising from participants' linguistic constructions and genres of experiences (Pahl's 'sensibilities') were analysed through Fairclough's (2003) critical discourse.

Findings pointed to themes of functionality over an award of value to form. Economic challenge was echoed in functionalist ways of being that prioritized survival. Alleged barriers for accessing legitimate language signalled perceived identity deficits and adaptation for membership. Variants implicated habitus as the embodied language of 'self' encoded in the everyday.

While curricular expectations foregrounding the British Standard remain unresolved, collaborative storying invigorated our human penchant to show and tell – awarding voice to students of diversity by making explicit what had previously remained muzzled and unspoken.

## KEYWORDS

habitus, materialized literacies, marginalized, collaborative autoethnography.

## REFERENCES

- Berger, P.L., Luckmann, T., 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor.
- Bernstein, B.B., 2004. *The structuring of pedagogic discourse*. Oxon: Routledge.
- Bourdieu, P., 1977. The economics of linguistic exchanges. *Information (International Social Science Council)*, 16 (6), 645-668.
- Fairclough, N., 2003. *Analysing discourse: Textual analysis for social research*. Psychology Press.
- Pahl, K., 2014. *Materializing literacies in communities: The uses of literacy revisited*. Bloomsbury.

## PUBLISHING

- Pahl, K., 2014. The aesthetics of everyday literacies: Home writing practices in a British Asian household. *Anthropology & Education Quarterly*, 45 (3), 293-311.
- Papen, U., 2015. Signs in cities: the discursive production and commodification of urban spaces. *Sociolinguistic Studies*, 9 (1), 1-26. DOI: 10.1558/sols.v9i1.21627.

## BIOGRAPHY

Mari Lewis is enrolled on Ed.D CEMP, Bournemouth University. Previously, Senior Lecturer in Interior Architecture and Design; Head Teacher in Alternative Provision and English Teacher in Further Education. She believes in affording equal access for achievement.

## MARTA LOPERA-MÁRMOL, MANEL JIMÉNEZ-MORALES AND ALAN SALVADÓ-ROMERO

### HEBE I-DOC: AUDIO-VISUAL CREATIONS ABOUT YOUTH EMPOWERMENT.

## ABSTRACT

HEBE is an interdisciplinary and interuniversity (UAB, UB, UdG, and UPF) scientific research project funded by the Ministry of Economy and Competitiveness of Spain. The project aims to analyse the meaning of youth empowerment and diversity as elements that can determine social progress (Úcar-Martínez et al. 2016). To do so, it uses four different methodologies (literature review, questionnaires, content analysis), and finally, the one that this article focuses on, a series of workshops on audio-visual pedagogy, consequently resulting in an interactive production of an i-doc with the same title as the project, HEBE i-doc.

This interactive online documentary consists of diverse artistic creations through a series of focus groups, first-person testimonial accounts, and speeches of six young people: Damaris, Jaume, Daniela, Mohammed, Cristina, and Sebas, in which their issues are intrinsically connected to youth empowerment, such as immigration, education, citizen participation, sexual status, religion or access to certain places of work, are raised (Agudo and Albornà, 2011). Also, it delves into what it is like to live, grow, and coexist between such different cultural, educational, sexual, and functional diversity. Thus, this multiaxial project aims to contribute to a higher debate on youth empowerment at the crossroads of cultural diversity representation. In other words, it is making visible specific profiles, groups, themes, and moments (even historical ones) in order to break stereotypes around interculturality and cultural differences.

HEBE is, then, an online platform that acts as an open space for citizen contribution. The young participants add value to the research and acquire new knowledge, skills, and a better understanding of the citizen science method. Therefore, this online platform is aimed primarily at young people in a coming-of-age process and all the groups that work, directly or indirectly, with youth (educators, pedagogues, social workers, etc.). However, it can be seen by all audiences, and users can enjoy the contents of the web, but also contribute to enriching it with their experiences on empowerment and diversity. In conclusion, the project results show that this audio-visual pedagogical experience led the youngsters to a cultural and self-empowerment process (Stavroula, 2014).

## KEYWORDS

i-doc, youth empowerment, transmedia education, audio-visual performativity and diversity.

## References

- Agudo, Bartolomé and Albornà, Ramón. (2011). Autonomía y empoderamiento de las personas jóvenes. *Revista de Estudios de Juventud*, (94), 89-100.
- Kalogeras, Stavroula. (2014). *Transmedia Storytelling and the New Era of Media Convergence in Higher Education*. New York: Palgrave Macmillan, 1-224.
- Úcar-Martínez, Xavier; Jiménez-Morales, Manel; Soler-Masó, Pere and Trilla-Bernet. (2016). Exploring the conceptualization and research of empowerment in the field of youth, *International Journal of Adolescence and Youth*, 1-14.

## BIOGRAPHY

Marta Lopera-Mármol is a PhD candidate and a Graduate Teacher Assistant with a Fellowship at the Communication Department of Pompeu Fabra University, and a member of the Research Group Communication, Advertising and Society (CAS).

Dr. Manel Jiménez-Morales is a Senior Lecturer at the Communication Department of Pompeu Fabra University (UPF), Commissioner for Education and Communication Projects at UPF and a member of the Research Group CINEMA.

Dr. Alan Salvadó-Romero is a Senior Lecturer at the Communication Department of Pompeu Fabra University (UPF), Coordinator of the International Master's Degree in Cinematographic Studies at UPF and a member of the Research Group CINEMA.



## ANTONIO LOPEZ

### ECOMEDIA LITERACY: THE CLIMATE CRISIS AND DECOLONIZING MEDIA EDUCATION

#### ABSTRACT

According to the emerging fields of environmental humanities, ecomedia studies, and ecocriticism, Western epistemology and this history of colonialism is at the heart of our current climate crisis. Core to this analysis is how Nature (capital “N” nature) was created as a category to separate humans from the environment in order to justify colonialism and racism towards indigenous people. This was also part of an ongoing process of enclosure, which sought to incorporate people and ecosystems into markets, and to expand the economies of what is now the Global North. It is argued that surveillance capitalism and our global gadget supply chain are modern versions of the same colonial model. Furthermore, the postcolonial critique makes a compelling argument that in order to confront the global ecological crisis, we need to decolonize assumptions about progress, technology, and citizenship, all topics central to media education. In particular, the taken-for-granted belief about media technology as a civilizing tool of empowerment needs to be problematized. This requires incorporating an eco-ethical perspective that takes into account the ways in which media gadget production is harming and damaging disadvantaged populations in the Global South. Media educators working from an ecojustice ethical framework can integrate this perspective into how they teach digital media. It will require expanding the notion of political economy of media to the entire production chain of gadgets and physical infrastructure of global media, and also to diversify voices in the field. It entails reviving the commons (physical and virtual) and making it a core concept of media education. Ecomedia literacy, an emerging pedagogy that explores the intersection between media and the environment, invariably incorporates a postcolonial approach to media education. Subsequently, this paper has two goals. First, it outlines the postcolonial critique of media and technology and how that applies to media education. Second, it then offers an overview of how media educators can address this critique in their work by applying ecomedia literacy and a teaching heuristic, the “ecomediasphere.” It will include pedagogical approaches towards technology developed by Native American educators in the North America and urge the expansion of voices and perspectives beyond the Euro-American and technocratic approach to media education.

#### KEYWORDS

ecomedia, ecomedia literacy, postcolonialism, climate crisis, commons

#### REFERENCES

Emmett, R. S., & Nye, D. E. (2017). *The environmental humanities*. Cambridge, MA: MIT Press.  
 López, A. (2014). *Greening media education: Bridging media literacy with green cultural citizenship*. New York: Peter Lang.  
 Maxwell, R., & Miller, T. (2012). *Greening the media*. New York: Oxford University Press.  
 Patel, R., & Moore, J. W. (2018). *History of the world in seven cheap things: A guide to capitalism, nature, and the future of the planet*. Oakland, Calif.: University of California Press.  
 Qiu, J. L. (2016). *Goodbye iSlave: A manifesto for digital abolition*. Urbana: University of Illinois Press.

#### BIOGRAPHY

Antonio Lopez, Ph.D. has a research focus on bridging ecology with media literacy. His most recent book is *Greening Media Education: Bridging Media Literacy with Green Cultural*

*Citizenship* (Peter Lang). He is currently Chair and Associate Professor of Communications and Media Studies at John Cabot University in Rome, Italy.

## JAMES MAHON

### “MOBILE JOURNALISM, A TOOL FOR EMPOWERING AND CONTAINING VOICES”

#### ABSTRACT

The broad remit of my current doctoral research which began in 2018 isolates diverse best practice in mobile journalism from newsrooms around the world, from Scotland to the US, Switzerland, and India. It is an autoethnographic study with a mobile journalism solo shot, edited and produced documentary as a creative artefact, <https://watch.easttennesseepbs.org/video/the-mojo-revolution-news-from-the-palm-of-your-hand-5xxmps>  
 This research paper will isolate how technology is driving change in these diverse newsrooms and provides a platform for the voices of audiences and reporters alike at WDEF 12 CBS, Lemman Bleu, NDTV/HopLive and STV2. This data will be presented in slide form with video extracts being shown to augment the key insights and themes from the study. These include convergence, technological evolution, use of best practice in education referring to the work of (Kolb 2014) and mobile journalism empowerment but also alienation when drawing on the work of Bock (2012).  
 This research will also bring to the fore the debate surrounding how mobile journalism is both a useful tool to both the content creator and content consumer in giving a voice to both in a time of economic downsizing and media challenges. However this research also demonstrates the flip side of this MOJO debate, showing the expectations placed on mobile journalists can be overwhelming in what (Rottwilm 2014) refers to as this always on journalism world. This is a view echoed by Romanian academic (Drula 2014) when discussing content consumption and creation in relation to convergence theory.  
 In conclusion I hope that through the case studies, demonstration of the diverse practice from 3 continents and 4 countries, coupled with my autoethnographic reflections and focus on best practice from a unique range of 27 MOJOs provide a rounded presentation.

#### REFERENCES

Drula, G (2014), *Media Convergences and Media technology*. University of Bucharest  
 McNamara, AE (2012), *Six Rules For Practice Led Research*  
 Kolb, D. (2014) *Experiential Learning: Experience as the Source of Learning and Development*  
 Ryan, K, (2014) *A Book Review, Mary Angela Bock, Video Journalism, Beyond the One Man Band*, Sage Publishing  
 Rottwilm, P, (2014), *Future of Journalistic Work: Its Changing Nature and Implications*

#### BIOGRAPHY

I am the Programme Leader of the BA in Journalism/Sports Journalism at UWS in Scotland. I am finishing a practice-based doctorate in mobile journalism and have worked as a TV anchor/reporter in the USA + Iraq.

## JULIE MATAGNE

### COGNITIVE AUTONOMY OF YOUNG PEOPLE AS AN ABILITY FOR OPENNESS TO DIFFERENCE

#### ABSTRACT

This presentation focuses on the abilities of the public to detect and distance the persuasion strategies of media messages related to environmental issues. These abilities will be designed by the phrase “cognitive autonomy” to refer to the individual’s ability to critically understand and evaluate media messages, as a part of their media literacy. Specifically, we define cognitive autonomy towards the media as the abilities to understand, contextualize, compare and make critical judgments about media messages. The aim of this presentation is to qualify the abilities of young people cognitively autonomous.

In our research, we assessed the cognitive autonomy of 120 young people by asking them to fill out a questionnaire requiring to understand, contextualize, compare and make a critical judgement about different posters related to environmental issues. The results of the questionnaire already allowed us to observe that young people had difficulties understanding the diversity of media producers and their audiences. Following the results of the questionnaire, we selected 10 respondents to interview them: respondents who have successfully filled out the questionnaire and respondents who failed to fill out the questionnaire. The purpose of the interviews was to understand what do young people characterized by a strong cognitive autonomy do, that young people characterized by a low cognitive autonomy fail to do.

These interviews allowed us to identify the different characteristics of the most autonomous thinkers and to consider a strong cognitive autonomy as an ability to use a set of resources including metacognitive competencies but also an ability of openness to difference, the others and the world. In our observations, this openness appears to be associated with a strong awareness of being an individual different from others and an ability for decentration. The more young people would be cognitive autonomous, the more they would be able, on the one hand, to identify and situate the dominating perspectives in the media landscape (and thus to distance themselves from these perspectives), and, on the other hand, to identify the specificity of their own voice and make it heard, thereby contributing to the diversity of perspectives in the public debate on environmental issues. These results enable us to suggest some educational solutions to develop cognitive autonomy of young people.

#### KEYWORDS

Media literacy, autonomy cognitive, young people, competencies, openness

#### REFERENCES

MATAGNE, J. (2017). Littératie médiatique et environnement. Evaluation de l'autonomie cognitive des jeunes envers les médias traitant des forêts. Phd dissertation.

Fastrez, P., & De Smedt, T. (2012). Une description matricielle des compétences en littératie médiatique. In M. Lebrun-Brossard, N. Lacelle, & J.-F. Boutin (Eds.), *La littératie médiatique multimodale. De nouvelles approches en lecture-écriture à l'école et hors de l'école* (pp. 45–60). Québec: Presses de l'Université du Québec.

Hobbs, R., & Frost, R. (2003). *Measuring the Acquisition of Media-Literacy Skills*. Reading

Research Quarterly, 38(3), 330–355.

#### BIOGRAPHY

Julie Matagne is a postdoctoral researcher at Communication School at University of Louvain. She works in the field of media literacy and environmental communication. Her director is Pierre Fastrez.

## MARIAN MAYER

### DIVERSITY, DISABILITY, NEURODIVERSITY AND INTERSECTIONALITY: FACILITATING VOICE FOR THE SILENCED.

#### ABSTRACT

This paper presents findings of doctoral research exploring the possibilities for transformative learning (TL) (Jack Mezirow 1978a, b) in a neoliberal context within Higher Education in the UK. I develop TL theory and consider the potential for Bourdieu’s concept of Habitus and Illeris’s Identity theory to be utilised as a theoretical and methodological framework to study the impact of TL on undergraduate media students; adopting and adapting creative action research methods, based on Mason (2014) and Kara’s (2015) work. The four co-participants in my research were each identified - by the institution - as being from non- traditional/ widening participation backgrounds. An unexpected finding was the deep desire co-participants expressed for their voices to be heard, at faculty and institutional levels. I had anticipated findings related to the possibilities of TL in a Post 92 HE setting, in particular potential emancipatory, consciousness-raising impacts of critical self assessment and reflection. What I had not expected in the ways in which they felt silenced as students, by and within their cohorts and the wider institution. Interestingly all four co-participants disclosed protected characteristics: three for the first time since time embarking on their courses. They talked about their individual habitus (Pierre Bourdieu 1977 -1998) and identity (Knud Illeris 2014b - 2018), which they felt had negatively affected their experiences. Interpretations of themes such as class, wealth and disability identified that intersectionality features strongly in diverse students’ sense of belonging and agency, suggesting that the most ‘silenced’ students are those who struggle to identify as “typical” students. I was especially struck by the communicative exchanges we had in which my co-participants reflected on their experiences, expressing emotions and feelings such as sadness and anger; about what they articulated as exclusion from, or by their peers. As the data collection took place on multiple occasions we were able to revisit emerging themes identified in previous exchanges and explore their perceptions and reflections. Importantly, all four co-participants talked positively about their participation in the study, interpreted as an opportunity for them to give voice to their experiences.

My research has implications for media educators in the UK, and offers insights into ways that, through the recognition of the intersectionality that limits inclusivity and access to undergraduate study, it is possible to provide spaces and opportunities so that agency and access is owned by rather than ‘gifted’ to diverse students.

#### KEYWORDS

Transformative Learning, Intersectionality, Inclusion, Agency Voice

#### REFERENCES

Bourdieu, P., 1977. *Outline of a Theory of Practice*. UK: Cambridge University Press.

Bourdieu, P., 1983. *The field of cultural production or: The economic world reversed*. Poetics, 12

(4-5), 311–356.

Bourdieu, P. 1998. *Practical Reason*. Cambridge: Polity Press.

Illeris, K., 2014b. Transformative Learning re-defined: as changes in elements of the identity. *International Journal of Lifelong Education*, 33 (5), 573-586. Available from: <https://www.tandfonline.com/doi/abs/10.1080/02601370.2014.917128> [Accessed 16 June 2017].

Kara, H, 2015. *Creative Research Methods in the Social Sciences: A Practical Guide*. Bristol: The Policy Press.

Mason, J., 2014. What is creative interviewing? [video file]. Retrieved from <https://www.youtube.com/watch?v=3rT2FMpNMZs>

Mezirow, J., 1978a. Education for perspective transformation: Women's re-entry programs in community colleges. New York: Teacher's College: Columbia University. Available from: [pocketknowledge.tc.columbia.edu/home.php/viewfile/download/177564](http://pocketknowledge.tc.columbia.edu/home.php/viewfile/download/177564) [Accessed 7 May 2016].

Mezirow, J., 1978b. Perspective transformation. *Adult Education Quarterly*, 28 (2), 100-110.

## BIOGRAPHY

Marian Mayer, Senior Lecturer in Learning Development at Bournemouth University, works with a wide range of diverse, neurodiverse and disabled media students. Marian is currently completing her doctoral study, exploring the possibilities of transformational learning.

## PAUL MIHAILIDIS, SRIVI RAMASUBRAMANIAN, MELISSA TULLEY, BOBBIE FOSTER, EMILY RIEWESTAHL, AND PATRICK JOHNSON

### MAPPING IMPACTFUL MEDIA PRACTICE FOR EQUITABLE AND INCLUSIVE CIVIC FUTURES IN THE UNITED STATES

## ABSTRACT

The urgency to advance media literacy pedagogies in a time of deepening political polarization and weaponized disinformation (Beaufort, 2018; Frechette, 2019; Hobbs, 2010) has dramatically increased. While there are some things media literacy has done well, such as teaching technical skills and increasing awareness of media messaging, little evidence exists as to the impact of media literacy practices as they pertain to equitable and inclusive civic futures. In this research presentation, we will share the ongoing findings, and methods used, to conduct a national research project, at scale, of impactful media literacy practice in the United States.

At the core of this research project is the exploration of media literacies around four questions: How is media literacy research defining impact in formal and informal learning environments? What are the main indicators that lead to impactful media literacy practice? What processes are identified in impactful media literacy interventions? How are media literacy practices supporting social justice and equity? These questions are grounded by our argument that civic societies today are at critical junctures as their infrastructures are fracturing and facing increasing pressure, starting with information, truth, and reality. Media literacy, as has been expressed, can equip generations of young people with more than tools to navigate unregulated digital spaces. It can serve as a means to dismantle social inequalities and foreground democratic principles of equity, voice, care, and social justice. But these can not be implied, they must be prioritized. Our research explores if they have, and to what extent.

In this presentation, we will share the findings of this large-scale research project, which exists in three parts. First, we reviewed existing research and practice to locate a pattern of assumptions that underlie different approaches and techniques within media literacy in the United States that have become a core part of how media literacy practice is organized and evaluated. We

interrogate these assumptions from a social justice perspective to ask who benefits from these assumptions and who is left out, and how much attention media literacy practices place on social justice and equity. The assumptions we interrogate are that media literacy prioritizes individual agency, media literacy empowers communities, promotes democracy, and increases democratic participation.

Next, we conducted a scoping review of existing academic literature to understand how the impact is defined and measured in media literacy practices with the core assumptions in mind. How do these assumptions become interventions, and to what degree do researchers measure their outcomes? Articles from education and media technology databases were scraped using keywords, such as media literacy, digital literacy, and news literacy. In the final stage of the project, we will conduct semi-structured interviews and a survey of media literacy practitioners in both formal and informal education spaces from a database of educators and activists from across the United States. We will inquire how these stakeholders define and measure impact within their work. By sharing this work, we hope to provide an agenda for media literacy research and practice that prioritizes social justice, equity, and inclusion.

## KEYWORDS

civic media literacies, social justice, equity, radical media pedagogies, community impact

## REFERENCES

Beaufort, M. (2018). Digital media, political polarization, and challenges to democracy. Frechette, J. (2019). Keeping Media Literacy Critical during the Post-Truth Crisis over Fake News. *The International Journal of Critical Media Literacy*, 1(1), 51-65.

Hobbs, R. (2010). *Digital and Media Literacy: A Plan of Action*. A White Paper on the Digital and Media Literacy Recommendations of the Knight Commission on the Information Needs of Communities in a Democracy. Aspen Institute. 1 Dupont Circle NW Suite 700, Washington, DC 20036.

Mihailidis, P. (2018). *Civic media literacies: Re-imagining human connection in an age of digital abundance*. Routledge.

Mihailidis, P., & Foster, B. (2020). The Cost of Disbelief: Fracturing News Ecosystems in an Age of Rampant Media Cynicism. *American Behavioral Scientist*, 0002764220978470.

Scharrer, E., & Ramasubramanian, S. (2015). Intervening in the media's influence on stereotypes of race and ethnicity: The role of media literacy education. *Journal of Social Issues*, 71(1), 171-185.

## BIOGRAPHY

Paul Mihailidis - Paul is an associate professor and graduate program director for the Media Design program at Emerson College. He is also the director of the Salzburg Global Media Academy. His research interests include media literacies, community activism, and civic engagement.

Srivi Ramasubramanian - Srividya is a professor and Presidential Impact Fellow in the Department of Communications at Texas A&M. She is also the director of the Difficult Dialogues on Campus Race Relations at Texas A&M University. Her research interests include global issues of social justice and media, media effects and identity, and diversity.

Melissa Tulley - Melissa is an associate professor and director of undergraduate studies in the School of Journalism and Mass Communications at the University of Iowa. Her research focuses on social media, international communications, and news literacy, with a particular interest in Africa. Melissa has conducted research in Kenya, Ghana, and Burundi.

Bobbie Foster - Bobbie is a Ph.D. candidate at the Phillip Merrill College of Journalism at the University of Maryland. Prior to joining the 2017 cohort at Maryland, she worked as the



assistant director of the Center for Ethics in Journalism at the University of Arkansas. Her research interests include Internet memes, digital culture, LGBTQIA media, and cultural heritage studies.

Emily Riewestahl - Emily is a doctoral student in the Department of Communication at Texas A&M University. Her research explores how media can be utilized to improve intergroup relations. More specifically, her research focuses on analyzing representations of race and gender in entertainment media and their effects on identity, attitudes, and behaviors.

Patrick Johnson - Patrick is a doctoral student in the school of Journalism and Mass Communication at the University of Iowa. His research focuses on news literacy, media ethics, the evolving roles and values of the journalism professions, and educational training, development, and acculturation of high school and collegiate journalists. Patrick is a former high school journalism teacher and worked as the mentor program chair for the Journalism Education Association.

## AVA MONTGOMERY

### MEDIA LITERACY IS A SOCIAL JUSTICE ISSUE: CONSCIOUS MEDIA LITERACY IS A LIFE SKILL

#### ABSTRACT

Media Literacy is a social justice issue. Many of the false narratives and misrepresentations disseminated in past content/media successfully planted seeds of social injustice. Media Illiteracy effectively contributed to maintenance of social injustice. Therefore, it is media literacy that will successfully plants seeds of social justice.

Lingering false ideologies and beliefs about superiority and inferiority have had generational ripple effects. They have caused tragedies on a global scale. False narratives and misrepresentations have seemingly let indelible footprints.

Conscious Media Literacy is a life skill. Consciousness of historically and currently false narratives and misrepresentations can help the continuum of content/media influencers avoid constructing them in their content.

As well, understanding how, when, and why false narratives and misrepresentations present in content/media can help those targeted to reject devaluing messaging and reduce harmful internalization-both consciously and subconsciously.

Everything is a form of content. Whether it occurs in advertising content, as an article of clothing or is spoken from the mouths of world leaders, false narratives and misrepresentations continue to be subconsciously and consciously perpetuated in content today.

Why do seemingly professional content creators, (including educators, content sponsors and promoters) still unintentionally, but regularly create or sponsor media/content that is racially, gender or in other ways, offensive?

Why are there blind spots between what professional content creators create, sponsor or promote and why they are unable to recognize when their content is problematic?

For effective media literacy, the continuum of content/media influencers must be accountable.

When problematic content is created unintentionally, it is frequently due to a chain of influencer that are unable to accurately analyze messaging. Neither, the content creator, sponsor, nor promoter are competent in the right consciousnesses to undertake effective content analysis.

This participatory presentation engages the continuum of content influencers. The delegates will compare actual historical content/media with current content initiated by corporations, classrooms, social media sites, newspapers and television.

We will share strategies for effective content/media analysis so that not only does content achieve diverse inclusion, but also accuracy in narratives and representations about those being

included—during the creation stages.

#### KEYWORDS

Narratives, Representations, History, Content, Literacy

#### BIOGRAPHY

Ava Montgomery is an author, Founder of, and Chief Considerations Officer for Conscious Media Consulting, LLC. CMC, LLC is an African American woman- owned and operated content advisement and conscious media literacy training organization.

## DAVID E MORRISON AND PAUL CROLL

### THE IDEA AND THE IDEAL: UNIVERSITIES AND DIVERSITY

#### ABSTRACT

The paper will examine the history of universities expressed as an 'idea'. It will then examine the 'ideal' of Diversity as applied as a constituent of the contemporary university. The purpose of the paper is that of clarification – to hold the 'idea' of a university as historically understood against the demands of increased diversity. Having laid out both the 'idea' and the 'ideal' the paper will then explore the functional compatibility of the 'idea' and the 'ideal'. The paper is theoretically framed, and empirically informed.

#### IDEA OF A UNIVERSITY – HISTORICAL UNDERSTANDING

This section will give attention to the history of Universities from their founding in the Medieval Europe to the present but do so in compressed time by the focus on the 'idea' as an expression of purpose. Universities are to be viewed as dynamic 'Service Institutions' changing over time in response to the demands, and pressures from the societies within which they are positioned. These have varied from, and between, the religious, political, administrative, economic, and social. It is those forces that have determined the meaning, and purpose, of knowledge as education.

#### DIVERSITY – AN EMPIRICAL QUESTION

The present demand for diversity within Universities although not unique if viewed as a social pressure, it nevertheless has unique characteristics that demand attention.

The paper will not question the 'ideal' accepting it as a 'good,' or in Elizabeth Anscombe terms, 'a brute fact' that requires no defence, but it will question, and empirically show, that claim for economic advancement to be offered such groups by university attendance is difficult to support. Drawing on research into the distribution of populations within Universities the paper will show that attendance alone is a predictor of little in terms of the levelling of life chances. We take account of the differences in standing of different universities, especially those following the massive expansion on numbers of universities in the UK. We also take account of the curricula differences between different types of institutions, for example the much greater focus on media studies and media education in the newer institutions.

#### DISCRIMINATION

With almost 50% of the age relevant population now attending university the social discriminator influencing life chances is not simply between attendance and non- attendance at University, but within attendance. In short, the discriminatory mechanism – a point of judgement – has shifted to educational institutions themselves, and not to education in a general sense.



## SOCIAL MOBILITY

Drawing on our research into the distribution of population groups within and between the institutions of higher education the paper will conclude by offering political caution in making assumptions over the outcomes of increased diversity. Universities, historically, as instruments of learning, were never quipped for the task now presented. Their influence was limited to specific areas of interference not as now tasked, with the transforming of social structure. Not capable of doing so then in the present context of diversity what this means is that previously excluded groups, and here we include white working class along with ethnic divides, will not move economic position in the hoped- for manner of the 'ideal'. Movement in social class will be shown, historically, to have been due to economic change increasing the occupations associated as middle class and reducing those associated with working class, and this has gone on apace with the rise of the technological economy. Education as such – other than in the case of individuals not whole social strata – has played little part in such alteration.

## CONCLUSION

Although diversity, while considered good in and of itself, and as such, as an 'ideal', to be pursued the concrete claims for outcome, as our paper will show, is far from likely.

## KEYWORDS

Diversity, University, Education, Ideal, Idea

## BIOGRAPHY

Paul Croll

Professor Emeritus, Educational Research

University of Reading

Paul Croll is Emeritus Professor of Education at the University of Reading. He has held Chairs in Education at the University of Reading and the University of the West of England. Professor Croll has served as Editor of the British Journal of Educational Studies and as a member of the ESRC Research Grants Panel.

David E Morrison

Professor Emeritus, Communication Research

University of Leeds

David Morrison is Emeritus Professor of Communication Research at the University of Leeds. He has held positions at the Centre for Mass Communication Research at the University of Leicester, the Department of Sociology, City University, London, the Broadcasting Research Unit, London, and the School of Media and Communication, University of Leeds.

## ELLI NAREWSKA AND KELLY WALLS

### IS NEWS LITERACY APPROPRIATE IN A PRIMARY SETTING?

## ABSTRACT

NewsWise - a free, cross-curricular news literacy programme for 9-11-year-olds across the UK was set up in early 2018. The programme is run in partnership by the Guardian Foundation, National Literacy Trust and PSHE Association and offers free resources, primary school workshops and teaching training. We believe that to be able to critically understand news and

information - to ask the right questions and to know where to find the answers - is to prepare young people for a safer and happier life in the digital world, and to support a free thinking, democratic society.

With expertise in primary literacy, PSHE and news literacy teaching, we develop, test and offer bespoke, age-appropriate and impactful resources for the primary classroom.

The NewsWise programme explores three core themes in relation to news literacy:

- ☐ Understanding the news What is news? How and why is it produced? Why is it important for society?
- ☐ Critically navigating the news What is fake news and how can I spot it? What are the consequences of fake news? What is bias and how do I spot it?
- ☐ Reporting real news What news stories are important to me? How can I have a voice in my community and the wider world?

Our resources are available to all via the NewsWise website, but we focus our workshops in areas of disadvantage: government opportunity areas, and areas with low literacy levels, schools with above average free school meal rates, communities typically under-represented by mainstream media and geographically diverse locations across the UK. In our first year we travelled over 10 000 miles around the UK to ensure we reached as many diverse communities as possible.

Evaluation of NewsWise was carried out throughout the first two years of the project (2018-10 and 2019-20). The pre- and post-survey results from pupils showed that, across a variety of indicators, pupils' news literacy skills improved after taking part in NewsWise. This was shown across a number of questions that explore confidence, understanding and skills. Evaluation continues in the third year of the project, and we would be delighted to share findings of our work with primary children in diverse communities at MES 2021, and share some of our resources and ideas for engaging younger children in news literacy.

## KEYWORDS

News literacy; media literacy, digital literacy, diversity, voice, access

## BIOGRAPHY

Elli Narewska is Programme manager for NewsWise. She has worked in the news education sector for a decade, prior to which she was an English and SEND teacher. She is passionate about making the world of news and media accessible to all young people, raising aspirations and giving them opportunities to make their voices heard.

Kelly Walls is Executive Director of The Guardian Foundation. She is dedicated to ensuring children and young people from under-represented backgrounds have the skills and knowledge to engage with and value the news as a crucial element of democratic society. Kelly previously spent 5 years at The Guardian delivering strategic change initiatives centred around the values of quality independent journalism.

## DORNELES NEVES AND JOSÉ AZEVED

### PARTICIPATORY VIDEO AND MEDIA LITERACY: QUESTIONING IDENTITIES THROUGH FILMMAKING.

#### ABSTRACT

This study attempts to raise awareness through critical media education, especially audiovisual media, of groups of young women from marginalized areas. The participants were twelve young women from the age of fifteen to eighteen years old coming out of marginalized areas from João Pessoa, Brazil. Through a participatory video method participants had access to three workshops where it was discussed the relationship between media and society, and also video production techniques. There were two types of data collected from the participants. The first was the documentaries produced by them, and the second one was two questionnaires. The results from the questionnaire suggest an improvement of media literacies competencies. Three short- documentary were made. The first asked the question of “What is it like to be a woman?”, the second short-documentary was produced around the theme of “Black, poor and conscious women,” The third short-documentary investigates how the feminism movement is presented in professional and school environments. The results show an improvement in the ability to analyze and produce audiovisual media messages, and the short-documentaries produced by the participants served as a way to express the voices of the participants and their communities and also to question their identities.

#### KEYWORDS

Media Literacy, Participatory Video, Identity, Media practice, Short- Documentary

#### References

- Buckingham, D. (2007). Digital Media Literacies: Rethinking Media Education in the Age of the Internet. *Research in Comparative and International Education*, 2(1), 43-55. doi:10.2304/rcie.2007.2.1.43
- Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*: Stanford University Press.
- Jenkins, H., & Ito, M. (2015). *Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics*: John Wiley & Sons.
- Kindon, S. (2016). Participatory Video. In *International Encyclopedia of Geography: People, the Earth, Environment and Technology*: John Wiley & Sons, Ltd.
- Lunch, N., & Lunch, C. (2006). *Insights into participatory video: A handbook for the field*: InsightShare.

## TRACY NICHOLS, JESSICA MORRIS AND AMY RITCHART

### A BUFFET OF DIVERSITY: EXPANDING MEDIA DIETS THROUGH JOURNALISM, GENERAL EDUCATION, SERVICE-LEARNING, AND STUDY ABROAD

#### ABSTRACT

Living as part of a media-saturated global society presents many opportunities and challenges. Researchers provide specific examples of diversity and voice in practice from selected courses taught at Austin Peay State University, a public university in the southeastern United States. The diverse campus population includes nontraditional students, a military/veteran student

presence, and first-generation students. This unique landscape requires intentional focus to teach students to explore the world beyond their own personal frame of reference. Representative activities and examples from courses with a media education focus are included. One example involves teaching journalism students to practice diversity in their reporting and writing, often referred to as cultural competence. Students must be media literate, able to assess the veracity of information presented by news outlets, and culturally aware of the perspectives inherent in different media items. Most American journalism students arrive with a narrow lens and must expand their media diet to improve their critical appraisal of media items and various sources. Pedagogical approaches encourage students to make media literate decisions about the information presented on various platforms. Assignments to explore diversity and voice include the use of individual reflective news journals and collaborative news budgets created in class. Additionally, one of the general education classes teaches students that media literacy is a valuable component of social institutions. Diversity is taught as both self-reflective and other-focused. Facilitation of discourse regarding diversity is intended to bridge the potential gap created by media content. Students consider “other” perspectives via messages, music, art, advertising, film, and books. Collaborative coursework, research, and experiences provide constant discussion and insight regarding the effects of media on immediate environment and to environments other than their own. Finally, students who examine media and “agendamelding” through courses designated as service-learning and study abroad are immersed in projects and activities with nonprofit organizations locally and globally. Experiential learning assignments deliver opportunities to build relationships across communities of differing races, genders, ages, socio-economics, and cultural backgrounds so that the potential to explore diversity and find voice is ever present.

#### KEYWORDS

journalism, social institutions, service-learning, study abroad, social media

#### BIOGRAPHY

Dr. Tracy Nichols, Professor Jessica Morris, and Professor Amy Ritchart utilize their professional and academic experience as a foundation to teach in the Department of Communication at Austin Peay State University in Clarksville, TN.

## THOMAS NYGREN, MONA GUATH, ANTON AXELSSON AND DIVINA FRAU-MEIGS

### FACING VISUAL FAKE NEWS WITH DIGITAL TOOLS IN EDUCATION

#### ABSTRACT

Using education and technical resources to combat disinformation is today highlighted as central to safeguard democracy in an era of “fake news” (Guess et al., 2020; Wardle & Derakhshan, 2017). In the complicated world of misinformation there is a great need for scalable educational interventions supporting a general public (European Commission, 2018).

Determining credibility of online news has been noted as very difficult and complex, also among teenagers growing up in a digital world (Breakstone et al., 2019; Nygren & Guath, 2019; Nygren, Wiksten Folkeryd, Liberg, & Guath, 2020). In a cross-national study in France, Romania, Spain and Sweden we investigated if an educational design with a professional fact-checking tool can make pupils more skilled at determining credibility of digital news, credible and false, and stimulates them to use digital tools more to support their transliteracy and technocognition. In

addition, we explore how pupils' performance and attitudes regarding digital news and tools may vary across countries. Our findings highlight how a two-hour intervention may have a significant effect on teenagers' abilities to determine the credibility of fake images and videos. We also find that the intervention stimulated upper-secondary pupils to use digital tools more to support them when evaluating credibility underscored in theories of transliteracy (Frau-Meigs, 2013) and technocognition (Lewandowsky, Ecker, & Cook, 2017).

Noting also the need for scalable interventions we designed an online tutorial based on civic online reasoning that aims to teach people to critically assess online information consisting of texts, videos and images. Specifically, we investigated whether feedback and/or tutorials can serve as simple step-by-step guidelines to improve digital civic literacy on a test measuring the ability to assess the credibility of online images, texts, and videos. Findings from our online intervention with 208 pupils highlights how a 20-minute scalable digital intervention may have a significant impact on pupils' abilities to determine credibility of digital news (Axelsson, Guath, & Nygren, 2021). In our presentation, we will show how this digital self-test with tutorials and feedback designed to support lateral reading and the ability to debunk fake news can be scalable and useful across sites. We will also discuss some of the many challenges that we find when developing evidence based educational materials against disinformation.

## KEYWORDS

transliteracy; deep fake; fake images; class-room intervention; teaching and learning; digital civic literacy

## REFERENCES

Axelsson, C.-A. W., Guath, M., & Nygren, T. (2021). Learning How to Separate Fake From Real News: Scalable Digital Tutorials Promoting Students' Civic Online Reasoning. *Future Internet*, 13(3), 60. Retrieved from <https://www.mdpi.com/1999-5903/13/3/60>

Breakstone, J., M., S., S., W., A., R., J., C., M., G., & Saavedra, A. (2019). Students' civic online reasoning: a national portrait. Retrieved from <https://purl.stanford.edu/gf151tb4868>

European Commision, E. (2018). Action Plan against Disinformation. Joint communication to the european parliament, the european council, the council, the european economic and social committee and the committee of the regions. . Brussels Retrieved from [https://ec.europa.eu/information\\_society/newsroom/image/document/2018-49/action\\_plan\\_against\\_disinformation\\_26A2EA85-DE63-03C0-25A096932DAB1F95\\_55952.pdf](https://ec.europa.eu/information_society/newsroom/image/document/2018-49/action_plan_against_disinformation_26A2EA85-DE63-03C0-25A096932DAB1F95_55952.pdf)

Frau-Meigs, D. (2013). Transliteracy: sense-making mechanisms for establishing e-presence. In S. Hope Culver & U. Carlsson (Eds.), *Media and Information Literacy and Intercultural Dialogue* (pp. 175-189). Gothenburg: Nordicom.

Guess, A. M., Lerner, M., Lyons, B., Montgomery, J. M., Nyhan, B., Reifler, J., & Sircar, N. (2020). A digital media literacy intervention increases discernment between mainstream and false news in the United States and India. *Proceedings of the National Academy of Sciences*, 117(27), 15536. doi:10.1073/pnas.1920498117

Lewandowsky, S., Ecker, U. K. H., & Cook, J. (2017). Beyond Misinformation: Understanding and Coping with the "Post-Truth" Era. *Journal of Applied Research in Memory and Cognition*, 6(4), 353-369. doi:<https://doi.org/10.1016/j.jarmac.2017.07.008>

Nygren, T., & Guath, M. (2019). Swedish teenagers' difficulties and abilities to determine digital news credibility. *Nordicom review*, 40(1), 23-42.

Nygren, T., Wiksten Folkeryd, J., Liberg, C., & Guath, M. (2020). Students Assessing Digital News and Misinformation. In M. van Duijn, M. Preuss, V. Spaiser, F. Takes, & S. Verberne (Eds.), *Disinformation in Open Online Media* (pp. 63-79). Leiden: Springer International Publishing.

Wardle, C., & Derakhshan, H. (2017). *Information Disorder: Toward an interdisciplinary framework for research and policymaking*.

## BIOGRAPHY

Presenter: Thomas Nygren, PhD, is Associate Professor at the Department of Education, Uppsala University. His research interests center on civics and history education, the digital impact on education, critical thinking and human rights education. His current research projects investigate students' digital media literacy, global citizenship education, and critical thinking across disciplinary boundaries.

[thomas.nygren@edu.uu.se](mailto:thomas.nygren@edu.uu.se)

Co-authors: Mona Guath, PhD, is Post-doc at the Department of Psychology and the Department of Education at Uppsala University. Her research interests are cognitive modelling and complex decision making online, specifically, disinformation and environmental decisions. [mona.guath@psyk.uu.se](mailto:mona.guath@psyk.uu.se)

Anton Axelsson has a PhD in Human-Computer Interaction and his research revolves around human reasoning, decision making, and learning and is carried out within both Human Factors and Educational Technology. He is post-doc at the Department of Information Technology, Division of Visual Information and Interaction and the Department of Education at Uppsala University. [anton.axelsson@it.uu.se](mailto:anton.axelsson@it.uu.se)

Divina Frau-Meigs is professor of media sociology at Sorbonne Nouvelle University, France. She is a specialist of Cultural Diversity, Internet Governance and Media and Information Literacy (MIL) as well as a researcher in the media uses and practices of young people and information disorders (radicalization, disinformation, hate speech...). She holds the UNESCO chair "Savoir-devenir in sustainable digital development: mastering information cultures" (2013--). [divina.frau-meigs@sorbonne-nouvelle.fr](mailto:divina.frau-meigs@sorbonne-nouvelle.fr)

## CARLA PATRÃO, DINA SOEIRO AND SÍLVIA PARREIRAL

### MEDIA AND EDUCATION: PARTNERS FOR LIFE

## ABSTRACT

Amplify people's voices. This is the premise of the discussion in this paper on the importance of the media in promoting education, training and lifelong learning for all. With this proposal, the voices of adult learners who are neglected by mainstream adult literacy and education interventions are heard, and we intend to create an opportunity for advocacy of marginalized citizens (Soeiro & Parreiral, 2018). Freire's Pedagogy of Autonomy (1996) inspires our practical approach to promote the empowerment of participants, creating new opportunities to read the



world and participate in it.

The various media are key partners in this mission and co-responsible in communication, sustainable development and social change.

Today societies are becoming increasingly aging. In Portugal the number of elderly people exceeds two million, with a tendency to increase in the coming years. As the OECD warns in “Skills Strategy Implementation Guidance for Portugal” (2018, p. 15) “the population is ageing and the skills gap between educated youth and older adults is widening. Many adults are at risk of falling behind”.

We reflect on this from the Adult Literacy Community-Based Project Letters For Life, especially focused on older people with fewer educational opportunities and in more isolated, low population density and more aged territories. Although the majority of the participants are old learners, we have around 180 participants, from 20 to 95 years old, social minorities like migrants or young Roma, organized in 13 groups. The diversity contributes for the richness of the learning environment, social inclusion and the living together with respect in an intergenerational and intercultural approach. Fetterman’s Empowerment Evaluation principles (2005) supports our evaluation strategy.

We have more than 50 facilitators, building a multidisciplinary team that engages teachers, students and trainees of the degrees in Social Pedagogy, Social Gerontology and Media Studies and other specialists in Adult Education and Literacy, Psychology, doctoral students, masters, ESEC graduates and other volunteers.

The project has several dimensions: one is the community-based socio-educational intervention in which workshops to promote literacy (Letters For Life) and digital literacy (Keys For Life) are developed; another dimension related to the valuation of education in a social and political perspective, develops contact initiatives with the media. Participants are invited to write for a newspaper, participate in a radio program and are also interviewed by the regional and national media.

This participation contributes in addition to the development of reading, writing and oral speech skills, with a positive impact on their self-esteem. It is also an important vehicle for promoting local opportunities for lifelong learning.

Through participation in the media, participants can motivate others to benefit from the Letters For Life workshops or other educational initiatives. This experience has contributed to the promotion of literacy, media literacy and digital literacy.

## KEYWORDS

Diversity, Education, Inclusion, Literacy, Medi

## REFERENCES

Fetterman, D. (2005). Empowerment Evaluation Principles in Practice: assessing levels of commitment. In D. Fetterman & A. Wandersman (Eds.), Empowerment Evaluation: Principles in Practice (pp. 42-72). New York: Guilford.

Freire, P. (1996). Pedagogia da Autonomia: saberes necessários à prática educativa (Pedagogy of autonomy – the necessary knowledge for educational practice). São Paulo: Paz e Terra.

OECD (2018). Skills Strategy Implementation Guidance for Portugal: Strengthening the Adult-

Learning System, OECD Skills Studies, OECD Publishing, Paris.

Soeiro, D., & Parreiral, S. (2018). Case Study Letters for Life, Portugal. UNESCO, Institute for Lifelong Learning.

## BIOGRAPHY

Professors in Higher Education School of the Polytechnic of Coimbra on Educational and Communication Sciences, coordinators of the Letters for Life Project, Grundtvig Award 2017, members of the facilitators team of the Adult Literacy Workshops.

## VERONIKA PELLE

## TOWARDS ASSESSING MEDIA LITERACY: THE METHODOLOGICAL CHALLENGES OF DEVELOPING A NATIONAL MEDIA LITERACY MEASUREMENT TOOL

## ABSTRACT

Our kids are diverse. They possess various skills, express manifold interests, and have differing habits. Media literacy is diverse, too. It embraces a colourful bouquet of vital skills and competences, and encompasses a miscellaneous palette of themes and activities. As a result, it sets a challenging task for experts and researchers who embark on developing a framework, methodology and tool for conceptualising and measuring this essential set of competences in the daily lives of our digitalised era.

The examination of media literacy competences has relatively long been of raised scientific interest in the field of media and education. Researchers (e.g., Hobbs & Frost, 2003; Literat, 2014; Pereira & Moura, 2018; Schilder & Redmond, 2019; Vanwynsberghe, Paulussen & Verdegem, 2011) have developed conceptual frameworks as well as methodological tools for examining media literacy, which yielded results serving as bases for national and institutional educational policy initiatives. Nevertheless, since most studies provide empirical results based on self-assessing research methods, attempts measuring the actual performance of students’ (or other target groups’) media literacy competences prove to be still rather a challenge.

This conference paper aims to introduce a pioneer national measurement of students’ media literacy performance and competences, to be conducted by the Hungarian Educational Authority in 2020 on a large-scale representative nation-wide sample of seventh grade students. The presentation focuses on the various methodological challenges of the setting up of the measurement tool by a team of experts, examined with a combination of research tools, including a questionnaire answered by the experts as well as cognitive interviews with students piloting the measuring software.

## KEYWORDS

media literacy, media education, measurement, assessment, tool

## REFERENCES

Hobbs, R., & Frost, R. (2003). Measuring the acquisition of media-literacy skills. Reading Research Quarterly, 38(3), pp. 330-355.

Literat, I. (2014). Measuring New Media Literacies: Towards the Development of a Comprehensive Assessment Tool. Journal of Media Literacy Education, 6(1), pp. 15-27.

Pereira, S., & Moura, P. (2018). Assessing media literacy competences: A study with Portuguese

young people. European Journal of Communication, 34(29), pp. 1-18.

Schilder, E., & Redmond, Th. (2019). Measuring Media Literacy in Higher Education: Innovation and Assessment. Journal of Media Literacy Education, 11(2), 95-121.

Vanwynsberghe, H., Paulussen, S. & Verdegem, P. (2011). Towards a conceptual framework for media literacy in a social media culture. IAMCR, Proceedings. Presented at the IAMCR 2011 : Cities, creativity and connectivity, International Association for Media and Communication Research (IAMCR).

## BIOGRAPHY

Veronika PELLE is an Assistant Lecturer at the Institute of Communication and Sociology at Corvinus University of Budapest and an Expert on Digital Literacy Development at the National Media and Infocommunications Authority of Hungary.

## LUIS PEREIRA

### LESSONS TO LEARN FROM TIKTOK VIDEOS ABOUT TEACHING MEDIA LITERACY

#### ABSTRACT

The suggestion that videos on TikTok can develop media literacy (critical) skills might be unexpected. This platform, the world's leading destination for short-form mobile video, is better known for the dance moves but it has other types of content. Often perceived as somehow childish, the popularity of this platform is attracting curiosity from different stakeholders to understand its potential, namely for education.

In November 2020, the Singaporean Media Literacy Council launched a new #thinkb4youdo hashtag challenge with TikTok to promote a positive online environment for its users. There are other similar initiatives to create awareness, about misinformation, for instance.

Recent research focuses on young people's attitudes towards popular social communication modalities, namely hashtags (Mihailidis, 2020), or the way in which they discuss politics in TikTok (Serrano et al., 2020). At the same time, as with other social media platforms, users will confront themselves with some form of hate speech (Weimann & Masri, 2020).

As a new media or platform gains visibility, some educators tend to focus on their learning opportunities. TV, videogames or social media are examples of the attempt to use the popularity of a platform to embed educational content or to use it as pedagogical tool. Could TikTok be a good vehicle to effectively promote media literacy critical skills? Or is it just a new fleeting trend?

In this presentation, we will look at examples of videos and channels and how they can be resourceful learning tools. This analysis will discuss new learning spaces and digital artefacts, namely how micro-learning contents are so effective, and how this relates to the COVID context.

On the other hand, those videos will show how different areas related to media literacy are predominant; covering topics like data privacy, digital footprint or parody of traditional formats (Pereira, 2016). Furthermore, this platform promotes one of the key dimensions of media

literacy: creating. The ability to use sounds, image and movement gives its user the power to express themselves in a very engaging way.

## KEYWORDS

Media Literacy; Critical Skills; Video; Micro-Learning; Voice

## REFERENCES

Mihailidis, P. (2020). The Civic Potential of Memes and Hashtags in the Lives of Young People. Discourse (Abingdon, England) 41.5, 762-81.

Pavlik, A. (2020). Use TikTok to engage with future students. Enrolment Management Report, 24(2), 6-7.

Pereira, L. (2016). How to Use Parody and Humour to Teach Digital Literacy. In Y. Melda, & K. Jared (Eds.), Handbook of Research on Media Literacy in the Digital Age (pp. 423-435). Information Science Reference (an imprint of IGI Global). <https://doi.org/10.4018/978-1-4666-9667-9.ch020>

Serrano, J. C. M., Papakyriakopoulos, O., & Hegelich, S. (2020). Dancing to the Partisan Beat: A First Analysis of Political Communication on TikTok. arXiv preprint arXiv:2004.05478.

Weimann, G., and Masri, N. (2020). Research Note: Spreading Hate on TikTok. Studies in Conflict and Terrorism, 0: 1-14.

## BIOGRAPHY

Luis Pereira, PhD, is a Senior Lecturer (Academic Development) at Coventry University and focus his research on digital media education.

## KEITH PERERA

### TEACHING IMMIGRATION: MEDIA LITERACY WITH HOST COMMUNITIES

#### ABSTRACT

This presentation shares a piece of empirical media literacy research that explored the teaching of the potentially contentious topic of immigration. It was motivated by a genuine commitment to understand (see Eddo-Lodge, 2017 for some of the challenges of such an endeavour) how and why there are some very entrenched attitudes towards immigration in white youth - not that they are as homogenous a group as that label assumes. Much social and educational policy does not respectfully explore the attitudes that are sometimes expressed as hostility towards immigration (and by extension migrants) and therefore does not adequately try to understand the complex psychosocial forces at work within and beyond host communities.

This research explored the murky and complex world of classroom practice in which perceived political correctness, notions of national identity and the role of the teacher (Biesta, 2016) vie with young people's use of social media, familial influence and media learning to explore how attitudes are formed, articulated and questioned. What happens when the consensus breaks down over what it is acceptable to 'think' or 'say' or 'do'? How is this reconciled with liberal notions of social justice and emancipatory politics? Rejecting simplistic notions of power and agency, the research explores the role of formal learning as a means of developing a 'third space' self-reflexivity (McDougall and Potter, 2017) through educative encounters that expose some of the contradictory positions that are held about immigration.

The research posited pedagogical issues at its core - what to teach? how to teach? what to assess? There was an attempt to support a notion of tolerance that is not a simple binary where immigration is deemed simply as good/bad or where immigrants have to assimilate/protect their cultural identity or where the host community must accept/reject difference. The research is therefore an unapologetically political intervention that mounts an argument to support liberating forms of tolerance (Marcuse et al, 1969) over repressive notions of tolerance (see Lander, 2019).

## KEYWORDS

'media education', 'social media', 'tolerance', 'multiculturalism', 'whiteness'

## References

Biesta, G. (2016) 'Receiving the gift of teaching: from 'learning from' to 'being taught', *Studies in Philosophy and Education*, 32(5), pp. 12.

Eddo-Lodge, R. (2017) *Why I'm no longer talking to white people about race*. London: Bloomsbury Circus.

Lander, V. (2019) *Fundamental British values*. London: Routledge.

McDougall, J. & Potter, J. (2017) *Digital media, culture and education: theorising third space literacies* / John Potter, Julian McDougall. London: Palgrave Macmillan.

Marcuse, H., Moore Jr, B. & Wolff, R.P. (1969) *A critique of pure tolerance*. London: Cape.

## BIOGRAPHY

Keith Perera is an Assistant Headteacher at a mixed 11-18 secondary school and has taught media studies since 1994. Since 2006, he has led various forms of Initial Teacher Education at the University of Sussex.

## TARA PIXLEY

### DECOLONISING MEDIA STARTS IN THE VISUAL JOURNALISM CLASSROOM: TOOLS TO COMBAT IMPERIALIST MEDIA NARRATIVES

## ABSTRACT

This presentation offers best practices for teaching visual journalism students to understand how implicit biases manifest in news framing and ways to conscientiously approach media production around issues of race and ethnicity. Informed by scholarship that identifies connections between news media and anti-black racism (Entman & Rojecki 2001; Sonnett, Johnson & Dolan 2015), this talk addresses the intertwined histories of imperialism, racism, news media and documentary photography. The presentation will feature a variety of techniques for successfully engaging communication and journalism students in classroom discussions, lectures and exercises that unpack those histories and foreground multiperspectival approaches to creating visual media. Addressing how journalists can and should cover marginalized communities is a necessary area of educational expertise for professors teaching contemporary news media. Properly preparing the next generation of journalists to speak to a racially and ethnically diverse public starts with honest, clear engagement of these ideas in the media classroom. My research argues that framing black, brown, queer and female-identified bodies in the photographic

quodidian can produce necessary "alternative shifts" (Castells 2011) in the hegemonic photojournalism network and operate as "countervisual" practice (Mierzoeff). By introducing students to concepts such as those — visual culture theory paired with the work of critical race, gender and journalism studies scholars such as Donna Haraway, bell hooks and many others — their journalism education is founded on the importance and possibilities of a multiperspectival approach to photojournalism that melds critical theory with technical skill.

This talk involves comparative analyses of news images and a group discussion of how to connect student journalists' ideological approach to their technical approach in productive and thoughtful ways that results in a decolonial journalistic practice. I will share my lesson plans, in-class discussion points and other educational tactics that have successfully achieved robust student engagement with these ideas within and beyond the media classroom.

## KEYWORDS

photojournalism; media literacy; decolonization; anti-racism; visual culture

## REFERENCES

Haraway, Donna. "The Persistence of Vision." ed. Nicholas Mierzoeff. *The Visual Culture Reader*. New York: Routledge, 2002.

hooks, bell. *Black Looks: Race and Representation*. New York: Routledge, 1992. Castells, Manuel. "Network Theory | A Network Theory of Power." *International Journal of Communication*, V 5, p. 15, Apr. 2011.

Entman, Robert M., and Andrew Rojecki. *The Black Image in the White Mind: Media and Race in America*. Chicago: University of Chicago, 2000.

Mierzoeff, Nicholas. "The Right to Look." *Critical Inquiry*, 37(3), pp.473-496, 2011.

Sonnett, J., Johnson, K.A. and Dolan, M. K., "Priming Implicit Racism in Television News: Visual and Verbal Limitations on Diversity." *Sociological Forum*, 2015.

## BIOGRAPHY

Tara Pixley is Assistant Professor of Journalism at Loyola Marymount University. Her research interests include journalism, visual culture and critical race and gender theory, in relation to re-visioning marginalized communities in new(s) media.

## GIANFRANCO POLIZZI

### HOW TO PROMOTE ADULTS' DIGITAL LITERACY THROUGH THEIR CIVIC ENGAGEMENT: DISCUSSING PRACTICAL IMPLICATIONS

## ABSTRACT

Media literacy is paramount for a well-informed citizenry to participate in society, but the issue of how to promote it among adults, most of whom are no longer in school, is under-researched and challenging. While media outlets can raise awareness about the media among the general public, civil society organisations can promote media literacy through training that can reach adults (UNESCO, 2014). Media policy research, however, has prioritised the training of media educators (e.g., McDougall, Turkoglu, & Kanižaj, 2017), with little attention to whether and how civic engagement more broadly – understood as participation in community and/or political life – facilitates the development of media literacy.

This paper draws on the author's PhD project, which, recently completed at the London School of Economics, focused on digital experts and civic advocates in the UK to explore



whether and how civic engagement shapes digital literacy, approached as a variant of media literacy that entails functional and critical skills and knowledge about the internet. Based on semi-structured interviews, diary and think aloud methods, the project found that experts and advocates can improve their digital skills and ability to evaluate online content through help from family and colleagues within civic contexts. Experience of using digital technologies is crucial to understanding both their affordances and the digital environment in ways that can overlap with experience of civic life, from producing socially conscious music to campaigning. Furthermore, while engagement with news can also be valuable for gaining such an understanding, activists can learn about the internet's potentials and limitations and how to use it through training provided by their campaigning organisations.

This paper argues, therefore, that civic engagement provides opportunities for learning digital literacy informally, echoing research inspired by the New Literacy Studies (e.g., Jenkins et al., 2016). It also provides opportunities for formal training beyond the targeting of media educators. Finally, it is crucial to learning digital literacy in tandem with civic literacy, which refers to the skills and knowledge necessary for participating in civic life. The Department for Digital, Culture, Media and Sport (2018) and the Ministry for Housing, Communities and Local Government (2018) have launched funds to support the digital training of civil society practitioners and councils across the UK. While this paper is limited to how adults can learn digital literacy provided they are civically active, it recommends that such initiatives should not be isolated and that these funds should be made permanent.

## KEYWORDS

digital literacy; civic engagement; civil society organisations; formal and informal learning, training

## REFERENCES

- Department for Digital, Culture, Media and Sport (2018). Digital leadership fund 2018: Guidance for applicants. Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/760542/Digital\\_Leadership\\_Fund\\_-\\_Guidance\\_for\\_Applicants\\_\\_1\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760542/Digital_Leadership_Fund_-_Guidance_for_Applicants__1_.pdf)
- Jenkins, H., Shresthova, S., Gamber-Thompson, L., Kligler-Vilenchik, N., & Zimmerman, A. M. (Eds.). (2016). *By any media necessary: The new youth activism*. New York, NY: New York University Press.
- McDougall, J., Turkoglu, N., & Kanižaj, I. (2017). Training and capacity-building in media and information literacy. In D. Frau-Meigs, I. Velez, & J. F. Michel (Eds.), *Public policies in media and information literacy in Europe: Cross-country comparisons* (pp. 130–158). London, England: Routledge.
- Ministry of Housing, Communities and Local Government (2018). Local digital fund. Retrieved from <https://localdigital.gov.uk/fund/>
- UNESCO. (2014). Paris declaration on media and information literacy in the digital era. Retrieved from [https://unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/In\\_Focus/paris\\_mil\\_declaration\\_final.pdf](https://unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/In_Focus/paris_mil_declaration_final.pdf)
- Biography
- Gianfranco is a Research Fellow in the Jubilee Centre for Character and Virtues at the University of Birmingham. His academic interests include digital literacy, digital citizenship, civic engagement and character education in the digital age.

## STUART R. POYNTZ

### PRODUCING AUTHENTICITY: SEMIOTIC NEGOTIATION, TRUST AND URBAN YOUTH ARTS IN THE GLOBAL CITY

## ABSTRACT

In this paper, I examine how authenticity in youth culture and youth cultural expression are negotiated by youth arts organizations, and how organizations locate their own trustworthiness as allies of young people through the curation of online media archives. This research is part of a five-year SSHRC-funded research project examining the creative arts sector for youth from socially excluded backgrounds in Vancouver, Toronto and London over the last 25 years. My analysis draws on internet media archives about two youth arts organizations in Canada's largest English-speaking cities. Oasis Skateboard Factor (OSF) in Toronto, ON, is an extension program of the Toronto School Board to enable participants to create their own brands and learn to run a skateboard business or professional design studio. Reel Youth (Vancouver, BC) began in Vancouver in 2005 as a community media empowerment project, and now delivers programs across Canada and internationally. The OSF and Reel Youth internet media archives consist of a range of artifacts (more than 50 per organization) that collectively showcase each organization by curating national and regional mainstream news (print and video) coverage, popular blog posts and related participatory narratives, key research reports and other videos produced by and about the organization between 2005 and the present. Collectively, the archives articulate a language and aesthetics of youth authenticity, that helps to construct the trustworthiness of each organization with youth communities.

Organizations within the non-formal youth arts sector are now among the urban infrastructures that script the city for children and youth, and in this paper, I provide a novel account of how authenticity is being configured online, to mark sites and institutions of value, trust and credibility in youth lives.

## KEYWORDS

Urban youth cultures; authenticity and trust; non-formal arts learning; semiotic negotiation

## REFERENCES

- Amin, A. (2014) Lively infrastructure Theory, *Culture & Society*, 31:7/8, 137-161.
- Lischer-Katz, Z. (2017). Studying the materiality of media archives in the age of digitization: Forensics, infrastructures and ecologies. *First Monday* 22:1-22.
- Poyntz, S.R., Coles, R., Fitzsimmons-Frey, H., Bains, A., Sefton-Green, J., and Hoechsmann, M. (2019). The non-formal learning sector, youth provision and paradox in the learning city. *Oxford Review of Education*, Special Issue on the Learning City. Vol. 45.
- Sterne, J., Coleman, G. Ross, C. Barney, D. and Tembeck, T. (Eds.) (2016) *The Participatory Condition in the Digital Age* Minneapolis, MINN: University of Minnesota Press.
- Biography
- Stuart R. Poyntz is Director of the Community Engaged Research Centre (CERi) at Simon Fraser University, and Associate Professor in the School of Communication. His research addresses children's media cultures, theories of public life and urban youth media production.

## KEN PRATT

### INTERDISCIPLINARY LITERARY AND JOURNALISM TECHNIQUES FOR DEVELOPING DIVERSE VOICES IN MAINSTREAM MEDIA.

#### ABSTRACT

This paper examines the potential role of creative writing in the online newsroom practice experience. It argues that diverse literary and creative voices can add journalistic gravitas to both student and mainstream news and feature coverage. Not only can literary reportage fill the gaps generated by restrictive news and features structures. It also has far reaching ethical and regulatory implications: it raises fundamental questions about self censorship and its impact on teaching and learning, as well as the possibilities of new form journalism to engage diverse voices to press the aesthetic buttons of news consumers and producers alike. The benefits of literary reportage are demonstrated through examples of symbiotic creative writing, academic writing, and news journalism while conducting an investigation into the role played by NGO's in India in 2020. Building on the work of Cristina Archetti's 'The Unexpected Effects of Creative Writing on Journalism Research' (Journalism Studies 2015) the paper will critically evaluate the chronological development of tri-partite insights into a creative chapter from Hunting Captain Henley (the author's own PHD) published in The European Journal of Life Writing leading to academic writing and culminating in journalistic material published in The Sunday Times (Nov 2020). With reference to works such as "The Loathsome, the Rough Type and the Monster: The Violence and Wounding of Media Texts on Rape" by Mona Livholts (2009) the paper will attempt to demonstrate the value of the pressing of 'aesthetic buttons' in the course of the journalistic investigation.

#### KEYWORDS

Diversity/journalism/literary/reportage/creativity

#### REFERENCES

Cristina Archetti (2017) 'The Unexpected Effects of Creative Writing on Journalism Research' Journalism, Practice and ... Poetry, Journalism Studies, 18:9, 1106-1127, DOI: 10.1080/1461670X.2015.1111773

Livholts M. (2008) The Loathsome, the Rough Type and the Monster: The Violence and Wounding of Media Texts on Rape. In: Burr V., Hearn J. (eds) Sex, Violence and the Body. Palgrave Macmillan, London. [https://doi.org/10.1057/9780230228399\\_12](https://doi.org/10.1057/9780230228399_12)

#### BIOGRAPHY

Dr. Ken Pratt is Lecturer in Journalism at West of Scotland University. He was previously news reporter on national newspapers. His work uses personal experiences and literary reportage to explore hidden narratives behind the reporter's prose.

## ADRIAN QUINN

### FAKE NEWS: PROBLEMS WITH — AND ALTERNATIVES TO — THE MEDIA LITERACY AGENDA

#### ABSTRACT

For the mainstream, fake news is not new. In the 1980s, both the Washington Post in the USA and the Sunday Times in the UK reported outright hoaxes as news. Meanwhile, allegations of distortion were a mainstay for a generation of media scholars in an emerging tradition of critical media studies. More recently, claims of 'fake news' have been issued by players as politically far apart as the weaponising Donald Trump and the Nobel Peace Prize winner, Aung San Suu Kyi. Ten years ago, the investigative journalist Nick Davies saw the coming of an age of 'information chaos,' due to a tripartite lack of skills, resources and accountability in newsrooms. To understand and remedy fake news, citizens and educators require a timeline for this phenomenon, which my paper will provide. Also on offer is a critical vocabulary that speaks of accountability, good faith and trust in the news. I use the metaphor of 'reverse engineering' to explain how counterfeit news is generated, disseminated and sometimes believed. My contribution to the MES20 will challenge the capacity of conventional media literacy to address fake news. Though well-intentioned, sentimental interventions that focus on an improved competence with media texts are — as David Buckingham (2019) recently showed — 'half-baked.' In its place, I substitute an improved familiarity with debates that stress the importance of funding public interest reporting via a tax on big tech (Corbyn 2018; Highfield & Dinsmore 2016). My paper is informed by a close reading of the growing literature on fake news, along with some overlooked scholarship from the past that is sympathetic to the problem. Also under consideration are the mainstream's own deliberations on the dilemma of fake news, along with initiatives like WikiTribune and First Draft. Material from the UK Parliament's Select Committee report on Fake News, which took evidence on both sides of the Atlantic from representatives from YouTube and Facebook, will also inform my presentation.

#### KEYWORDS

fake news, trust, information chaos, literacy, taxation

#### REFERENCES

Buckingham, David (2019) The Media Education Manifesto. Polity.  
Corbyn, Jeremy (2018) 'Speech to the Edinburgh TV Festival.' 23 August. Available at: <https://www.bectu.org.uk/filegrab/jeremy-corbyn-s-speech-edinburgh-tv-festival-23082018.pdf?ref=2508>  
Highfield, Ashley & David Dinsmore (2016) 'Foreword by the News Media Association.' UK News Media: an engine of original news content and democracy. A study on the economic contribution of the UK news media industry. Deloitte. December. Available at: [http://www.newsmediauk.org/write/MediaUploads/Investigation%20Gallery/Final\\_Report\\_News\\_Media\\_Economic\\_Impact\\_Study.pdf](http://www.newsmediauk.org/write/MediaUploads/Investigation%20Gallery/Final_Report_News_Media_Economic_Impact_Study.pdf)

#### BIOGRAPHY

Adrian Quinn leads the International Journalism Programme at the University of Leeds. A reporter by training, he is a graduate of the Universities of Wales and Glasgow and has been a media educator for over 20 years.

## MARK READMAN

### BEYOND REPRESENTATION: THE ETHICS OF PRETENDING

#### ABSTRACT

Representation has been a key concept in media studies since its origins, and students continue to be required to interrogate portrayals of individuals and groups in order to reveal their ideological freight. The process typically entails close textual analysis in order to identify how characters are constructed aesthetically, culturally and narratively, usually with some element of judgement regarding whether the representation is 'positive' or 'negative'. There is also, usually, a judgement made about the degree to which the representation is 'typical', although claims about repetition and homogeneity are often selective and avoid the fine grain of specificity. Such work is enriched by the introduction of a 'political economy' angle from which an examination of extra-textual dimensions can be made. Students will be familiar with the practice of casting particular stars in order to facilitate the financing and marketing of films and they may also be familiar with the ways in which star personae and associations with other roles are mobilised, but they are less likely to have considered the ethics of casting and performing on screen.

This paper represents a preliminary stage in the development of a research project exploring the decision making processes in casting for the screen. The first phase examines the ethics of casting non-disabled actors to play disabled roles – the phrase 'cripping up' has been coined by critics of the practice in order to place it on a continuum with the (outdated) practice of white actors 'blacking up' to play other ethnicities. Frances Ryan argues, for example: 'While "blacking up" is rightly now greeted with outrage, "cripping up" is still greeted with awards. Is there actually much difference between the two? In both cases, actors use prosthetics or props to alter their appearance in order to look like someone from a minority group. In both cases they often manipulate their voice or body to mimic them' (Ryan 2020). Ryan's argument makes it clear that ontological issues are at stake in this debate; given that all acting is pretending, how are the lines drawn between 'acceptable' and 'unacceptable' pretending? How are issues of bodies, identities and performance mobilised in the discourses around disability and acting on screen? And how might this enrich the teaching of representation?

#### KEYWORDS

Disability; Representation; Ethics; Pretending; Performance

#### REFERENCES

Dyer, R., 1979, *Stars*, London: BFI.

Fox, A. M. and Sandahl, C., 2018, Beyond "Crippling Up": An Introduction. *Journal of Literary & Cultural Disability Studies*, 12:2, 121-127.

Ryan, F., 2015, We wouldn't accept actors blacking up, so why applaud 'cripping up'? *The Guardian* (13 January 2015).

#### BIOGRAPHY

Mark Readman is an academic in the Faculty of Media and Communication at Bournemouth University. His research is underpinned by an interest in rhetoric and discourse and how these produce 'truths' about the social world.

## THERESA REDMOND, JENNIFER LUETKEMEYER, JEWEL DAVIS, TEMPESTT ADAMS AND PEACHES HASH

### IN-BETWEEN SPACES: ART AND CREATIVE EXPRESSION AS AGENTIVE PRACTICE IN HIGHER EDUCATION RESEARCH

#### ABSTRACT

In this paper, we discuss our interdisciplinary research and care group, The Creativity Collaborative, in the context of raising up diverse voices in 21st century higher education learning and scholarship. Since 2018, we have used a blend of self-study, narrative, and arts-based research methodologies to examine our work creating inclusive and imaginative spaces in our classrooms and research (Redmond et al., 2021). Specifically, we use visual journaling to reflect on scholarship, create data, and push the boundaries of knowledge acquisition and expression in both teaching and academic publishing. Our practice is bold and transformative because it not only cultivates authenticity in knowledge expression, but also it builds agency and capacity to oppose the supremacy culture embedded in U.S. higher education.

In our work, we redress the notion that we have the authority to give voice. Giving voice is incongruous with the goals of equity and inclusion because it reinforces dominant power structures. To reframe, as teachers and researchers, we do have a role and a responsibility to create the context from which diverse voices may be shared and heard, along with the responsibility to listen wholeheartedly.

To listen in the contexts of invitational teaching and research is to shatter restrictive boundaries of knowledge acquisition and expression and to center audiences at the nexus of their own experiences and perceptions. In our research, we have found voice is located at the core of human expression and may be welcomed through media arts.

In our teaching and scholarship alike, we recognize, embody, and uplift non-traditional ways of knowing, expressing, and being through arts-based methods. Our practice marks a departure from the hegemonic paradigms that generally contain higher education praxis because we encourage expression and perspective taking (Mezirow, 1991), serving to uncover diversity within our classrooms, campus communities and third spaces, and academic disciplines. Ultimately, our scholarly practice creates in-between spaces where creativity, collaboration, and care are prioritized over conformity, competition, and grind culture.

Further, in alignment with the goals of critical media education that undergirds our work, we confront bias and domination in academic spaces by centering expression. By creating, we resist oppressive power structures in our classrooms and research spaces, inviting the voices from within to be heard. Rather than pushing rote curriculum, static research methods, or conditioned responses, our focus is to clear space and forge new pathways in academia.

#### KEYWORDS

equity, agency, arts-based research, self-study, creativity

#### REFERENCES

Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass.

Redmond, T., Luetkemeyer, J., Davis, J., Hash, P., & Adams, T. (2021). Creating space for care: Sustaining the emotional self in higher education. In Ruffin, I. & Powell, C. (Eds). *The Emotional Self at Work in Higher Education* (pp. 120-145). Hershey, PA: IGI Global. doi: 10.4018/978-1-7998-3519-6.ch007



**BIOGRAPHY**

Theresa Redmond is Associate Professor of Media Studies at Appalachian State University in North Carolina, U.S.A. Her research comprises a hybrid agenda focused on the intersections of media, literacy, curriculum design, and the arts.

Jennifer Luetkemeyer is Assistant Professor of Library Science at Appalachian State University and is interested in how students access information/knowledge, in how information/knowledge are presented to them, and in what they have access to.

Jewel Davis is an Education Librarian and Associate Professor at Appalachian State University. Her research examines authentic representation in youth media and anti-bias strategies for critically analyzing and interpreting youth media.

Tempestt Adams is Assistant Professor of Career and Technical Education at Appalachian State University. Her research interests include teacher preparation, college and career readiness and creative research outlets including art-based methods and autoethnography.

Peaches Hash is a Lecturer of Rhetoric and Writing Studies within Appalachian State University's Department of English. Her research interests include Practitioner Action Research, Arts-Based Educational Research, Composition Studies, and Curriculum Studies.

**SIAN REES****RE-IMAGINING EMPLOYABILITY: AN ONTOLOGY OF INCLUSIVE EMPLOYABILITY BEST PRACTICE FOR MEDIA DEPARTMENTS****ABSTRACT**

This paper analyses employability best practice in higher education institutions (HEIs) with a specific case on diversity in media and communications. It questions how employability is conceived and delivered within higher education settings, to help further conceptualise and understand graduate employability (Minocha, Hristov and Reynolds 2017), considering how it can support a diverse and inclusive curriculum. It will explore how some HEIs are expanding their approach beyond employment to embrace entrepreneurial mind-set and practice which provides agency to students from a wide range of backgrounds. The analysis considers the link between entrepreneurial and enterprise education with socially-driven outcomes and endeavours which support academic and diverse student goals.

Thematic analysis is used to analyse a range of academic articles and papers containing HEI employability best practice case studies, presentations from the 2016 Swansea University College of Arts and Humanities' Employability Conference and the Swansea University Department of Media and Communication employability activities from 2013 to 2018 which led to the department being first in the UK for employability in the 2020 Complete University Guide. The results are visualised as an ontology of higher education employability, which has the notion of 'entrepreneurial spirit' at the centre. The paper finds that embedding an entrepreneurial approach can help drive innovation in subject-level teaching in a way which can enhance, rather than inhibit, critical academic enquiry and which can empower students from all background to achieve both academically and in their future employment. This builds on a range of studies which acknowledge that having an 'entrepreneurial spirit' makes students more likely to find higher level graduate employment (Bell 2016).

In particular, it tackles the question of whether employability is synergistic with, or contrary

to the academic curriculum. Media teaching with its broad range of subjects and themes is positioned perfectly to address the identified gap between university curriculum and the needs of the business world, supporting a comprehensive shift in educational philosophy towards programmes which include industry experience and soft skills which benefit the diverse student body (Belwal et al 2016). At the same time this approach can enable students from a range of education and social backgrounds to demonstrate their academic acumen through authentic and creative assessments which test intelligence, creativity and skills in a non-traditional way.

**KEYWORDS**

Employability, entrepreneurialism, authentic assessment, diversity, agency

**REFERENCES**

Bell, Robin. 2016. "Unpacking the Link Between Entrepreneurialism and Employability." *Education and Training* 58 (1): 2-17. [www.emeraldinsight.com/0040-0912.htm](http://www.emeraldinsight.com/0040-0912.htm)

Belwal, Rakesh, Pushpendra Priyadarshi and Mariam Humaid Al Fazari. 2016. "Graduate attributes and employability skills." *International Journal of Education Management* 31 (6): 814-827. doi:10.1108/IJEM-05-2016-0122

Minocha, Sonal, Dean Hristov and Martin Reynolds. 2017. "From Graduate Employability to Employment: Policy and Practice in UK Higher Education." *International Journal of Training & Development* 21 (3): 234-248. doi: 10.1111/ijtd.12105

**Biography**

Sian Rees is a public relations specialist who focuses on embedding employability skills and learning within the curriculum. She is a Senior Fellow of the HEA and a recipient of the University's Distinguished Teaching Award.

**ISABELLA REGA, ANDREA MEDRADO, AND PAULA CALLUS****PORTRAIT OF MARIELLE: AN ANIMATION WORKSHOP CONNECTING HUMAN RIGHT ACTIVISTS FROM BRAZIL AND KENYA****ABSTRACT**

This abstract presents one of the outputs of the International Network eVoices: Redressing Marginality, funded by the UK Arts and Humanities Research Council (AHRC), that brought together academics, activists and members of civil society in Brazil, the UK and Kenya. This presentation focuses on the learning experience that brought 20 young Kenyan artists to produce a 2-minute experimental animation on Marielle Franco, a councilwoman murdered in March 2018 in Rio de Janeiro, Brazil; it accounts for the process used by the workshop facilitators to produce the animation; and it reflects on the effectiveness of using digital and creative methodologies to bring together people who fight for similar issues, in this case human rights across the Global South.

After an initial presentation on the context of the favelas in Brazil and Rio de Janeiro and Marielle's biography and a debate on how this story related to the young Kenyan artists' experience, the group worked for three days in an intensive workshop with two animation artists and facilitators, Paula Callus from Bournemouth University and Ng'endo Mukii, an independent filmmaker. To produce the video "Portrait of Marielle, the group selected some

videos about Marielle and protests that occurred in Brazil at the time of her murder. They then printed frames of this videos - over 900 in black and white- and made artistic interventions on them. Each art-ivist received a set of frames and learnt to work collectively: this meant that the artists had to be very careful to continue each other's work, giving correct and coherent motion sequences to the animation.

Experiences such as the "Portrait of Marielle" Workshop demonstrate the importance of promoting further debate to find parallels between countries in the Global South. In countries as diverse as Brazil and Kenya, young people are using technology, creativity and art as instruments to fight the oppression, inequality and silencing of their voices. It is of fundamental importance to share experiences, lessons and knowledge between media and artistic initiatives. At the end of the workshop, there was a screening of the video Portrait of Marielle as part of the Slum Film Festival in Nairobi, and in the debate that follows young Kenyan art-ivists reflected on this learning experience and on how it helped them contextualise their fight and work in a broader framework.

### KEYWORDS

eVoices Network, Experimental Animation, Marielle Franco, Digital Activism

### BIOGRAPHY

Isabella Rega is Principal Academic in Digital Literacies and Education at Bournemouth University. Her research interests lay at the intersection between digital media, education and socio-economic development.

Andrea Medrado is Assistant Professor at Universidade Federal Fluminense. She conducted expensive research on media activism in particular in slums in Rio de Janeiro.

Paula Callus is Principal Academic in Computer Animation and research focuses on contemporary digital artistic expressions in Eastern Africa.

### REFERENCES:

BRIGHENTI, Andrea. Visibility: A Category for the Social Sciences. *Current Sociology*, v. 33, n. 3, p. 323-342, 2007.

PERLMAN, Janice. *The Myth of Marginality: Urban Poverty and Politics in Rio de Janeiro*. Berkeley, London: University of California Press, 1976.

## LUCIE RÖMER

### SUPPORTING THE VOICE OF DISADVANTAGED YOUTH THROUGH MEDIA LITERACY EDUCATION AT CZECH VOCATIONAL SCHOOLS

#### ABSTRACT

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

2009) or, in the case of the Czech Republic, non-existent.

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

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

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

### KEYWORDS

Media Literacy Education, Disadvantaged Youth, Civic Participation, Vocational School, Diversity of Public Debate

### REFERENCES

FREIRE, P. (2005) *Pedagogy of the Oppressed*. New York: The Continuum International Publishing Group Inc.

HOBBS, R. (2010) *Digital and Media Literacy: A plan of Action*. Washington, DC: Aspen Institute (available at: [https://assets.aspeninstitute.org/content/uploads/2010/11/Digital\\_and\\_Media\\_Literacy.pdf](https://assets.aspeninstitute.org/content/uploads/2010/11/Digital_and_Media_Literacy.pdf)) [cited: 11-5-2020].

KOTILAINEN, S. (2009) Promoting Youth Civic Participation with Media Production: The Case of Youth. *Voice Editorial Board In: Comunicar XVI* (32), p. 243 – 259.

MCDUGALL, J. (2013) Media Literacy: An incomplete project. In B.S. De Abreu & P. Mihailidis (Eds.) *Media Literacy Education in Action*. New York: Routledge.

MIHAILIDIS, P., THEVENIN, B. (2013) Media Literacy as a Core Competency for Engaged Citizenship in Participatory Democracy. In: *American Behavioral Scientist* 57(11) Sage. p. 1611 – 1622.

### BIOGRAPHY

Lucie Römer is PhD. student at Charles University in Prague. Her focus is on media literacy education towards the political participation of disadvantaged youth. She has published in numerous Czech and international journals and books.

## JANA ROSENFELDOVÁ, VLASTIMIL NEČAS, MARKÉTA SUPA AND VICTORIA NAINOVÁ

### EDUCATING THE COSMOPOLITAN CHILD: REPRODUCING AND CHALLENGING THE STATUS QUO

#### ABSTRACT

Children are growing up and living in a world of increasing openness and connectivity across the borders, yet also in a world where social divides are still prevailing. Media and digital technologies play an important role in this transnational connectivity and global consciousness. Children and youth are capable and willing to actively participate as “makers and shapers” in global developments affecting not only their own but all lives (Cornwall & Gaventa, 2001). Wall (2019) defines this form of global citizenship as cosmopolitan. Living and learning in the social context of ethnic and cultural prejudice and hostility might influence children’s capability and willingness to participate as active cosmopolitan citizens. Even though media literacy is considered to be a core competence for active and participatory citizenship, media education alone cannot foster engaged cosmopolitan citizenship.

This paper explores the potential of multicultural education and media education to jointly nurture children’s cosmopolitan citizenship. Drawing upon qualitative participatory research conducted with children living in the Czech Republic, the paper questions how they challenge and reproduce ethnic and cultural stereotypes and prejudice prevalent in their local and global societal and media context. In total, 85 children (46 girls, 39 boys) participated in 25 focus groups. Each participant was given a set of 25 portraits of actors of various ages, genders, ethnicities, and distinctive features (e.g. hair and beard styles, religious symbols). Acting as both script writers and casting agents, the children were creating a story of their film and choosing one actor for each role.

Children tended to reproduce some of the stereotypes and prejudice from both the Western mainstream media and their local societal context in their own media production. These were mostly gender imbalance and gender stereotypes (men as strong and powerful, women as beautiful and socioemotional), White privilege and power (Caucasians in the positive hero roles), prejudice towards some ethnic minorities (Muslims, Black men, and Roma men), and preference for standardised beauty.

Our findings are in agreement with studies suggesting that, instead of challenging cultural hegemony, children tend to reproduce the normative values and social relations of power and privilege in their media practices, which can be a potential obstacle to their cosmopolitan citizenship. We thus argue that multicultural and media education can together address and potentially improve children’s perception, attitude towards, and relationships with people from diverse ethnic and cultural backgrounds, as well as foster their civic imagination, agency, voice, and capacity to engage in social change.

#### KEYWORDS

children; media education; multicultural education; cosmopolitan citizenship; focus groups

#### REFERENCES

- Cornwall, A., & Gaventa, J. (2000). From users and choosers to makers and shapers repositioning participation in social policy. *IDS Bulletin*, 31 (4), 50-62.
- Lemish, D. (2015). *Children and media: A global perspective*. John Wiley & Sons.
- Wall, J. (2019). Theorizing children’s global citizenship: Reconstructionism and the politics of deep interdependence. *Global Studies of Childhood*, 9(1), 5-17.

Woodfall, A., & Zezulková, M. (2016). What ‘children’ experience and ‘adults’ may overlook: phenomenological approaches to media practice, education and research. *Journal of Children and Media*, 10(1), 98-106.

#### BIOGRAPHY

Markéta Supa is an Assistant Professor at the Faculty of Social Sciences (CU, Czech Republic), an Affiliated Faculty Member of Media Education Lab (USA) and a Fellow of Centre for Excellence in Media Practice (UK).

Victoria Nainová is a postgraduate at the Faculty of Social Sciences (CU). She participates in the project of Dr Supa from April 2019. Also, in the project of Dr Václav Moravec which focuses on infodemic.

Vlastimil Nečas is a research fellow at the Faculty of Social Sciences (CU), where he leads courses on media research methods, media effects and agenda- setting processes.

Jana Rosenfeldová is an Assistant Professor and researcher at the Faculty of Social Sciences (CU). Her main research interest is in political communication and online political participation.

## JANA ROSENFELDOVÁ, VICTORIA NAINOVÁ, VLASTIMIL NEČAS, MARKÉTA SUPA

### CHILDREN AS COSMOPOLITAN CITIZENS: REPRODUCING AND CHALLENGING CULTURAL HEGEMONY

#### ABSTRACT

Children and youth are capable and willing to actively participate as “makers and shapers” in global developments affecting not only their own but all lives (Cornwall & Gaventa, 2001). Wall (2019) defines this form of global citizenship as cosmopolitan. However, living and learning in the social context of ethnic and cultural prejudice and hostility might negatively influence children’s capability and willingness to participate as active cosmopolitan citizens.

This paper explores the potential of multicultural education and media education to jointly nurture children’s cosmopolitan citizenship. It draws upon qualitative participatory research conducted within the Multicultural Life and Learning of Child Prosumers research project funded by the Technological Agency of the Czech Republic (2018-2021). This talk is based on the partial findings from the first research phase exploring seventy-three children’s media experiences (Woodfall & Zezulková, 2016) with diversity through a set of 13 focus groups. Using creative methods, each participant was given a set of 25 portraits of actors and actresses of various ages, ethnicities, and distinctive features (e.g. hair and beard styles, religious symbols). Acting as both script writers and casting agents, the children were creating a story of their film/ TV show and choosing one actor for six main roles based on Jung’s archetypes.

Our findings are in agreement with studies suggesting that, instead of challenging cultural hegemony, children tend to reproduce the normative values and social relations of power and privilege in their media practices, which can be a potential obstacle to their cosmopolitan citizenship. The main characters chosen and narratives created demonstrated gender imbalance, gender stereotypes, preference for standardized beauty and attractiveness, acceptance of white hegemony, and prejudice towards some ethnic minorities (especially Muslims, Black men, and Roma men).

We thus argue that multicultural and media education can together address and potentially improve children’s perception, attitude towards, and relationships with people from diverse



ethnic and cultural backgrounds, as well as foster their civic imagination, agency, voice, and capacity to engage in social change.

## KEYWORDS

children; media; diversity; cosmopolitan citizenship; education; qualitative research

## REFERENCES

Cornwall, A., & Gaventa, J. (2000). From users and choosers to makers and shapers repositioning participation in social policy. *IDS Bulletin*, 31 (4), 50-62.

Wall, J. (2019). Theorizing children's global citizenship: Reconstructionism and the politics of deep interdependence. *Global Studies of Childhood*, 9(1), 5-17.

Woodfall, A., & Zezulkova, M. (2016). What 'children' experience and 'adults' may overlook: phenomenological approaches to media practice, education and research. *Journal of Children and Media*, 10(1), 98-106.

Markéta Supa (née Zezulkova) is an Assistant Professor at the Faculty of Social Sciences, Charles University (CU, Czech Republic), an Affiliated Faculty of Media Education Lab (USA) and a Fellow of Centre for Excellence in Media Practice (UK). Marketa is the PI of Multicultural Life and Learning of Child Prosumers research project (2018-2021).

Victoria Nainová is a PhD student at the Faculty of Social Sciences, Charles University (CU). She is interested in media representation of disadvantaged groups.

Vlastimil Nečas is an Assistant Professor at the Faculty of Social Sciences (CU). His main interest is in research methods, media effects, and agenda-setting processes.

Jana Rosenfeldová is an Assistant Professor and Researcher at the Faculty of Social Sciences (CU). Her main research interest is in political communication and online political participation.

## NALA SITA RUKMI

### STUDENTS' PERCEPTIONS TOWARDS DISTANCE LEARNING WITH ONLINE COLLABORATIVE PLATFORMS: A CASE STUDY

#### ABSTRACT

In view of the COVID-19 pandemic and government policy to carry out distance education by employing full online learning. The research explores the EFL students' perception toward distance education during Covid19 Pandemic with online collaborative platforms which employed in EFL Students of English Department of a private college in Indonesia. This research used a descriptive case research using purposive sampling techniques by taking 27 respondents from English Department at STKIP PGRI Jombang. The online questionnaire used to collect data on the perception of students by employing online collaborative platforms. The items of questionnaire are adapted from the technology acceptance model (TAM) constructed by Davis, 1989 with little modification as it excludes the external factors such as the availability of the internet access, and the support from the administration. TAM is possibly the most

widely-used framework for measuring technology acceptance, and its high validity has been proven empirically in many previous studies (Basri & Paramma, 2019 and Wiyaka et.al., 2018). The quantitative data was collected using an online questionnaire posted in Google form. The method of descriptive case research in terms of percentage has been used for data processing. The result of this research indicates the positive perception those EFL students of English Department at STKIP PGRI Jombang who took Critical Reading by using online collaborative platforms held on the use of online collaborative platforms. Further research can refer to this Acceptance Model in determining a suitable ICT integrated learning program between various platform and the user expectations of the online platforms used.

## KEYWORDS

students' perception, distance education, online collaborative platforms

## DARYL SCOTT

### FOLLOWING FORMATS: BODY LANGUAGE IN THE FUTURE OF DIVERSIFIED E-LEARNING ENVIRONMENTS

#### ABSTRACT

This article works as a student observation on the effects of online e-learning, by considering the issues which became apparent as a PhD student during the Covid-19 pandemic. It builds on the discussions through considering the lack of observational body language in e-learning environments as an identification tool for understanding student engagement, as Shouping Hu and George D. Kuh explain, student engagement can be classified by the interaction's a student may have with a given learning activity (2002: 3) and, this work seeks to explore how it could be improved. Whilst it is understandably difficult to engage all students within a distance learning environment, this is increasingly more difficult when moving from face-to-face lectures to e-learning virtually overnight, and the challenges universities face in light of Covid-19 are undeniably workable, but it certainly provided an impetus to focus on adapting learning process to alternative approaches of pedagogy. Therefore, it seeks to expand on the limitations of online platforms and consider how institutions could use video within the e-learning environment in the future. Therefore, this work expands on the student experience by exploring the concept of learning by expanding on the PhD experience to discuss how the learning experience has been fragmented when undertaking modular lectures across multiple learning platforms. Equally, it looks to evaluate the potential use of formats, similar to that of TV broadcasters, which works to build student retention rates and this work provides an overview of how this could be measured.

## KEYWORDS

Future of Distant E-learning, Technology in education, The use of Television statistics and formats to improve diversified learning.

## REFERENCES

Hu, S., Kuh, G.D. (2002) "Being (Dis)Engaged in Educationally Purposeful Activities: The Influences of Student and Institutional Characteristics". *Research in Higher Education* 43, 555–575. <https://doi.org/10.1023/A:1020114231387>. p.3.

## BIOGRAPHY

I am a PhD candidate at the University of East Anglia, researching film and television as a

creative practice methodology for practical analysis. In addition to, I work professionally in broadcast operations, employed as a on-air channel manager for Talking Pictures TV, having previously worked in production with over a 1000hrs of studio floor managing experience

## DAFYDD SILLS-JONES, ANNA JACKSON AND RUFUS MCEWAN

### UNFOLDING MEDIA: CREATING SPACE FOR DIVERSITY, INCLUSION AND DECOLONISATION IN MEDIA PRODUCTION TEACHING AND LEARNING.

#### ABSTRACT

This paper explores approaches to teaching and learning practices that best serve tertiary media production students in the context of rapid technological, social and cultural change. It is concerned with the impact that a shifting media environment is having on the learning and teaching of media production in academic programmes, where the teaching of specific skills and techniques is commonly aligned with established practices and industry norms increasingly challenged by technological disruption.

The increasing ubiquity and agility of a range of digital media production technologies and platforms makes the educator's job both easier and more difficult. On one hand a 'global' digital space has opened up, and a whole generation of undergraduate students have been born and raised within the life of this space. On the other hand, this space is also highly stratified; in terms of the wealth required to access software and hardware, and the ontological strings that come attached to the dominant tools and practices within that space. The challenge then is creating a common 'ground' on which teachers and students can encounter each other in an authentic, mutually rewarding context.

This paper locates this challenge in the higher education system of Aotearoa-New Zealand, which has a specific settler colonial history, and therefore a specific set of circumstances around issues of diversity, inclusion and learner agency. This work draws on interviews with colleagues in Australia and Aotearoa-New Zealand, auto-ethnography, and a review of frameworks and approaches that aim to decolonise education and embed 'Mātauranga Māori' (Māori ways of being and knowing) in institutional structures and curriculum design to support collaboration and community (Hutchings et al., 2016, Macfarlane et al., 2017, Sinclair & Tapiata, 2016, Smith & Smith, 2019).

Unfolding Media, at AUT

This paper is authored by the Unfolding Media research group at AUT, which is dedicated to identifying the teaching and learning practices that best serve tertiary media production students in the context of rapid technological, social and cultural change. Unfolding Media's approach confronts and seeks to break down assumptions about production processes; emphasises and galvanises historical and personal contexts; respects students' a priori knowledge; and lauds the agility of 'sketching' in the context of the contemporary panoply of hackable, transferrable (and relatively) free resources. This is done mainly by rethinking the notion of a 'studio', examining it as a nexus of different overlapping spaces; technological (hardware, software, architecture), industrial (University and its shareholders), social (the relational dynamics of project-based learning), indigenous (decolonising education).

#### KEYWORDS

media production, studio, diversity, inclusion, decolonisation

#### REFERENCES

- Hutchings, J., Lee-Morgan, J., & New Zealand Council for Educational Research. (2016). Decolonisation in Aotearoa: Education, research and practice. New Zealand Council for Educational Research.
- Macfarlane, A. H., Macfarlane, S., Graham, J., & Clarke, T. H. (2017). Social and Emotional Learning and Indigenous Ideologies in Aotearoa New Zealand: A Biaxial Blend. In E. Frydenberg, A. J. Martin, & R. J. Collie (Eds.), *Social and Emotional Learning in Australia and the Asia-Pacific: Perspectives, Programs and Approaches* (pp. 273–289). Springer Singapore. [https://doi.org/10.1007/978-981-10-3394-0\\_15](https://doi.org/10.1007/978-981-10-3394-0_15)
- Sinclair, R., & Tapiata, J. (2016). Toi Rauwhāangi and the Pōwhiri Framework: Māori Perspectives Underpinning Art and Design Curriculum Development at Massey University, Wellington, New Zealand. *Journal of Australian Indigenous Issues*, 19(1), 132–146.
- Smith, G. H., & Smith, L. T. (2019). Doing Indigenous Work: Decolonizing and Transforming the Academy. In E. A. McKinley & L. T. Smith (Eds.), *Handbook of Indigenous Education* (pp. 1075–1101). Springer. [https://doi.org/10.1007/978-981-10-3899-0\\_69](https://doi.org/10.1007/978-981-10-3899-0_69)

#### BIOGRAPHY

Rufus McEwan is a Senior Lecturer in the School of Communication Studies, AUT. His research has considered radio and convergence; specifically, industry changes, media policy, and contemporary media work.

Anna Jackson is a Senior Lecturer in Design Thinking in the School of Art and Design, AUT. Her teaching and research spans Film, TV and Media Studies, Creative Technologies, Design Thinking and Participatory Design.

Dafydd Sills-Jones is an Associate Professor in the School of Communication Studies, AUT. He researches documentary media, minority language media, and media education through traditionally written, and screen practice-based methodologies.

## MARTIN SOUKUP, VOJTĚCH HODBOŮ, MARKÉTA SUPA

### CHILDREN'S EXPERIENCE OF DIVERSITY, NORMALCY, AND AGENCY: FROM RESEARCH TO EDUCATION

#### ABSTRACT

Children are growing up and living in a world of increasing openness and connectivity across the borders, yet also in a world where social divides are still prevailing (Ramsey 2015). Their attitudes towards diversity inevitably influence with whom they interact, communicate, and collaborate, how they portray themselves and perceive the portrayal of others, and what opinions they publicly share or advocate for. It is thus crucial to understand their experience of diversity and normalcy in order to develop and deliver media education intervention relevant to these children's immediate and future lives.

This talk draws upon qualitative participatory research conducted within the Multicultural Life and Learning of Child Prosumers research project funded by the Technological Agency of the Czech Republic (2018-2021). It is based on, firstly, the findings from the second research phase exploring seventy-one children's (8 – 12 years old) everyday experiences with ethnic and cultural diversity through a set of 13 focus groups (FG), and secondly, the third research phase focused on the development of a research informed educational intervention. A number of creative methods were used in the FGs, discovering a close link between the preference of visual attractiveness (in which normalcy played a key role, see Davis, 1995) and the exclusion of

diversity. The children then formulated their own solutions of how to overcome these barriers, i.e. their own agency. These solutions could be divided into two groups; (1) helping the “others” to become more like “us”, and (2) helping “others” to be accepted by “us”, in which the use of digital and social media has emerged, although only marginally.

Based on these findings and the findings from the first research phase (see talk Children as Cosmopolitan Citizens, Rosenfeldová et al.), an educational intervention for elementary school children was developed with the Multicultural Centre Prague. The intervention was supposed to be tested in form of a three hours long workshop delivered in schools, but due to the global pandemic, this was not possible. As part of this talk, the intervention will be introduced and the authors will seek the conference delegates’ feedback and suggestions.

## KEYWORDS

children; diversity; normality; qualitative research; educational intervention

## REFERENCES

- Davis, L. (1995). *Constructing Normalcy*. In Davis, L. *Enforcing Normalcy*. London: Verso: pp. 23–49.
- Ramsey, P. (2015). *Teaching and Learning in a Diverse World: Multicultural Education for Young Children*. New York: Teachers College Press.
- Markéta Supa (née Zezulková) is an Assistant Professor at the Faculty of Social Sciences, Charles University (CU, Czech Republic), an Affiliated Faculty of Media Education Lab (USA) and a Fellow of Centre for Excellence in Media Practice (UK). Markéta is the PI of Multicultural Life and Learning of Child Prosumers research project (2018-2021).

Martin Soukup is a cultural anthropologist currently working at the Faculty of Social Sciences, Charles University in Prague (CU). He is particularly interested in cultures of Melanesia. He has been conducting an anthropological research in Papua New Guinea since 2009.

Vojtěch Hodbod’ is a PhD student at the Faculty of Social Sciences, Charles University (CU). His mostly interested in children’s self-reflection in media education.

## FEDERICO SUBERVI-VÉLEZ

### JOURNALISM EDUCATION IN PUERTO RICO: CRITIQUES AND RECOMMENDATIONS FROM PRACTITIONERS.

## ABSTRACT

Currently Co-Editor-in-Chief of *The Oxford Encyclopedia of Race, Ethnicity and Communication*; 2019-2020 Honorary Fellow at the University of Wisconsin; 2018 Visiting Leverhulme Professor at the School of Media & Communication at the University of Leeds. Key words: Puerto Rico, colonialism, news/media literacy

What should the focus of journalism education be in a colonial territory like Puerto Rico where the economic and political crises are prevalent due to the corruption, political polarization, and lack of government transparency? (ASPPRO, 2018; Rodríguez Cotto 2017c). Moreover, how and what should journalism students be taught with particular attention in that territory that is in financial turmoil due to the deepening economic debacle rooted in the \$72+ billion government debt owed primarily to vulture capitalists, while still barely recovering from the devastations caused by hurricanes Irma and Maria in 2017? (El Nuevo Día, 2016; Krueger, Teja

& Wolfe, 2015). Added to the deliberations of what to teach about journalism is the fact that most of the news media in Puerto Rico have been laying off journalists and staff as they curtail their operations as a consequence of the loss in advertising and other revenues stemming from natural and human caused disasters. (El Nuevo Día, 2017a, b; Lugo-Ortiz, 2015; Rodríguez Cotto, 2016a, b, c, 2017a, b).

As part of a larger study about the current characteristics and conditions of news media in Puerto Rico (Subervi-Vélez, Rodríguez-Cotto and Lugo-Ocando, under contract), the author reached out to journalists on the Island in 2018 and sought their opinions about various topics, including suggestions about what should be taught at the schools of journalism precisely in these times of crises. This essay presents the qualitative findings from the replies (mostly via email) from 60 journalists to three questions related to media education issues: (1) recommendations for improving journalism education, (2) suggestions for research about the media, and (3) and whether or not news/media literacy education would be valuable for the Island’s youth. The essay starts with a brief literature review on journalism education in general, followed by a succinct historical context of journalism education in Puerto Rico, a summary of some of the major challenges faced by the Island’s journalism and communication institutions, and some distinct characteristics of that education in Puerto Rico. One of the key findings is the almost unanimous support for news/media literacy education.

## KEYWORDS

Puerto Rico, colonialism, news/media literacy

## REFERENCES

- Asociación de Periodistas de Puerto Rico (2018). *Situación del gremio periodístico en Puerto Rico 2017-2018*. San Juan, Puerto Rico: Asociación de Periodistas de Puerto Rico.
- El Nuevo Día (2017a). GFR Media ajusta su plantilla. <https://www.elnuevodia.com/negocios/empresas/nota/gfrmediaajustasuplantilla-2342254/>. July 20.
- Lugo-Ortiz, Lourdes (2015). *El espectáculo de lo real: noticia, actantes y (tele)periodismo en el siglo XXI*. San Juan, Puerto Rico: Ediciones Callejón.
- Rodríguez Cotto, Sandra (2016c). La crisis fiscal en los medios. *NotiCel*. <http://www.noticel.com/blog/189231/la-crisis-fiscal-en-los-medios.html>. April 20.
- Subervi-Vélez, Federico; Rodríguez-Cotto, Sandra, and Lugo-Ocando, Jairo (under contract). *The news media of Puerto Rico: Journalism in colonial settings and times of crisis*. NY: Routledge.

## BIOGRAPHY

Currently Co-Editor-in-Chief of *The Oxford Encyclopedia of Race, Ethnicity and Communication*; 2019-2020 Honorary Fellow at the University of Wisconsin; 2018 Visiting Leverhulme Professor at the School of Media & Communication at the University of Leeds.

## MONA TANG

### POSSIBLE SCHOOL-PARENT PARTNERSHIPS CONCERNING DIGITAL PARENTING: A CASE STUDY ON HONG KONG PRIMARY SCHOOL

## ABSTRACT

Trend of information technology in education is inevitably implemented to schools in face of the increasing demand of 21st century skills to be equipped for the school children these days, whereas more children possess their own digital devices for learning and leisure. Parents today



are facing tremendous difficult parenting situation ever when they come to the issues of their children using digital devices at home. Some schools in Hong Kong start to adopt Bring-Your-Own-Device (BYOD) in the past five years, it implies there are more schoolchildren personally own their digital devices like notebook computers and tablet computers and hence more parents are facing the problems of digital parenting (DP) – parenting related to children’s use of digital device. Hong Kong as a Chinese community, parents are being influenced by Confucianism and hence place high expectation on the schools. Many of them even expect the school to devise policies or certain intervention in help with parents’ stress on DP.

This paper is a case study of a local school which have recently started BYOD and in the midway of promoting digital literacy, through qualitative and quantitative research tools parents’ current DP situation, their main concerns and expectation to school is identify and evaluated; which is followed by certain possible School-Parent Partnership Interventions based on the current situation of the school and parents’ major concerns of DP being investigated. This research found that there are close interrelationships among digital gap, Confucianism, and parents’ major DP concerns and hence their expectation from school. The relationships of these elements can help schools in devising their school policies, curriculum design and parents’ education. Looking into digital gap and Confucian values as the stress determiners of parent’s DP respectively, and referring to former related literature like Epstein’s model of parental involvement; this research paper has put forward some possible measures that suit the situation of the researched primary school for promoting school-parent partnerships in levitating parents’ stress in DP.

Despite this research has collected insufficiently representable data to reflect on the DP phenomenon of Hong Kong Chinese community, it provides a worthily first insight model for devising schools’ policies and curriculum that benefit children in this digital age. However, an extended research is envisioned for a wider scope of study of more Hong Kong schools and parents with more representable data and hence families in Hong Kong can benefit better from more hit-the-target policies and curriculum.

## KEYWORDS

Confucianism parenting, Digital parenting, Digital media literacy, Parent-teacher relationships, BYOD

## REFERENCES

Epstein, J. L. (2016). School, family, and community partnerships preparing educators and improving schools. Boulder, CO: Westview Press, a member of the Perseus Books Group.

Shek, D. (2008). Parental Behavioral Control and Parent-Child Relational Quality Predictors of Perceived Parental Knowledge in Chinese Adolescents in Hong Kong. *The American Journal of Family Therapy*, 36(4), 332-343.

Yuen, A., Park, J., Chen, L., & Cheng, M. (2018). The significance of cultural capital and parental mediation for digital inequity. *New Media & Society*, 20(2), 599-617.

Yuen, Allan H., Park, Jae Hyung, Chen, Lu, & Cheng, Miaoting. (2017). Digital Equity in Cultural Context: Exploring the Influence of Confucian Heritage Culture on Hong Kong Families. *Educational Technology Research and Development*, 65(2), 481-501. Biography

Mona Tang is a Media Education teacher in Hong Kong. As a former film and TV programme script writer, she is dedicated to help her students to apprehend the impactful ‘hidden tricks’ of mass media.

## GEORGIE TARLING, ANA MELRO, JUDITH KLEINE-STAARMAN AND TARO FUJITA

### LEARNING WHY TO CODE: HOW MEDIA LITERACY CAN INFORM TEACHING OF PROGRAMMING FOR NON-STEM STUDENTS

## ABSTRACT

We live in a world in which algorithms and big data increasingly raise challenges in terms of decision making, representation and media uses. In the UK computing is now an integral part of the National Curriculum, and coding is routinely taught in schools. Similarly, in higher education there has been a rapid growth in initiatives designed to bring programming to a wider range of students across the spectrum of academic disciplines. Whilst this is mostly driven by an employability discourse reflecting concerns around employability and the ‘digital skills gap’ (Davenport, Hayes and Hourizi, 2019), it is seen as increasingly important that diverse voices are included in conversations around data and algorithm driven decision making processes. Across business, tech companies, coding communities and civic organisations this is seen as a way of mitigating against bias and social injustice and of developing a society of empowered citizens. However, little has been studied to date in terms of approaches to teaching coding that engage diverse learners, particularly those who are from non-STEM subjects. Whilst there is a strong need for these learners to gain functional skills in programming, we argue there is an equal need for students to develop a more critical and creative dimension. For this we argue there is value in turning to the long tradition of media education and building on a media literacy approach (Pérez Tornero and Varis, 2010)

In this paper we will discuss data from two iterations of the Institute of Coding Summer School at the University of Exeter (2018 and 2019), which is an ongoing exploration of new research-informed approaches to teaching coding, data analytics and machine learning and AI for non-STEM students. Drawing on student voice data collected through questionnaires, focus groups, interviews and observations we highlight the importance of balancing a functionalist approach to the teaching of coding with a more contextual and participatory approach (Dufva and Dufva, 2016). Our findings show that whilst learners articulate the value of developing technical skills, they also talk of the course having more value to their lives and careers when it is contextually relevant i.e. when the learning of coding becomes a bridge for them to engage as an empowered citizen, hacker, researcher or co-worker.

## KEYWORDS

Coding, media literacy, participation, non-STEM students, Artificial Intelligence

## REFERENCES

Davenport, James H., Hayes, Alan, and Hourizi, Rachid (2019) ‘The Institute of Coding : Addressing the UK Digital Skills Crisis’, *Proceedings of Computing Education Practice*, pp. 0–3.

Dufva, Tomi and Dufva, Mikko (2016) ‘Metaphors of code—Structuring and broadening the discussion on teaching children to code’, *Thinking Skills and Creativity*. Elsevier Ltd, 22, pp. 97–110. doi: 10.1016/j.tsc.2016.09.004.

Pérez Tornero, José Manuel and Varis, Tapio (2010) Media literacy and new humanism. Moscow: UNESCO Institute for Information Technologies in Education.

## BIOGRAPHY

Georgie Tarling and Ana Melro are post-doctoral researchers in the University of Exeter's Graduate School of Education. Judith Kleine-Staarman and Taro Fujita are senior lecturers. This work is part of an Institute of Coding project.

## MICHELLE THOMASON

### THE IMPACT OF THE 2014 UK CURRICULUM REFORMS ON A' LEVEL MEDIA STUDIES

#### ABSTRACT

Since it began as an academic subject for study in UK schools in the late eighties, Media Studies has been a site of both conflict and resistance. Its curriculum has been framed within the competing interests and polemics of academics, educators and policy makers, as well as negative perceptions of the subject as a 'soft option' propagated by some quarters of the media themselves.

This pilot study captures a new and crucial stage in the genealogy of media education, and at a time of radical curricular change for the subject. In September 2017, following the UK government's 2014 wholesale reform of A Levels and GCSE that included the move from modular to linear qualifications, all Media Studies students and teachers embarked on new specifications - the result of a lengthy, convoluted and complex process involving the policy makers (DfE, OFQUAL), the examination boards and relevant stakeholders.

There were initial fears that Media Studies, when it didn't appear in the first two rounds of subjects up for reform, that it would be shelved entirely as a qualification. When it was apparent the subject had survived, the subsequent wrangling between the different parties over what was to be considered its core content and the resulting curriculum framework was initially seen as somewhat a pyrrhic victory by those who are involved in the 'on-the-ground' delivery of the subject.

This study uses the author's dual status of teacher-researcher and the methodological approaches of hermeneutic phenomenology and netnography to examine and interpret the real life experiences of the teachers of the Media Studies A' Level against the political backdrop of education reform. The research comprised the observation of seventy-five posts and comments of the largest Media teachers' 'sharing' groups on Facebook over a seven-day period, and a range of in-depth qualitative telephone interviews from a representative sample of teachers and 'admins' of the same Facebook group.

The findings of the study revealed that, despite a prevailing feeling of discord and frustration about the content and structure of the new specifications, implicit in this was also a reinstituted energy and investment in the subject by educators at an ideological level. This galvanisation was also evident at a wider level in such things as academic blogs, the relaunch of The Media Education Association, and, to some extent, commercially, with a number of new text books and subject-specific subscription/paid-for-content websites vying to resource the new specifications.

#### KEYWORDS

Media education, curriculum, Media Studies, education reform, A Level

## REFERENCES

- Buckingham, D. (2004). Teaching Popular Culture. London: Routledge.  
 Buckingham, D., 2017. The Strangulation of Media Studies. Available at: <https://ddbuckingham.files.wordpress.com/2017/08/strangulation-final-2.pdf>  
 Connolly, S. (2018). Media in a Cold Climate. Teaching English: The Magazine of the National Association for the teaching of English: 17, pp.57-59.  
 Masterman, L. (1986). Teaching the Media. London: Comedia Pub. Group  
 McDougall, J. (2004). Subject Media: A Study in the Sociocultural Framing of Discourse. Birmingham: University of Birmingham.

## BIOGRAPHY

Michelle Thomason has taught media in the sixth form sector for nearly twenty years and is currently doing a Doctorate in Education at The Centre for Excellence in Media Practice at Bournemouth University.

## RICHARD WALLIS & CHRISTA VAN RAALTE

### THE VALUE AND PURPOSE OF A MEDIA PRODUCTION DEGREE FROM THE PERSPECTIVE OF MID-CAREER GRADUATES

#### ABSTRACT

The value and purpose of studying media at Higher Education in the UK has been as much contested as the place of Media Studies within the school curriculum. Over the years, media degrees have been popularly denigrated as both 'lightweight' and 'poison in the jobs market'. The latter claim plays into wider public uncertainty about the purpose of Higher Education per se, as the debate has become increasingly dominated by the notion of 'employability', often defined in the narrowest of terms. Graduate earnings within five years has now become the primary quality indicator of a degree. Yet this has not always been the case. Nor is it necessarily a view widely held by graduates.

In this paper we explore the value and purpose of a media degree by purposefully shifting the focus from the discourse of policymakers, to the discourse of graduates. We report on a research project in which we set out to examine the perspective of media graduates from the vantage point of post-University employment and the world of work: specifically, those now in mid-career. The project involved finding a single cohort of Media Production graduates who, at the time of our study, were more than two decades into their working lives: the 'Class of '95'. Within the timeframe of the project (2017/18), we were able to identify the current whereabouts of approximately half of the 79 graduates of that year, and go on to secure interviews with over one-third of them – a sample of 28 former students.

We wanted to know: How did these graduates understand the purpose - and to what did they attribute the value - of their undergraduate education, with the benefit of hindsight more than two decades into their working lives? And what, if any, are the implications of this perspective for those of us who design and deliver such programmes?

The themes that have emerged coalesce around five broad areas: the integrated nature of the university experience; the value of 'practical' approaches to teaching and learning; the importance attributed to relationships with others; the place of autonomy and initiative-taking; and the role of work experience in industry-orientated education. We conclude by discussing some of the implication of our findings for policy, and for the design and delivery of such degree programmes.

## KEYWORDS

Media degree; Media education; Employability; Higher Education; Media work.

## REFERENCES

- Ashton, D. (2013) 'Cultural workers in-the-making', *European Journal of Cultural Studies* 16(4), pp.468-488. (DOI: 10.1177/1367549413484308)
- Ashton, D. & Noonan, C. (2013), *Cultural work and higher education*. Basingstoke: Palgrave Macmillan.
- Collini, S. (2012) *What are Universities for?* London: Penguin.
- Curran, J. (2012). Micky Mouse squeaks back: Defending Media Studies. Keynote address to the MeCCSA Conference 2013, Derry. Posted on January 25, 2013 in Conference News Newsletter. Retrieved: [www.meccsa.org.uk/news/mickey-mouse-squeaks-back-defending-media-studies](http://www.meccsa.org.uk/news/mickey-mouse-squeaks-back-defending-media-studies) [accessed: 12 July 2019].
- Wallis, R. van Raalte, C., Allegrini, S (2019) The 'shelf-life' of a media career: a study of the long-term career narratives of media graduates, *Creative Industries Journal* [in press]

## BIOGRAPHY

Richard Wallis is Principal Lecturer at the Faculty of Media and Communication, Bournemouth University. He has a particular interest in the nature and experience of work in media industries, media education and UK cultural policy.

Christa van Raalte is Deputy Dean for Education in the Faculty of Media and Communication, Bournemouth University. Her research interests include constructions of gender in science-fiction and action cinema, and diversity in the media industries.

## EMMA WALTERS

### TALKING SKILLS USING BIO-CENTRED METHODS

## ABSTRACT

Our 'Co-Framing Employability Project' (abbreviated as CEP) centred on four interrelated research strands; it constitutes a curriculum gap, presents an open, accessible pedagogic model for other practitioners to adapt, and whilst providing a de-centred reappraisal of transferable skills, as a result of student voices that emerged, it also brings to light observations on their 'rhizomatic' functionality.

Our research is classified as ethnography in action. The fieldwork took place in a further education college in the North West region of the United Kingdom.

As a researcher, I considered the absence of curriculum emphasis on learner capacity to talk about their accrued transferable skills (both inside and outside of course content) a fundamental flaw and this consequently became an important pedagogic issue to address. Hence, the development of collaborative strategies to bridge understanding in this area deemed necessary for us. Therefore, using a 'shared language,' (Youth Employment UK, 2017) our co-produced methods fostered a personalised approach, as we sought an alternative, more useful employability language that students understood and perhaps more critical, one they were able connect with more effectively. Institutional focus on employability is a universal issue and consistently signals a core concern for students, therefore our findings are considered of value across sector and relevant to diverse level(s) of learner.

The design of our co-constructed IMADE (Identify, Map, Articulate, Do, Evaluate) Model came

about as a direct result of consciously privileging learner 'agency' as central; data obtained was both informed and shaped by the students involved. The signification of our research resides within articulations themselves, as attributed through the learner experience, uniquely tailored towards their biographical knowledge.

IMADE is both inclusive and flexible and now subject to further testing across diverse subject disciplines. In co-creating a learning to become more employable space, we emphasize five specific talking strategies as a means to raise confidence in the self. As a direct output of CEP, to enable other students (and staff) to benefit, we were able to take the unusual step of producing detailed guidance and recommendations to further possibilities for adaptation and dissemination. In doing so, other students (outside of CEP) can now mobilise their own articulations through practice, as they too work towards the challenges of shaping who they might become whilst voicing and celebrating who they are now.

## KEYWORDS

transferable skills, person-centred, rhizomatic, inclusive, agency

## REFERENCES

- Cole, D, and Tibby, M. (2013) *Defining and developing your approach to employability*. The Higher Education Academy.
- Deleuze, G, and Guattari, F. (2013) *A Thousand Plateaus*. London: Bloomsbury.
- Lather, P. (1991) *Getting Smart*. New York: Routledge.
- Youth Employment UK. 'The Youth Employment UK Employability Review' (2017) Available from: <https://www.youthemployment.org.uk/dev/wp-content/uploads/2017/07/Youth-Employment-UK-Employability-Review-June-2017.pdf> (accessed 11 Dec 2020).

## BIOGRAPHY

Dr Emma Walters completed her EdD at Bournemouth University where her research focused specifically on student articulation(s) of accrued transferable skills. Having taught media for over a decade, she is currently a freelance educationalist.

## SANDRA WHITEHEAD AND MARIA BOU ZEID

### EXPLORING DISCRIMINATION AND TEACHING EMPATHY IN JOURNALISM AND MEDIA STUDIES THROUGH CROSS-NATIONAL ONLINE PROJECTS

## ABSTRACT

This research examines a pedagogical approach to teaching empathy to journalism/media students through online interactive communication. News coverage has considerable influence on our perceptions of others. Media "is our principal lens on reality beyond our direct line of vision" (Rosenblum, 2007, p. 25). Yet, when reporting internationally, or on marginalized groups in one's own country, there is concern about the representation of the people and contexts depicted in the media. To what extent do journalists understand and accurately describe the perspectives and feelings of those on whom they are reporting? In journalism education, there is widespread agreement on the importance of teaching empathy, a "core skill" for journalists, without which "qualitative and ethical news journalism cannot be achieved; and the authenticity and emotionality of news packages would be diminished" (Gluck, 2016, p. 893). Consequently, journalism educators recognize the need "to invest more time and energy in devising curricula that enable learning beyond technical skills and industry codes" so that journalists become more



emotionally literate (Fowler-Watt, 2020, p. 133). This paper examines a project between media studies and journalism classes in Lebanon and the United States to explore if direct, online international communication impacts students' empathy. In Fall 2020, the project connected 17 students in the U.S. and 10 students in Lebanon through small Facebook groups for one month of online discussions about their lives and about how discrimination manifests in their respective countries. The research addresses the following questions: 1) Do collaborative international online projects increase students' ability to recognize cultural values and feelings of other groups? 2) Do such projects change or broaden students' perceptions of their international counterparts? 3) What are students' attitudes about participating in such projects? 4) Do students perceive any benefits from their participation? Data was collected through multiple methods, including pre- and post-activity surveys, reflection essays, Facebook posts, a teleconference, instructor observations and student feedback, and is being examined using a qualitative, interpretive research design. The theoretical framework for the study is informed by Bennett's Developmental Model of Intercultural Sensitivity (Bennett, 1993) and Deardorff's Process Model of Intercultural Competence (Deardorff, 2006). Although data analysis is currently underway, a pilot study conducted in the 2018-2019 academic year indicated that students who participated in a previous similar interactive online project appear to have had an increase in their ability to empathize across cultures.

## KEYWORDS

empathy, othering, stereotype, intercultural competence, emotional literacy

## REFERENCES

Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. *Education for the intercultural experience*, ed. R.M. Paige, 22-71. Yarmouth, ME: Intercultural Press.

Deardorff, Darla K. (2006). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States. *Journal of Studies in International Education*, 10, 241-266.

Fowler-Watt, Karen. (2020). New journalisms, new pedagogies. In K. Fowler-Watt & S. Jukes (Eds.), *New Journalisms: Rethinking Practice, Theory and Pedagogy* (pp. 117-138). Routledge.

Gluck, Antje. (2016). What makes a good journalist? *Journalism Studies*, 17 (7), 893-903.

Rosenblum, M. (2007). *Escaping Plato's Cave: How America's Blindness to the Rest of the World Threatens Our Survival*. New York: St. Martin's Press.

## BIOGRAPHY

Dr. Maria Bou Zeid is associate professor and chairperson of Notre Dame University – Louaize's Department of Media Studies in Lebanon. She is also the executive director of the Arab Studies Institute - Beirut Office.

## SASKIA WILSON

## VOICES FROM SYRIA

## ABSTRACT

### Project Title

Voices from Syria: a participatory film-making project from inside a refugee camp school in Lebanon's Bekaa Valley which sought to:

- \* engage students with contemporary global issues around displacement and refuge
- \* create a project that gave Syrian refugees a genuine voice and to empower them through being part of the production process
- \* enable students to develop their ideas about ethical approaches to factual filmmaking

### Project Summary

Rationale: There are over 1.5 million Syrians living in extreme poverty inside makeshift camps in Lebanon. Half of this number are children, many of them orphans. The voices of refugees are often recorded as testimony, which is then interpreted and contextualised on their behalf.

Linking with a refugee school situated in Bekaa Valley supported by UK Charity Children on the Edge, this project sought to enable a group of film students to co-create a short drama together with teachers and students from the school, which would tell a story which the Syrian refugees themselves felt was important and wanted the world to know.

The collaborative approach included:

- \* SHU students and school staff/students sharing and developing story the idea
- \* Co-creating a step outline
- \* Collaborating on shooting schedule
- \* SHU students running acting workshops and sharing knowledge about the filmmaking process
- \* Creating a naturalistic drama working with non-actors from the school and Syrian community

### Methodology

Teachers and staff from the school wrote stories and drew pictures reflecting their every day lives and experiences around displacement which they wished to share. A recurring theme running throughout the submitted material focused on the continuing barriers to education faced by many Syrian children in the Lebanon camps.

An estimated 180,000 Syrian children are having to work to support their families rather than attend school and fewer than half of the 631,000 school-age refugee children in Lebanon have access to quality formal education. Many parents face huge financial pressures and are forced take their kids out of education to help support the family.

Staff in particular at the school wished to raise awareness about the bigger picture around education and how it can provide the next generation of Syrians with a future and way out of the poverty trap caused by the conflict.

These ideas were further developed through phone conversations and worked up into a step outline before the field trip. The story focused on Hala, a bright young girl who is forced to

leave school to support her dependants. Once on location the team from SHU continued to collaborate with staff at the school on narrative structure, performance, locations, props and scheduling.

### Research Questions

The project sought to encompass the following questions:

- How do we engage students with contemporary global issues around displacement and refuge in our teaching and the curriculum?
- How do refugees construct and interpret their own experiences of displacement?
- How can their voices be reflected through participatory and innovative approaches to filmmaking?
- How can students be involved in producing participatory factual drama in a meaningful way which contributes to both developing their filmmaking capabilities as well as their wider life skills.
- Could we develop a model of learning through undertaking participatory filmmaking projects which can be replicated in other situations and thereby engage with issues facing other communities or groups.

### Aims

Participatory Cinema focuses on the process (rather than the product) and values community interaction through the filmmaking process, enabling people to represent themselves and their issues creatively. Through employing collaborative methods the project aimed to democratise the production process, empower a community and encourage students to develop innovative ideas on and approaches to filmmaking.

### Outcomes

- The project is currently being written up and evaluated with the aim of assessing the benefits of this kind of practical, co-collaborative approach to delivering teaching.
- In addition to the films, the students raised around £6,000 via GoFundMe in order to buy and distribute needed items to the camps. Many formed long lasting relationships with those in the camps and found the experience to be incredibly humbling and life changing. Further research into the student's experiences on the project will seek to explore how the field trip has affected future life choices as well as approaches to filmmaking.
- The selected students were particularly interested in increasing awareness in order to inform and shape public and political debate on the refugee crisis. The next stage of the project is to screen the film at festivals and at the same time raise discussion on the ongoing situation.

## EDWARD WRIGHT

### VOICING TRANSCENDENCE THROUGH THE CREATIVE POTENTIAL OF MEDIA EDUCATION: EDUCATING ADOLESCENTS FOR EMPOWERMENT AND RESILIENCE

#### ABSTRACT

This paper will present and discuss the results of a project study that was done with a group of

adolescent girls in a Maltese Church school who opted for the optional extra-curricular subject of 'Digital Creativity'. Through such a project the participants had the opportunity to follow a short course of media education that included the basics of photography and film production, and through the knowledge and skills gained they were guided in telling and reflecting upon important life experiences. Through such creative media these young people were taught how to use their capacity for imagination and critical thinking effectively, producing narratives of self through which they narrate who they are and would like to be. This endeavour was made possible due to the impact that photography and videography have on one's identity through the process of merging words, imagery, music and movement that can be so dynamic and effective in representing self. This four month project thus explored how media education can contribute significantly in providing these vulnerable participants a space and opportunity to voice their own pain, anxieties, fears, needs, projections and desires. In this way their voices were honoured with dignity and respect, and their autobiographical reflections and future projections empowered them for life by helping them find hope, grow in the awareness of what it takes to be resilient, and satisfy their profoundly embedded spiritual hunger. Their search for transcendence in the experiences they narrated transpired from the opportunity to be heard and empathized with, and this search increased their willingness to re-interpret and re-configure their experiences as a means to find meaning in life and thus free themselves to envisage a better future. This freedom, in turn, proved to be a source of empowerment and resilience, two crucial elements for the holistic development of these adolescents. The project study was based on a visual ethnographic approach combined with in-depth interviews with both the participants and the teacher trainers involved. A combination of thematic and narrative analysis techniques were used for data analysis.

### KEYWORDS

Media Education, adolescents, transcendence, empowerment, resilience.

### REFERENCES

Davis, A. & Weinshenker, D. (2011). Digital storytelling and authoring identity. In C.C. Ching & B. Foley (Eds.), *Technology, learning, and identity*. Cambridge: Cambridge University Press.

Halverson, E. R. (2007). Listening to the voices of queer youth: The dramaturgical process as identity exploration. In M.V. Blackburn and C. Clark (Eds.), *New directions in literacy research for teaching, learning and political action*. New York, NY: Peter Lang Publishing.

Kaare, B.H. & Luntby, K. (2008). Mediatized lives: autobiography and assumed authenticity in digital storytelling. In Lundby, K. (2008). *Digital storytelling, mediatized stories: Self-representations in new media*: 105-122. New York: Peter Lang

King, P.E. & Ramos, J. Clardy, C. (2014). Adolescent Spiritual Exemplars: Exploring Spirituality in the Lives of Diverse Youth. *Journal of Adolescent Research*. 29(2), 186-212.

Lunde-Whitler, J.H., 2015. Paul Ricoeur and Robert Kegan in Unlikely Dialogue: Towards a Narrative-Developmental Approach to Human Identity and its Value for Christian Religious Education. *International Journal of Philosophy and Theology*, 19(2): 292-316.

#### Biography

Edward Wright is an experienced teacher and Head of Department for MLE, RE and PSCD at the Secretariat for Catholic Education. Visiting Lecturer at the University of Malta in Methodology/Pedagogies of the Humanities; Doctoral BU student.

## MELDA N. YILDIZ

### GLOBAL MEDIA LITERACY AND COMPUTATIONAL THINKING SKILLS: PARTICIPATORY ACTION RESEARCH IN TEACHER EDUCATION

#### ABSTRACT

This participatory action research (PAR) project promotes global media literacy and computational thinking skills in teacher education and attempts to address social inequities and misconceptions by creating a space to re-examine current curricula as compared to transformative, collaborative, and inclusive curriculum. To develop culturally and linguistically responsive pedagogy, teacher candidates investigated the transformative teaching models through the lens of multicultural education and media literacy in the global education context.

This PAR promotes media education as a means of deconstructing the myths and misconceptions in P20 classrooms, offers creative suggestions for producing media in the classroom with minimal resources and equipment, and showcases innovative and inclusive projects and practices for developing critical autonomy, global competency, and computational thinking skills in teacher education programs.

This session offers strategies for teaching transformative, inclusive, multilingual, and multicultural multimedia projects across content areas. 30 in-service and pre-service teachers explored a wide range of meanings associated with media activities; the impact of new media and technologies in developing multicultural, multilingual, multimedia that promotes transdisciplinary, transformative projects; the ways in which research participants responded to action research; and how they gained` alternative points of view on global issues and renewed interest and commitment to media education.

The goals of the research were: (1) to promote transdisciplinary and participatory action research approach to teaching to empower students while providing cultural and linguistically responsive curriculum; (2) to document the participants' reactions, and discoveries through interactive games and surveys while participating in PAR projects across content areas; (3) to identify innovative media education activities, exercises, and assessment strategies that address the issues and stories.

Session participants will be able to:

- argue the challenges and advantages of integrating global media literacy and computational thinking into curriculum;
- develop skills in deconstructing existing curricula and digital resources while demystifying the media messages;
- examine the process of integrating new media as a tool for teaching and learning;
- provide historical, educational and global point of view on the role of media in the K12 classroom,
- develop research- based learning modules, lesson plans, assessment tools, and curriculum guides that incorporate new media and technologies across grades and subjects,
- create curriculum projects integrating a global media literacy education framework, while developing global competencies and computational thinking skills among educators;
- demonstrate creative strategies and possibilities for engaging teacher candidates in developing project-based, globally- connected activities and curriculum projects across content areas (e.g. math, geography, cultural studies, world languages).

#### KEYWORDS

Global Media Literacy Skills, Computational Thinking Skills, Participatory Action Research

#### REFERENCES

Mezirow, J. (1997). Transformative learning: Theory to practice. New Directions for Adult and Continuing Education, 74, 5-12.

The Longview Foundation. (2008). Teacher preparation for the global age: The imperative for change. Silver Spring, MD: Author.

Love, K. A. (2011). Enacting a transformative education. In C. Mallot & B. Porfilio (Ed.), Critical pedagogy in the Twenty First Century: A new generation of scholars. New York, NY: Information Age.

Theoretical framework, standards and research used in developing the Transformative Educator Model (TEM) are:

- Global Competence Matrix- [www.edsteps.org/ccsso/SampleWorks/matrix.pdf](http://www.edsteps.org/ccsso/SampleWorks/matrix.pdf)
- Global Teacher Education- <http://www.globalteachereducation.org/internationalization-framework-teacher-preparation>
- Partnership for 21st Century Skills <http://www.p21.org/>
- National Center On Universal Design for Learning, at CAST- <http://www.udlcenter.org/>
- The International Society for Technology in Education (ISTE) Computational thinking Standards (<https://www.iste.org/standards/computational-thinking>)

#### BIOGRAPHY

Melda N.Yildiz is a global scholar, teacher educator, instructional designer, and author. Yildiz teaches in the School for Interdisciplinary Studies and Education at NYIT. Melda served as a Fulbright Scholar in Turkmenistan (2009) and Azerbaijan (2016) teaching and conducting research integrating media education in P16 classrooms. Yildiz co-authored, published, and presented on topics including media and information literacy, instructional technology, multicultural and global education. She received Ed.D. from the University of Massachusetts, Amherst in Math & Science and Instructional Technology and an M.S. from Southern Connecticut State University in Instructional Technology. She majored in Teaching English as a Foreign Language at Bogazici University, in Turkey.

## LAEEED ZAGHLAMI

### DIGITAL TECHNOLOGY AND MEDIA EDUCATION DIVERSITY IN ALGERIA

#### ABSTRACT

Algerians waited over 50 years before watching first private national TV channels programs. And it is only in January last year, that the national assembly adopted an audio visual law that legally ended state monopoly since the independence of the country in 1962. Since then, the audio visual landscape has been garnished with 20 private channels, but only five of them are formally accredited, the rest, though in operation, is still awaiting for a formal authorization to comply with forthcoming decrees that will be adopted by the designated members of the new regulatory authority.



Although it is too early to assess new private TV channels 'performance', because they are blandly new ones. After all, the public is enjoying a variety of programs and choices. 'At least Algerian audiences are relieved from public TV programs monopoly and uniqueness. It is the spark off of new era which will be mainly driven by programs diversity and high quality.

Foreign channels have become intrinsically parts of Algerians' media consumption habits and it is quite hard to remove or challenge these trends. Moreover, the introduction of information and communication technology, internet facilities, services and social media have noticeably generated a new public and new media usage. However, in order to regain audience sympathy and interests, traditional media should consider internet, social media and social networks as parts of their new strategy package. In sum, it is a question of a survival of media landscape in Algeria. The new world technological climate is affecting real political climate and media space especially with the emergence of new practices and new virtual political online communication.

### KEYWORDS

Digital, Technology, Media, Education, Diversity

### REFERENCES

Chadwick, A. (2013) The Hybrid Media System: Politics and Power, Oxford University Press, England.

Dahlgren, P.(2007). Young citizens and new media: Learning for democratic participation. New York: Routledge

El Issam, F.(2017), Algerian National Media, LSE Report London, England

Castells, M. (1996). The Rise of the Network Society. London: Blackwell.

Zaghlami, L. (2018) Les Réseaux Sociaux et l'Information: Atouts, Enjeux, Controverses et Défis, Available from: <http://www.tsa-algerie.com>.

### BIOGRAPHY

Professor Laeed Zaghlami is a Professor in Faculty of Information and Communication, Algiers University with a PhD from Algiers University, an MPhil from University of Surrey, UK and Diploma from International Academy of Broadcasting Montreux, Switzerland.

### XU QING

### EMPIRICAL STUDY OF MEDIA LITERACY EDUCATION INCORPORATED IN COLLEGES-BASED "ENGLISH JOURNALS" COURSE IN CHINA

### ABSTRACT

After a brief account of Media literacy(ML) theory home and abroad and how this emerging practice is carried out in present China, the thesis starts with an assumption that ML is teachable. An audience study is then conducted to analyze the learning needs of Ss in terms of ML in a college-based ESL course, basing on which, teaching goals are established and syllabus devised backward. A structured pedagogical stimuli is introduced in control experiment, where 2 groups of randomly selected ESL advanced learners are pre-tested and post-tested for ML

competence to measure the efficacy of incorporated ML teaching. The major findings are (1) Out of the 5 dimensions of ML framework (adapted from AML), the ESL learner's "create and produce" competence falls short. (2) Most chosen journals are not news of light nature but of heavy traffic; Subjects who excels in gathering intelligence are capable to locate smaller-traffic news of more regional and professional matters. (3) As audience of activity, subjects motivated to acquire ML knowledge in experiment group are prone to select news that occurred in nearer geographic proximity in post-test than Ss in control group. (4) Chinese English newspapers, as preferred news source in both pre-tests and post-tests, outnumber news sources in US and UK. US and UK are still the two sole info providers in foreign media when foreign media access from Europe, South, Middle & West Asia, Africa, Australia and other regions are presumably unknown, unreadable, ignored or unavailable to most subjects.

### KEYWORDS

Empirical, media literacy(ML), media education, localization, Colleges-based "English Journals" Course

### REFERENCES

B. Ebo. 1997. News Media and Foreign Relations: A Multi-faceted Perspective[C]. Journal of American Culture

F.R Leavis and Denys Thompson. 1933. Culture and Environment[M]. London: Chatto and Windus

Grant Wiggins and J McTighe. 2005. understanding by design (the expanded 2nd edition) [M]. Praeger

Robert Kubey. 2003. Why U.S. Media Education Lags behind the Rest of the English-Speaking World[J]. Television & New Media

UNESCO. 2013. Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies[J/OL]. <https://unesdoc.unesco.org/ark:/48223/pf0000224655> [2018-10-13]

卜卫. 1997. 论媒介教育的意义、内容和方法[J]. 现代传播

翠玲、刘斌. 2010. 大学生媒介素养概论 [M], 北京师范大学出版社出版

端木义万. 2000. 传媒英语研究[M]. 中国社会科学出版社

端木义万, 郑志恒, 赵虹. 2012. 英语报刊教学与媒介素养教育 ——南京地区十所高校英语报刊媒介素养调查报告[J]. 山东外语教学.

郭庆光. 2011. 传播学教程 (第二版) [M]. 中国人民大学出版社

劲瑞. 2006. 中国媒介教育. 中国传媒大学出版社[M].

吴鹏泽, 杜世友. 2011. 中国大学生媒介素养现状研究[J]. 中国电化教育

徐卿. 2015. 文献综述视野下看英语报刊阅读教学的发展和走向[J]. 江苏外语教学研究

袁军. 2010. 媒介素养教育论[M]. 中国传媒大学出版社

张开. 2018. 媒介素养理论框架下的受众研究新论[J]. 现代传播

**BIOGRAPHY**

Xu Qing is a lecturer in Foreign Language Department of Nanjing Audit University- a reputed tertiary institute specialized in finance, located in Jiangsu Province, China. For 5 years the author has been devoted to the localization of Media Education both in theories and more in interdisciplinary practices. As a leader of “Media English” teaching program, Xu explores this field and has her fair share of “trials and errors” in classrooms. She also publishes ML papers and pioneers in a dozens of College English reforming programs. It is by doing, even bit by bit, that really make a difference. This empirical research is also one of outcome of her reflection that “what can be measured can be handled”.



## Internet Policy Review is a peer-reviewed open access journal on internet regulation in Europe

### About the Journal:

Internet Policy Review tracks regulatory and policy developments impacting European information society. The journal is a resource on internet policy for academics, civil society advocates, entrepreneurs, practitioners and policymakers alike. The journal contributes empirical research, analysis and policy coverage to contemporary debate about media, information technology, telecommunications and internet governance. The Internet Policy Review's expertise resides in its clear and independent analysis of pan-European digital policy changes.

### Reasons to publish with us:

We welcome submissions on a range of topics, including media literacy and digital education policy. In addition, we provide:

### Quality peer review

Our peer review process is transparent and designed for fast-track response from reviewers. The authors, reviewers and editors 'see each other' and work on the same copy of the manuscript. The peer-review is challenging but constructive.

### Trans-disciplinarity

Fostering deeper understanding of internet policy requires a range of skills and areas of expertise. Our contributors regularly work across a variety of academic fields, including social sciences, computer science, economics, law, media studies, cultural studies, history, information engineering, linguistics, and psychology.

### Truly open access

The Internet Policy Review considers the open access movement integral to the future of scholarly work. Two foundations of the journal's commitment to openness include that all outputs are licensed under Creative Commons and that the journal never charges any article processing fees to authors.

To find out more or to submit your work, please see: <https://policyreview.info/authors>

## MEDIA EDUCATION RESEARCH JOURNAL (MERJ)



### CALL FOR SUBMISSIONS FROM MES 2021

Contributors to the Media Education Summit are invited to submit their work to the Media Education Research Journal for issue 10.1 – the first open access issue – to be published at the end of 2021. MERJ is a forum for the exchange of academic research into media education, conducted by academics, practitioners, and teachers situated in all sectors and contexts for media education. Outcomes of research into any aspect of media education and/or media literacy education are welcome. Findings related to media education practice, media education theory, media education policy, media literacy education, and the use of media and technology in education are all of interest to the journal.

All submissions will be assessed for relevance and then go through a masked peer review process. There are two options for submission:

- Full articles: 5000 – 7000 words (fully developed outcomes of research)
- MERJ Research Forum pieces: 1500 – 3000 words (interim research findings, 'thought pieces', research in development)

Submissions and queries to: [merj@bournemouth.ac.uk](mailto:merj@bournemouth.ac.uk)



The CEMP Educational Doctorate in Creative and Media Education

<https://www.bournemouth.ac.uk/study/courses/doctor-education-creative-media-2>

**This course is for:**

- Team Leaders/Heads of Department in Schools and Colleges who oversee the teaching and learning of media related subjects;
- Teachers of media and related creative subjects who wish to pursue a period of doctoral study for their own professional development;
- Teachers with an interest in the use of media within their own disciplinary context.
- Those in Higher Education with a primarily pedagogic approach to the creative and media field.

**For more information:**

<http://www.cemp.ac.uk/EdD/>

Julian McDougall [jmcdougall@bournemouth.ac.uk](mailto:jmcdougall@bournemouth.ac.uk)



We have designed this online, part-time course to support teachers, lecturers, media professionals, trainers and other educational professionals working in creative/ media/ technology related areas, to conduct doctoral research into their own professional practice in education.



@thescribeleeds



The Scribe Leeds

[www.thescribeleeds.co.uk](http://www.thescribeleeds.co.uk)



*The Scribe Leeds*  
**is an arts community.**  
**We produce zines and events giving students the opportunity to showcase their creative work.**

**We publish three issues each year, alongside collaborations with other societies. Our zines include artwork, poetry, prose or anything else that can be put on paper.**

**VOL VIII /  
ISSUE II /  
MARCH 2021**  
*Available now  
@ LUU shop*

*Image by University of Leeds*