It is our great pleasure to welcome you to Hong Kong for the eleventh Media Education Summit.

Our summit 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. This year’s event will offer a supportive, collegiate and dynamic environment for over 100 media education initiatives to be shared by researchers from all over the world. We hope that hearing about each other’s methods and findings in this crucial area will lead to further collaborations, projects, publications and events to take all of our work forward. To make a lasting contribution to our field after and beyond the event, we invite all our presenters to develop their work for the international journal Media Practice and Education.

This year, MES is hosted by Hong Kong Baptist University (HKBU). It is one of the key events to mark the 50th Anniversary of the School of Communication at HKBU, a liberal arts University in Asia delivering academic excellence in a caring, creative and global culture. HKBU encompasses eight Faculties/Schools offering a range of undergraduate programs, associate degree, and higher diploma programs as well as taught postgraduate programs and research postgraduate programs leading to the awarding of master’s and doctoral degrees. The School of Communication has reached a special milestone – 50 years of commitment to communication education and research that has nurtured more than 10,000 graduates. Its journalism program was founded in 1968, and many of the city’s top media professionals are its alumni. The Department of Journalism is now one of the best journalism schools in Hong Kong, and it is working hard to meet the digital challenge by introducing new courses in data journalism, network analysis, and artificial intelligence. Over the years, the Department has also devoted to promoting media literacy in Hong Kong and Mainland China, launching a university-wide media literacy general education course, conducting media literacy research, as well as holding media education international conferences, seminars and talks.

The Centre for Excellence in Media Practice 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 now, our first ‘long-haul’ event, here in Hong Kong. CEMP conducts research projects and publishes articles, books, commissioned reports and other outputs related to Digital / Media Literacy, Media Practice Education, Journalism Education and Civic Media, working with an active group of international Visiting Fellows and Professors. CEMP offers an Educational Doctorate programme in Media Education, through blended learning, with the majority facilitated through online engagement. The Ed D programme supports doctoral research by media educators all over the world.

This Summit is a vital part of CEMP’s work and serves as an annual ‘convergence’ of our research work and networking and it demonstrates our mission to foster collaborative work in the related fields of media education and media literacy. A conference like this is more than the sum of its parts, as we bring together researchers, educators, policy makers, activists and students. Our field is inter-disciplinary by nature. To add another layer to this boundary-crossing, MES incorporates the now established Youth Media Education Summit, led once again by Marketa Zezulkova, working this year with Iain Williamson and his students from South Island School.

We wish to thank the colleagues in various departments at Hong Kong Baptist University and the Faculty of Media and Communication at Bournemouth University who have contributed to organizing this Summit. Thanks are also extended to the keynote speakers and guests who give great support to this international event.

We hope you enjoy your time in Hong Kong, make new friends, leave inspired and join us again next year.

Alice Y. L. Lee, Professor and Head of the Department of Journalism, HKBU.

Julian McDougall, Professor and Head of the Centre for Excellence in Media Practice, Bournemouth University.
REGISTRATION
All delegates must register for the Summit, and collect their badges and delegate packs at the conference venue. Registration will be open from 08:30 until 09:00 on Thursday 1st November and again on Friday 2nd November for those delegates joining us for the second day of the Summit.

VENUE
The Summit will take place at Hong Kong Baptist University, located in the heart of Kowloon, Hong Kong. All conference activities will take place at Mr. and Mrs. Lau Chor Tak Multi-Purpose Hall, Level 2, Madam Kwok Chung Bo Fun Sports and Cultural Centre, Shaw Campus.

TRAVEL & DIRECTIONS
The venue is a 10-15 minute walk from Kowloon Tong MTR Station (exit E or A2) or a 5-minute minibus ride. To catch a Minibus (No. 25M(S), leave the station via exit B2 and locate the “Shaw Campus Minibus.” You can find a map and directions at https://goo.gl/maps/LNrJ84PrWTw or please refer to the campus map https://eo.hkbu.edu.hk/map/ which includes access routes and nearby bus and MTR stations.

STORAGE
There is no secure storage available for luggage at the conference venue. Wherever possible, we would encourage delegates to make arrangements to leave their luggage securely at their hotel for collection after the Summit.

WI-FI
Wi-Fi tickets will be provided to all delegates on registration.

FOOD
The conference fee is inclusive of lunches, coffee/refreshments, and the Closing Dinner (for those delegates who have reserved a place). The Closing Dinner will be held on Friday 2nd November at 19:00 at Symphony by Jade (1-2/F, Hong Kong Cultural Centre, Restaurant Block, Tsim Sha Tsui, Kowloon). Located at the heart of Tsim Sha Tsui cultural district, the restaurant offers panoramic views of the Victoria Harbour.

ENQUIRIES
Organizing Committee of Hong Kong Baptist University
Name: Ms. Melody Lau (Secretary to the Committee of HKBU)
Tel: (852) 3411-7889 | E-mail: mes2018@hkbu.edu.hk

YOUTH MEDIA EDUCATION SUMMIT 2018 – YMES18
YMES18 will be held in room AAB301, Level 3, Academic and Administration Building, Baptist University Road Campus, Hong Kong Baptist University.

THINGS TO DO IN HONG KONG
Top sightseeing places recommended by the organizing committee of HKBU:

1. The Peak
   www.thepeak.com.hk

2. Ngong Ping 360/Big Buddha
   www.np360.com.hk

3. Golden Bauhinia Square

4. Temple Street Night Market
   www.lankwaifong.com

5. Lan Kwai Fong
   www.lankwaifong.com

6. Tai Kwun
   https://www.taikwun.hk/en/

Photo credit: www.discoverhongkong.com/

Museums: Hong Kong Museum of History, Hong Kong Heritage Museum
There are numerous shopping malls in Hong Kong. The one which is close to the conference venue is Festival Walk.
<table>
<thead>
<tr>
<th>TIME</th>
<th>KEYNOTES / STRAND 1 - HALL</th>
<th>STRAND 2 - ROOM SCC202</th>
<th>STRAND 3 - ROOM SCC203</th>
<th>STRAND 4 - ROOM SCC204</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.30 - 09.00</td>
<td>Registration / Coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.00 - 09.20</td>
<td>Opening remarks: Mr. C. K. Lau, Associate Dean of School of Communication, HKBU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.20 - 10.20</td>
<td>KEYNOTE: Dr Marielza Oliveira, UNESCO  &lt;br&gt;Chair: Prof Alice Lee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.25 - 11.45</td>
<td>Panel 1a Chair: Dr Yin Nick Zhang  &lt;br&gt;Panel 2a Chair: Dr Karen Fowler-Watt &lt;br&gt;Panel 3a Chair: Ms Samantha Stanley &lt;br&gt;Panel 4a Chair: Dr Annamária Neag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.50 - 12.50</td>
<td>KEYNOTE: D.A.R.E  &lt;br&gt;Chair: Dr Mark Readman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.50 - 13.50</td>
<td>LUNCH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.50 - 15.10</td>
<td>Panel 1b Chair: Dr Janet Lo</td>
<td>Panel 2b Chair: Dr Chi Kim Cheung</td>
<td>Panel 3b Chair: Dr Xinzhi Zhang</td>
<td>4b MES Conversation Chair: Prof Julian McDougall</td>
</tr>
<tr>
<td>15.15 - 16.35</td>
<td>Panel 1c Chair: Dr Mark Readman</td>
<td>Panel 2c Chair: Dr Karen Fowler-Watt</td>
<td>Panel 3c Chair: Dr Vincent Wang</td>
<td>Panel 4c Chair: Prof Kara Ka Wah Chan</td>
</tr>
<tr>
<td>16.35 - 17.00</td>
<td>Coffee break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.00 – 18.00</td>
<td>KEYNOTE: Ms Sarah Jones Chair: Prof Julian McDougall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.00 – 18.20</td>
<td>YMES Screening Iain Williamson, Marketa Zezulkova &amp; South Island School participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>KEYNOTES / STRAND 1 - HALL</td>
<td>STRAND 2 - ROOM SCC202</td>
<td>STRAND 3 - ROOM SCC203</td>
<td>STRAND 4 - ROOM SCC204</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>08.30 - 09.00</td>
<td>Registration / Coffee</td>
<td>Panel 1d Chair: Dr Janet Lo</td>
<td>Panel 2d Chair: Dr Karen Fowler-Watt</td>
<td>Panel 3d Chair: Prof Julian McDougall</td>
</tr>
<tr>
<td>09.00 - 10.20</td>
<td>Panel 1d Chair: Dr Janet Lo</td>
<td>Panel 2d Chair: Dr Karen Fowler-Watt</td>
<td>Panel 3d Chair: Prof Julian McDougall</td>
<td>Panel 4d Chair: Dr Mark Readman</td>
</tr>
<tr>
<td>10.25 - 11.25</td>
<td><strong>KEYNOTE: Prof Hyeon-Seon Jeong</strong> Chair: Prof Alice Lee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30 - 12.50</td>
<td>1e MES Forum Chair: Dr Celine Song</td>
<td>Panel 2e Chair: Dr Mark Readman</td>
<td>Panel 3e Chair: Dr Masato Kajimoto</td>
<td>Panel 4e Chair: Dr Annamária Neag</td>
</tr>
<tr>
<td>12.50 - 13.50</td>
<td><strong>LUNCH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.50 - 14.50</td>
<td><strong>KEYNOTE: Mr Fergal Keane</strong> Chair: Dr Karen Fowler-Watt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.55 - 16.15</td>
<td>Panel 1f Chair: Dr Stephanie Jean Tsang</td>
<td>Panel 2f Chair: Dr Roselyn Du</td>
<td>Panel 3f Chair: Dr Xinzhi Zhang</td>
<td>4f MES Conversation Chair: Dr Annamária Neag</td>
</tr>
<tr>
<td>16.15 - 16.30</td>
<td>Coffee break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.30 - 17.30</td>
<td><strong>KEYNOTE: Prof Donna Chu</strong> Chair: Prof Alice Lee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.30 – 18.00</td>
<td>Closing remarks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The DARE Collaborate (Andrew Burn, John Potter and Michelle Cannon, The Knowledge Lab, University College, London)

Dynamic, Productive and Playful Literacies

This presentation reflects on recent projects in a variety of media forms, in both formal and informal educational settings, discussing ways of expanding our notions of literacy practices which reflect their place in the wider lived experience of digital culture. We have collected these reflections under three headings. The first of these, Dynamic Literacies, presents an overarching view of literacy as both ideological, following the ‘new literacy studies’, and dynamic, incorporating both semiotic and sociocultural versions of literacy in ways which reflect the changing nature of lived experience in the digital age. The second strand, Productive Literacies, constructs an argument around digital making practices with younger learners which views these as media crafting, critique and artistry. The third strand, Playful Literacies, explores recent projects which are located in games and game authoring practices as a specific example of connecting pedagogy to contemporary media forms and learner agency in formal and informal settings. Taken together, the three perspectives allow for common ground to be established between multimodal production practices, whilst providing suggestions for framing literacy pedagogy in response to the pervasive use of media and technology in contemporary digital culture.

The DARE Collaborative is a research partnership focused on the digital arts in education, led by the UCL Institute of Education and the British Film Institute. It has a membership of university researchers, teachers and educators in cultural organisations with an interest in arts, media, culture and new literacies in the context of education and digital media.

Marielza Oliveira (UNESCO)

Towards MIL for all: UNESCO’s global actions on media and information literacy

People across the world are witnessing a dramatic increase in access to information and communication. While some people are starved for information, others are flooded with print, broadcast and digital content. Media and Information Literacy (MIL) provides answers to the questions that we all ask ourselves at some point: How can we access, search, critically assess, use and contribute content wisely, both online and offline? What are our rights online and offline? What are the ethical issues surrounding the access and use of information? How can we engage with media and ICTs to promote equality, intercultural dialogue, peace, freedom of expression and access to information?

UNESCO supports the development of MIL competencies among people through the development and promotion of curricula, policy guidelines, assessment framework, as well as capacity building. UNESCO makes free and open online courses available for self-paced learning about MIL. UNESCO also facilitates networking and research through the Global Alliance for Partnerships on MIL (GAPMIL) and MIL University Network. The MIL CLICKS social media initiative launched in 2017 is also part of UNESCO’s strategy to build media and information literate societies.

Dr. Marielza Oliveira (Brazil) is the Director of UNESCO Beijing since 2015. Previously, she was the global Results Manager for UNDP, where she also held positions as country manager for Latin American countries (2001-2015). She was also senior consultant at Fundacao Dom Cabral (Brazil, 1995-1999), and Director of Executive Education at Ibmec Business School (2000–2001). She holds a Master of Science in Finance (1990) and a Ph.D. in Business Administration (1995) from the University of Illinois at Urbana-Champaign, USA.
Sarah Jones (Birmingham City University)

Towards the Unknown: Building a new literacy in a world we don’t understand

Immersive technologies are infiltrating many aspects of our lives. Healthcare, wellness, education, training and entertainment are all seeing applications in virtual and augmented technologies. It’s developing at a fast pace with the latest industry research forecasting the VR market will be worth $55 billion by 2024 (Renub Research Global, 2018). With this development at this rate, the danger is there is no slowing down to consider what it means to us as humans and the transformative nature it can have? Drawing on Heim’s question, “what is the essence of VR, its inner spirit, the cultural motor that propels the technology?” (1993), this talk will look at how we can understand emerging technologies. In making sense of the virtual, this new literacy can be applied to existing educational projects that explore ideas when the technology is made accessible to all.

Sarah Jones is the Head of the Birmingham School of Media at Birmingham City University. Her practice and research sits within emerging technologies and the development of immersive experiential films, notably virtual and augmented realities. Sarah’s films have been shown at festivals, across the world and in July 2017, she was named as a Google Jump Start creator, which has supported her latest cinematic VR films.

Sarah is an Apple Distinguished Educator which puts her among a group of global leading educators experimenting and utilising technology in the classrooms. Her approach is based on mobile global collaborative learning. Funded research projects within education have used virtual reality for experiential learning in areas such as media and healthcare.

Sarah has also working on a Google Digital News Initiative project, in collaboration with the Coventry Telegraph, building a VR game around the Blitz. This has provided data making it one of the largest studies on the educational impact of using VR for learning.

Previously, Sarah worked for ITV as a correspondent and news anchor. Sarah has won awards for her investigative and immersive reporting. In 2007, she spent a year on secondment to New York for GMTV following Presidential candidates on the campaign trail.

Marketa Zezulkova (Charles University)

Youth Media Education Summit

Marketa Zezulkova is an Assistant Professor in the Institute of Communication Studies and Journalism at Charles University (Czech Rep) and an Affiliated Faculty of Media Education Lab (USA). She holds a PhD in Philosophy of Media Education from Bournemouth University (UK) and her main interest is in intercultural and interdisciplinary research exploring pre-school and primary school children’s media learning and experience both in- and out-of-school. Marketa has been involved in several media literacy and media education related EU, UN, and Czech policy initiatives. She is an Assistant Editor of the Media Education Research Journal, a Fellow of Higher Education Academy and a Founding Director of the Youth Media Education Summit convened by the Centre for Excellence in Media Practice.
Iain Williamson (South Island School)

Youth Media Education Summit

Iain Williamson is the Head of Department of Film and Media at South Island School in Hong Kong, a position he has held since 2004. Before then he offered teacher training at Birendra Vidya Mandir in Nepal and then media literacy workshops for Didi-Bahini (Older sister/younger sister) a gender related advocacy NGO in Kathmandu. Between 1997 and 2000, Iain was the Head of Media Studies at Kings Norton Girls’ School in Birmingham, England. In the last five years, he has combined his departmental responsibilities with the role of digital literacy coordinator and has successfully started to embed coding into the school curriculum via mathematics, science, Media and several other departments. Williamson was the creator of a unique replacement course for GCSE Media Studies in which South Island students pursue a Media course accredited by the Agence France Presse (AFP), which is based on authentic learning tasks and assessed only via coursework. The removal of a final examination very much reflects Williamson’s pedagogical approach, which has attempted to align real life tasks with a curriculum designed for 2018, addressing concepts such as fake news, media convergence and the changing relationship between media products and an increasingly fragmented audience.

Hyeon-Seon Jeong (Gyeongin National University of Education)

Media literacy education and digital citizenship in the age of the smartphone, YouTube and disinformation: Understanding South Korean contexts for global dialogues

This keynote speech provides an overview of the contemporary South Korean media environment, where the extensive use of smartphones and YouTube content by all age groups has necessitated media literacy approaches and policies. As an essential part of 21st-century core competencies, media literacy is often regarded as the means to tackle the various sociocultural issues such as ‘overdependence’ on smartphones; production and consumption of disinformation or ‘fake news’; and cyberbullying, cybercrimes and hatred towards women and minorities. The relevant Ministries and public organizations have various policies and programs to provide target-specific preventive education and professional counseling, to develop educational guidelines for parents and teachers, and to support schools by training and dispatching specialist media instructors. Based on the vibrant and dynamic, albeit fragmented and inconsistent, development of recent South Korean contexts, this talk contributes to developing global dialogues, keeping in mind the core values of media literacy for democracy and digital citizenship.

Hyeon-Seon Jeong is Professor of Media literacy at the Department of Korean Language Education, Gyeongin National University of Education, South Korea. She received her Ph.D. in media education at the University of London’s Institute of Education. She has advised on media education policies and programs for public organizations and non-profit organizations, including the Korea Press Foundation, the National Information Society Agency, Incheon Community Media Center and the Seoul Youth Media Center. She recently led research on a range of media literacy policies for the Ministry of Education and Korea Press Foundation, and her publications include contributions to: Media Education in Asia (2009); Mapping Media Education Policies in the World (2010); New Media and Learning in the 21st Century (2015); and Learning Beyond the School (2018).
**Fergal Keane (BBC)**

**From where I stand**

In 1997, BBC journalist Fergal Keane reported on the handover of Hong Kong to China. Now, 21 years later, he reflects on the state of journalism, from the perspective of a foreign correspondent and through the lens of reporting conflict. He reminds us that journalists are first and foremost storytellers, who are trying to show audiences ‘what it is like to stand where I do and see the things I see’. His keynote surveys the current media landscape to consider the importance of accountability and responsibility, of freedom and diversity, the need to avoid ‘othering’ and falling prey to stereotypes and the dangers of false narratives, or ‘fake news’. As well as seeking truth and holding power to account, journalists need to challenge themselves, to have a sense of self. Speaking ‘From where I stand’, Keane asserts that, above all else, journalists must show empathy and humanity – as they tell the stories of others.

Fergal Keane is the BBC’s Africa Editor. He joined the BBC in 1989 as Northern Ireland correspondent. From 1990-1994, as Southern Africa correspondent he covered the township unrest in South Africa and the first multi-racial elections following the end of apartheid and the genocide in Rwanda. In 1995 he was appointed Asia correspondent based in Hong Kong and two years later returned to be based in the BBC’s World Affairs Unit in London, working as a special correspondent. Fergal returned to Rwanda in 2004 for a special BBC ‘Panorama’ programme to mark the 10th anniversary of the genocide. He has won multiple awards for his reporting: he was overall winner of the Amnesty International Press Awards in 1993 and won an Amnesty television prize in 1994 for his investigation of the Rwandan genocide, Journey into Darkness. He holds an honorary doctorate from Bournemouth University. He began his career in journalism in 1979 as a reporter on the Limerick Leader and Chronicle before moving to the national daily newspaper, The Irish Press. Fergal has written several books: The Bondage of Fear: A Journey Through the Last White Empire. (1995); Season of Blood: Rwandan Journey (1996); Dispatches From The Heart (1999); All of These People – a memoir (2006); Road of Bones: The Siege of Kohima 1944 (2014) and Wounds: A Memoir of Love and War (2017).

In 1996 Fergal Keane was awarded an OBE for services to journalism.

**Donna Chu (The Chinese University of Hong Kong)**

**Turning the clock back: Historical perspectives in media literacy education**

Media literacy education is, by default, developed in response to changing communication technologies and media environments. Innovations are bound to be forward-looking. Gadgets and devices are constantly upgrading, while software and applications are forever updating. These add up to considerable pressures and challenges for educators to catch up with the latest trends, let alone the design and implementation of the most timely and relevant curriculum.

What if the focus is shifted to the past instead of the future?

The Mars Media Academy is a social enterprise targeted at cultivating media and information literacy in Hong Kong. It has developed a historical approach in media education workshops for secondary school students. Its rationales, content and formats are discussed with a reflection on the importance of historical perspectives in media literacy education.

Professor Donna Chu, currently Associate Professor in the School of Journalism and Communication in the Chinese University of Hong Kong, works on research about youth media culture, gender and media literacy. Since 2012, she has run a media literacy summer project for secondary school students in Hong Kong. In 2017, she founded Mars Media Academy, a social enterprise, to engage in the teaching and learning of media and information literacy in networked society.
<table>
<thead>
<tr>
<th>Time</th>
<th>Panel A</th>
<th>Panel B</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.25 - 11.45</td>
<td><strong>Panel 1a - Hall</strong>&lt;br&gt;Chair: Dr. Yin Nick Zhang&lt;br&gt;'Dead Poets, Live Teachers': An investigation into the relationship between teachers on screen and their real-life counterparts (Mark Readman)</td>
<td><strong>Panel 1b - Hall</strong>&lt;br&gt;Chair: Dr Janet Lo&lt;br&gt;Internationalising Journalism Education and Practice: The Foreign Correspondent Study Tour (Mark Evans &amp; Saba Bebawi)</td>
</tr>
<tr>
<td>Panel 2a - Room SCC202</td>
<td>Chair: Dr Karen Fowler-Watt&lt;br&gt;Deconstructing Myths and Misceptions in Teacher Education and Storytelling with Data: Participatory Action Research (Melda Yıldız)</td>
<td>Design Thinking: Adolescent Co-Researchers Design Media Literacy Lessons to Address Cyberbullying (Aileen Chai)</td>
</tr>
<tr>
<td>Panel 3a - Room SCC203</td>
<td>Chair: Ms Samantha Stanley&lt;br&gt;Re-directing selfie stereotypes: media literacy play in teacher education (Michael Forsman)</td>
<td>Research on College Students’ Media Literacy Education in Social Media Environment (Rongwei Ma)</td>
</tr>
<tr>
<td>Panel 4a - Room SCC204</td>
<td>Chair: Dr Annamária Neag&lt;br&gt;Pornography, performance and young people: Media education, sexual violence and consent (Stuart Poyntz)</td>
<td>Medial literacy and citizenship learning of Chinese young people (Jun Fu)</td>
</tr>
<tr>
<td>13.50 - 15.10</td>
<td><strong>Panel 1a - Hall</strong>&lt;br&gt;Nurturing Media Literate Young People: A Comparative Study of Media Literacy Education Initiatives in China (Alice Lee and Tiande Wang)</td>
<td><strong>Panel 1b - Hall</strong>&lt;br&gt;Internationalising Journalism Education and Practice: The Foreign Correspondent Study Tour (Mark Evans &amp; Saba Bebawi)</td>
</tr>
<tr>
<td>Panel 2b - Room SCC202</td>
<td>Chair: Dr Chi Kim Cheung&lt;br&gt;Research on the Media Literacy of Undergraduates’ Attitudes towards Official Discourse of Major Crisis Events (Kangli Li)</td>
<td>Design Thinking: Adolescent Co-Researchers Design Media Literacy Lessons to Address Cyberbullying (Aileen Chai)</td>
</tr>
<tr>
<td>Panel 3b - Room SCC203</td>
<td>Chair: Dr Xinzhi Zhang&lt;br&gt;Teaching Journalism Ethics: The Approach of Universities in the Czech Republic (Anna Zunová)</td>
<td>Research on College Students’ Media Literacy Education in Social Media Environment (Rongwei Ma)</td>
</tr>
<tr>
<td>4b MES Conversation - Room SCC204</td>
<td>Chair: Prof Julian McDougall&lt;br&gt;History of Japanese Media Education in the Japanese Language and Literature course (Sumiko Nakamura)</td>
<td>Medial literacy and citizenship learning of Chinese young people (Jun Fu)</td>
</tr>
<tr>
<td>Panel 4b - Room SCC204</td>
<td>Chair: Prof Julian McDougall&lt;br&gt;A Study of Regional Journalism Education in Media and Communication Studies Departments (Makoto Sakai)</td>
<td>Design Thinking: Adolescent Co-Researchers Design Media Literacy Lessons to Address Cyberbullying (Aileen Chai)</td>
</tr>
<tr>
<td></td>
<td>Fake Climate News: Critically Engaging Climate Disinformation in the News Ecosystem with Media Literacy (Antonio Lopez)</td>
<td>Effects of Instagram Selfie Practices and Appearance-Based Peer Comparisons on Body Esteem of Teenage Girls (Leanne Chang)</td>
</tr>
<tr>
<td></td>
<td>Fake News vs Media Literacy and MI US Embassy (Julian McDougall and Karen Fowler-Watt)</td>
<td>An Analysis of the Media Literacy Status and Education Approaches of the Young Generation in the Context of Mobile Media (Li Ang)</td>
</tr>
<tr>
<td></td>
<td>New Media and New Ethics: critical analysis of media literacy problems of the Russian students (Svetlana Shomova)</td>
<td>Equal Access: How Do Media Educators Tackle Gender Inequity in the Film and Television Industries (Lucy Brown)</td>
</tr>
<tr>
<td></td>
<td>Living the Good Life: Virtue Ethics in Media Literacy Education (Nancy Usselmann)</td>
<td>Subjective Experience and Normative Claims: Phenomenological Reflection on Social Media (Girts Jankovskis)</td>
</tr>
<tr>
<td>Time</td>
<td>Panel 1c - Hall</td>
<td>Panel 2c - Room SCC202</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>15.15 - 16.35</td>
<td>Dr Mark Readman</td>
<td>Dr Karen Fowler-Watt</td>
</tr>
<tr>
<td>NOVEMBER 1ST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018 - Panel  C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing with production: Pedagogical approaches to Media Arts in an Australian primary school (Amanda Levido)</td>
<td>Mind Over Media: Exploring Global Propaganda Education (Igor Kanizaj)</td>
<td>Recommendation Algorithms in Digital Media: Identifying Issues for Media Education through Game-Based Focus Groups (Jerry Jacques and Anne-Sophie Collard)</td>
</tr>
<tr>
<td>Critical and Behavioral Autonomy as the Ultimate Goal of Media and Information Literacy Education (Tatiana Murovania)</td>
<td>Our future Scotland: developing documentary as a springboard for citizen interaction and participation (James Blake)</td>
<td>Anticipatory action in creative media education: dialogue animation by hearingimpaired students (by video) (Oksana Fedotova and Melvyn Ternan)</td>
</tr>
<tr>
<td>Folk understanding of the effects of touchscreen devices on pre-schoolers: A study of mothers in Singapore and Vietnam (Becky Pham)</td>
<td>Hollywood’s Vision of Social Justice: Media Literacy Approaches and Responses (Rosemary Pacatte)</td>
<td>A critical workshop study for the alternative imagination of digital media platforms (Shin Mizukoshi)</td>
</tr>
<tr>
<td>From Small Findings to Unique Perspectives: A Digital Storytelling Workshop toward Critical/Creative Media Production (Yuko Tsuchiya)</td>
<td></td>
<td>Religious Education and the Internet. The Case of the Roman Catholic Church (Jakub Havliceck and Dusan Luzny)</td>
</tr>
<tr>
<td>09.00 - 10.20</td>
<td>Dr Janet Lo</td>
<td>Dr Karen Fowler-Watt</td>
</tr>
<tr>
<td>NOVEMBER 2ND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018 - Panel  D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy and Strategies in Promoting Media Literacy in Thailand (Chanansara Oranop Na Ayutthaya)</td>
<td>The strategy analysis of traditional Chinese culture external communication (Qixin Zhang)</td>
<td>Different destinations: the divergence of goals in higher education media education in the UK (Marcus Leaning)</td>
</tr>
<tr>
<td>“But It Seems OK To Me”: Overcoming Student Resistance to Media Literacy Themes &amp; Messaging (Jayne Cubbage)</td>
<td>What can We Media do to improve children’s media literacy? (Lingyun Zhang)</td>
<td>Mixed-level Classes Management (Yuan Tian)</td>
</tr>
<tr>
<td>On the Construction of Teaching Mode of “Lecture, Practice, Exhibition and Evaluation” of Media Major (Yang Zheng)</td>
<td>Governmental and nongovernmental initiative to promote Digital Literacy in Spain (Catarina Lucas)</td>
<td>Asian media project for media literacy and cross-cultural communication in five countries (Seongsoo Baeg, Gengxin Wang, Faye Martel and Shin Mizukoshi)</td>
</tr>
<tr>
<td>Master’s programs in science journalism and communication in Russia and the USA (Yuliya Balashova)</td>
<td>New media literacy skills and civic participation among Chinese grassroots population (Yuchao Zhao)</td>
<td>Communication as Education: A pedagogic experiment amidst cultural contradictions between curricular priorities and teaching practice (Ian Attard)</td>
</tr>
</tbody>
</table>
### 11.30 - 12.50, NOVEMBER 2ND 2018 - Panel E

<table>
<thead>
<tr>
<th>Panel 1e - Room SCC202</th>
<th>Panel 2e - Room SCC202</th>
<th>Panel 3e - Room SCC203</th>
<th>Panel 4e - Room SCC204</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair</strong>: Dr Celine Song</td>
<td><strong>Chair</strong>: Dr Mark Readman</td>
<td><strong>Chair</strong>: Dr Masato Kajimoto</td>
<td><strong>Chair</strong>: Dr Annamária Neag</td>
</tr>
</tbody>
</table>

**Forum: Media and Education in the Digital Age**
(Xigen Li, Shih-Diing Liu, Herrg Su, Michael Wagner, Lu Wei)

This forum seeks to provide insights on how media practitioners and educators can rise to the challenges to hold the promise of bringing about positive change.

- **Digital media literacy and mindfulness**: the integration between western and Thai perspectives (Monsak Chaiveeradech)
- **Comparison of three web-based studies on enhance physical activity** (She-Juen Huang)
- **Journalism, kids, and gender**: analysis of the local news published on an online newspaper for kids (Paola Nicolini and Federica Nardi)
- **Students’ Drawings as a medium in education**: an example from Papua New Guinea (Martin Soukup)
- **What does a Producer Actually Do?** (Christopher Hall)
- **Educating for Creativity in HE** (Janet Fulton)
- **Production & Pedagogy: The benefits and challenges of student-generated digital media at a Japanese university** (Matthew Love)
- **Effectiveness of Media Literacy Education to Secondary Students in Hong Kong** (Ying Kit Chan, Pui Man Ma and Kam Kuen Ng)
- **VR Kaleidoscope: Reconfiguring space and place through community-based media literacy interventions** (Danai Mikelli and Stephen Dawkins)
- **Using music in the Sino-British classroom to increase student discussion participation** (Stephen Andriano-Moore)
- **OIL+Ping Pong : Extending Intercultural Media Learning with Immersive Media** (Jacqui Speculand and Stephen Dawkins)
- **Teaching Gatekeeping and Framing theory through activities with Chinese journalism students** (Jesse Hearns-Branaman)

### 14.55 - 16.15, NOVEMBER 2ND 2018 - Panel F

<table>
<thead>
<tr>
<th>Panel 1f - Hall</th>
<th>Panel 2f - Room SCC202</th>
<th>Panel 3f - Room SCC203</th>
<th>Panel 4f - Room SCC204</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair</strong>: Dr Stephanie Jean Tsang</td>
<td><strong>Chair</strong>: Dr Roselyn Du</td>
<td><strong>Chair</strong>: Dr Xinzhi Zhang</td>
<td><strong>Chair</strong>: Dr Annamária Neag</td>
</tr>
</tbody>
</table>

- **Synchronization of digital competence and media literacy in the Swedish K 12 curricular** (Michael Forsman)
- **Transmedia Literacy in the New Media Ecology. An international map of teens’ transmedia skills and informal learning strategies** (Carlos A Scolari)
- **The Uses of Media Literacy** (Julian McDougall and John Potter)
- **Media education basic concepts of media information literacy and its place in the system of education in Russia** (Anna Kolchina)
- **Manga Digital Storytelling Appears Effective for Time Perspective of Preservice Teachers: Production in Media Literacy** (Masato Wada)
- **Media education nurturing multiculturalism in child consumers** (Marketa Zezulkova)
- **Phenomenon-Based Learning: Promoting Finnish Upper Secondary School Students’ Multi Literacy Related to Sexuality** (Päivi Rasi)
- **A study on designing photo literacy learning and materials that is necessary in Participatory culture** (Kaori Okuizumi and Kimi Ishida Ishida)
- **Media Education in Taiwan: A Reflection of Twenty-Year Practice through narrative inquiry** (Tzu-Bin Lin and Chih-Jen Cheng)
- **A comparative study of youth media literacy education in China and Japan** (Xin Zheng)
- **The use and gratifications approach and the application of front design in book design** (Yujie Huang)
- **Digital Media Culture of South Korean Youth and the Challenges of Media Education** (Hyeon-Seon Jeong, Amie Kim, Hyunwoo Park and Tzu-Bin Lin)
- **Digital literacy in higher education: From Japanese cases** (Kyounghwa Yonnie Kim, Kosuke Yoshinaga, Seongsoo Baeg and Ayumu Chinen)
- **Freedom of critical thinking: How to teach news literacy under different political systems in Asia** (Masato Kajimoto)
- **The Influence of Media Literacy on Local Government Public Governance** (Qing Wang)
4TH YOUTH MEDIA EDUCATION SUMMIT  
Thursday, 1st November 2018, Hong Kong

Transparency & Trust

Youth and children are an integral part of the media education field and should hold a respected presence within academic convenings addressing topics pertinent to their lived experiences and futures. The 4th Youth Media Education Summit (YMES) therefore invites young people to take part in the larger summit experience and to authentically participate and collaborate with media education scholars and practitioners attending the Media Education Summit 2018.

The YMES 2018 is co-organised by Iain Williamson from South Island School and Marketa Zezulkova from Charles University and will be held at the Academic and Administration Building, Baptist University Road Campus, Hong Kong Baptist University in AAB301, Level 3. Lunch and the final session will be held in the Mr. and Mrs. Lau Chor Tak Multi-Purpose Hall, Level 2, Madam Kwok Chung Bo Fun Sports and Cultural Centre.

PROGRAMME

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30 - 09:00</td>
<td>Registration &amp; Coffee</td>
</tr>
<tr>
<td>09:00 - 09:20</td>
<td>Welcome &amp; Introduction</td>
</tr>
<tr>
<td></td>
<td>Marketa Zezulkova</td>
</tr>
<tr>
<td></td>
<td>Charles University, Czech Republic</td>
</tr>
<tr>
<td>09:20 - 10:05</td>
<td>Living the good life: Virtues and social media</td>
</tr>
<tr>
<td></td>
<td>Sr. Nancy Usselmann</td>
</tr>
<tr>
<td></td>
<td>Pauline Center for Media Studies, USA</td>
</tr>
<tr>
<td>10:05 - 10:20</td>
<td>Filming briefing &amp; brainstorming</td>
</tr>
<tr>
<td></td>
<td>Iain Williamson</td>
</tr>
<tr>
<td></td>
<td>South Island School, Hong Kong</td>
</tr>
<tr>
<td>10:20 - 10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Transmedia literacy around the world</td>
</tr>
<tr>
<td></td>
<td>Carlos Alberto Scolari</td>
</tr>
<tr>
<td></td>
<td>Universitat Pompeu Fabra, Spain</td>
</tr>
<tr>
<td>11:30 – 11:50</td>
<td>Break</td>
</tr>
<tr>
<td>11:50 – 12:50</td>
<td>Understanding contemporary propaganda</td>
</tr>
<tr>
<td></td>
<td>Igor Kanižaj</td>
</tr>
<tr>
<td></td>
<td>University of Zagreb, Croatia</td>
</tr>
<tr>
<td>12:50 – 13:50</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:50 – 14:20</td>
<td>Fake news and media literacy</td>
</tr>
<tr>
<td></td>
<td>Antonio Lopez</td>
</tr>
<tr>
<td></td>
<td>John Cabot University, Italy</td>
</tr>
<tr>
<td>14:20 – 14:30</td>
<td>Break</td>
</tr>
<tr>
<td>14:30 – 15:00</td>
<td>Film-making, children and literacy</td>
</tr>
<tr>
<td></td>
<td>Michelle Cannon</td>
</tr>
<tr>
<td></td>
<td>UCL Institute of Education, UK</td>
</tr>
<tr>
<td>15:00 – 15:15</td>
<td>Break</td>
</tr>
<tr>
<td>15:15 – 15:45</td>
<td>Media experience of unaccompanied refugee children</td>
</tr>
<tr>
<td></td>
<td>Annamaria Neag</td>
</tr>
<tr>
<td></td>
<td>Bournemouth University, UK</td>
</tr>
<tr>
<td>15:45 – 16:15</td>
<td>The Earth in a blink of an eye</td>
</tr>
<tr>
<td></td>
<td>Donna Chu</td>
</tr>
<tr>
<td></td>
<td>Chinese University of Hong Kong, Hong Kong</td>
</tr>
<tr>
<td>16:15 – 16:25</td>
<td>Break</td>
</tr>
<tr>
<td>16:25 – 16:45</td>
<td>Reflection &amp; discussion preparation</td>
</tr>
<tr>
<td></td>
<td>Iain Williamson &amp; Marketa Zezulkova</td>
</tr>
<tr>
<td>16:45 – 17:00</td>
<td>Coffee break</td>
</tr>
<tr>
<td>17:00 – 18:00</td>
<td>Virtual reality (MES keynote)</td>
</tr>
<tr>
<td></td>
<td>Sarah Jones</td>
</tr>
<tr>
<td></td>
<td>Birmingham City University, UK</td>
</tr>
<tr>
<td>18:00 – 18:30</td>
<td>YMES final streaming &amp; panel discussion</td>
</tr>
</tbody>
</table>

Contact:  
marketa.zezulkova@fsv.cuni.cz  
iwilliamson@sis.edu.hk
This innovative part-time doctoral programme is delivered by the UK’s only Centre for Excellence in Media Practice (CEMP) at Bournemouth University. The EdD (Creative & Media) has been designed for working teachers of media and creative subjects in schools, colleges and in Higher Education.

The Programme is delivered online, where you will work in a cohort of doctoral students, with support from a series of bespoke residential held at the Faculty of Media & Communications, Bournemouth University twice a year (normally June and October).

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

Concentrations:

- Chinese Journalism (CJ)
- International Journalism (IJ)
- Data and Media Communication (DMC)

An Interdisciplinary Concentration for HKBU Computer Science and Journalism Students

Streams:

- Broadcast Journalism (BJ)
- Financial Journalism (FJ)
‘Dead Poets, Live Teachers’: An investigation into the relationship between teachers on screen and their real-life counterparts
Mark Readman, Bournemouth University, UK

This paper presents the results of a one-year research project with trainee teachers in the UK, exploring how they relate to TV and film representations of teaching and learning. The myth of the ‘hero teacher’ is a pervasive one, reinforced by representations of charismatic educators on screen, such as the character of John Keating, played by Robin Williams in the 1989 film Dead Poets Society. There is anecdotal evidence that such representations are inspiring, but actual teaching is a complex form of professional and social practice, and rarely as romantic as its frequent manifestation on screen. The research focused on how these representations might be used as resources, as the participants developed their professional identities and practices, and also how they might function to stimulate deep dialogue about the nature of teaching and learning, and how these might be understood in a professional capacity. The key questions were: 1) What is the significance of representations of teaching and learning for trainee teachers? 2) How do trainee teachers speak about these representations? 3) How do they construct their professional practice and identities in relation to these representations? 4) Does this change over time and, if so, how?

Keywords: teaching, representation, professional identity, TV, film

References:

Deconstructing myths and misconceptions in teacher education and storytelling with data: participatory action research
Melda Yildiz, New York Institute of Technology, USA

“A Lie Can Travel Halfway Around the World While the Truth Is Putting On Its Shoes” (Anonymous).

Situated within the context of global media education, this participatory action research (PAR) aims to advance scientific knowledge of media literacy education as a means to promote social change and global competencies in K12 education and attempts to address deep-rooted ideologies to 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, participants investigated the visualization in textbooks through the lens of multicultural education, semiotics, and media literacy frameworks. PAR promotes media activism as a means of deconstructing the myths and misconceptions in education, offers creative suggestions for producing media and developing data literacy in K12 classroom with minimal resources and equipment, and showcases innovative and inclusive projects and best practices. PAR explored three key topics in order to understand the educational experiences of the participants: the wide range of meanings participants associate with visualization in education; the impact of media activities on their curriculum design; and the ways in which they integrated visual imagery and data literacy in their projects. We outlined how a critical approach to the study of visualization combines knowledge, reflection, and action; promotes educational equity; and prepares new generation to be socially responsible members of a multicultural, democratic society.

Keywords: Myths and Misconceptions; Teacher Education; Data Visualization: Deconstruction; Participatory Action Research

References:

Re-directing selfie stereotypes: media literacy play in teacher education
Michael Forsman and Ingrid Forsler, Södertörn University, Sweden

One pillar of media education is the semiotics and political economy of “media stereotypes”. Traditionally, this approach and its deconstructive methodology has been directed toward large scale professional mass media output (Lemish, 2015). We present a model for critical work with stereotypes in self-publishing genres such as selfies and visual codes embedded in performative, bodily practices in everyday life and the socio-semiotics of personalized networks (Boyd, d, 2014; Forsman, 2017). Our study was conducted within a teacher program in Södertörn University (Stockholm) in a course on children’s social relations. Our method was inspired by “stereotype vitalization” (Cawelti, 1976) and attribution of individuality and irony to stereotypes, as a way to create counter hegemonic messages. The students were instructed to play around with bricolage and other principles of visual dislocation (c.f. detournement) in their selfies; as a way to deconstruct and redirect dominant stereotypes associated with gender, age and constructions of “normal bodies” and “normal situations” (c.f Butler 2004). By producing these “alternative selfies”, the students became aware of visual and social norms as well as their own prejudices, and this led to an elaborated discussion about media pedagogical work with social media stereotypes among children.

Keywords: stereotypes, selfies, media literacy

References:
being expected to contribute to the local community’s activation, which is without precedent. The country itself is facing falling birthrate and an aging population. Thus, these universities are expected to contribute to the autonomy of local information through a booklet publishing project carried out in a seminar.

Keywords: journalism research, social informatics, media education research, cultural studies, media studies

References:

A Study on the Influence of “Implicit Curriculum” on Learning Outcomes in Chinese Culture Course
Xin Zhao, Dalian University of Foreign Languages, China

In the past ten years, research projects showed that there were some form of hidden teaching resources besides the resources teachers and educators employed intentionally in foreign language teaching classes. These hidden resources were defined as “potential curriculum” that schools unintentionally transmitted to students through the educational environment, including cultural and social structure/relationships. The present research tries to investigate the implicit teaching resources in the environment of journalism classes. We discuss the functions of these implicit teaching resources in terms of interest orientation, problem orientation and curriculum development, compare the advantages and disadvantages of explicit teaching resources and implicit teaching resources, and study the correlation between the implicit teaching resources and students’ learning interests. Based on this, we try to explore how to make use of these implicit resources to complement explicit resources so as to improve teaching environment and teaching quality.

Keywords: journalism majors, implicit teaching resources, explicit teaching resources, learning Interests, teaching environment

References:

Teaching journalism ethics: the approach of universities in the Czech Republic
Anna Zunová, Charles University, The Czech Republic

The purpose of this research was to explore the topic of the education of journalism ethics within schools in the Czech Republic. Questions, such as whether the values of students differ among universities, which factors influence students’ perception of ethical cases or how does a teaching
Panel 3a - Chair: Ms Samantha Stanley

Fake Climate News: Critically Engaging Climate Disinformation in the News Ecosystem with Media Literacy
Antonio Lopez, John Cabot University, Italy

Using an approach intended to promote a healthy media ecosystem, this paper starts with an overview of the tactics and strategies used by the fossil fuel industry to create fake climate news. It then reviews educational media produced by grassroots environmental campaigns that use media literacy strategies to educate the public on how to decipher spin and misinformation. Next it offers an overview of current news, visual, and information literacy practices that can be applied to the specific topic of fake climate news. Finally, it explores methods that can be used in order to help students promote climate solutions. This entails a media ecosystem response, which means a holistic approach that includes tips for critically engaging media, but also activist strategies for changing how media are regulated and produced.

Keywords: fake news, media literacy, media ecosystem

References:

Fake News vs Media Education: Travels on a False Binary
Karen Fowler-Watt and Julian McDougall, Bournemouth University, UK

This presentation will report on cross European research into media education in secondary schools (McDougall, Zezulkova, van Driel and Sterndel, 2018), share the key themes from a journal special issue on fake news and ML (McDougall et al, forthcoming) and launch a new project on this topic, funded by the US Embassy in London, including a book for publication in 2019 with Palgrave MacMillan. The new project brings together media literacy researchers from the United States and the UK with teachers, librarians, journalists, digital media producers and young people to devise an open access ‘toolkit’ for building resilience for misinformation. The book will re-state the case for media education in the era of ‘fake news’, arguing that the discipline already include supports the kind of critical media literacy policy makers are calling for interviews with both journalists and media educators. From the US, a recent report by The Data and Society Research Institute, co-authored by a member of the research team, responds to the rise of disinformation by arguing that ‘media literacy has become a center of gravity for countering fake news’ (Bulger and Davison, 2018,3). In the UK, media literacy academics working with the Media Education Association, the professional association in the field, have called for a more ‘joined up’ approach to media literacy in the context of disinformation, saying that ‘fake news is largely a manifestation of much broader problems, which apply to ‘real’ news as well.’ (Buckingham, 2019).

This MES discussion will capture the perspectives of MES delegates as another stakeholder group, to feed into the project when it kicks off in January. Media educators with a journalism background are especially welcome to participate.

Keywords: Media Literacy, Fake News, Resilience, Journalism

References:

Style and syllabus participate in the results, were proposed.

The quantitative research was conducted through a specially designed questionnaire. Qualitative analysis consisted of in-depth interviews with teachers and focus groups with students. The goal was to examine the teaching style, space dedicated to class discussions or individual projects.

In contrast to other media skills, previous studies show that moral standards drop with the involvement in newsrooms. Realizing that the university environment is the only chance to influence young journalists positively, it is necessary to keep customizing ethical courses, so they reflect on the current media trends.

Keywords: Ethics, Media, Education, Universities, Czech Republic.

References:

Research on the media literacy of undergraduates’ attitudes towards official discourse of major crisis events
Kangli Li, South China Normal University, China

In the era of new media, the occurrence and spread of major crisis events have increasingly presented information fragmentation and process diversification. Because of the fact that perspectives are prior, information is lagging behind or cannot emerge, the attitude of the group of college students with strong critical and cognitive abilities to treat official discourse, is an important angle reflecting the college students’ media literacy. This article starts with the major crisis events that occurred in recent years, using methods such as investigation method and in-depth interviews, and is committed to discovering the ability of college students in media literacy behind official discourse cognition and attitudes.

Keywords: major crisis events, college students, official discourse, attitude, media literacy

References:

The book will re-state the case for media education in the era of ‘fake news’, arguing that the discipline already include supports the kind of critical media literacy policy makers are calling for interviews with both journalists and media educators. From the US, a recent report by The Data and Society Research Institute, co-authored by a member of the research team, responds to the rise of disinformation by arguing that ‘media literacy has become a center of gravity for countering fake news’ (Bulger and Davison, 2018,3). In the UK, media literacy academics working with the Media Education Association, the professional association in the field, have called for a more ‘joined up’ approach to media literacy in the context of disinformation, saying that ‘fake news is largely a manifestation of much broader problems, which apply to ‘real’ news as well.’ (Buckingham, 2019).

This MES discussion will capture the perspectives of MES delegates as another stakeholder group, to feed into the project when it kicks off in January. Media educators with a journalism background are especially welcome to participate.

Keywords: Media Literacy, Fake News, Resilience, Journalism

References:
Living the Good Life: Virtue Ethics in Media Literacy Education
Nancy Usselmann, Pauline Center for Media Studies, USA

The fundamental principle of ethics is the human person, so the question becomes how this is represented and supported in the media messages we consume and the media we create. This leads to a reflection on Aristotle's eudaimonia and an adoption of virtue ethics that provides tools for teaching media literacy for anyone seeking meaningful living. It fosters questions about what is acceptable online behavior and what is not? How can authentic digital communities be cultivated while also avoiding isolation? Offering practical tools in critical thinking skills and respectful human behavior through numerous audiovisual examples, this workshop integrates media literacy with character education within media mindfulness methodologies.

Keywords: media literacy, ethics, virtues, critical thinking, character education

Panel 4a - Chair: Dr Annamária Neag

Nurturing Media Literate Young People: A Comparative Study of Media Literacy Education Initiatives in China
Alice Y. L. Lee, Hong Kong Baptist University, Hong Kong.
Tiande Wang, Zhejiang University of Media and Communications, China

In the past decade, media literacy education was able to have a rapid growth in Mainland China. The aim of this paper is to examine why and how media literacy programs are developed in this country. A media literacy launching model is put forward to analyze the launch, practice, and expansion of the media literacy projects developed in recent years.

The media literacy programs in Zhejiang, Guangdong, and Sichuan provinces are recognized as the most well-developed ones in China. Through in-depth interviews and document analysis, the media literacy education initiatives from Children’s Palace in Guangdong, Zhejiang University of Media and Communications in Zhejiang and Jinniu District Education Bureau in Chengdu, Sichuan were under scrutiny.

Research findings show that the media literacy programs in China are generally an educational response to the rapid advancement of the media technologies and the social needs of a harmonious society and the Internet Plus Era. However, due to different agency effort of the advocates, different programs have their own developmental paths and yield different educational outcomes. Two initiatives are led by educational institutions while the other one is university-driven. This paper will compare the launching approaches, curriculum goals, leadership and media educators’ collaboration of these initiatives to identify their similarities and differences.

Keywords: Media Literacy Education, Chinese students, Internet Plus, Children’s Palace, media literacy advocate

References:

ABSTRACTS - (10.25 - 11.45, NOV 1 – PANEL A)

Education Bureau.


History of Japanese Media Education in the Japanese Language and Literature course
Sumiko Nakamura, Tokyo Gakugei University, Japan

This talk is based on an analysis of textbook teaching materials in literature courses which Japanese public schools are obligated to use after national examinations...

After the Second World War, while under American occupation, Media Literacy was taught in literature courses for democracy education. In the 1970s however concerns were raised about the negative influence of mass media on young people. Texts warning of the bad effects of mass media were published in textbooks. In the 1980s, since the idea that media information and subcultures were not beneficial in education was predominant, teaching materials on media were neglected. With the rise of digital technology in the 2000s, there was a resurgence of media literacy for “Digital Democracy”.

In 2016 the MEXT announced a new course of study. The contents regarding media literacy increased in literature courses. However, unlike in other countries, visual literacy, meaning the creation of movies and other media contents, is currently not being taught at all.

It is believed that Japan would benefit from incorporating the strengths of the overseas curriculum. It is hoped that the course of study will incorporate the elements of the IB course so that students can critically analyze the media through an interdisciplinary course.

Keywords: Japanese course of study, Japanese literature course, media literacy, democracy education, visual literacy

References:
『メディア・リテラシー——世界の現場から』 (岩波新書)

Practicing Media Literacy Education In Taiwanese Primary and secondary classroom: A Study of ‘edumovie’
Tzu-Bin Lin, National Taiwan Normal University, Taiwan

This paper aims at presenting an empirical study of evaluating the practice of film education in Taiwanese primary and secondary classrooms. Since 2002, Taiwan is the first East Asian country to promote media literacy education in formal schooling system (Lin, 2009). In the past twenty years, media literacy education has been implemented in both primary and secondary schools as an independent or part of the curriculum. Moreover, media literacy education appears in schools in different forms such as news education and film education. In the study, a teaching pack called ‘edumovie’ developed by the Taiwan Film Institute with the funding from Ministry of Culture was chosen as the focus. It is an important milestone of promoting media education in Taiwanese schools. ‘Edumovie’ is the first completed set of teaching materials to teach moving images within the current school curriculum although it mainly focuses on one of the media forms, the film. Film education is a part of media education as the experience of media education practices in the UK (Buckingham, 2003).

A mixed-method approach is adopted to structure this study. A survey of primary and secondary school on how ‘edumovie’ was applied was conducted. A total of 445 questionnaires were returned and analysed. Moreover, a dozen of individual interviews were applied to gather teachers’ experience and feedbacks on ‘edumovie’. Findings from this study not only demonstrate the development of media education in Taiwan, but also could offer implications to international readers who are interested in the development of media education in schools.

Keywords: media literacy, film education, edumovie, Taiwan Film Institute (TFI)

References:

Problems and experiences of teaching big data analysis in Taiwan’s communication schools
Tosi Hsu-Cheng Chiang and Yu-Wei Hu, Taiwan Normal University, Taiwan
Jung-Chun Chang, University of London School of Oriental & African Studies, UK

The rapid development of the education about big-data analysis has extended students’ knowledge in this methodological area. Meanwhile, during the process of teaching and learning of this subject, all the relevant behaviors of teachers and students’ internet use, which is called the e-portfolio, are recorded as a kind of big data, analysing these data may facilitate the improvement of the education of big data analysis (Daniel, 2015; Persico, Manca, & Pozzi, 2014; Roberts, Maor, & Herrington, 2016). The authors of this paper are a course manager, a teacher and a student of big data analysis in Taiwan’s communication schools. Their teaching and learning experiences indicated that science engineering students emphasised on tool utilizations; communication students focused on research problems and the results of data analysis. Therefore, it is important to give appropriate instructions to students with different academic backgrounds. In addition, the inquiry-based Learning strategy should be integrated into the education of big data analysis to obtain a more satisfactory educational effect. Moreover, grouped inquiry-based learning would train students to investigate, discuss, and think independently about related principles and the theories related to big data analysis (Pedaste, Mäeots, Siiman, De Jong, Van Riesen, Kamp, & Tsourlidaki, 2015)

Keywords: big-data analysis; text mining; new media education; e-portfolio; inquiry-based learning

References:
Internationalising Journalism Education and Practice: The Foreign Correspondent Study Tour
Mark Evans & Saba Bebawi, University of Technology Sydney, Australia

This paper looks into various models for both the training and practice of international reporting and its effect on future industry practices, through the Foreign Correspondent Study Tour (FCST). The FCST was launched in 2015, taking Australian postgraduate and undergraduate media students to different countries, such as Jordan and India. It offers students ‘authentic learning’ experiences (Herrington & Herrington, 2006), whereby students file news stories on the ground with real deadlines and media partner in order to emulate the ‘foreign correspondent’ role, and which can only be achieved by taking students outside the classroom. The FCST, therefore, focuses on internationalising journalism and media curriculums thus developing students’ sense of global citizenship (Clifford & Montgomery, 2011), and preparing them for future journalistic experiences within an international context. Through an observational analysis of the study tour and interviews with participants, this paper explores and reflects on pedagogical models that have arisen in various iterations of the study tour, taking into consideration the cultural, political, and ethical practices of international reporting.

Keywords: journalism education, foreign correspondent

References:
Andersson, U. and Wadbring, I. (2015). Public interest or self-interest? How journalism attracts students to different countries, such as Jordan and India. It offers students ‘authentic learning’ experiences (Herrington & Herrington, 2006), whereby students file news stories on the ground with real deadlines and media partner in order to emulate the ‘foreign correspondent’ role, and which can only be achieved by taking students outside the classroom. The FCST, therefore, focuses on internationalising journalism and media curriculums thus developing students’ sense of global citizenship (Clifford & Montgomery, 2011), and preparing them for future journalistic experiences within an international context. Through an observational analysis of the study tour and interviews with participants, this paper explores and reflects on pedagogical models that have arisen in various iterations of the study tour, taking into consideration the cultural, political, and ethical practices of international reporting.

Keywords: journalism education, foreign correspondent

Risk and reward: Filipino journalism students’ views on Philippine journalism education and practice
Felipe F. Salvosa II, University of Santo Tomas, Philippines

The study presents the findings of a baseline survey (N=1,000) on the views of Filipino journalism students on journalism education and journalism practice in the Philippines, part of the 44-country Journalism Students Across the Globe project. Descriptive results showed that Filipino students are motivated to study journalism and have a positive outlook on their academic training. Many prefer travel and lifestyle over politics and business beats, and desire to work in magazines and television instead of newspapers or news agencies. Further analysis showed that motivations have significant positive effects on roles, ethical views and perceptions of threats on the news media. The findings underscore the important function of journalism schools in educating their students on the greater role of journalism in democratic society.

Keywords: Philippines, Philippine journalism, journalism students, journalism education, journalist roles

References:

New initiatives to address the information challenges faced by civil society
Richard Hornik, Stony Brook University, USA

There is no longer any doubt that the world has entered a new era in terms of how information is both produced and consumed. In addition to all of the anecdotal news about ‘fake news’ and the impact of manipulated social media on the electoral processes in countries around the world, there are multiple, rigorous studies (such as that of the Stanford History Education Group) about the inability of consumers to separate reliable from unreliable information.

Unfortunately, no such consensus exists on what to do about this Information Disorder. Initial responses tended to focus on what were hoped to be quick-fix solutions, such as improved algorithms that would spot and eliminate false information and check lists to help consumers in their daily media consumption. Initial results show that such solutions are not effective.

There is no longer any doubt that the world has entered a new era in terms of how information is both produced and consumed. In addition to all of the anecdotal news about ‘fake news’ and the impact of manipulated social media on the electoral processes in countries around the world, there are multiple, rigorous studies (such as that of the Stanford History Education Group) about the inability of consumers to separate reliable from unreliable information.

Unfortunately, no such consensus exists on what to do about this Information Disorder. Initial responses tended to focus on what were hoped to be quick-fix solutions, such as improved algorithms that would spot and eliminate false information and check lists to help consumers in their daily media consumption. Initial results show that such solutions are not effective.

A renewed focus on educational responses -- particularly media literacy, information literacy and news media literacy -- is essential if long-term solutions to the current Information Disorder are to be developed. Existing approaches that have shown initial promise, such as Stony Brook’s News Literacy curriculum, should be rigorously assessed, developed and disseminated with particular emphasis on students 12-18. This paper will discuss current efforts in that regard.

References:

Felipe F. Salvosa II, University of Santo Tomas, Philippines

The study presents the findings of a baseline survey (N=1,000) on the views of Filipino journalism students on journalism education and journalism practice in the Philippines, part of the 44-country Journalism Students Across the Globe project. Descriptive results showed that Filipino students are motivated to study journalism and have a positive outlook on their academic training. Many prefer travel and lifestyle over politics and business beats, and desire to work in magazines and television instead of newspapers or news agencies. Further analysis showed that motivations have significant positive effects on roles, ethical views and perceptions of threats on the news media. The findings underscore the important function of journalism schools in educating their students on the greater role of journalism in democratic society.

Keywords: Philippines, Philippine journalism, journalism students, journalism education, journalist roles

References:

New initiatives to address the information challenges faced by civil society
Richard Hornik, Stony Brook University, USA

There is no longer any doubt that the world has entered a new era in terms of how information is both produced and consumed. In addition to all of the anecdotal news about ‘fake news’ and the impact of manipulated social media on the electoral processes in countries around the world, there are multiple, rigorous studies (such as that of the Stanford History Education Group) about the inability of consumers to separate reliable from unreliable information.

Unfortunately, no such consensus exists on what to do about this Information Disorder. Initial responses tended to focus on what were hoped to be quick-fix solutions, such as improved algorithms that would spot and eliminate false information and check lists to help consumers in their daily media consumption. Initial results show that such solutions are not effective.

A renewed focus on educational responses -- particularly media literacy, information literacy and news media literacy -- is essential if long-term solutions to the current Information Disorder are to be developed. Existing approaches that have shown initial promise, such as Stony Brook’s News Literacy curriculum, should be rigorously assessed, developed and disseminated with particular emphasis on students 12-18. This paper will discuss current efforts in that regard.

References:
ABSTRACTS - (13.50 - 15.20, NOV 1 – PANEL B)

Panel 2b - Chair: Dr Chi Kim Cheung

Design Thinking: Adolescent Co-Researchers Design Media Literacy Lessons to Address Cyberbullying
Aileen Chai, National Institute of Education, Nanyang Technological University, Singapore

Today's adolescents are at a precarious developmental stage of their lives. They are constantly bombarded with information and social perils in the online world. When making decisions, they tend to focus on immediate benefits, the dopamine reward, and overlook negative consequences (Casey, Jones & Hare, 2008). To date, media literacy lessons in schools have been successful in dispensing knowledge but few have influenced a change of intention or behaviour (Jeong & Hwang, 2012). Therefore, this research study explored how media literacy lessons can be designed as an empowerment tool (Hobbs, 2011) to help Singaporean adolescents address cyberbullying.

Since adults may have difficulty discarding adult filters when trying to solve adolescent-related problems (Kallett, 2005), this research study included seven Singaporean adolescent co-researchers (13 to 15 years old) to help re-design media literacy lessons that their peers can relate to. At phase one, the student co-researchers used design thinking and research approaches to explore solutions via coding of self-reflection, discussions and peer interviews. At phase two, the student co-researchers with their teachers co-taught media literacy lessons. The pre-post tests and lesson artefacts collected revealed insights into what may influence adolescent behaviour change.

Keywords: design thinking, children as co-researchers, cyberbullying, adolescents, media literacy

References:

Research on College Students’ Media Literacy Education in Social Media Environment
Rongwei Ma, Nanjing University of Posts and Telecommunications, China

With the continuous updating of Internet, the functions of social media have become increasingly richer and more widely used. Social media has become a new lifestyle. The features of user-generated content in social media, changing the conventional ways of learning, breaking the information production model led by the elite, gradually formed a “decenterized” learning environment, the varying media environment led college students need higher media learning literacy. There are some problems to be solved to build a good social media learning environment and improve college students’ media learning literacy. Some college students cannot use social media rationally, lack concentration during learning, their knowledge lack systemization and is influenced by harmful culture easily. This paper introduces several media learning literacy skills that college students should be equipped with in social media environment, such as time management skills, information discrimination ability, content generation ability, text expression ability, cooperative learning ability and communication ability etc. There are several ways to improve their media learning literacy, such as cultivate the awareness of media learning, establish the concept of lifelong learning, create a good media learning environment, enhance innovation capabilities, and explore reasonable ways to promote the concept interaction and the depth of learning etc.

Keywords: social media, college students, media literacy education

References:

Media literacy and citizenship learning of Chinese young people
Jun Fu, University of Melbourne, Australia

This paper investigates Chinese young people’s participation on Weibo (the largest micro-blogging service in China). Drawing on the online ethnographical data and the interview data about their online activities, I found that young Chinese people develop a digital literacy through their active participation in the Weibo community. This literacy is manifested as their understanding of the widely accepted community practices, such as language practices and awareness of communal values and norms. These practices are crucial for the formation of their identity as a member in the Weibo community and their practice of their digital citizenship in this community. Moreover, as Weibo is extensively used by the participants as their main channel of experiencing Chinese society, their digital literacy fostered in the Weibo community serves a precondition for their learning of their Chinese citizenship.

The findings of this research show the necessity of understanding media literacy within the framework of citizenship learning and practice, which has long been argued in the field of media literacy education (Buckingham, 2000, 2015b; Tuft & Enghel, 2009). By doing so, media literacy education can be implemented more comprehensively rather than merely cultivating a “well-behaved media consumer” (Buckingham, 2015a).

Keywords: media literacy, digital citizenship, citizenship learning, young people, Chinese citizenship

References
Tufte, T., & Enghel, F. (2009). Youth engaging with the world: Media, communication and social change: Nordicom.

Democratic Expression and Collective Fanaticism In Interactive New Media
Miao Xu, Hong Kong Baptist University, Hong Kong

Until now, online interactions regarding Netnews have been conducted through speeches, with little audio/video interaction. In other words, expressions have become an important text in the study of interactions. The linguistic disorder of individuals notwithstanding, the online interactive environment offers a more convenient means of delayed communication, as long as you are able to fluently express whole ideas on an equal basis. Many psychological motivations are at work during network news communication among netizens, as well as between netizens and the media. Psychological motivations are an important factor in the study of online communication due to the absence of face-to-face communication.

It should be acknowledged that the development of net-news interactions is not as perfect as was initially predicted at the beginning of 21st century. For news interactions, this kind of psychology is not only an interpretation of the minds and attitudes of individuals, but also an expression of collectivism in an event that is formed in a small, temporary crowd.

Keywords: Communication Psychology, Media Interaction, Public Opinion, Collective Fanaticism, Democratic Expression

References:
Zhao, Y. (n.d.). Media and elusive democracy in China.

Panel 3b - Chair: Dr Xinzhi Zhang

Effects of Instagram Selfie Practices and Appearance-Based Peer Comparisons on Body Esteem of Teenage Girls
Leanne Chang, Hong Kong Baptist University, Hong Kong

Guided by objectification theory and social comparison theory, this study examines effects of selfie posting, editing, and browsing behaviors on adolescent girls’ evaluation of their body and appearance. The mediation effect of appearance-based peer comparisons and the moderation effect of direction of comparisons are also tested. Survey data were collected from three secondary schools in Singapore. Three hundred and three participants completed the survey based on the sampling criteria of female Instagram users aged 12 to 18 years. Results show that selfie posting has an unexpected positive effect on body esteem that is not mediated by appearance comparisons. Editing and browsing behaviors each has an indirect negative effect on body esteem that is fully mediated by appearance comparisons. Direction of comparisons does not alter the mediation effect of appearance comparisons. The findings indicate that when peer influence is presented in the form of appearance comparisons, it has a negative effect on body esteem, regardless of whether upward, downward, or lateral comparisons are involved.

Alternatively, the direct, positive effect of selfie posting on body esteem suggests that there may exist other peer-related factors that mediate the positive relationship between young girls’ online self-presentation and body image and deserve further exploration.

Keywords: body image, objectification, selfie, social comparison, social media

References:

An Analysis of the Media Literacy Status and Education Approaches of the Young Generation in the Context of Mobile Media
Li Ang, Xi’an Eurasia University, China

With the rapid development of mobile media, the emerging media environment has changed. The unprecedented surge in the amount of information and diversification of content have led media users to actively participate in information selection. This series of changes challenge the public’s ability to access information and select information ability. At a time when new media is flourishing, the public’s media literacy is one of the hallmarks of social civilization and an indicator of social progress. The public needs to enhance their media literacy, understand the media and the living environment, analyze and critically recognize different media texts, thus gaining access to and understanding of the media, grasping the media as an empowering media for audience, understanding the mass media dissemination effect, learn to criticize the cognitive media, and learn to use and use the media, so as to achieve their own service purposes, in life to improve their own media literacy, and to achieve the public interest to stand up and safeguard the interests of the community. This article investigates the experience of using mobile media of younger generation born after 1995, and explore the ways of education for the current media literacy.

Keywords: Mobile Media, Media Literacy, Critical Recognition, Empowerment, Education.

References:
Potter, W.J. (2012), Media Literacy (04), Tsinghua University Press.
Zhang, Kai, Zhang Yanqiu, Zang Haiqun, (2014) Media Literacy and Inclusive Social Development
ABSTRACTS - (13.50 - 15.20, NOV 1 – PANEL B)

**Equal Access: How Do Media Educators Tackle Gender Inequity in the Film and Television Industries**
Lucy Brown, Greenwich University, UK

The lack of gender equality at all levels within film and TV industries is no secret. Over 50% of students on media production courses are women so why are they not climbing the ladder to direct, write, produce or take on other craft roles on the same scale as their male counterparts? Is there anything that film and television production programmes within Higher Education Institutions can do to empower the next generation of female filmmakers? This paper will draw upon the latest research and findings from the conference which brings together academic speakers, practitioners, industry figures and students to ask what Higher Education Institutions can do to level the playing field for female students embarking on a career in the screen industries and what next in the wake of recent campaigns such as #MeToo and #TimesUp.

Keywords: gender equality, media education, film and TV industries

References:


**Subjective Experience and Normative Claims: Phenomenological Reflections on Social Media**
Girts Jankovskis, University of Latvia, Latvia

This paper focuses on relation between subjective experience of young people using social media and normative claims they use while judging their own and other people’s social media habits. The paper is based on a study which was conducted in 2016 on media habits of teens in Latvia. In this study the method of interpretative phenomenological analysis was used.

The study revealed two types of descriptions which youngsters use to depict their experience: (1) descriptions about their activities in social media from the first person perspective and (2) normative claims which show the third person perspective. Often these two storylines contradict each other.

The question about how norms are interacting with subjective experience of social media emphasizes the difference between the way one perceives and one is in social media, therefore providing a better understanding how youngsters are making use of things they are taught about media literacy.

Keywords: media perception, subjective experience, normative claims, habits, phenomenology

References:

New Journalisms: Rethinking Practice, Theory and Pedagogy
Karen Fowler-Watt and Stephen Jukes, Bournemouth University, UK

This conversation is designed to engage MES delegates in a lively discussion. The title is also that of a work in progress – an edited collection due to be published in 2019 and the co-editors hope to capture from this international gathering some material for a compelling ‘Afterword’. The plural in the title is important in that we are focusing on not only new challenges facing journalism (in the singular) but also seeking to explore a range of new practices that are being employed across a diversity of media. We wish to discuss how these new practices can lead to a re-imaging of journalism in terms of practice, theory and pedagogy.

Not for the first time, journalism is in a period of introspection. Today, the crisis facing the media comes less from self-inflicted wounds and more from external forces, whether it be attacks from the U.S. president, the rising voice of partisan opinion or narratives of fear. Established media appears to be drowned out and ‘the people who want to see journalism fail now have a bigger megaphone than ever’ (Bell, 2017). The Internet has perversely reinforced personal opinion as the public consumables what it wants to hear. Against this landscape, we would hope to explore a series of key themes in this interactive session:

New challenges: towards a definition of ‘new journalism’, those challenges presented by a crisis of professional identity, changing patterns of consumption and engagement with news, and issues arising from public disaffection with elites, journalism and the media

New practices: ways of connecting publics through listening to marginalised voices, the increased potential of alternative journalisms, the impact of analytics, considering how journalists handle the rise of violent and graphic images,

Re-imagining: how journalism education can lead to new journalims, how to engage people in an age of distrust, pedagogies to enhance an understanding of narratives of terror and threats to human rights, teaching new ways of telling human stories.

Keywords: journalism education; connectivity; trust; storytelling; voice

Media Education Practices: a multiple case study from UK, Greece, Korea and Taiwan
Andrew Burn, Kostas Voros, Tzu-Bin Lin and Amie Kim

This conversation session aims at offering an in-depth discussion on the development of media education in four countries with quite diverse cultural and educational frameworks. The presenters have previously collaborated in UCL - IOE for a period of time. Sharing a similar understanding of media education theory and practice, they will exchange their findings about media education in their countries. Themes include: rationales of media education, approaches of practicing media education, the state of media education, media education in formal and informal education settings. Each presenter will outline the general landscape of media education in their country and use a case study from his/her own context to explicate the development of media education in the past few years. We expect other conference delegates will benefit from this conversation session through our thematic comparison. We will have a 60-minute (15 minutes each) session to identify the up-to-date developments in the four countries focusing on the above-mentioned themes. Then, we will invite delegates to join our discussion participating actively through posing questions and challenging the views of the presenters on the above
themes. Professor Burn will chair the first half and Dr. Lin will moderate the thematic discussion for the second half.

Keywords: Media Education practices, International perspectives, Media literacy theory, Media Education policy, Multiple case studies

15.15 - 16.35, NOVEMBER 1ST 2018 – PANEL C
Panel 1c - Chair: Dr Mark Readman

Playing with production: Pedagogical approaches to Media Arts in an Australian primary school
Amanda Levido, Queensland University of Technology, Australia

Across Australian education jurisdictions, there is an expectation that Media Arts is being taught as one of five strands of the Australian Curriculum: The Arts (Australian Curriculum Assessment and Reporting Authority, 2015). Despite its inclusion, there is a lack of support for Arts Education at a policy level, with government trends favouring STEM education. Many primary school teachers are not confident implementing The Arts or have had little training (Garvis & Lemon, 2013). This is a particular obstacle with a curriculum that is production-based, underpinned by a Creative Participation pedagogy. While this approach could be one way to build the creative, collaborative and technologically focused future workforce (Goldsmith, 2014), it is essential to understand how teachers can effectively implement the curriculum. This presentation will report on the findings of one case, that of an Australian primary school classroom. I will examine how the classroom teacher implemented the curriculum and what pedagogical approaches were taken in order to teach Media Arts skills and concepts. I will discuss how Media Arts activities develop within established and emerging Communities of Practice (Wenger, 1998), fostered by the teacher and enacted by the students to consider the broader context of the implementation of Media Arts.

Keywords: media education, media arts, primary school, curriculum; pedagogy

References:

Critical and Behavioral Autonomy as the Ultimate Goal of Media and Information Literacy Education
Tatiana Murovana, UNESCO Institute for Information Technologies in Education, Russia

This talk will provide an overview of the research activities as well as their practical implementations by the UNESCO Institute for Information Technologies in Education in cooperation with Moscow State Pedagogical University and the UNESCO Chair on Media and Information Literacy and the Media Education of Citizens. It will address the interim results of the project aimed to enhance the capacities of teachers and educators to benefit from and to contribute to the development of the digital education environment by media and information literacy-based professional development through the set of mobile learning tools. Moreover, some
proposals on updating of the MIL concept and notion derived from the project will be covered and it will be explained how the contemporized MIL-based activity could feed into education practice in the digital age. The final part of the presentation will address future research and capacity building needs in the area of promoting media and information literacy in digital teaching and learning in line with the life-long learning concept.

Keywords: Media and Information Literacy (MIL), autonomy of the will and behavior, automatization and algorithms; proactivity vs reactivity, mobile learning.

References:
Murovana, T., Proactivity as an end and a means of media and information literacy
Murovana, T., Breaking through the glass ceiling: let’s go back to start again

Folk understanding of the effects of touchscreen devices on pre-schoolers: A study of mothers in Singapore and Vietnam
Sun Sun Lim and Becky Pham, Singapore University of Technology and Design, Singapore
Renae Sze Ming Loh, National University, Singapore

With touchscreen devices being more actively used by pre-school age children within the home setting, parents are understandably concerned about the effects they may have on children. Although nascent scientific research on such effects may be reported in the media, parents may be unaware or dismissive and rely upon their own folk understanding. Folk understanding/theories – also known as intuitive or lay theories – refers to the largely subconscious understanding of the world that is shared by most people but is not a direct reflection of formal scientific instruction (Keil, 2010; Ling, Nilsen, & Granhaug, 1999; Windschitl, 2004). Given the critical role of parents in monitoring their pre-schoolers’ media use, this research investigates parents’ folk understanding of the effects of touchscreen devices among mothers of pre-schoolers in Singapore and Vietnam. We conducted interviews and observations with 40 mother-child dyads in Singapore and 42 mother-child dyads in Vietnam to answer three research questions comparing the similarities and the differences between mothers in Singapore and Vietnam:

RQ1: What were their key information sources pertaining to the effects of touchscreen devices on young children?
RQ2: What was their folk understanding of the benefits of device use for their children?
RQ3: What was their folk understanding of the risks of device use for their children?

Our research findings and their implications for digital literacy education for parents will be discussed.

Keywords: folk understanding, digital literacy education, touchscreen devices, pre-schoolers, ethnography

References:

From Small Findings to Unique Perspectives: A Digital Storytelling Workshop toward Critical/Creative Media Production
Yuko Tsuchiya, Hiroshima University of Economics, Japan

Many media literacy researchers and practitioners claim that media production should be not only to acquire skills but also to enhance critical thinking and creativity. However, when students make videos conveying local stories, they tend to select stereotypic themes and outline their features. Consequently, many contents seem like imitations of tourist guide books or TV information programs. Appropriate learning designs are necessary for students to be critical about their internalized stereotypes and create original stories based on their own perspectives. In this paper, I would like to discuss a Digital Storytelling workshop held by nine students of Hiroshima University of Economics between November and December 2017. Digital Storytelling is the self-narrative media practice about ordinary people’s thoughts, memories, and experiences, which began in California in the 1990s and spread globally. Generally, storytellers make video clips of a few minutes by editing photos, sounds, and their own narrations. I employed the self-narrative media form but arranged the production process through fieldwork. Students visited the Hiroshima Castle and created Digital Stories from their findings. By reviewing their process of story making, I will show how they deepen their understanding of local culture and define their unique perspectives.

Keywords: Digital Storytelling, Creativity, Meaning-Making, Meta Perspective, Fieldwork

References:

Panel 2c - Chair: Dr Karen Fowler-Watt

Mind Over Media: Exploring Global Propaganda Education
Renee Hobbs and Sait Turzel, Media Education Lab, University of Rhode Island, USA
Igor Kanizaj, University of Zagreb, Croatia
Sikle Grafe, University of Wurzburg, Germany

Through international collaboration we are expanding and deepening the Mind Over Media education initiative, which brings together educators and activists to explore best practices in teaching and learning about the new forms of propaganda that are reshaping the global online public sphere. There has never been a more urgent need for global propaganda education. Today, people experience the online public sphere without a good understanding of the economic, political, cultural and technological forces that are dynamically reshaping it. With the rise of clickbait, conspiracy theories, disinformation, partisanship, trolls, bots and sponsored content, young citizens face new challenges when they access information and entertainment. Lack of knowledge about propaganda contributes to public cynicism, apathy and disengagement. Educational experiences, in both formal and informal contexts, can help young people to recognize and resist disinformation campaigns when used as a form of information warfare. At the same time, contemporary propaganda can also be beneficial by deepening our understanding
and emotional connection to stories of injustice around pressing social and human rights issues. Democracy depends upon engaged citizens who have the interest in and capacity to both critically analyze and create new forms of information, self-expression and communication. Propaganda education can promote critical debate and respect for diverse opinions. This is an interactive session.

Keywords: media literacy, propaganda, digital literacy, teaching and learning

Our future Scotland: developing documentary as a springboard for citizen interaction and participation
James Blake, Centre for Media and Culture at Edinburgh Napier University, Scotland

This session explores how a new documentary film evolved into an interactive and educational project. In 2018 I was commissioned by the Scottish Parliament to produce a 15-minute film to showcase various visions of the future and innovations of the present. The film features more than 25 interviews with a range of key figures in Scottish life: Political leaders including the First Minister, science-fiction writers, actors, scientists, games designers, refugees, students and children. The film was the first stage in a wider project of social participation that encourages young people in Scotland to engage with digital and real-world interactive methods to submit their own future aspirations. An online visual mosaic of these contributions forms a learning resource for school pupils and Higher Education students. The project feeds into the Year of Young People and puts the ideas of children on an equal level with industry leaders and policy makers. It is intended that a short part of the film will be screened during this session—followed by a discussion about the process of production and an analysis of the subsequent wider participation in the project. Towards the end of the session delegates will have the opportunity to be filmed offering their own visions of the future.

Keywords: documentary, participation, youth, Scotland, future

Hollywood’s Vision of Social Justice: Media Literacy Approaches and Responses
Rosemarie Pacatte, Pauline Center for Media Studies, Los Angeles, California, USA

What is a thoughtful response and praxis, informed by critical thinking, to Hollywood - or the entertainment industry - when it takes on social justice issues and themes such as human dignity, the common good, solidarity, the rights of workers and care for the earth? Are they movies, television shows or video games with a message or compelling stories told in compelling ways that transcend the profit motive? How are age, gender, religion, and diverse populations represented? This interactive electronic presentation will integrate audiovisual clips from mainstream film and television with opportunities for participants to evaluate and critique them using two frameworks: This interactive electronic presentation will integrate audiovisual clips from mainstream film and television with opportunities for participants to evaluate and critique them using two frameworks: T.H.I.N.K. and the Media Mindfulness Wheel.

Keywords: Media Literacy Education, Social Justice, Hollywood, Media Mindfulness, Human Dignity

Panel 3c - Chair: Dr Vincent Wang

Recommendation Algorithms in Digital Media: Identifying Issues for Media Education through Game-Based Focus Groups
Anne-Sophie Collard, Jerry Jacques and Jérémy Grosman, Research Center in Information, Law and Society, University of Namur, Belgium

Individuals are nowadays deeply engaged with media whose recommendation algorithms select tailored contents for them. Despite their influence on media practices, algorithmic operations remain largely opaque and difficult for the public to understand or follow. The present paper attempts to identify key issues regarding recommendation algorithms that could be fruitfully addressed by media education initiatives aiming to foster reflexive and empowered users. Reviewing relevant media education literature, we propose a framework for exploring the problems and stakes raised by media users when interacting with recommendation algorithms. With this framework in mind, we introduce the empirical results obtained during a series of game-based focus groups. The focus groups, organized in collaboration with a Belgian media education association, take the form of game sessions where participants were asked to “act as a recommendation algorithm” (adapted from Helgesson (2016)), followed by a discussion through which participants collectively reflected upon their experiences, perceptions and concerns. The analysis of four focus groups, three organised with teenagers and one with researchers, and interviews of media educators who conducted them, brings to the fore questions of personalization, automation, trust, valuation and datafication. Anchored in participants’ experiences, the conclusion formulates recommendations aimed at helping media educators to foster algorithm-based media literacy.

Keywords: algorithm, recommendation, media literacy, societal issues, focus group

References

Anticipatory action in creative media education: dialogue animation by hearing-impaired students (by video)
Oksana Fedotova and Melvyn Ternan, Sheffield Hallam University, UK

Despite numerous initiatives for increasing workforce diversity, disabled people are still underrepresented in creative media industries. Research shows that numerous barriers discourage disabled students from entering media professions, including the disabling practices within the industries and lack of resources. Media education has a huge potential to contribute to positive change, by supporting disabled students in developing their own, often unique, skillsets, and by promoting inclusive ethics and work strategies among their able-bodied peers. However, the current ‘reasonable adjustment’ policies are limited and lacking in subject-appropriate anticipatory action. This is further exacerbated by recent changes to disabled students’ allowances. Our video presentation will demonstrate how anticipatory action was implemented on a
second-year undergraduate animation module. The module involves an audio-based stop-motion animation project, which presents significant difficulties for hearing-impaired students communicating through British Sign Language (BSL). With no existing stop-motion based BSL animation to date, we shall present a first-hand account of incorporating and supporting a BSL assignment brief. The talk will be illustrated with extracts from reflective video-diaries and the screening of the resulting animation. The audience will be invited to comment on the outcomes, and to consider the broader implications for creative media education.

Keywords: inclusive education, creative sector, hearing-impaired, BSL, animation

References:
Ellis K (2016) Disability Media Work: Opportunities and Obstacles, Palgrave

A critical workshop study for the alternative imagination of digital media platforms
Shin Mizukoshi, The University of Tokyo, Japan

Since the mid 2010s, the world media landscape has been covered with GAFAM (Goggle, Apple, Facebook, Amazon, and Microsoft) used by smart phones and rapidly transmitted. The GAFAM and smartphone have already become our ordinary media platforms. Since 2000s, the emerging fields such as software studies and platform studies have developed academic discussion of them. However, little has been discussed about the learning processes and educational programs developing general people’s critical understanding of them. How to share the literacy of media platforms among wide general people? Can experts bodily understand them as not only technologically but also socio-culturally constructed objects? In this paper, Shin discusses about the design, practice and evaluation of one media literacy workshop: Media Landscape without Apple, which has been planned and facilitated by his team since 2015. The workshop collects various participants and asks them to make alternative scenarios of today’s media landscape collaboratively under the supposition that Apple had suddenly vanished in 2007 and, consequently, iPhone were not produced. Shin finds those scenarios cast alternative imagination on the problematic situation of the contemporary media landscape. The paper makes a contribution to the new literacy theory and programs of digital media platforms.

Keywords: media platforms, software studies, platform studies, Apple, alternative imagination

References:

Religious Education and the Internet. The Case of the Roman Catholic Church
Jakub Havlicek and Dusan Luzny, Palacky University Olomouc, Czech Republic

The presentation deals with the topic of religious education through the internet from anthropological perspective (Berliner – Sarró 2007). It focuses on the issue of re-producing religious knowledge of the Roman Catholic Church on the internet, particularly on social media. From an emic standpoint the presentation focuses on the attitudes of the Church towards the internet in general and social media in particular. From an etic perspective it deals with theoretical concepts of social sciences which can be applied on the case of the Church using the internet as a tool of religious education. The presentation is based on qualitative thematic analysis of primary sources, particularly of internet resources. It is also based on secondary data analysis and qualitative analysis of social media pages on Facebook and Twitter. The internet represents for the Church an important tool of religious education. The activities of the Church on the internet are particularly aimed at a young audience. The Church uses the internet as a tool of religious development along with theological concept of “new evangelization”. From the perspective of social sciences, it can be related to the concepts of organizational secularization (Dobbelaere 2002) and of “connective memory” (Hoskins 2009, 2011; van Dijck 2010).

Keywords: Education; Religion; Internet; Social media; Roman Catholic Church

References:

Panel 4c - Chair: Prof Kara Ka Wah Chan

The Screenwriting PhD: How Candidates Articulate the Screenplay as a Contribution to Knowledge
Craig Batty, University of Technology Sydney, Australia

As the number of screenwriting doctorates thrives internationally, it becomes important to map the work being undertaken and, from the stance of research education, theorise their underlying concepts and constituent components. While some of this work has been done for filmmaking and screen production, very little has been done for screenwriting – a discipline in its own right, yet one that sits both across and between creative writing and screen production. In this article we analyse a range of completed screenwriting practice PhDs to ask the question: how do candidates articulate the screenplay as a contribution to knowledge? Underpinning this task is a desire to better understand how – or indeed if – these candidates conceive of the screenplay as a research artefact, one that might very well be aimed at production or industry development, but for the PhD one that has a particular function: to enable or communicate new knowledge. The paper will thus bring together empirical insights with contextual literature on doctoral education and creative practice research, which will include document analysis of a sample of theses awarded internationally. Key areas of consideration include: do screenwriting candidates position their screenplays in particular ways; are there patterns in the articulation of methodology; and how do candidates capable of talking about the knowledge they are contributing; and does such an analysis lead us to a sense of the typical ‘standard’ of a screenwriting practice PhD?
Problems Associated with Documenting Filmmaking Collaboration
Christopher Hall, Sheffield Hallam University, UK

The precise nature of collaborative filmmaking is particularly difficult to describe, theorise and assess. In 2016 an opportunity arose to investigate the nature of collaboration on a small self-contained film project, Popcorn by Third Angel. The response to the main film is the short documentary Making Popcorn (Password: MESS). The original intention behind which was to document, analyse and celebrate the production process between a group of long-term collaborators. Although using a distinct developed aesthetic, this is not auteur filmmaking, but the true nature of the collaboration remains slippery. The subsequent documentary filmmaking process raised its own set of questions many of which were not answered, or were simply ignored. Examining the manner in which collaborative processes are portrayed in mainstream filmmaking documentaries, the pedagogy of collaborative media production and using these examples to inform my own understanding of my own practice, I will attempt to address these issues and explain the nature of the type collaborative filmmaking. This session is a screening with Q and A.

Keywords: Filmmaking, Education, Collaboration, Representation, Documentation

Integrating media literacy education with PBL in the digital age: Based on the practice in China
Jie Zhang and Wen Xu, Communication University of China, China

The theory and practice of media literacy education need update continuously to meet the social need with the fast development of media technology. We bring forth the Digital Age- Project based learning model with the practice in China. It inherits interdisciplinary, comprehensiveness, experiencing and teamwork which PBL emphasizes, but also points out the digital technology is the premise and important support. This new model not only changes the role of media literacy education in China's primary and secondary education system, but also provides an ideal development trend of media literacy education in China. The study takes the practice in primary and secondary schools in Beijing and Zhongshan as an example to state the new development trend of media literacy education in China.

Keywords: PBL, digital age, media literacy

References:

Policy and Strategies in Promoting Media Literacy in Thailand
Chanansara Oranop Na Ayutthaya, Dhurakij Pundit University, Thailand.

This study aimed to analyze the strategic areas in which state and non-state agencies in Thailand have been promoting Media, Information, and Digital Literacy (MIDL). Also, the study discussed the outcome of current policy and strategies on promoting MIDL in Thailand. In analyzing the strategic areas, UNESCO’s conceptual framework for MIL strategies was employed, together with in-depth interviews with key informants from state, academic, and civic organizations. Currently, both state and non-state agencies mostly focused on promoting MIDL among two strategic areas, which were formal education, e.g. teachers and students, and non-formal education, e.g. parents and local leaders, while media practitioners and media organization were seldom the target group. Moreover, the study found the need for improving the promotion of MIDL in Thailand, namely a more integrated policy among state agencies, more competent teachers and resources in MIDL education, a higher focus on an empowerment approach, and an increase of competency of creating with reflective thinking among Thais who are both users and creators in a digital media ecosystem.

Keywords: Media Literacy, Digital Literacy, Information Literacy, MIDL movement in Thailand, Media Literacy Education

References:

“But It Seems OK To Me”: Overcoming Student Resistance to Media Literacy Themes and Messaging
Jayne Cubbage, Bowie State University, USA.

In the wake of increased media literacy education in secondary and post-secondary educational settings, one main component of engaging students with the messages and tools of media literacy is student ambivalence and outright resistance to media literacy tenets and messaging. When students enjoy media, it may be difficult for instructors to help change the way students view media and understand the ways in which media producers have designed programming and other media products to be compelling, thereby causing unaware media consumers to engage with the products with little forethought and critical awareness of embodiment messaging and techniques. This interactive workshop will ask educators to role play, by engaging in group discussions and answering questions about some of their challenges they encounter from students who are resistant about media literacy messages. This workshop will offer techniques which are designed to overcome student resistance and ambivalence about new ideas and information they may find overwhelming and not related to their own media usage. Interactive surveys and video recording software will be used to explore both challenges and solutions. Participants should bring personal computing devices such as laptop computers, tablets and smartphones for use during the workshop. Note: this is an interactive and participatory session.

Keywords: screenwriting, screenplay, PhD, creative practice research, doctoral education

References:
On the Construction of Teaching Mode of “Lecture, Practice, Exhibition and Evaluation” of Media Major
Yang Zheng, Hubei University of Arts and Science, China

Based on the employment trend and the literacy requirements of local news media, this paper puts forward the teaching mode of “Lecture, Practice, Exhibition and Evaluation” of journalism & communication major in local university, which combined with the following four parts: “Lecture” links fine theory, emphasizing practice; “Practice” links classroom training, classroom experiments, extracurricular practice; “Exhibition” links class exhibition, social media broadcasting; “Evaluation” Links students self-evaluation, teacher evaluation, experts evaluation on academic performance.

The construction of the teaching model is of practical significance and popularization value to enhance the innovative practical ability of Media Major students and to promote the win-win development of university and media industry.

Keywords: Teaching Mode, Lecture, Practice, Exhibition, Evaluation

References:
Dushangze. Xi Jinping stressed at the Party’s forum on the work of news and public opinion: adhere to the correct direction and innovate methods and means to improve the power of the news and public opinion [N]. People's Daily: 2016-02-20.

Master's programs in science journalism and communication in Russia and the USA
Yuliya Balashova, St Petersburg State University, Russia

In the United States for a long time, and recently in Russia, there is renewed interest in the mediation of science. The key problem is the training of the relevant staff; in the Russian educational environment, the cultural and historical principles are significant. The tendency for universalism was inherited not only by the Russian popular scientific press, but also by Russian education in science journalism and communication. The Russian system of education tended to combine natural science with a humanitarian component, and such a basic cultural principle should obviously be implemented in interdisciplinarity. Master’s programs in science journalism and communication in the U.S. universities, however, are primarily based on the needs and requirements of the specific territory and state in which the university is located; the wider external environment of the specialty obtained is introduced into the educational context of American education. In this way pragmatism and specialization, peculiar to the whole system of American life, are manifested. In contrast to American experience, the Russian educational system continues to maintain its fundamentality. The external environment is not so actively involved directly in the learning process, largely remaining in the field of the student’s separate work and additional activities.

References:
Strel’nikova, L.N. 2003. O tendenciyah v mirovoj zhurnalistike i meste nauki v SMI [On the trends in world journalism and the place of science in the media]. In: Stenogramma master-klassa “Nauka v SMI segodnya. Opyt rossijskoj i britanskoj zhurnalistiki”[The shorthand record of the master class “Science in the media today. The experience of Russian and British journalism”]. Saint Petersburg [without formal editing].

The strategy analysis of traditional Chinese culture external communication
Zhang Qixin, Hunan University, China

The excellence of Chinese traditional culture is the soft power that makes China stand firmly in the world. Under modern social circumstances, it is an important issue to innovate the mode of external communication of traditional Chinese culture and to spread the excellent traditional Chinese culture to the world. At the same time, in the exchanges of global culture, showing the unique charm of the traditional Chinese culture is critical as well. In order to get the achievement, China needs to enhance its culture communication power, to create a platform for internet communications and to create a new approach of cultural communication and image to the world. So this paper focuses on the external communication strategy of traditional Chinese culture.

Key words: Traditional culture, External communication, Communication strategy, Economy, Soft power

References:
谭淑骞.对外汉语教学对中国文化传播的影响与作用分析[J].青年文学家, 2015,(02),146.

What can We Media do to improve children’s media literacy?
Dr. Lingyun Zhang, Executive News Editor, Phoenix Satellite TV

In the new media environment, media literacy education should open up new channels and patterns. So far, media education is mainly carried out by schools, traditional media, and institutions. However, with the social media and We Media development, the audience needs more lively and innovative ways to learn and convey the message.
As far as China is concerned, it is mainly reflected in “One High and One Low”. “One High” refers to the rapid development of China’s Internet and social media. “One Low” indicates the late start of media literacy education in China. It is urgent to improve the level of media literacy in the whole society.

Taking the first WeChat public account, which aims to improve children’s and parents’ media literacy in China as an example, this paper explores the relationship between We Media and children’s media literacy, and explores the rules and characteristics of self-media communication, interpreting the path of enabling children in the age of We Media.

Keywords: children; media literacy; self-media; fake news; critical thinking

References:


Governmental and non-governmental initiative to promote Digital Literacy in Spain
Catarina Lucas and Maria João Couto, Centre for Research and Innovation in Education, Portugal

Public and private sectors’ initiative to promote Digital Literacy is fundamental: to contribute to empower citizens with competencies demanded by 21st century society; to improve quality and increase the frequency of promotional initiatives; as well as to create learning opportunities for all citizens, especially for those not covered by formal education. Quantity and quality of initiatives depend on: the interest and the potential that governments and non-governmental educational institutions recognize in this subject. In this sense, it is important to disseminate the results of research in order to better define strategic options.

Our research focuses was on occurred initiatives in Spain from 2014 to 2016. Research was carried out within the Digital Literacy working group of the Cost Action “European Digital Literacy Network”. Specific objectives are: to compare the private and public initiative with regard to the promotion of Digital Literacy; to find weaknesses in the available initiatives; to stimulate new ones; disseminate strengths and potentialities of those already carried out and share it as examples of good practices. Results contribute to the definition of future action lines in order to improve intergenerational educational initiatives.

Keywords: Digital Literacy, Governmental Initiative, Non-Governmental Initiative, Best Practices, Spain

References


New media literacy skills and civic participation among Chinese grassroots population
Yuchao Zhao, Chinese University of Hong Kong, Hong Kong
Bei Ju, United Nations University Institute on Computing and Society, China

Can new media literacy skills (NMLs) promote and improve China’s grassroots engagement in civic life? NMLs go beyond the traditional understanding of media literacy to envision people’s active production in new media environment (Kahne et al., 2012), as well as their “social and cultural competencies” achieved by digitally involving in a participatory culture (Jenkins, 2006). Despite different stakeholders—the policy makers, the scholars and the educators, all conceive new media literacy as a constellation of life skills and emphasize its role in fulfilling a full citizenship for everyone in every context (Buckingham, 2009; Hobbs, 2010; Literat, 2014). Unfortunately, to date, there have been few empirical assessments of NMLs (Livingstone, 2004), nor of its subsequent effects on civic life (Kahne et al., 2012), and nor of its characteristics among non-youth population in non-educational settings (Literat, 2014). The present paper attempts to address these conceptual and methodological lacunae by combining survey data with in-depth interviews to explore NMLs among cross-border migrant workers—one of China’s grassroots populations (e.g. lower income and education). What are the characteristics of NMLs among grassroots population? What’s the relationship between their media use and NMLs? Does a higher level of NMLs inhibit or encourage their confidence in capacity for engaged and active civic participation?

Keywords: digital/new media literacies, civic engagement, political efficacy and Chinese cross-border migrant workers

References:
Different destinations: the divergence of goals in higher education media education in the UK

Marcus Leaning, University of Winchester, UK

This paper explores the development and divergence of undergraduate media degrees in the UK. The paper charts the emergence of media as a subject of study, its growth, and its divergence into multiple subject areas and considers the underlying rationales informing the different approaches. The paper commences with a discussion of the origin of media degrees in the UK in the 1970s. It is noted that such degrees were designed to develop critical acumen in students (Masterman, 1985). These degrees incorporated a measure of practical training though this was to inculcate criticality in students. From the late-1980s to the early-2010s the number of media students increased (Ramsden, 2012) and new degrees developed incorporating a greater emphasis on practical elements. The paper concludes with a discussion of how the critical focus of the early media studies degrees where practice was used to enhance criticality has become inverted. In many contemporary degrees there is an emphasis upon practically based work and the needs of the media industry. It is argued that such changes can be understood with reference to the marketization of higher education and the general neo-liberal public policy trajectory from the 1980s onwards in the UK.

Keywords: Media education, Higher Education, neoliberalism, media studies, media production

References:


Mixed-level classes management

Yuan Tian, Macao University of Science and Technology, China

Mixed-ability classes can be nightmares for tertiary teachers, as it is really hard for them to get full control of the class. However, for postgraduate course in film management, it’s common to get such kind of classes with students obtaining varied academic backgrounds, interests, motivations, and working experiences, etc. It is common for certain members to feel unsatisfied while others to struggle to catch up during class because of the huge differences of their backgrounds. Therefore it’s quite hard to move on with the teaching practice, let alone meeting any teaching target. I intend to use the case study of one of my postgraduate classes majoring in Film Management to talk about effective procedures that teachers can use to manage a mixed-ability class, to actually intend to use the case study of one of my postgraduate classes majoring in Film Management to talk about effective procedures that teachers can use to manage a mixed-ability class, to actually involve the core of students,‘ figuring out the groups they belong to, and picking out the core member of each group as the focus of in-class activities. Those core members will be guided to lead others to better improvement. Detailed steps will be provided for peer reviews and further improvements.

Keywords: Mixed-ability Classes Management, tertiary film management education, Outcome Based Education, focus group; opinion leaders

References


Asian media project for media literacy and cross-cultural communication in five countries

Seongsoo Baeg, Kolej Universiti Islam Antarabangsa Selangor, Malaysia
Gengxin Wang, Communication University of China, China
Faye Martel, University of Santo Tomas, Philippines.
Shin Mizukoshi, University of Tokyo, Japan

In this age when digital technology makes it possible for people to cross borders and easily communicate with others, there is still the need for “face to face” interaction. d’CATCH is an international project designed for ‘Media Literacy’ and ‘Intercultural Communication’, through the cross-cultural collaboration of video making and discussion about social common issues in Asia. It has five participant universities of five countries: China, Indonesia, Japan, Philippine and Thailand, continued since 2003. Baeg will introduce its history and refer to the meaning and vision. She also discuss about the reflection method of this project, named ‘visual reflection’. Martel will discuss the learning experiences of d’CATCH participants from the University of Santo Tomas. Her presentation will present results from a survey conducted among students who joined d’CATCH from 2004 to 2018 on their personal insights and learning before, during and after their participation. This will determine how effective is the project as a practical learning project for students of communication. Wang will examine what Chinese students’ videos represent. And also expectation and response of Chinese students to this cross-cultural media education project. Lastly, there will be screening, discussion and sharing information about cross-cultural communication, media literacy and video activities among participants.

Keywords: media education, media literacy, cross-cultural communication, video making, international workshop

Communication as Education: A pedagogic experiment amidst cultural contradictions between curricular priorities and teaching practice

Ian Attard, Malta College of Arts Science and Technology, Malta

This study is an investigative journey that explores the need of effective communication as an asset-learning tool to break down the non-inclusive dominance of traditional learning settings in a formal educational setting. This research revolves around the concept of ‘Communication as a process of sharing’, and embarks on a theory building exercise to discover how effective use of communication in a learning setting can present positive results to students with a wide range of learning abilities. As a result, it is envisaged to design and develop an experimental learning intervention in an educational landscape that experiences cultural contradictions between curricular priorities and teaching practice. There are various issues that conflict with a student’s perception of learning achievement in such dichotomous learning environments. One of which is the way the concept of learning might be communicated through learning structures that might disallow students to think critically about learning achievement. “Students would be not only what they know, but also who they are becoming.” In response, this paper will share the outcomes
of a preliminary experimental methodology that tests the interactive channels of learning through a creative and connective learning process.

Keywords: communication, curriculum, connective, culture, creative

References:


Panel 4d - Chair: Dr Mark Readman

“If I listen to the news, what can I do? I have a lot of my own problems”: The media experiences of unaccompanied refugee children

Annamária Neag, Bournemouth University, UK

It was July 2015, and thousands of asylum-seekers camped out around Budapest’s Keleti railway station. Europe wasonce again on the verge of crucial change. It was the start of an ongoing process dubbed by the media the ‘European migration crisis’. Since then, several thousand asylum-seekers have arrived on the continent, triggering widespread debates about migration and human rights. Among those seeking asylum, the most vulnerable are, undeniably, unaccompanied children. By 2017, more than 150,000 unaccompanied minor asylum-seekers have been registered in different EU countries. European authorities and NGOs stress the need for suitable integration policies. Previous research talks about ‘connected migrants’ (Diminescu, 2008), and the relevant IT skills that refugees have (Gillespie, 2016). However, this presentation will address the question of whether digital technologies and (social) media can be useful tools for addressing the challenges of integration. The findings are based on fieldwork carried out in the Netherlands, Sweden and Italy, three of the European countries with the largest share of unaccompanied minors among asylum-seekers. The presentationwill build upon the lived media experiences of these children and will focus on how the process of migration has changed children’s media use, and how digital technology enables children to make sense of their new lives in Europe.

Keywords: unaccompanied minor refugees, media experiences, media literacy

References:

Young migrants and film: a language without borders

Michelle Cannon, UCL Institute of Education, UK.

Intercultural understanding between young migrants and children from host European communities is an urgent contemporary challenge. This paper details an international EU-funded research project that explores the ways in which European film culture can be used as a means of supporting positive integration for young arrivals in Denmark, Germany and the UK. Throughout 2018, the British Film Institute, Danish Film Institute, and Vision Kino partnered up to organise screenings of selected films for thousands of young people aged 6 – 18 from both migrant and host countries. Making use of the rich language of film, pedagogic materials were devised to help educators encourage an exchange of narratures and experiences, with the aim of building mutual cultural understanding between peers. These materials have been translated into 6 European languages to enable schools and other settings to access new film education techniques that embrace diversity and seek commonality.

The paper presents qualitative data illustrating the development of a film education model that suggests the potential of the moving image in the context of a migrant society. If film is a language without borders, how can teachers use such a framework to promote dialogue between diverse learners?

Keywords: film, culture, pedagogy, youth, diversity.

References:

The role of the AFP in Media Literacy and outreach with South Island School

Iain Williamson, South Island School, Hong Kong
Eric Wishart, AFP and Hong Kong Baptist University

This MES conversation will share the key outcomes of a media education partnership between the Agence France Presse (AFP) and a Hong Kong school. Iain Williamson, HoD of Film and Media and digital literacy coordinator at South Island School, has created a unique course in which South Island students pursue a media course accredited by the AFP which is based on authentic learning tasks and assessed only via coursework. Eric Wishart is head of special editorial projects for AFP global news management and lectures in journalism at Hong Kong University and Hong Kong Baptist University. In this MES conversation, Iain and Eric will reflect on their partnership and make recommendations for applying the model.
Digital media literacy and mindfulness: the integration between western and Thai perspectives
Monsak Chaiveeradech, Bournemouth University, UK

Previous research in Thailand refers to applying Buddhist concepts to media literacy, which relate to a critical thinking process and encourage individuals to be aware while they consume media content. On the other hand, mindfulness is used as a key tool in western therapeutic techniques in psychology, and also in digital media literacy education where it has potential to contribute to the process of learning media literacy and critical thinking. From this point, I would like to explore and the key relation between digital media literacy and mindfulness from western and Thai perspectives. I, as a researcher, think that combining the Buddhist concept of mindfulness in the context of digital media literacy education might be a way to simplify the complicated theory, and relate it to Thai consumers’ experience, both formal and informal, in their daily lives.

Keywords: Digital Media Literacy, Mindfulness, Thai Contexts, Critical Thinking, Digital Content

References:

Comparison of three web-based studies to enhance physical activity
Sheu-Jen Huang, National Taiwan Normal University, Taiwan

This study aims to explore the principles of delivering effective health information through a web-based method by comparing three research projects. The results can be the basis for designing and implementing media education programs across various age groups.

Three studies targeted toward physical activity enhancement were conducted in Taiwan. The target groups were undergraduate female students, elementary school students and employees in a bank. The sample size for each study was 149, 519 and 270, respectively. Group-randomized controlled trial design based on psychosocial theories was employed. A theory-based website was effective in improving physical activity for elementary school students and young female undergraduate students. The effect of self-efficacy of physical activity lasted for three months. However, in the worksite study, physical activity was not enhanced with the intervention of short message service or the Internet website although the mediator variables such as exercise social norms and perceived behavioral control based on the theory of Planned Behavior. The researchers recommended providing multi-channel intervention methods for the targeted group in the future studies. The difference of the results among studies also will be discussed.

Keywords: Internet, media intervention, physical activity, Short Message Service

References:

Journalism, kids, and gender: analysis of the local news published on an online newspaper for kids
Federica Nardi and Paola Nicolini, University of Macerata, Italy

This work will present the results of the text analysis on the news published on the local online newspaper Cronache Maceratesi Junior.

The analysis tackles the gender representation in the news, written for or by children. Gender issues in journalism particularly affect new generations, also in terms of self-representation and identity development.

The text analysis will use word-count software as well as human coders, taking into consideration both the topics proposed (semantic analysis) and the language used (grammar analysis) such
as: the rate of male and female pronouns; the use of the Italian grammatical rule of the “male’s predominance” (which implies, in the formation of plurals where there are both masculine and feminine subjects, that the common adjective or past participle will be always masculine); the use of stereotypes in family representation, and so on. Also the gender of the journalists will be analysed, and connected to topics and language use.

A vademecum about gender representation will be the final outcome to be applied in further articles will be sketched, in order to be tested and discussed.

Keywords: journalism for children, gender representation, media education, language, stereotypes

References


Students’ Drawings as medium in education: example from Papua New Guinea
Martin Soukup, Charles University, Czech Republic

The aim of this paper is to present the results of research focused on students’ drawings as a medium for the visualization of mental representations of culture. The use of drawings has a long tradition in research in the social sciences and psychology; mostly in order to study cognitive development (Soukup 2014). The author used drawing in a different way; he worked with drawings as a research tool for studying cultural representations (Sperber 1996). The paper is based on the author’s research conducted among the Nungon ethnic group living in the Uruwa Valley of Saruwaged Range in Papua New Guinea (Hubeňáková & Soukup 2012). Drawing is an integral part of the educational process in the school in Uruwa Valley. The author will compare the set of collected drawings on the topic of Nungon culture with textbooks used for teaching in primary school in Papua New Guinea. The author will demonstrate how the drawings are affected by the general presentation of New Guinea’s traditional way of life in the textbooks.

Keywords: drawing, education, mental and cultural representation, Papua New Guinea

References:


Panel 3e - Chair: Dr Masato Kajimoto

What does a Producer Actually Do? A Case Study of 2017 feature, Morning Christopher Hall and Colin Pons, Sheffield Hallam University, UK

“It’s a lonely job... Not too many thank you’s. Lots of rejection. No Indie Spirits or Academy Awards for being on budget and on schedule” - Christine Vachon, 2016

In response to concerns about the role of and value of Producing raised by our institution’s research centre, we set out to illustrate and explore the breadth of the position, in a documentary. Produced in collaboration and consultation with postgraduate filmmaking students the documentary is designed to be a learning and teaching resource, providing insight into the day to day work of a Producer and the production team, on a low budget feature film. Drawing from over 30 years of film production experience Producer Colin Pons kept a candid video diary throughout principal photography and subsequently reflects upon, contextualises and explains the vicissitudes of the filmmaking experience. Raising questions concerning the teaching of production skills, the use of documentary case studies and how our personal experiences influence our teaching we aim to evaluate the role of the producer and critique the mainstream pedagogy in this area.

Keywords: Filmmaking, Education, Collaboration, Research. Producing

Educatiing for Creativity: Media Practice Teaching and Research in Higher Education
Susan Kerrigan, Phillip McIntyre, Janet Fulton, Michael Meany, Elizabeth Paton, University of Newcastle, Australia

The University of Newcastle, Australia has embedded the theory and practice of creativity into its Bachelor of Communication program for the last two decades. This has led to a program of undergraduate learning and Honours and doctoral research that has investigated creative media practice include topics like filmmaking and documentary, songwriting, journalism, literature and humour in chat-bots.

Creativity as a theory is taught in the curriculum at Newcastle and applied to practice where students used practice-led learning (McIntyre et. al; forthcoming) and Practitioner Based Enquiry (Murray and Lawrence 2000) to frame individual research questions and find out more about creativity as a practice and a process in media production.

The Creative systems model (Csikszentmihalyi, 1999) is the foundational theory and it is complemented with staged-creative process and group creativity theories (Paulus and Nijstad 2003). These theories describe creativity and allow these concepts to be applied to undergraduate media production courses where each student can logically and systematically enquire into their practice from a collaborative and an iterative and staged process of enquiry. This pedagogic approach aligns with media industries in doing so it answers positively the question: ‘can creativity be taught?’

This curriculum design goes well beyond student-centred learning, is broader than content-based learning, and initiates ongoing professional and life-long learning practices. It also prepares students for employment in a dynamic set of global creative industries which requires them to be resilient and entrepreneurial and locally focused while being globally aware.

Keywords: Creativity, Media Production, Creative Industries, pedagogy, communication.
Production & Pedagogy: The benefits and challenges of student-generated digital media at a Japanese university
Matthew Love, Nagoya University of Commerce and Business, Japan

With international tourism booming exponentially (Smith, 2018; Kopf, 2018), and the Tokyo 2020 Olympics only two years from now, the demand for English as a lingua franca (ELF) in Japan is increasing. However, despite the social and economic potential of these events, English is still viewed as a relatively complex subject. In 2014, a survey by the Japanese Ministry for Education, Culture and Science (MEXT, 2015) claimed that, “more than 50% of students do not enjoy learning English” (p.6). Additionally, the lack of English productive skills (practice & instruction), were also identified as significant obstacles to English proficiency.

This presentation showcases an experimental pedagogy that uses student-generated digital media products in a social-constructivist approach, to address the above MEXT concerns in a transformative nature (Puente, 2015; Magana, 2018). We will look at examples of student project work (documentary, drama, digital storytelling and websites/e-Portfolios), some of the equipment used, and the learning outcomes produced. We will then discuss the challenges of teaching media production in the context of foreign language education, and the frameworks that guide it. Finally, we will create (together) a short green-screen production, normally used for high school sessions as an open campus demo.

Keywords: Student-generated digital media, English language learning, student voice & agency, active learning environments, social constructivism

References:

Effectiveness of Media Literacy Education to Secondary Students in Hong Kong
Ying Kit Chan, Pui Man Ma and Kam Kuen Ng, The Hong Kong Federation of Youth Group Media Counselling Centre, Hong Kong

In new media era, teenagers are prosumer, actively providing contents to online platforms rather than receiving information. Their psychosocial development is significantly influenced by the norm and values of online world. Teenagers may suffer from online risks unless they have sufficient media literacy which enables them to access, analyze, evaluate and create media message with critical thinking, proper attitude and positive values.

BeNetWise- Educational Project for Media Literacy is a two-year project in 20 secondary schools. It aimed at cultivating young people’s media literacy by enhancing their knowledge of new media, critical thinking and positive values towards massive media information. Besides, it enhanced parents’ understanding on trend of new media and promoted parent-child relationship with utilizing new media. Support were also given to teachers to sustain media literacy education in schools.

The project made significant improvement in media literacy of students proved by the evaluation research on project by Faculty of Education, The University of Hong Kong. The project developed comprehensive curriculum of media literacy, established Media Education Online Portal, collaborated with multi-professions and developed the first localized assessment tool New Media Literacy Scale (NMLS). This practical wisdom contributed to the development of media literacy education in local and overseas.

Keywords: media literacy education, prosumer, critical thinking, proper attitude, new media

References:
Sam, Chu & Donna.Chu (2017), The Effects of BeNetWise Program on Youth Media Literacy: A Mixed Methods Research

Panel 4e - Chair Dr. Annamária Neag

VR Kaleidoscope: Reconfiguring space and place through community-based media literacy interventions
Danai Mikelli and Steve Dawkins, Coventry University, UK

This paper presents the findings of VR Kaleidoscope, a community-based educational project involving young people from disadvantaged backgrounds in the creation of VR films. The project aims at providing young people with the tools to “become actively involved in their worlds” (Hoechsmann and Poyntz 2012), using immersive VR.

VR has been theorised as a “productive enhancement to human interaction, bringing together people from around the world to engage and interact — regardless of social, economic or geographic disparities” (Reede and Bailiff 2016). This research provides empirical evidence concerning the impact of VR in educational settings, exemplified in this project by Critical Media
Using music in the Sino-British classroom to increase student discussion participation

Stephen Andriano-Moore and Agata Ewe Wrochna, University of Nottingham, Ningbo, China

This paper will present the findings of a research project on the use of music in the classroom to increase the quality of student participation at a Sino-British university. The research will take place in spring 2018 in a level 1 Cultural Studies module, in which past cohorts of predominantly Chinese students often avoided, or were reluctant to participate in, class discussions in ways that are reflected in previous research on Chinese students (Huang et al., 2002; Iannelli, et al., 2013; Song, 2015). These characteristics contribute to an uneasy, often silent, learning atmosphere. Previous studies have shown music can be used to control atmosphere, emotions, energy, and tasks (Kou, et al., 2017; DeNora, 1999). This research will apply these strategies in three of the ten lectures with 180 students and four of the ten 20-student seminars across 10 weeks. Results will be gathered through observation, questionnaires’ and semi-structured interviews. It is hypothesized that music played before the start of class will contribute to a livelier and more informal atmosphere and that music used as background sound during discussion periods will break the silence so it is easier for students to begin discussions and reduce pressure on students.

Keywords: Music, student participation, Chinese students, pedagogy, Sino-British

References:

Ping Pong OIL+: Extending Intercultural Media Learning with Immersive Media

Jacqui Speculand and Stephen Dawkins, Coventry University, UK

Evidence of the transformative nature of an international experience for students as part of their course is widespread (Leask, 2015: Clifford & Montgomery, 2011). Online International Learning (OIL) projects have become one of the key means of internationalising the teaching and learning experience throughout the UK HE sector.

This paper reports on the outcomes of project within Coventry University, a university with a reputation as an international, intercultural university. The project explored best practice from around the University, and elsewhere within the sector, to support the development of an OIL+ project using a range of technologies to support the learning experience through blended, multi-level and immersive interactions between students in the UK and Hong Kong.

In the project, we explored how different digital technologies within collaborative learning environments could be used to create increasingly transformational intercultural education through the inclusion of different ‘layers of interaction’ between students: physical interactions (shared teaching across cohorts and field trips), online interactions and virtual interactions (through the use of VR and other forms of virtual collaboration). It explored how the addition of immersive media technology to the teaching and learning environment enhanced learning in both locations and provided a truly embodied global experience for both groups of learners.

The project was exploratory and throughout the project there was opportunity to disseminate the curated work-in-progress of the staff and students through a dedicated blog, social media and via 360-degree films on VR. These artefacts will form part of the presentation.

Keywords: Online International Learning, collaboration, digital, interactive

References:

Teaching Gatekeeping and Framing theory through activities with Chinese journalism students

Jesse Hearsn-Branaman, United International College, China

Journalism students and educators often face a conflict between knowledge gained in their theoretical and practical classes. This paper will show the results of classroom activities developed to help students get a deeper understanding of the gatekeeping, news selection, and framing practices of journalists. Participants are undergraduate Journalism majors at United International College, Zhuhai, China.

The first activity is an adaptation of audience research (i.e. Philo 2002). Pictures of newsworthy scenes are distributed to groups who are asked to do a role play presentation as broadcast journalists. The pictures are a mix of generic scenes to allow students to give their own geographical and political context. In the second activity (see Petrow 1982) each student...
is assigned to be the editor/producer for a different genre and format of news organization and given different events of different natures. They are then asked to choose and rank three events and write headlines for each. A discussion is then held to examine the ranking and framing of the stories.

The activity was used to have the students practice their news-producing skills and to provide a space for self-reflection, and to provide data about how journalism students act as gatekeepers, select stories, and frame news.

Keywords: Gatekeeping, framing, news selection, journalism, China

References:

15.15 – 16.35, NOVEMBER 2ND 2018 – PANEL F
Panel 1f - Chair: Dr Stephanie Jean Tsang

Synchronization of digital competence and media literacy in the Swedish K 12 curriculum
Michael Forsman, Södertörn University, Sweden

In 2016 “digital competence” was added as a keyword and directive for the future to the Swedish K12 curriculum. The concept, digital competence, originates from OECD and EU statements about “21st Century Skills” and it has strong links to neoliberal education governance, linked to digitalization and datafication (Williamson 2014), which makes “employability” more essential than citizenship and critical thinking (Wallis & Buckingham 2013).

From the perspective of “historical semantics” (Koselleck 1985/2004) the concept digital competence can be considered as a form for synchronization (c.f Jordheim 2013) of the logics and temporalities of current “digital education governance” on the one hand and a mediatized understanding of citizenship as equivalent with the socialization of prosumers on the other.

I base my discussion on a combination of mediatization theory (Hepp &Krotz, 2014) curricular theory (Popkewitz, 2015) and a critical understanding of educational media. My main question concerns how the ongoing global takeover of education by Apple and other platform companies, offering in-service training for teachers, and suggestions for alternative curricula for public schools can be countered by a less individualistic and more genuinely progressive and communal pedagogy (c.f. Gordon & Mihailidis, 2016).

Keywords: Sweden, media literacy, pedagogy, global education, digital competence

References:

Transmedia Literacy in the New Media Ecology. An international map of teens’ transmedia skills and informal learning strategies
Carlos A Scolari, Universitat Pompeu Fabra, Spain

The emergence of new media, devices, narratives and practices has compelled media literacy scholars and professionals to review their theoretical frameworks and methodological approaches. Based on a new conception – ‘transmedia literacy’– that moves from traditional media literacy (teaching critical media skills at school) to informal learning and practices of participatory cultures, the research focused on how new generations are doing things with media outside schools and
The Uses of Media Literacy

Julian McDougall, Bournemouth University, UK
John Potter, University College London Institute of Education, UK

In The Uses of Literacy (1957), Richard Hoggart wrote about how his working class community, in the North of England, were at once using the new ‘mass literacy’ for self-improvement, education, social mobility and civic engagement and, at the same time, the powerful were seizing the opportunity also to use this expansion in literacy, through the new popular culture, for commercial and political ends.

The presenters are revisiting Hoggart’s work for their own book, The Uses of Media Literacy (Routledge, forthcoming). Working in the intersection between education, cultural studies and literacies, we are writing about media literacy as a contested, under-theorised field. Doing this through Hoggart’s ‘line of sight’ gives us perspective on media literacy’s various uses, the tensions between them and what this means, in the UK, 60 years on from Hoggart, for people, communities and the contemporary configurations of social class.

In some ways the relationships between the uses of media literacy in our times and literacy in Hoggart’s are straightforward and linear, in others they are complex and ‘fine-grained’. What we are faithful to is an interest in whether and / or how ‘working class culture’ has changed and the role of (media) literacy in this.

Keywords: media literacy, transmedia literacy, transmedia skills, informal learning strategies, collaborative cultures

References:

Media education: basic concepts of media information literacy and its place in the system of education in Russia

Anna Kachkaeva and Anna Kolchina, National Research University, Russia

A multifaceted approach to the solution of media information literacy problems is not yet shaped in Russia as well as in many other countries of the world, although the society keeps placing greater emphasis on this issue. At the same time, in general, there are primary entities and institutions in Russia which can and have to participate in media literacy projects: the scientific community, suppliers of audiovisual content, media editors’ offices (regional mostly), educational and awareness-raising online platforms, governmental authorities, mass media regulators, and civil society organizations. However, the lack of relevant systems, coordination of efforts, and sources of funding allows us to speak more about the initial projects and efforts of enthusiasts rather than the elaborated and coherent strategy of media literacy for various population groups. The number of media and information literacy projects that have been developed in recent years is not as high as it could be in a state with a population of more than 140 million people and the largest territory in the world.

The situation concerning the media education and media literacy projects in Russia is questionable. On the one hand, the country actively cooperates with UNESCO, foreign universities and centers in the field of training of experts and holding media literacy-related scientific conferences. Media literacy is introduced in some schools as an additional course. Annual studies are held which are funded by the state and show that, 74% of the Russian population is media literate. The number of scientific papers dedicated to this topic exceeds 500 in the last four years alone. On the other hand, there are no more than a few dozen large-scale ongoing projects and institutions in Russia whose focus is media literacy. There are no such projects and organizations on the national level at all. While children have an opportunity to choose such an additional course (provided that the school's teaching program has it), adults and especially elderly (55+) citizens have few options. The scale of projects is most often local (regional) an their effects are hard to multiply on a scale appropriate to a country as large as Russia. The level of public awareness of such projects is limited, and independent financing which is not related to government structures is insignificant. However, the active development of interest in the topics of media ecology, media space, still makes it possible for us to speak about positive progress and increase of public interest in this sphere.

Keywords: Russia, media literacy, education, national, public interest

References:
High level of media literacy is ascertained in Russia // Russian Ministry of Communications URL: http://minsvyaz.ru/ru/events/34576/
Panel 2f - Chair: Dr Roselyn Du

Manga Digital Storytelling Appears Effective for the Time Perspective of Pre-service Teachers: Production in Media Literacy
Masato Wada, Tokyo Gakugei University, Japan

Digital Storytelling (Lambert, 2013) improves pre-service teachers' media literacy (Susono, Suzuki, Nemoto, & Goda, 2013). Wada, Zhao, and Xu (2017) found that Japanese pre-service teachers enjoyed producing Manga digital storytelling (MDS) and felt some nostalgia for it. Memories of media exposure may increase happiness (Wiseman, 2009), and psychological time is associated with mental and physical illness (Zimbardo & Boyd, 2008). My primary interest is whether MDS production decreases those illnesses. The present study investigated the effects of MDS on time perspectives. Of 22 pre-service teachers involved in the study, 11 teachers did sessions of MDS in class: Doraemon, Ghibli, One Peace, Gintama, Vocaloid, Monday Night Animation, and Disney, and 11 teachers did sessions of no MDS. 22 teachers were given a paper-and-pencil pre- and post-test containing past-negative time perspectives (PN) and present-fatalistic time perspectives (PF) in The Zimbardo Time Perspective Inventory. Independent samples t-test found no significant differences in the mean of time perspectives between MDS and no MDS. A paired t-test of MDS revealed that post-test scores were significantly lower than pre-test ones for PN (t (10) =2.71, p<.01). These results suggest that MDS may decrease mental illness.

Keywords: Manga, Media Literacy, Digital Storytelling, Pre-Service Teacher, Time Perspective

References:

Media education nurturing multiculturalism in child prosumers
Marketa Zezulkova, Charles University, Czech Republic

Current life in Europe is characterised by growing cultural diversity. For example, in the Czech Republic the number of foreigners with permanent and long-term residence has grown tenfold since 1993, and the ascending trend is also evident in minorities from, for example, Ukraine, Vietnam, Russia and the Roma people (the Czech Statistical Office 2017). However, the incidence of xenophobic, racist and extremist manifestations has also increased. Since the early media experience of today's children plays an important role in shaping opinions, attitudes and behavior towards others, it is necessary to consider the role of media education in nurturing multiculturalism.

The talk will introduce and draw upon an interdisciplinary research project aiming at developing an innovative strategy of multicultural education of child prosumers. This three year (2018-2021) externally funded applied research project will be in its early stage at the time of the conference. The focus therefore will be on a theoretical discussion exploring the relationship between media and intercultural education, while proposing the increasing need for their closer connection when nurturing media literacy of children reading and writing media texts across diverse platforms in distinct contexts. Furthermore, the focus will be on the proposed research methodology which blends together methods and techniques from the fields of anthropology, media studies and education.

Keywords: multiculturalism, Czech Republic, media pedagogy, media effects

References:

Phenomenon-Based Learning: Promoting Finnish Upper Secondary School Students’ Multi Literacy Related to Sexuality
Marjaana Kangas and Päivi Rasi, University of Lapland, Finland

This presentation reports on an ongoing case study during which a cross-curricular and phenomenon-based (Halinen, Harmaja & Mattila, 2015) course entitled “Depictions of sexuality” was collaboratively designed and realized by Finnish researchers and upper secondary school teachers in line with the renewed Finnish core curriculum for upper secondary education (Finnish National Board of Education, 2016). The study explores whether and how the course promotes students’ multiliteracy.

Fourteen upper school level students (aged 15-17) and six subject teachers (psychology, history, health education, mother tongue and literature) participated in the study. The starting point for the course was the topic “sexuality”, the idea being that students themselves select the phenomena within the theme of sexuality, and then explore its depictions and representations in schoolbooks and in other information sources. The course followed the six-step pedagogical model for promoting multiliteracy in cross-curricular phenomenon-based learning (Rasi, Kangas & Ruokamo, in press).

Data includes students’ reports of their cross-curricular analyses of the representations of sexuality, their written self-reflections and teacher interviews. The course is organized during the fall of 2018 and preliminary results will be presented in the conference. The study is a part of Finnish DigiGO!project (2017-2019), funded by the European Social Fund.

Keywords: multiliteracy, phenomenon-based learning, upper secondary school, representation, media literacy

References:
A study on designing photo literacy learning and materials that is necessary in Participatory Culture
Koeri Okuzumi, Nippon Sport Science University, Japan
Kimi Ishida, Yokohama National University, Japan

Recently, particularly among young people, there is a radical increased interest in taking photos and sharing them via electronic media such as smartphones. In the US, since its inception in 2010, Instagram has registered more than 150 million users worldwide, enjoying the freedom to express their lives, through the media of taking and sharing their photos. This gives people access to a vast range of photos, we can say that we are living in a Participatory Culture.

And last year, an international industry association, Camera & Imaging Products Association (CIPA) collaborated with researchers in Japanese language education in making educational materials for enhancing students’ photo literacy. On the basis of this situation, in this presentation, we will demonstrate some examples of Japanese photo workshops and educational materials for students, and discuss what type of photo literacy is necessary in Participatory Culture.

Keywords: Participatory Culture, photo literacy, learning, photo workshop, educational material

References:

Panel 3f - Chair: Dr Xinzhi Zhang

Media Education in Taiwan: A Reflection of Twenty-Year Practice through narrative inquiry
Tzu-Bin Lin, National Taiwan Normal University, Taiwan
Chia-Lun Chang, Beisin Primary School, Taiwan
Chih - Jen Cheng - Long-Pu Primary School, Taiwan

This paper aims at offering a reflective account of the past twenty-year practice of media education in Taiwan. As the first country in East Asia to have an official White Paper on Media Literacy Education (WPMLE) issued by the Ministry of Education Taiwan in 2002 (Lin, 2009; Lin & Choy, 2015), it is worth of exploring the trajectory of the development of media education and the various challenges faced by media educators in schools. Before the WPMLE was released, there have been a group of school teachers practicing media education in their own classroom with some help from NGOs and academic staff in higher education institutes. In this paper, we explore the experience from two practitioners who have been involved in media education in Taiwanese primary classrooms for the past twenty years. Taking a narrative inquiry approach (Clandinin, 2013), the two media educators will be interviewed by the researcher. Moreover, their experience of practicing media education will be documented and analysed. The findings will be the reflections and challenges from practitioners’ experience in real world setting of practicing media education in Taiwan. The implications are not only for local Taiwanese but also good reference to international readers who engage in the practice of media education.

Keywords: media literacy, media education, primary education, narrative inquiry

References:

A comparative study of youth media literacy education in China and Japan
Xin Zheng, Chinese Academy of Social Sciences, China

Media and media literacy education have been paid considerable attention in the West, and not only been studied profoundly in the academy, but also developed and practiced in both schools and society. In comparison with the West, media literacy is now being practiced and developed with the support of governments in both China and Japan. Both of them run deep in Eastern culture, and are now experiencing the stage of adapting media literacy to their homelands. However, a comparative study of the two counties is still lacking research.

Thus, it is worth studying how these two countries develop their media literacy educational system; discussing how they adapt and reshape the Western media literacy model in order to suit local schools may enlighten each other, and indicate whether they can pool their experiences and learn from each other.

The study adopts intensive interviews and comparative studies as the main methods, including three parts: A) a comparative study between Chinese and Japanese youth media culture; B) Crucial theories of media literacy education in China and Japan; and C) Educational patterns and practical approaches of media literacy education in China and Japan.

Key words: media literacy, education, comparative study, Chinese youth, Japanese youth

References:

The use and gratifications approach and the application of front design in book design
Yujie Huang, Phoenix College of Xi Hua, University of China, China

I took my students to design a health handbook for pregnant women. We take the use and gratifications approach to analyze the internal relation of front design. We optimize the font design and adjust the typography design based on the dietary needs of pregnant women and the different physiological and psychological needs during pregnancy. We visualized the dietary needs of pregnant women in early, middle and late pregnancy, also used watercolor typography to make different typefaces. We used questionnaire survey to interview the psychological changes of pregnant women, using irregular font to express different emotional words, and
ABSTRACTS - (15.15 - 16.35, NOV 2 – PANEL F)

Education Policy

Keywords: Children and Young People, Digital Media Culture, Media Education, Digital Literacy, responsible, creative and critical digital citizens.

With parents, teachers and policy makers in order to help children and young people to grow up as they should understand the complexity of current digital media culture, and how we should engage the digital society. This conversation will discuss how we, as media educators and researchers, education is emphasized both inside and outside the school as an important life skills to live in as the digital technology such as the Internet of Things and Artificial Intelligence develop, coding for protectionism to fight against media addiction and harmful media contents. On the other hand, such as YouTube from early childhood, the South Korean society is increasingly calling for the old digital media. As children are increasingly exposed to the use of smartphones and digital contents on the challenges and difficulties media educators might face, in terms of empowering children.

This conversation will share and discuss the contexts, dynamics and issues of the digital media culture that South Korean children and young people are experiencing. This dialogue will focus on the challenges and difficulties media educators might face, in terms of empowering children and young people to deal with the risks and dangers as well as benefits and opportunities of the digital media. As children are increasingly exposed to the use of smartphones and digital contents such as YouTube from early childhood, the South Korean society is increasingly calling for the old protectionism to fight against media addiction and harmful media contents. On the other hand, as the digital technology such as the Internet of Things and Artificial Intelligence develop, coding education is emphasized both inside and outside the school as an important life skills to live in the digital society. This conversation will discuss how we, as media educators and researchers, should understand the complexity of current digital media culture, and how we should engage with parents, teachers and policy makers in order to help children and young people to grow up as responsible, creative and critical digital citizens.

Keywords: Children and Young People, Digital Media Culture, Media Education, Digital Literacy, Education Policy

References:
Sun qi, Li liang, Chen le. On the general character of font design in graphic design[J]. Brand (the second half), (2014) pp. 1-68.
Wang rong rong: The importance of font design in graphic design[J]. The mass of literature and art, 2014(20): pp. 117-118
Guo qing guang. The use and gratifications-----Audience behavior theory[M]. The communication course, (2013)

Digital Media Culture of South Korean Youth and the Challenges of Media Education
Hyeon-Seong Jeong, Gyeongin National University of Education, South Korea
Amie Kim, Gyeonggi Institute of Education, South Korea
Yoo Shin Park, Seoul Seokwan Elementary School, South Korea
Hyunwoo Park, Seoul Broadcasting High School, South Korea
Tzu-Bin Lin, National Taiwan Normal University, Taiwan

This conversation will share and discuss the contexts, dynamics and issues of the digital media culture that South Korean children and young people are experiencing. This dialogue will focus on the challenges and difficulties media educators might face, in terms of empowering children and young people to deal with the risks and dangers as well as benefits and opportunities of the digital media. As children are increasingly exposed to the use of smartphones and digital contents such as YouTube from early childhood, the South Korean society is increasingly calling for the old protectionism to fight against media addiction and harmful media contents. On the other hand, as the digital technology such as the Internet of Things and Artificial Intelligence develop, coding education is emphasized both inside and outside the school as an important life skills to live in the digital society. This conversation will discuss how we, as media educators and researchers, should understand the complexity of current digital media culture, and how we should engage with parents, teachers and policy makers in order to help children and young people to grow up as responsible, creative and critical digital citizens.

Keywords: Children and Young People, Digital Media Culture, Media Education, Digital Literacy, Education Policy

References:
Sun qi, Li liang, Chen le. On the general character of font design in graphic design[J]. Brand (the second half), (2014) pp. 1-68.
Wang rong rong: The importance of font design in graphic design[J]. The mass of literature and art, 2014(20): pp. 117-118
Guo qing guang. The use and gratifications-----Audience behavior theory[M]. The communication course, (2013)

Freedom of critical thinking: How to teach news literacy under different political systems in Asia
Masato Kajimoto, University of Hong Kong, Hong Kong

Even though restrictive approaches to information access and dissemination reign supreme in many Asian countries, interest in news and media literacy education based on programs developed in democracies has been increasing in this part of the world.

As political leaders, especially those with a history of attacking the media and press freedom, adopted the “fake news” moniker popularized by the U.S. president to threaten the credibility of journalists and the press, a renewed attention has been given to pedagogical models to teach how to navigate through the information overload in the digital age so that the next generation can make sense of the world and their society.

However, the information realities under different political systems vary drastically in this region; discussing the media, especially news and current affairs, could even be a sensitive public matter. In this brainstorming discussion session, participants are expected to bounce off ideas and showcase best practices in their effort to teach critical thinking skills to develop what UNESCO calls “21st century competencies.”

Keywords: News literacy, free speech, press freedom, pedagogy, critical thinking
The Influence of Media Literacy on Local Government Public Governance
Wang Qing, China University of Mining and Technology, China

Online public opinion events affect the government’s image and credibility. European and
American countries have formed three models of media literacy: immunity paradigm, analysis
paradigm and deciphering paradigm. Education of media literacy has also been explored in
different countries. Online public opinion poses challenges to the public governance of local
governments. It is very important to explore the timely education approach to media literacy
and define the education goal of media literacy. As a whole, local government’s media literacy
is particularly important. In dealing with the media and dealing with public emergencies, local
government personnel should have certain skills and qualities, and should be included in the
cultivation of the necessary qualities of government personnel in the form of issues.

Key words: media literacy; local government; public governance
Ms. Catarina Lucas, Researcher, Catarina Oliveira Lucas
Prof. Dusan Luzny, Professor, Palacky University
Ms. Rongwei Ma, Student, Nanjing University of Posts and Telecommunication
Mr. Sam Ma, YMES delegate, Pupil at South Island School
Mr. Sheridan Mahavera, Visiting Fellow, Hong Kong Baptist University
Ms. Pui Man Ma, Youth work officer, The Hong Kong Federation of Youth Groups
Ms. Fayc Martel, Assistant Professor, University of Santo Tomas
Dr. Julian McDougall, Head of Centre for Excellence in Media Practice, Bournemouth University
Dr. Danai Mikelli, Lecturer in Media Production, Coventry University
Prof. Shin Mizukoshi, Professor, University of Tokyo
Miss Nidhi Mundra, YMES delegate, Pupil at South Island School
Mr. Kunal Purohit, Journalism Research Fellow, Hong Kong Baptist University
Ms. Kaori Okuzumi Iwamoto, Professor, Nippon Sport Science University
Prof. Paola Nicolini, Professor of Developmental & Educational Psychology, University of Macerata
Ms. Kaori Okuzumi Iwamoto, Professor, Nippon Sport Science University
Dr. Chanansara Oranop na Ayutthaya, Deputy Dean, Faculty of Communication Arts, Dhurakij Pundit University
Dr. Rose Pacatte, Founding Director, Pauline Center for Media Studies
Miss. Anna Zunova, PhD Student, Charles University
Ms. Xin Zhao, Associate Professor, Dalian University of Foreign Languages
Ms. Yuchao Zhao, PhD candidate in Communication, The Chinese University of Hong Kong
Dr. QiXin Zhang, PhD Candidate, Hunan University
Dr. Lingyun Zhang, Executive News Editor, Phoenix Satellite TV
Ms. Jie Zhang, Researcher, Communication University of China
Dr. Marketa Zezulkova, Assistant Professor, Charles University
Ms. Fei Zhang, Assistant Professor, Communication University of China
Dr. Mark Readman, Principal Academic in Media Education, Bournemouth University
Dr. Raul Reis, Dean, Emerson College
Mr. Atsushi Takahashi, Doctoral Student, Tokyo Gakugei University
Dr. Danai Mikelli, Lecturer in Media Production, Coventry University
Dr. Julian McDougall, Head of Centre for Excellence in Media Practice, Bournemouth University
Dr. Danai Mikelli, Lecturer in Media Production, Coventry University

Mrs. Tatiana Murovanya, Programme specialist, UNESCO Institute for Information Technologies in Education
Mrs. Sumiko Nakamura, Associate Professor, Tokyo Gakugei University
Miss. Federica Nardi, Doctoral Student, University of Macerata
Dr. Annamaria Neag, Marie Curie Research Fellow, Bournemouth University
Ms. Kam Kuen Ng, Unit-In-Charge, The Hong Kong Federation of Youth Groups
Miss. Nguyen Nguyen, Visiting Scholar, Hong Kong Baptist University
Prof. Shin Mizukoshi, Professor, University of Tokyo
Miss Nidhi Mundra, YMES delegate, Pupil at South Island School
Mr. Iain Williamson, Head of Film/Media, South Island School
Mr. Eric Wishart, Special Projects Editor, AFP
Miss Cordelia Wong, YMES delegate, Pupil at South Island School

Ms. Wen Xu, Researcher, Communication University of China
Miss Miao Xu, PhD Student, School of Communication
Prof. Zheng Yang, Assistant Professor, HuBei University of Arts and Science
Dr. Melda Yildiz, Associate Professor / Global Scholar, New York Institute of Technology
Mr. Young Jin Youn, Team Manager, Community Media Foundation
Mr. Eric Wishart, Special Projects Editor, AFP
Miss Cordelia Wong, YMES delegate, Pupil at South Island School

Ms. Xin Zeng, Assistant Professor, Institute of Journalism and Communication Studies, Chinese Academy of Social Science
Dr. Marketa Zezulkova, Assistant Professor, Charles University
Ms. Jie Zhang, Researcher, Communication University of China
Dr. Lingyun Zhang, Executive News Editor, Phoenix Satellite TV
Dr. Qixin Zhang, PhD Candidate, Hunan University
Ms. Yuchao Zhao, PhD candidate in Communication, The Chinese University of Hong Kong
Ms. Anisa Zunova, PhD Student, Charles University

Mr. Ben Sieur, YMES delegate, Pupil at South Island School
Mrs. Lise Skov, News Librarian, TV 2 Danmark
Ms. Suzana Sou, Senior Instructor, University of Macau
Mr. Martin Soukup, Associate Professor, Faculty of Social Sciences, Charles University
Ms. Jacqueline Speculand, Senior Lecturer, Coventry University

Mrs. Tatiana Murovanya, Programme specialist, UNESCO Institute for Information Technologies in Education
Mrs. Sumiko Nakamura, Associate Professor, Tokyo Gakugei University
Miss. Federica Nardi, Doctoral Student, University of Macerata
Dr. Annamaria Neag, Marie Curie Research Fellow, Bournemouth University
Ms. Kam Kuen Ng, Unit-In-Charge, The Hong Kong Federation of Youth Groups
Miss. Nguyen Nguyen, Visiting Scholar, Hong Kong Baptist University
Prof. Shin Mizukoshi, Professor, University of Tokyo
Miss Nidhi Mundra, YMES delegate, Pupil at South Island School
Mr. Iain Williamson, Head of Film/Media, South Island School
Mr. Eric Wishart, Special Projects Editor, AFP
Miss Cordelia Wong, YMES delegate, Pupil at South Island School

Ms. Wen Xu, Researcher, Communication University of China
Miss Miao Xu, PhD Student, School of Communication
Prof. Zheng Yang, Assistant Professor, HuBei University of Arts and Science
Dr. Melda Yildiz, Associate Professor / Global Scholar, New York Institute of Technology
Mr. Young Jin Youn, Team Manager, Community Media Foundation
Mr. Eric Wishart, Special Projects Editor, AFP
Miss Cordelia Wong, YMES delegate, Pupil at South Island School

Ms. Xin Zeng, Assistant Professor, Institute of Journalism and Communication Studies, Chinese Academy of Social Science
Dr. Marketa Zezulkova, Assistant Professor, Charles University
Ms. Jie Zhang, Researcher, Communication University of China
Dr. Lingyun Zhang, Executive News Editor, Phoenix Satellite TV
Dr. Qixin Zhang, PhD Candidate, Hunan University
Ms. Yuchao Zhao, PhD candidate in Communication, The Chinese University of Hong Kong
Ms. Anisa Zunova, PhD Student, Charles University

Mr. Ben Sieur, YMES delegate, Pupil at South Island School
Mrs. Lise Skov, News Librarian, TV 2 Danmark
Ms. Suzana Sou, Senior Instructor, University of Macau
Mr. Martin Soukup, Associate Professor, Faculty of Social Sciences, Charles University
Ms. Jacqueline Speculand, Senior Lecturer, Coventry University

Mrs. Tatiana Murovanya, Programme specialist, UNESCO Institute for Information Technologies in Education
Mrs. Sumiko Nakamura, Associate Professor, Tokyo Gakugei University
Miss. Federica Nardi, Doctoral Student, University of Macerata
Dr. Annamaria Neag, Marie Curie Research Fellow, Bournemouth University
Ms. Kam Kuen Ng, Unit-In-Charge, The Hong Kong Federation of Youth Groups
Miss. Nguyen Nguyen, Visiting Scholar, Hong Kong Baptist University
Prof. Shin Mizukoshi, Professor, University of Tokyo
Miss Nidhi Mundra, YMES delegate, Pupil at South Island School
Mr. Iain Williamson, Head of Film/Media, South Island School
Mr. Eric Wishart, Special Projects Editor, AFP
Miss Cordelia Wong, YMES delegate, Pupil at South Island School

Ms. Wen Xu, Researcher, Communication University of China
Miss Miao Xu, PhD Student, School of Communication
Prof. Zheng Yang, Assistant Professor, HuBei University of Arts and Science
Dr. Melda Yildiz, Associate Professor / Global Scholar, New York Institute of Technology
Mr. Young Jin Youn, Team Manager, Community Media Foundation
Mr. Eric Wishart, Special Projects Editor, AFP
Miss Cordelia Wong, YMES delegate, Pupil at South Island School

Ms. Xin Zeng, Assistant Professor, Institute of Journalism and Communication Studies, Chinese Academy of Social Science
Dr. Marketa Zezulkova, Assistant Professor, Charles University
Ms. Jie Zhang, Researcher, Communication University of China
Dr. Lingyun Zhang, Executive News Editor, Phoenix Satellite TV
Dr. Qixin Zhang, PhD Candidate, Hunan University
Ms. Yuchao Zhao, PhD candidate in Communication, The Chinese University of Hong Kong
Ms. Anisa Zunova, PhD Student, Charles University