INTERNATIONAL

MES 2015

BOSTON

MEDIA EDUCATION SUMMIT

MES 2015

BOSTON

Nov 20th - 21st

Hosted By

the centre for
excellence in
media practice

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EMERSON COLLEGE

NAMLE
NATIONAL ASSOCIATION FOR
MEDIA LITERACY EDUCATION

enGAgeMEntLAB

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It is our great pleasure to welcome you to the eighth Media Education Summit and our first outside Europe.

This year we are hosted by Emerson College, home of the Engagement Lab and we are delighted to incorporate the 2015 Media Literacy Research Symposium.

In today's abundant digital media landscape, the role of pedagogy in preparing young people for active and inclusive participation in civic life is increasingly central to functioning democracies. How we engage young people in critical inquiry, disposition and skill sets that help them to artfully engage with media is core to research in media literacy education today. Indeed, this space of scholarship is tied to the core of civic engagement and participation in digital culture. The Media Education Summit is bringing together a cohort of researchers, educators, and practitioners to explore, discuss, and build networks to support media education research around the world.

The collaboration between CEMP and Emerson is aligned to a new partnership between the Media Education Research Journal (MERJ) and the Journal of Media Literacy Education (JMLE). The special joint issue you will receive brings together a range of work presented at last year's gathering in Prague. All presenters this year will be invited to submit to another collaborative edition. See the call for submissions for both journals at the end of this programme.

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 and media in education. All continents are represented in the research we will share over the next two days. Once again, we include the Youth Media Education Summit (YMES), giving young people to authentically participate and collaborate with media education scholars and practitioners. We are indebted to Marketa Zezulkova and Kelsey Greene for facilitating this important strand of the event.

The Media School at Bournemouth University was recognised as a national Centre for Excellence in Media Practice in 2005, and CEMP was established with the convening of an annual summit as part of its remit. The first event was in Bournemouth and from there, the conference has been 'on tour' at different universities in the UK, more recently in mainland Europe and now, for the first time, in the United States. CEMP is an internationally-facing media education research centre, hosting two academic journals, a media literacy group for the United Kingdom Literacy Association, PHD studentships for research into media education and practice, the only taught doctorate in media education in the UK, an established masters programme for creative teachers and a range of short courses for media practitioners which facilitate reflective action research work in industry contexts. The Summit remains a vital part of the Centre's work and serves as an annual 'convergence' of our research work, networking and mission to foster collaborative work in the related fields of media education and media literacy.

Emerson College, located in the heart of Boston, Massachusetts, is the nation's premier institution in higher education devoted to communication and the arts in a liberal arts context. Emerson is internationally recognized in its fields of specialization, which are communication studies; marketing communication; journalism; communication sciences and disorders; visual and media arts; the performing arts; and writing, literature and publishing.

The Engagement Lab, housed at Emerson College in Boston, MA is an applied research lab that works at the intersection of civics, media, and design. The Engagement Lab works across the world to build networks that inspire collaboration across borders, across cultures, and across divides. Through the creation of curriculum, media action plans, and multimedia storytelling, our work in media literacy and global change aims to help build stronger formal and informal learning opportunities for civic and community leaders around the world. We bring together various stakeholders and emerging leaders to help build our networks, and our partners engage in comparative research that explores the role of media literacy in addressing some of the most pressing social, global and political challenges that face our world today.

This year's programme is rich and the keynote presenters will offer something for everyone. Eric Gordon opens proceedings. Eric is Associate Professor at Emerson and the Founding Director of the Engagement Lab and he will share 'meaningful efficiencies', an alternative paradigm for thinking with technology. Carrie James, Principal Investigator at Harvard's Project Zero and co-Director of the Good Play Project will share insights from her research into youth dialogue, civics and participation. Belinha de Abreu, Assistant Professor at Fairfield University and convenor of the Media Literacy Research Symposum, will chair a debate on key issues for media literacy education in her plenary panel. Sara Bragg, Senior Research Fellow in the Education Research Centre at the University of Brighton. will make a compelling call for our community of practice to focus on research directions that encourage us to be scrupulous in our pedagogic claims to enact young people's 'voice'. The Summit will close with Stephen Jukes, Professor and Dean of the Faculty of Media & Communication at Bournemouth University and ex Head of Global News at Reuters. Stephen will reflect on the decade since the 7.7 bombings in London as a defining moment in journalistic practice and for journalist education.

All of the keynote sessions will be filmed and made available online to download at http://www.cemp.ac.uk/summit.

The paper sessions are another inspiring blend of research outcomes, interactive workshops and roundtable discussions along with our regular 'Conversation' strand, for which material is now available (please see page 9 for more details). This year we are delighted that one of these conversations will be in response to a video piece provided by David Gauntlett, Professor and Co-Director of the Communications and Media Research Institute at the University of Westminster and a leading voice in the call for a creative turn for media education – a vision for 'Making Media Studies'.

We wish to thank Emerson College for hosting the Summit this year, the keynotes, all of the organisations and publishers supporting the event and, in particular, Anthony Pinder, Trent Bagley, Ilse Damkoehler, Marketa Zezulkova, Richard Berger, Kelsey Greene, Lokesh Sivakumar and Laura Hampshaw for making it happen. We'll be back in sunny Bournemouth for the 2016 event - so start planning the trip - but for now we hope you enjoy your time in Boston and leave challenged and energized.

Julian McDougall, Head of the Centre for Excellence in Media Practice

Paul Mihailidis, Co-Director, The Engagement Lab at Emerson College, and Director, Salzburg Academy for Media & Global Change.

JOIN US!

The Centre for Excellence in Media Practice (CEMP) is a vibrant research community situated at Bournemouth University, UK. CEMP researchers are engaged in media education research in schools, colleges and universities, across Europe.

CEMP has conducted research for the Arts and Humanities Research Council (AHRC), BBC Trust, Creative Skillset, The Economic and Social Research Council (ESRC), The European Union (EU), The Higher Education Academy (HEA), Sony, Samsung, Reuters & UKLA.

In addition to our research, CEMP runs a series of online professional and Masters courses, as well as an innovative Doctor of Education (EdD) programme.

Find out more about us here: **www.cemp.ac.uk**

If you have recently completed your PhD (or are close to completion), consider yourself an early career researcher, and you would like to join our team as part of your own career development, then work with us on a Marie Curie (Individual) Fellowship.

The Marie Curie Fellowships support research training and career development across the EU.

If you are based in the EU and would like to join CEMP for 2 years, then work with us on a Marie Curie (Individual) Fellowship for your own research career development.

Please contact Julian McDougall in the first instance: **julian@cemp.ac.uk**

REGISTRATION

All delegates must register for the Summit, and collect their badges and delegate packs on arrival at Emerson College. Registration will be open 08:30 - 09:30 on Friday 20th November and 08:30-09:00 on Saturday 21st November for those registering for Saturday only. Registration will take place in the Bordy Theatre & Auditorium (Union Bank Building).

VENUE

The Summit will take place at Emerson College, located in the heart of Boston at the intersection of Boylston and Tremont streets. Whilst most of the Summit preceedings will take place in the Bordy Theatre & Auditorium, in the Union Bank Building, we will be making use of two other nearby Emerson's buildings.

Union Bank Building
216 Tremont Street
Boston, MA 02116

Rooms: Bordy Theatre & Auditorium (both days) and UBank 301 (Friday only)

Ansin Building
180 Tremont Street
Boston, MA 02111

Rooms: Ansin 502, 503 & 604 (Friday) and Ansin 208, 604 & 605 (Saturday)

Tufte Performance and Production Center
10 Boylston Place
Boston, MA 02116

Rooms:Tufte 914 (both days) and Tufte 1014 (Saturday only for YMES)

Paramount Center
559 Washington Street
Boston, MA 02111

Rooms: Jackie Liebergott 'Black Box' Theatre

TRAVEL & DIRECTIONS

A map is provided on the back cover of this programme but for a virtual tour of the Emerson buildings and the surrounding area, please visit http://tour.emerson.edu/#

You'll see Emerson College is is easily accessible from three major MBTA lines on Boston's public transportation system. We encourage delegates to use rail or other forms of public transport to travel into Boston as there is no on-campus parking and street parking is extremely limited.

You can find directions and travel information at http://www.emerson.edu/about-emerson/visit-emerson/directionsparking

Because of its size, Boston is called a "walking city"—once you've arrived, many of its attractions are accessible by foot from Emerson's campus.

STORAGE

Unfortunately there is no secure storage available for luggage. Wherever possible, we would encourage delegates to make arrangements to leave their luggage securely at their hotel for collection after the Summit. Coat storage will be available in the Bordy Theatre & Auditorium.

WI-FI / SOCIAL MEDIA

Details of Wi-Fi access will be provided on registration. If you are tweeting during the event, please use **#mes15boston** hash-tag.

FOOD & SUBSISTENCE

The conference fee is inclusive of breakfast, lunch and refreshments and a wine and canapé Reception at 18:00 on the evening of Friday 20th November.

Boston is home to many popular restaurants, diners and cafés, including Area Four, Boston Common Coffee Company/Parish Café, the original Cheers Bar, The Fours, Spike's Junkyard Dogs, Miracle of Science Bar & Grill and Grendel's Den. You can find an extensive list of restaurants in the area and make reservations on OpenTable (http://www.opentable.com/boston-restaurants)

THINGS TO DO IN BOSTON

Explore the best of Boston—from the world-famous ballpark, Fenway Park, to hidden treasures at the Museum of African-American History or Emerson's own historic jewels, the Cutler Majestic Theatre and the newly renovated, multi-use Paramount Center. Learn about Boston's most historic walking path, Freedom Trail. Visit the MIT Museum in Cambridge if you're feeling brainy or discover hidden gems on Boston's famous Newbury Street. You might like to take in a reading at Porter Square Books or a view at the Harvard Observatory.

YOUTH MEDIA EDUCATION SUMMIT 2016 – YMES16

Following the success of YMES15 in Prague last year, we will be running a free one-day workshop on Saturday 21st November for children and young people attending the Summit with their parents, along with 4th - 12th grade students from the New England area. Youth delegates will have the opportunity to share their work and engage in meaningful conversations with others from across the region and globe, and the outcomes of the workshop will be screened after the final keynote presentation. For more information, please refer to Youth Media Education Summit section on pages 24 & 25.

Complimentary lunch will be provided for youth delegates and accompanying adults.

FILM SCREENING

Two short films on cities, media, youth and public space, directed by Dr Roman Gerodimos (Bournemouth University) and narrated by Sam Booth (The Drowned Man), will be screened during the Reception on Friday 20th November in the Jackie Liebergott Black Box Theatre (18:00-19:30). For more information, please refer to pages 26 & 27.

## MERJ/JMLE CONVERSATIONS – PREPARATORY MATERIAL

Preparatory material / links to the material for the Conversation strand are available in the Abstracts section of this programme, arranged alphabetically by first author name. You will find the material for a particular Conversation within the abstract for that Conversation.

FRIDAY 20TH NOVEMBER

|	
08:30 - 09:30	Conference Registration Bordy Theatre & Auditorium
09:30 - 10:30	**Welcome:** Dr. Anthony Pinder, Vice President of Globalization, Emerson College **Keynote 1: Eric Gordon** | Chair: Paul Mihailidis Bordy Theatre & Auditorium
10:30 - 10:45	Break
10:45 - 12:15	**Parallel Session 1** Papers: Ansin 502, 503 & 604 Roundtables: UBank 301 Conversations: Tufte 914
12:15 - 13:00	Lunch - Bordy Theatre & Auditorium
13:15 - 14:15	**Keynote 2: Carrie James** | Chair: Belinha S. De Abreu Bordy Theatre & Auditorium
14:15 - 14:30	Break
14:30 - 16:00	**Parallel Session 2** Papers: Ansin 502 & 503 Roundtables: Ansin 604 & UBank 301 Conversations: Bordy Theatre & Auditorium
16:00 - 16:15	Break
16:15 - 17:45	**Parallel Session 3** Roundtables: Ansin 502, 503 & 604 Conversation: Bordy Theatre & Auditorium (16:15 – 17:00)
18:00 - 19:30	**Reception** with Provost Michaele Whalen (Emerson College) **Short Film Screenings** Jackie Liebergott Black Box Theatre

SATURDAY 21ST NOVEMBER

08:30 - 09:00	Registration Bordy Theatre & Auditorium
09:00 - 10:00	**Keynote 3: Belinha de Abreu** **Plenary panel** Bordy Theatre & Auditorium
10:00 - 10:15	Break
10:15 - 11:45	**Parallel Session 4** Papers: Tufte 914 & Ansin 208 Roundtables: Ansin 604 & 605 Conversations: Bordy Theatre & Auditorium
11:45 - 12:00	Break
12:00 - 13:00	**Keynote 4: Sara Bragg** | Chair: Julian McDougall Bordy Theatre & Auditorium
13:15 - 14:00	Lunch - Bordy Theatre & Auditorium
14:00 - 15:30	**Parallel Session 5** Papers: Ansin 208, 604 & 605 Roundtables: Tufte 914 Conversations: Bordy Theatre & Auditorium
15:30 - 15:40	Break
15:40 – 16:40	**Keynote 5: Stephen Jukes** | Chair: Mark Readman Bordy Theatre & Auditorium
16:40 - 17:00	**Closing remarks & Presentation of YMES work** | Chair: Emerson Bordy Theatre & Auditorium

Friday
09:30
Bordy Theatre

Eric Gordon

Friday
13:15
Bordy Theatre

Carrie James
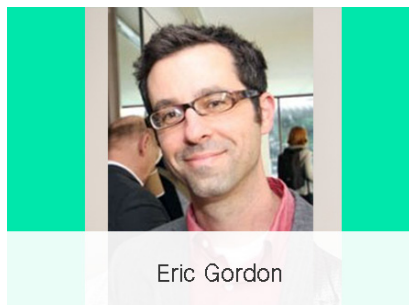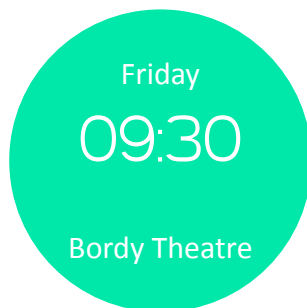
Eric Gordon

Eric Gordon is an associate professor in the department of Visual and Media Arts at Emerson College where he is the founding director of the Engagement Lab. He is also a faculty associate at the Berkman Center for Internet and Society at Harvard University. Eric studies civic media and public engagement within the US and the developing world. He is specifically interested in the application of games and play in these contexts. In addition to being a researcher, he is also the designer of award winning 'engagement games', which are games that facilitate civic participation. He has served as an expert advisor for the UN Development Program, the International Red Cross/ Red Crescent, the World Bank, as well as municipal governments throughout the United States. In addition to articles and chapters on games, digital media, urbanism and civic engagement, he is the author of two books: Net Locality: Why Location Matters in a Networked World (Blackwell 2011, with Adriana de Souza e Silva) and The Urban Spectator: American Concept Cities From Kodak to Google (Dartmouth 2010). His edited volume (with Paul Mihailidis) entitled Civic Media: Technology, Design, Practice will be published by MIT Press in 2016. He received his Ph.D. in 2003 from the School of Cinematic Arts at the University of Southern California.

New digital technologies hold the promise of making work life more efficient. In organizational contexts such as schools, governments and corporations, new digital tools are being adopted to streamline processes and enhance systems. But efficiency does not always account for meaning-making, learning, and opportunities for action. In his keynote, Eric Gordon talks about the consequences of efficiency becoming the primary value of system overhaul, and suggests that digital technologies can also introduce play, delight and contemplation. Through the lens of what he calls "meaningful inefficiencies," he introduces an alternative paradigm for thinking with technology.
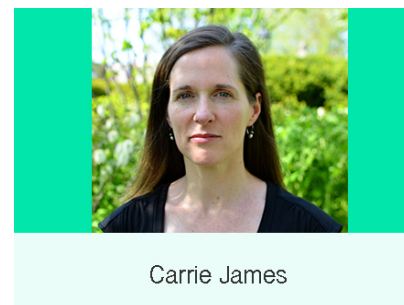
Carrie James

Carrie James is a Principal Investigator at Harvard's Project Zero and a Lecturer on Education at the Harvard Graduate School of Education. Her research explores young people's digital, moral, and civic lives. With Howard Gardner, Carrie co-directs the Good Play Project, a research and educational initiative focused youth, ethics, and the new digital media, and the Good Participation project, a study of how youth "do civics" in the digital age. Carrie is also co-PI of Out of Eden Learn, a cross-cultural online community for youth and educational companion to Pulitzer Prize-winning journalist Paul Salopek's epic Out of Eden walk. Her publications include Disconnected: Youth, New Media, and the Ethics Gap (The MIT Press, 2014). Carrie has an M.A. and a Ph.D. in Sociology from New York University.

You can follow her on Twitter at: @carrie_james.

In her keynote for MES, Carrie will explore how the web invites new opportunities and challenges for youth voice and participation. She'll share insights from her research on how youth dialogue with one another online, and discuss how educators and online platforms can support social media exchanges that are meaningful and respectful.

Saturday

09:00

Bordy Theatre

Belinha De Abreu

Sara Bragg

Saturday

12:00

Bordy Theatre

Belinha S. De Abreu

Belinha S. De Abreu, Ph.D., is a Media Literacy Educator and Assistant Professor of the Practice in the Department of Educational Technology at Fairfield University in Connecticut. Her research interests include media literacy education, new media, visual and information literacy, global perspectives, critical thinking, young adults, and teacher training. Dr. De Abreu's focus is on the impact of learning as a result of media and technology consumed by K–12 students; providing students with viable, real-life opportunities for engaging in various technological environments while in turn encouraging students to be creative and conscious users of technology and media.

Dr. De Abreu's work has been featured in Cable in the Classroom and The Journal of Media Literacy. She is the author of Media Literacy, Social Networking and the Web 2.0 World for the K–12 Educator (Peter Lang Publishers, 2011) and the co-editor/author of Media Literacy Education in Action: Theoretical and Pedagogical Perspectives (Routledge 2014). She serves as the Vice President for the National Telemedia Council, and organized the first international Media Literacy Research Symposium at Fairfield University. Follow @belmedia

In her plenary session for MES, Belinha will chair two debates on key issues under consideration in the mainstream media demonstrating the necessity for media literacy education. Panelists will represent both pros and cons, while audience members will participate by deciding which side best argued their point of view.
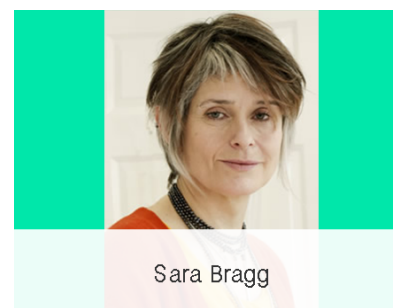
Sara Bragg

Sara Bragg is a Senior Research Fellow in the Education Research Centre. Previously, she was a Research Councils UK Academic Fellow in Child and Youth Studies at the Open University, UK, and worked at the University of Sussex and the Centre for the Study of Children, Youth and Media at the Institute of Education, London.

Sara studied at the universities of Bristol and Sussex and became a Media Studies teacher before studying for her doctorate on 'Media Violence and Education: A Study of Youth Audiences and the Horror Genre' with Professor David Buckingham at the Institute of Education, which she completed in 2000.

Sara's subsequent work has similarly aimed to be empirically based, theoretically informed and methodologically reflexive. She has worked on a number of projects related to young people, media and sexualisation, and with Professor Michael Fielding investigating youth voice and students as researchers. She has led two research projects into the creative learning programme Creative Partnerships, and also written on 'creative' research methods and creative learning.

In her keynote for MES, Sara will talk about media research and pedagogy 'after voice'. The contemporary media landscape has stimulated much rhetoric around participation, autonomy and agency. Sara will focus on research directions that encourage us to be more cautious and scrupulous in our claims, including paying attention to how our methods themselves enact or animate young people's participation or 'voice'.

Saturday

15:40

Bordy Theatre
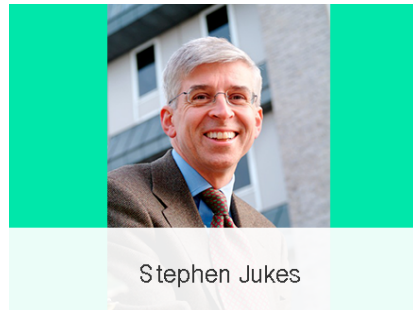
Stephen Jukes

Stephen Jukes

Stephen Jukes is Dean of Bournemouth University's Faculty of Media & Communication, one of the largest of its kind in the world with an international reputation for combining research and teaching practice. The Faculty is home to the Centre for Excellence in Media Practice, which stages the annual Media Education summit. Jukes was previously a foreign correspondent and editor at the international news agency Reuters. During a series of overseas postings he covered or oversaw coverage of stories ranging from the ousting of Margaret Thatcher to the fall of the Berlin Wall, two Gulf Wars and September 11. In his final position at Reuters, he was Global Head of News and executive editor for a series of books on the Middle East conflict. His academic research focuses on areas of objectivity and emotion in news. He chairs the Dart Centre for Journalism & Trauma in Europe and is a trustee of the Institute for War & Peace Reporting.

In his keynote for MES, Stephen will reflect on the 10 years since the deadly July 7 bombings in London. With hindsight, and setting aside the human tragedy, the attack represented a defining moment in modern journalism when mobile phone images taken by those trapped in the wreckage of underground railway carriages opened up a new perspective in newsgathering. Today, as consumers of news, we would be surprised not to see such "user generated content", whether it be from the Boston marathon bombing, the beheading of an off-duty soldier outside his barracks in south London or the propaganda machine of ISIS. But the digital revolution encompasses far more than the uploading of mobile phone images. This keynote talk will explore just how the practice of journalism has changed in those 10 years that have witnessed an explosion of social media, the tortured introspection of the Leveson Inquiry and the surveillance society revealed by Edward Snowden. What does this mean for our concepts of media literacy and emotional literacy? And what are the implications for Journalism Schools seeking to educate the next generation of journalists?

MERJ
Media Education Research Journal

The Media Education Research Journal invites submissions for issue 7.1.

This issue is a collaboration with the Journal of Media Literacy Education, with Paul Milhailidis as co-editor.

Outcomes of research into any aspect of media education and / or media literacy education are welcome.

In particular, we are keen to publish articles developed from presentations, posters or workshops from the Media Education Summit in Boston.

There are two options for submission:

- Full articles: 5000 – 7500 words (fully developed outcomes of research)

- MERJ Research Forum pieces: 1500 – 3000 words (interim research findings, 'thought pieces', research in development)

Please see the guidance for authors on the journal website: www.merj.info

Deadline for submissions: January 15th 2016

Submissions / enquiries to merj@cemp.ac.uk

CHANGE THE WORLD this coming summer!!

Apply to the 10th Annual

Salzburg Academy on Media & Global Change

July 27 – August 6

http://www.salzburgglobal.org/Go/MediaAcademy2016

The Salzburg Academy annually brings together students and faculty from five continents and leading universities around the world. Students live and work at Schloss Leopoldskron, an 18th century Baroque palace in the Austria Alps — most famously used as the movie location for the "Sound of Music" film.

Undergraduate, masters and doctoral students work together with international organizations, using digital media to empower social progress in sustainability and civil rights and help address global problems, such as sustainability, poverty and corruption. Students can receive credit for two upper-level college courses.

To apply, please contact:

Academy Director: Prof. Paul Mihailidis, PhD
Associate Professor, School of Communication, Emerson College • paul_mihailidis@emerson.edu

SALZBURG GLOBAL SEMINAR

SALZBURG ACADEMY on MEDIA & GLOBAL CHANGE

enGAgeMEntLAB

PARALLEL SESSION 1: Friday 20th. 10:45 - 12:15

PAPERS		
Ansin 502	**Ansin 503**	**Ansin 604**
Chair: Karen Fowler Watt	Chair: Marzenna Hiles	Chair: Paul Mihailidis
POV X 3: Helping Journalists Juxtapose Subject, Audience and Author (Brad Gyori)	What really matters to undergraduates on Creative and Media courses: UK study into student voice (Marzenna Hiles)	Towards a New Model of Social Contexts & Educational use of Internet Technology in Nigeria (Kehinde Abimbola Adeniyi)
The Storytellers tell their Stories: utilising stories of 'lived experience' in journalism education (Karen Fowler-Watt)	The Battle for Media Studies - how the UK government almost took it away from schools (Pete Fraser)	'We are Wi-Fi': Building community networks and digital literacy movements in urban Miami (Moses Shumow)
Teaching Marketing students to become entrepreneurs: Are we up for the challenge? (Melanie Gray)	Data Visualisation and Media Education: Reflections from the Bournemouth University Datalabs project (Anna Feigenbaum)	Developing and Advancing an Organic Media and Digital Literacy Curriculum in the Arab Region (Jad Melki)
	Media and Academics: Representation means more Freedom? (Ekmel Gecer)	The European E- Media Education Lab: Synthesis, Scenarios and Synergies (Anne-Claire Orban de Xivry & Maria Ranieri)

ROUNDTABLES	CONVERSATIONS
UBank 301	**Tufte 914**
Chair: Julian McDougall	Chair: Marketa Zezulkova
Teacher training in media literacy: Exploring struggles, successes and next steps (Allison Butler & Alexis Ladd)	Challenges and Opportunities of Moving from Platform-Centric towards Experience-Centric Approaches to Media Pedagogy and Research (Marketa Zezulkova & Richard Berger)
Putting Media Literacy into Practice: a Roundtable Discussion of Media Literacy for Kids in the United States (Bill Shribman, Erin McNeill & Paulina Haduong)	Learning to question: Developing a framework to evaluate media literacy skills and habits of inquiry (Theresa Redmond, Evelien Schilder & David Cooper-Moore)

PARALLEL SESSION 2: Friday 20th. 14:30 - 16:00

PAPERS	
Ansin 502	**Ansin 503**
Chair: Christa Van Raalte	Chair: Pete Fraser
A Force For Good? Embedding sustainability, social responsibility and ethics in curriculum and production (Christopher Hall)	Co-creating Media Literacies in Secondary Schools: travels in double-think (Pete Fraser & Julian McDougall)
How to teach the concept of key frames to post-secondary level students? (Victoria McGlynn)	Whole Person Hermeneutic Media Learning in the Primary School Classroom (Marketa Zezulkova)
Industry knows best? Career narratives of Media Production students and graduates (Christa van Raalte & Richard Wallis)	Ban on Marketing to Children: Media Educators Learn About the Benefits (Jacques Brodeur)
Re-framing the authenticity narrative: theories of recontextualisation and media practice pedagogy (Stephen Colwell)	"I Don't Buy It": Teaching Critical Media Literacy in an Elementary Social Studies Classroom (Alice Sullivan)

ROUNDTABLES		CONVERSATIONS
Ansin 604	**UBank 301**	**Bordy Theatre**
Chair: Kelsey Greene	Chair: Paul Mihailidis	Chair: Mark Readman
What a Drama: negotiating staff and student collaborations across academic groups (Melanie Gray & Phil Mathews)	Digital Media Literacy Education: Visions and Possibilities for The Digital Generation (Daniel Hunt, Ben Boyington, Allison Butler, Erica Scharrer, Julie Frechette, Bill Yousman, Lori Bindig, Paul Mihailidis, Julian McDougall & Rob Williams)	Foundational map for K-12 media literacy collaboratively designed by 10 NYC public schools (Rhys Daunic)
Acknowledging & Expanding Student Perspectives through Curiosity, Creation & Curation (Kelsey Greene)		Navigating the nonlinear: (Re)defining media literacy education for the 21st century (Theresa Redmond)

PARALLEL SESSION 3: Friday 20th. 16:15 - 17:45

ROUNDTABLES		
Ansin 502	**Ansin 503**	**Ansin 604**
Chair: Kelsey Greene	Chair: Jenny Moon	Chair: Marketa Zezulkova
Media Education and Screen Freedom: Toolkit for Closer Partnering (Jacques Brodeur, Shara Drew & Jean Rogers)	Learning from reflection in media education and practice (Jenny Moon)	My First Media Adventures: Building Young Children's Early Literacy Skills with Meaningful Media Use in Early Education (Jennifer Ladner)
Bullying and Cyberbullying Prevention: Local and Global Perspectives (Petra Hesse, Rachel Copans, Dejon Price, Kathryn Needham, Katie Ponder & Maria Boos)	When Does Youth Become Creative? Exploring Key Elements of Media Workshop Programs to Enhance Creativity (Tomoyuki Okada, Mamiko Hayashida, Yuko Tsuchiya, Yorio Kitamura & Tatsuo Sugimoto)	Laughing to Learn: How Humor Communication Supports Media Education (Michael Robbgrieco, Laurel Felt, Jillian Belanger & Will Luera)

CONVERSATION
Bordy Theatre (16:15 - 17:00)
Chair: Richard Berger
Making Media studies (David Gauntlett) - *presented by video link*

PARALLEL SESSION 4: Saturday 21st. 10:15 – 11:45

PAPERS	
Tufte 914	**Ansin 208**
Chair: Roman Gerodimos	Chair: Becky Parry
"It's all about trying to meet the needs of your community": a digital literacies approach to engaging parents through social media (Alexandra Kendall)	Classrooms without teachers and film without borders: proactively responding to digital disruption in film education (Neil Fox)
Youth and the City: Digital Literacy as a Tool of Urban Voice (Roman Gerodimos)	Researching a holistic Film Education Framework for Europe and its practical implementation (Michelle Cannon)
Guerilla Strategies and DIY Media as a Second Wave of Democratization in Post-Communist Countries Education (Agnieszka Jelewska & Michal Krawczak)	Visions of Dystopia or Civic Engagement? Reading Films Made by Young People (Becky Parry)
	Value Representation through Digital Games Development in a Classroom Context (Philip Wilkinson)

ROUNDTABLES		CONVERSATIONS
Ansin 604	**Ansin 605**	**Bordy Theatre & Auditorium**
Chair: Mark Readman	Chair: Richard Berger	Chair: Pete Fraser
Mediated Pedagogies: the value, purpose and process of examining on-screen representations of learning and teaching (Mark Readman, Julian McDougall & Roger Saul)	Richard Berger. Young People's Mental Health: the challenge for media education researchers (Richard Berger)	Live from the scene: developing a gamification template for digital and virtual reality journalism education (Sarah Jones & Ruth Callaghan)
Bridging Sustainability Education with Media Education: Methods, Techniques and Hands-On Approaches From Practitioner Experiences in the Field (Antonio Lopez & Sox Sperry)	#RealTalk Beta: Toward understanding at-risk urban youth perspectives on sexual health (Angela Cooke-Jackson & Abigail Ringiewicz)	Continuous and Immersive Digital Media Literacy Education: Mobile Group Chats with Students (James Cohen)
		Ethnographic Pedagogy. Method as (Digital) Space (Peter Westman & Christian Wilke-Zhang)

PARALLEL SESSION 5: Saturday 21st. 14:00 - 15:30

PAPERS		
Ansin 208	**Ansin 604**	**Ansin 605**
Chair: Fiona Cownie	Chair: Luis Pereira	Chair: Julian McDougall
PonderLogic and how I arrived at "craft enhanced research" and "craft informed teaching" (WeZ Nolan)	Producing and building my citizenship: media education and human rights of young women (Raquel Ramírez Salgado)	Slats, Slubbs and Tablets (Julian McDougall, Mark Readman & Phillip Wilkinson)
Transforming Teacher Education through Global Media Education Activities and Transdisciplinary Participatory Action Research (PAR) Projects (Melda Yildiz)	Civic Media Creation via Media Literacy Education and Participatory Media Production in Communities of Poverty (Cindy Vincent)	Taking a Stance: resistance, faking and muddling through (Roy Hanney)
Gratitude: its role within the student experience (Fiona Cownie)	Self-awareness and self-expression: Youth sense-making of secrecy, privacy, publicity, and security (Allison Butler)	Media literacy evaluation: a critical discussion of reliability and usefulness issues (Camille Tilleul & Pierre Fastrez)
The Civic Actor Gap (Paul Mihailidis)	Digital Literacy and Cyber Security in Initial Teacher Education in the UK (Luis Pereira & Andy Goodwyn)	Media education, media reform and participatory youth media scenes (Stuart Poyntz)

ROUNDTABLES	CONVERSATIONS
Tufte 914	**Bordy Theatre**
Chair: Richard Berger	Chair: Becky Parry
A united front: How secondary and higher education can work together to improve media literacy education from the ground up (Megan Fromm, Don Goble & Julie Smith)	Beyond Voice, Towards Choice: Exploring spaces and places for creativity in children's engagements with media production and performing arts (Becky Parry, Joanna McIntyre & Michelle Cannon)
Media Literacy Education Teaching Strategies (Neil Andersen)	Adapting the Teaching Practices Inventory to Media and Art Education (Rob Sabal)

YOUTH MEDIA EDUCATION SUMMIT 2015

Saturday 21st November

Room: Tufte 1014, Tufte Performance and Production Center
10 Boylston Place, Boston, MA

On the second day of the Media Education Summit (MES), Saturday 21st November, the annual Youth Media Education Summit (YMES) will be held from 09:00 to 17:00. An active group of 4th - 12th grade students, along with children and youth accompanying the MES delegates, will gather to contribute to the media education conversations relevant to their lived experiences through multimedia reflections, research and productions. We envision youth delegates sharing previous media products they've created, engaging in onsite and social media conversations about their media education experiences and producing multimedia messages to convey diverse perspectives on the topic.

We look forward to seeing you in Boston!

Marketa Zezulkova & Kelsey Green
ymes@cemp.ac.uk

PROGRAMME

09:00 - 09:30	**Registration**
09:30 - 10:15	**Welcome & introduction** Introductions, goals, schedule overview, and preview to social media use and conversations for the day (share YMES hashtag)
10:15 - 10:30	**Hashtag coffee break** During the brief recess, participants are encouraged to try out YMES hashtag.
10:30 - 11:30	**Sharing media experiences** Participants will discuss the following questions: How do we define media? How do we use it everyday? What media have you produced that you're proud of? What have you learnt from these experiences?
11:30 - 11:45	**Hashtag coffee break** During the brief recess, participants are encouraged to use and track YMES hashtag.

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11:45 - 13:00	**Brainstorming change for media education (pre-production)** Participants will begin to think about how they can use social media, videos and photos to engage with MES delegates and international students on the topic of media education. The following questions will be used to spark conversation and media ideas: What do you like about how media are taught and used in schools now (as tools, products, artefacts of analysis)? What is missing or should change about how media are taught and used in schools?
13:00 – 14:00	**Lunch** (Bordy Theatre & Auditorium) Participants have the option to start taking photographs, filming or talking to MES delegates if they wish.
14:00 – 15:00	**International online chat** Participants will extend the conversations that started in the morning by virtually discussing their media and media education experiences and ideas with international media studies students based in Charles University in Prague, Czech Republic, while using an online platform (such as Facebook, Twitter, Google+, Skype) for multimodal communication.
15:00 – 16:00	**Producing media education manifestos (multimedia projects)** Participants will culminate their discussions and thoughts around media education into more polished brief media messages for presentation.
16:00 – 16:30	**Reflecting & moving forward** Participants will discuss their experience of the YMES program, what they learned and questions that were sparked. They will be encouraged to consider potential ways they can keep the conversation going or use similar communication strategies to address an issue of significance to them.
16:40 – 17:00	**Final presentation & closing** (Bordy Theatre & Auditorium) Participants will give a brief Presentation showcasing what they did throughout the day to MES delegates enabling the youth to voice their beliefs on what should be addressed in regards to media education.

At the Edge of the Present (16 min) and A Certain Type of Freedom (15 min) are two short films on cities, media, youth and public space, directed by Dr Roman Gerodimos (Bournemouth University) and narrated by Sam Booth (The Drowned Man).

Featuring fieldwork materials - including still photos from 40 cities, interviews with urban experts, quotes from young people who participated in urban engagement studies, excerpts from the scholarly literature – and a full soundtrack, the two films form a compelling multimedia essay on how we connect with public space and with each other. Following screenings in Salzburg and Budapest, Roman returns to Emerson College two years after his research sabbatical in Boston, a city which features prominently in both films.

A SHORT FILM ON YOUTH AND THE CITY
BY ROMAN GERODIMOS

A CERTAIN TYPE OF FREEDOM

NARRATED BY SAM BOOTH
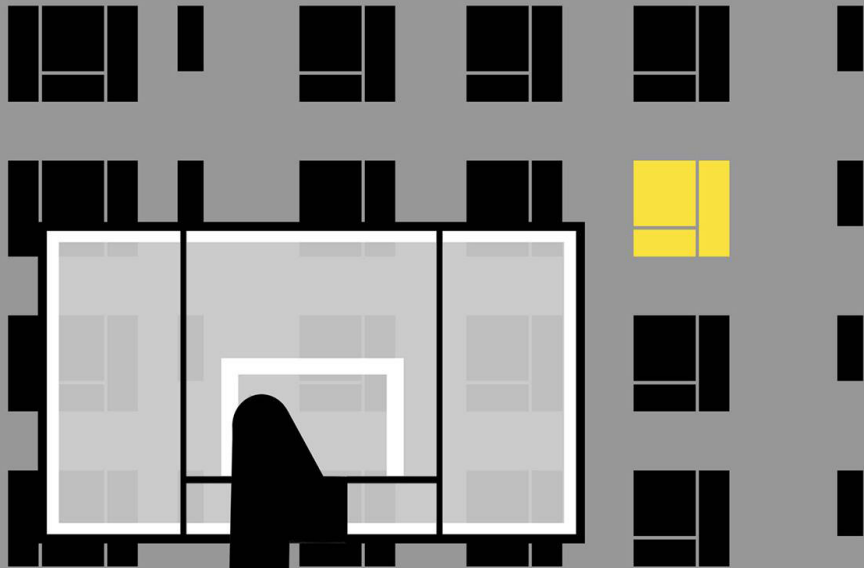
A SHORT FILM ON URBAN COEXISTENCE
BY ROMAN GERODIMOS

AT THE EDGE OF THE PRESENT

NARRATED BY SAM BOOTH

Kehinde Abimbola Adeniyi (De Montfort University)

CONFERENCE PAPER:

Towards a New Model of Social Contexts and Educational use of Internet Technology in Nigeria

This study sets to explore how the potentials of the internet technologies as a social global force can be harnessed in stimulating development through communication and information, serving as an instrument for democratizing learning and facilitating economic growth capable of giving the nation a competitive edge.

To achieve this, the paper will examine the current state of the internet technologies in the country, establishing whether the technologies are available, its access to the people and the mode of utilization and probable effects. If the technology is available, the study will assess its appropriateness and suggest ways of improving upon its present state, if it is not available, it will try to evolve a new model of internet technologies use capable of attaining the national set goals for   communication and information national policies in a way that can enhance student learning. The research design and method will embrace a pragmatic approach which incorporates both qualitative and quantitative frameworks.

KEYWORDS: social contexts; internet technologies; e-learning; model; college of education

Neil Andersen (The Association for Media Literacy)

ROUNDTABLE:

Media Literacy Education Teaching Strategies

The art of teaching is knowing how and when to apply the craft of teaching. We agree that media literacy needs to be taught and researched, but often do not know how or when to teach it or research it. This demonstration of teaching strategies—gleaned from brain research and teaching teachers for 20 years—will propose a range of methods for teaching and learning media literacy at any level.

The workshop will present a range of teaching strategies with examples, including Frameworks (Key Concepts and Media Literacy Triangle), Compare And Contrast, Lists, Continuum, With and against, Positioning (adapted from Critical Literacy), A Range of Readings (adapted from Critical Literacy), and Production (with samples of student work).

KEYWORDS: media; literacy; teaching; learning; strategies

Richard Berger (CEMP, Bournemouth University)

ROUNDTABLE:

Young People's Mental Health: the challenge for media education researchers

Despite being the most connected and networked generation in history, many charities and organisations which work with young people, are reporting an increase in mental health issues; from cyber-bulling/trolling to self-harm, eating disorders and depression. The Mental Health Foundation estimates that one-in-ten young people, now suffers from a mental health issue. This session is a chance for media education scholars to discuss the implications of this for our research. It is hoped that the session will lead to further work, and collaborations in this field, with a view to a) to map out if there is an increase in mental health problems for young people, and the media's role (if at all) in this, and b) to design a series of interventions which could be developed into a proposal for a substantial piece of future research.
This session would be of interest to any researcher who works with young people, or who has an interest in mental health more generally. Practitioners, and those who work directly with young people, are particularly welcome.

KEYWORDS: young; people; mental; health; research

Jacques Brodeur (Edupax), **Shara Drew** (Campaign for a Commercial-Free Childhood) & **Jean Rogers** (Kids Media Diet)

ROUNDTABLE:

Media Education and Screen Freedom: Toolkit for Closer Partnering

A primary component of any media education program should be turning off screens in order to reflect upon, and critically examine, media content and consumption. One major problem with screen-time reduction initiatives is inspiring large numbers of students to participate (and thus achieve the educational benefits associated with screen freedom). Various programs to reduce children's screen time have been implemented in the United States, Canada and France. This session will include presentations about the most successful components of these programs and will discuss benefits sustained over the short- and long-term. It will discuss key research underscoring why media educators need to inform parents and students about the impacts of screen exposure on children's health; describe the interests we are serving by keeping young citizens (and their parents) ignorant of the damages caused by screen overexposure; and highlight best practices for fostering change in screen habits. Drawing from lessons learned from the SMART program (Student Media Awareness to Reduce Television) and others, this roundtable discussion will provide tools and strategies for preparing students for screen-time reduction; gaining parents and teachers' collaboration; and mobilizing communities to support kids' efforts to reduce screen exposure.

This round table will bring surprise to old time activists as well as young enthusiastic teachers, from Kindergarten to University

KEYWORDS: screen freedom; screen time reduction; technology to serve; motivating youth; mobilizing parents & communities

Jacques Brodeur (Edupax)

CONFERENCE PAPER:

Ban on Marketing to Children: Media Educators Learn About the Benefits

In 1976, legislators in Québec, Canada, voted to ban advertising directed at children younger than 13 years. In 1989, the Supreme Court of Canada ruled that the ban did not contravene the Constitution. During that same decade, in the U.S., the FCC deregulated TV programs for kids, which allowed huge increase of child-targeted marketing, including more violence in programs for children. While GI Joe and Transformers carried 84 and 81 acts of aggression/hour, both heroes helped Hasbro to dictate which toys adults should buy. Similar strategy was used with the Ninja Turtles, the Pokemons and others. In 2011, SpongeBob was found guilty of spreading ADHD. Ritalin increased its sales to fight ADHD. TV characters inspired not only kids' behavior, but also preferences for food, while obesity makes victims across the world. While damages to kids' health increased, two researchers evaluated the benefits of banning ads targeting kids. This presentation will allow this study published in 2011 to be summarized. The reasons why big media ignored it will be debated. Media educators must learn about child abusive strategies by marketers and the benefits of protecting youth from them.

KEYWORDS: capturing children's attention; advertising to kids; child abusive marketing; commercial-free childhood; screen entertainment

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Allison Butler (University of Massachusetts Amherst)

ROUNDTABLE:

Self-awareness and self-expression: Youth sense-making of secrecy, privacy, publicity, and security

As we move further into the 21st century, the questions asked of youth and media shift in the face of the increased ubiquity of digital media. On a personal and societal level, traditional notions of secrecy, publicity, privacy, and security are challenged in the digital realm. When young people share their quotidian adventures in a digital realm as part of the complex and nuanced process of identity development they appear to willfully toss aside secrecy, privacy, and security in a desire for publicity. This appearance - looked at from an outside, adult perspective - may not match how young people see themselves. There is a tension between the motivation for their choices and the real consequences of these choices. For young people, there is often a lack of clarity about what privacy is and a misunderstanding of how information flows and for what purpose it is used. As the creators of content, how do young people see themselves as participatory bodies in the social media realm? How can young people be better understood (by the adults who both protect and potentially regulate them), via their own stories, as having a stake in both personal and community security? What are the assumptions and expectations that are implicit in their lived environment, one largely built on sharing? This presentation shares preliminary analyses drawn from stories culled from interviews with 14-18-year-olds as they discuss their social media use.

KEYWORDS: social media and youth; critical media literacy; digital media use; privacy and security

Allison Butler (University of Massachusetts Amherst) & **Alexis Ladd** (Wheelock College)

ROUNDTABLE:

Teacher training in media literacy: Exploring struggles, successes and next steps

 This workshop will share work done in curriculum development, teacher training, and classroom integration of media literacy lessons at a pilot program at a public high school in Massachusetts by Mass Media Literacy, a Massachusetts-based grassroots organization that builds curriculum and trains teachers in media literacy while also building and advocating for policy that supports teacher training in media literacy. A team of teachers were trained in media literacy and provided with lesson plans that integrated media literacy into their specific courses. These lesson plans followed Massachusetts State and Common Core standards and were adapted by the teachers for their individual needs. The presenters will share the work done as well as preliminary analyses of the findings, including how the lessons fit into the teachers' work, what the students learned, and next steps. This workshop will be especially valuable for teachers, youth advocates, and community organizers interested in bringing media literacy into their classrooms and will be an opportunity to share concerns and build coalition around media literacy curriculum and policy development.

KEYWORDS: critical media literacy; teacher training; media education research; mass media literacy

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Michelle Cannon (Bournemouth University)

CONFERENCE PAPER:

Researching a holistic Film Education Framework for Europe and its practical implementation

This paper presents the outcomes of an EC-funded research project in which film education experts from over 20 European countries devised a broad and flexible framework for film education across Europe (the project follows up prior scoping research which produced the Screening Literacy report, link below). Launched in June 2015 at the Cinémathèque Française, Paris and led by The British Film Institute, the framework is aimed at moving image educators in a range of contexts - schools, cultural institutions, film industry, cinemas and government and non-government agencies – interested in the development of children and young people's creative production, critical perspective and cultural participation. Researching the framework influenced my own work as a creative media practitioner with young learners in East London schools: I will demonstrate how enhanced film sensibility has wider discursive relevance: to living in a digitally mediated environment; to evolving pedagogic practices; and to more holistic and inclusive conceptions of education.

KEYWORDS: film education; film literacy; creative media production

JAMES COHEN (MOLLOY COLLEGE)

CONVERSATION:

Continuous and Immersive Digital Media Literacy Education: Mobile Group Chats with Students

Are students willing to observe and learn about digital media literacy outside the classroom setting? This conversation deals with a seminar style digital media literacy course that includes GroupMe, a mobile chat room application utilized by both the faculty and the students. Students are encouraged to use the app to communicate, share homework ideas, note observations, take photos, share online media, and most importantly, ask questions of the instructor at any point. Aside from the pre-decided exclusion times, the instructor remains in the conversation with the students to guide them to a more immediate, immersive understanding of digital media and acquired experience. This conversation will discuss the many benefits of continuing education in a group chat setting (immediate answers, connectedness, monitored learning), as well as the several pitfalls involved (student drama, brash language, myopic offensive messages) that may occur. Optimally, this conversation will explore future methods of continuous immersive learning techniques for Generation Z and the future media student.

KEYWORDS: immersive; mobile application; digital media literacy; chat; learning

PREPARATORY MATERIAL:
Please download GroupMe, a group message chat application that requires a phone number to initialize.

Stephen Colwell (Institute of Education)

ROUNDTABLE:

Re-framing the authenticity narrative: theories of recontextualisation and media practice pedagogy

This paper reports on the application theories of recontextualisation to media practice pedagogy outlined in "Scriptwriting as Pedagogy" (Colwell; 2014). The re-location of production practice from one sociologically distinct context, 'professional' media, to another, education, has a transformational effect. The pursuit of 'authenticity' in student experience of media production can, this research suggests, only result in a reproduction of an imagined version of media practice. However, student engagement with this transformed or 'pedagogized' media practice is an 'authentic' experience in its own terms. The problem is how to describe it. The general theoretical position that informs this research argues that recontextualisation is the primary factor in this field. It offers an alternative perspective on student engagement with practice and learning. The aim is to dismantle and describe this distinctive social / pedagogic space and its relationship to the 'professional' world which provides its activating principles. Research and analysis to date has demonstrated the feasibility of applying Social Activity Method (Dowling; 1998, 2009) to teaching media practice and the capacity for its organisational language to describe the pedagogic space. It also raised questions about the reliability of assessment of pedagogized media practice if principles of recontextualisation are not recognised.

KEYWORDS: media practice; pedagogy; authenticity; recontextualisation

Angela Cooke-Jackson (Emerson College) & **Abigail Ringiewicz** (publisher)

ROUNDTABLE:

#RealTalk Beta: Toward understanding at-risk urban youth perspectives on sexual health

On a number of levels our youth are setting the digital culture stage, creating new conversations around what media represents for them, and how they choose to disseminate their independent ideas and voices. This is greatly apparent in the domain of sexuality and sexual health research.

The promotion of positive sexual health behaviors among at-risk youth can be a multifaceted and multidimensional endeavor for public health practitioners, health communication scholars and health educators. Reflective participatory studies show that youth who are immersed in active learning whereby they function as creator and disseminator of health messages on sexual health information. This content analysis of #RealTalk Beta is an attempt to recognize the agency and self-efficacy youth emanate when given a platform to share their own ideas on topics of sexual health, demonstrating the value of social media and technology as a reflective kick-off point.

The authors used the web site #RealTalk Beta as a technological platform for assessing the digital sexual health constructs that youth experience on a day-to-day basis. The website reframes the sexual health narrator, giving youth a digital platform which facilitates their perspectives as civically engaged information bearers for their peer groups/population.

KEYWORDS: sexual health; urban at-risk youth; narrator; digital platform; participatory study

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Fiona Cownie (Bournemouth University)

CONFERENCE PAPER:

Gratitude: its role within the student experience

Gratitude is important but largely overlooked within education. Instead notions of entitlement, considered by Howells (2012) as reflective of a self-interested, transactional approach to learning, have been promoted. This research proposes that gratitude drives students' engagement with their studies and positive conversations amongst peers and strong ties.

This research is part of a journey in which a relational lens is brought to the analysis of HE. Whilst authors (e.g. Bowden 2013) have developed empirically tested frameworks for HE which draw from a relational paradigm, none refers to gratitude. Howells (2012) draws from hermeneutic inquiry to develop thinking about how gratitude can play an important role within today's learning context. The research presented here draws together Howells' (2012) ideas, with work from relational scholars within the consumer context (e.g. Dewani and Sinha, 2012; Palmatier et al. 2009; Raggio, et al. 2014) to develop thinking about how gratitude might be developed into a robust, measurable construct ready for inclusion within empirical research examining the relationship between gratitude, engagement and word-of-mouth communication.

This research seeks to define a place for this potentially important aspect of creative and media students' HE experience and in doing so, to facilitate strategies for quality enhancement.

KEYWORDS: gratitude; engagement; word-of-mouth communication; student-experience;

relational

Rhys Daunic (The Media Spot)

CONVERSATION:

The challenges of developing a foundational map for K-12 media literacy, and a dissection of the project to date.

This presentation will share the challenges that The Media Spot (TMS), a media literacy consulting organization, is encountering as it develops a curriculum planning framework aimed at facilitating system-wide flexible integration of media literacy in New York City public schools.

Rhys Daunic, director of TMS, will discuss the building blocks he sees as common to the New York City K-5 and K-8 public schools he works with to integrate media literacy. He will also outlay the plan for expanding the first-in-the-nation Urban Schools Media Literacy Network launched by nine schools in 2015. Participating media literacy teachers, literacy coaches, and school administrators submitted and exchanged their best units of study and worked with facilitators to explore, discuss, and reflect upon each other's work built around unifying media literacy themes and skills.

The objective of these efforts over time is the creation of a scope & sequence for media literacy education that provides a foundational scaffolding to allow the broad array of pedagogical and personnel profiles across US public schools to flexibly build core media literacy practices into their curricula.

KEYWORDS: K-12; curriculum development; media literacy; networking

PREPARATORY MATERIAL
Description and resources from the first meeting: http://themediaspot.org/blog/tms-media-literacy-exchange-1
Scope and Sequence (framework) Template: http://themediaspot.org/tools/media-literacy-scope-sequence-template-2015

Anna Feigenbaum, Dan Jackson, Einar Thorsen and **Dan Weissman** (Bournemouth University)

CONFERENCE PAPER:

Data Visualisation and Media Education: Reflections from the Bournemouth University Datalabs project

Carried out between January 2015 and July 2015, the BU Datalabs project explored the possibilities and challenges associated with the communicative power of visualizations, maps and related interactive digital media for telling data stories on sensitive subjects of societal importance (Greshon and Ward 2001).

Through a series of innovative Datalabs events and workshops, we used a hands-on, participatory approach to teaching that combined principles of scaffolded technology learning and hacklabs (Hmelo-Silver et al., 2007). Prioritising collaborative exchange, we brought together researchers, students, journalists and NGOs to generate key insights and co-create tangible outputs.

In this paper presentation we introduce the emergent area of data storytelling and offer a pragmatic overview of our Datalabs process. Covering the opportunities and challenges our workshop model provided, we share some key insights that arose out of our collaborative education project. We discuss how other universities and organisations can use our model as a template, enabling their organisations to co-create data stories with public stakeholders.

KEYWORDS: open data; data visualisation; infographics; hacklabs; digital media

Karen Fowler-Watt (Bournemouth University)

CONFERENCE PAPER:

The Storytellers tell their Stories: utilising stories of 'lived experience' in journalism education

Stories are 'hardwired' into journalism as a craft (Marr, 2004); this paper explores how stories of 'lived experience', the personal stories of journalists, can play a credible and useful role in journalism education. Focusing on the BBC College of Journalism as a case study and using examples from in-depth auto/biographical interviews with journalists working there as educators, this paper analyses how 'self-stories' of experience from journalism practice can inform journalism education in an age that has been described as 'autobiographical' (Plummer, 2001). The inter-relationship of personal and professional identity is also considered, utilising the emergent concept of autobiographical journalism to scrutinise the role of self within the context of the newsroom and the classroom. The imperative to restore trust in journalism provides a crucial context and the paper assesses the importance of personal stories in inculcating good practice. The interviewees highlight the importance of credibility and utility in sharing their experiences with others in a learning environment. The paper concludes that active learning from the lived experiences of others can enhance journalism education, informing students' self-understanding and encouraging an ethical approach to their craft, so that good practice and a pride in the 'craft artistry' of journalism emanates from placing the storied selves of self-reflexive practitioners at the heart of the learning experience.

KEYWORDS: journalism education; storytelling; identity; lived experience; reflexivity

Neil Fox (Falmouth University)

CONFERENCE PAPER:

Classrooms without teachers and film without borders: proactively responding to digital disruption in film education

New technologies are transforming the ways in which cinematic content are produced, exhibited, consumed and engaged with. This process of digital disruption poses a challenge to both the film industry and to the academic study of film. Yet both the medium of film and its study as an academic discipline have long been engaged in responding to threats to their standing, practices and validity. For film education, the challenge of digital disruption can be addressed. This paper examines how film education can navigate this new terrain and proposes two ways in which it can situate itself in response. Firstly, by recognising the role of the Internet, now significant in working through the debates surrounding cinematic practice, its scholarship and training, and

by embracing technological opportunities. Secondly, by adopting a collaborative and theory-led practice education model akin to that of the National Film School of Denmark. In responding to the challenges of digital disruption, film education must engage in the critical discussion of existing and historical industrial practices and adopt a proactive as opposed to reactive role in the shifting parameters of contemporary film and cinema.

KEYWORDS: film; education; collaboration; technology; cinema

Pete Fraser (CEMP, Bournemouth University)

CONFERENCE PAPER:

The Battle for Media Studies - how the UK government almost took it away from schools

This presentation will give an account of recent events in the UK, where, as part of the 'reform' of the curriculum, there appears to have been a very clear attempt by the schools' minister in the Conservative government to get rid of media studies for 14-19 year olds. The UK government's education reform agenda is very much one of 'cultural restorationism' (Stephen Ball) coupled with neoliberal rhetoric around economic competitiveness; arts and humanities subjects are under attack at all levels of the UK system. This presentation will give context for the place of media studies in the high school curriculum over the past 30 years and describe the process of political interference which the Media Education Association had to fight.

KEYWORDS: media studies; education; school reform

Pete Fraser & **Julian McDougall** (CEMP, Bournemouth University)

CONFERENCE PAPER:

Co-creating Media Literacies in Secondary Schools: travels in double-think

This workshop will share research conducted by a special interest group (SIG) in media literacies with the United Kingdom Literacy Association and secondary school teachers in the UK. The objective of the SIG is to generate conversations about what it means to be literate, agentive and (potentially) civic in the production of digital media (see Potter et al, 2015).

As we will explore, a curious double-think pervades in the UK, whereby media literacy is taken seriously as a hybrid discourse of protectionism and economic growth contribution) whilst at the same time Media Studies is derided.

In this session, we will present interim findings from a co-creation project, with teachers and students of ICT, English and History, collaborating on the production of UKLA cross-curricular media literacy resources to support the development of critical, active media literacy for civic engagement (Mihailidis, 2014) within these subjects. In the context of the double-think, perhaps surprisingly for international delegates, we cannot overstate the necessity of 'hiding' media literacy work within legitimated curricular. The resources produced will embed media literacy in these subjects for enquiry-based, interdisciplinary work, but – crucially – this work will primarily

meet the learning outcomes for those subjects within our highly conservative epistemological environment.

KEYWORDS: media literacy; schools; history; ICT; government and politics

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Megan Fromm (Colorado Mesa University), **Don Goble** (Ladue Horton Watkins High School) &

Julie Smith (Webster University)

ROUNDTABLE:

A united front: How secondary and higher education can work together to improve media literacy education from the ground up.

Convened by the Journalism Education Association, this roundtable will explore the contemporary dynamics, policies, and networks between secondary and higher education that both limit and promote quality media education. The panelists will present challenges and success stories regarding implementing successful media education strategies at both the high school and collegiate level. Topics to be explored via roundtable discussion include:

1. Linking the fate of media education at the college/university level to media education at the high school level. How can we elevate the issue of quality secondary media education to the national level.
2. Building supportive networks between high school and university media educators. What would that network look like, and what does each most need from the other?
3. Finding common ground in policy and approach. What are the shared concerns regarding media education at the policy and pedagogy level? What works and what doesn't? How can educators in complementary fields of journalism, media literacy, and mass communication come together?

The roundtable conversation will conclude with specific steps for strengthening the alliance between media educators at the secondary and collegiate level.

KEYWORDS: pedagogy; educational initiatives; partnerships; networks; journalism

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David Gauntlett (University of Westminster)

CONVERSATION:

Making Media Studies

In his video linked MERJ Conversation for MES, David Gauntlett will share his vision of 'Making Media Studies', for a media education focused on doing and making, building knowledge and understanding.

In Making Media Studies, David Gauntlett turns media and communications studies on its head. He proposes a vision of media studies based around doing and making – not about the acquisition of skills, as such, but an experience of building knowledge and understanding through creative hands-on engagement with all kinds of media.
Gauntlett suggests that media studies scholars have failed to recognise the significance of

everyday creativity – the vital drive of people to make, exchange, and learn together, supported by online networks. He argues that we should think about media in terms of conversations, inspirations, and making things happen.

Understood in this way, media education can be about genuine social change, if we recognise the significance of everyday creativity, work to transform our tools, and learn to use them wisely. Through creative engagement, we should be thinking about media in terms of conversations, inspirations and making things happen.

In this MERJ conversation David will share a video presentation on these ideas, and then join the discussion by video link.

KEYWORDS: making; media; studies; connecting; creating

Ekmel Gecer (Sakarya University)

CONFERENCE PAPER:

Media and Academics: Representation means more Freedom?

The historical and political background of Turkey has created situations where the state structural state ideology allegedly tried limiting the freedom of media professionals, journalists and academicians through the various periods of the nation's modern history (Arslan, 2005: 24). In academia context, this caused universities to be under control of the 'state ideology'. As way of exit, academics tried alternative ways such as using media courses to communicate with society to explain their approaches.

However this representation also increased the questions related to tabloidization of scientific knowledge and academic freedoms in the country (Barnes and Barr, 1988). Media organisations, on the other hand are claimed to usually hand the microphone to the academics who will talk according to the media owner's benefit and will not talk much about 'controversial' topics so as to not disturb the media owner's relationship with the political power (Schrecker, 2010: 153; Kocer, S. and Erdogmus, 2011).

In this context, this paper (based on semi-structured interviews with politicians, academics, NGOs and media professionals) aims to analyse the media representations of the academics in Turkey and ask broader questions regarding the academic freedoms, democratisation in the country and the role of the universities and public relations and media access of higher education institutions.

KEYWORDS: Turkey; academic freedom; media; representation; democracy

Roman Gerodimos (Bournemouth University)

CONFERENCE PAPER:

Youth and the City: Digital Literacy as a Tool of Urban Voice

Many studies have documented how contemporary configurations of urban space lead to the exclusion and marginalisation of young people. New media are increasingly embedded in youth routines and the processes of civic socialisation and participation. At the same time, increased

mobility, urbanisation, globalisation and digitisation pose unprecedented challenges and opportunities for the 21st century city.

Utilising concepts and techniques from urban studies, digital literacy and visual ethnography (Henthorn 2014; Humphreys and Liao 2011; Leyshon, DiGiovanna and Holcomb 2013), this paper puts forward a methodological and pedagogic framework for the exploration of youth engagement with the urban landscape through young people's own perspectives. As part of a pilot study, 51 students were asked to use media to reflect on the challenges facing their city. This reflective and creative exercise revealed the potential that mindful engagement has in empowering and giving voice to young people. This micro-social perspective does not overlook the critical importance of collective social agency. On the contrary, it allows us to examine how individuals understand and engage with such collective processes and rituals in the context of urban landscapes.

KEYWORDS: cities; public space; urban landscapes; visual ethnography; young people

Melanie Gray (Bournemouth University)

CONFERENCE PAPER:

Teaching Marketing students to become entrepreneurs: Are we up for the challenge?

HE Marketing education in the UK is changing (Gray et al 2012, Brennan 2013). A drive from both the discipline itself and surrounding economic and cultural influences, has led to a remit to embed employability into the curriculum of undergraduate Marketing degree programmes (Henry 2013). Degree programmes are now being steered towards embedding employability into curriculum design and implementation (BIS Government 2003 & 2011 white papers).

Part of this employability agenda focuses on Entrepreneurship, with a view that Entrepreneurship education, in terms of developing both entrepreneurs and entrepreneurial skills, is a panacea for economic and social change in the UK (Henry 2013; Quality Assurance Agency for Higher Education (QAA), 2012, 2014).

There is strong evidence providing rationale for this drive to create 'entrepreneurial students', however enhancing the current education practice to embed this into the curriculum presents challenges for the institutions, educators and students involved.

This paper will explore Entrepreneurial teaching at an undergraduate level, by focusing on a Marketing degree programme anchored in the Faculty of Media and Communication within Bournemouth University, a leading UK provider of Media orientated degrees. It aims to provide understanding of the rationale for such provision and the tensions that this can create in educational practice.

KEYWORDS: marketing; employability; entrepreneurship; teaching

Melanie Gray & **Phil Mathews** (Bournemouth University)

ROUNDTABLE:

'What a Drama': negotiating staff and student collaborations across academic groups.

The roundtable we propose is for pedagogic input, scrutiny, and advice in relation to a cross departmental collaboration at Bournemouth University.

The collaborative initiative we are implementing is between BA Marketing and BA Scriptwriting for Film and Television, both within BU's Faculty of Media and Communication but within distinct departments.

Scriptwriting students are tasked within a formally assessed unit to research and develop an original television series. The emphasis is on professional arenas where students conduct research to generate proposals and ideas. The intention is for scriptwriting students to collaborate with marketing students, gaining insight and knowledge around the world of marketing to explore, identify and develop stories and characters. We see this symbiotic initiative being mutually beneficial by:

- Enhancing the learning of those involved. Benefits of collaborative learning, in terms of academic achievement and impact on personal skills, are well evidenced (Johnson & Johnson 2009; Nichols 1996; K Bruffee 1995, Teasley et al 1993).
- Addressing a skill set deficiency by introducing scriptwriters to the principles of 'marketing and promotion' and marketers to 'narrative structure and emotional engagement with audiences'. Ultimately this is about encouraging critical reflective learning that is transformative (Barnet 1997)
- Promoting connections across academic departments (student and staff level)

Within the session we wish to explore ways to maximise success, discuss strategies for tackling issues and gain a view on how to create a legacy of collaboration that occurs outside the current informal negotiated approach.

KEYWORDS: collaboration; narrative; marketing; research; legacy

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Kelsey Greene (Convergence Academies, Columbia College Chicago)

ROUNDTABLE:

Acknowledging & Expanding Student Perspectives through Curiosity, Creation & Curation

This interactive workshop will engage participants in media analysis, production and curation activities that are student-centered and inquiry-driven.

In alignment with the Media Education Summit's culturally diverse approach to media education, this workshop will address how simple, media production, analysis and curation activities can help educators develop more inclusive and empathetic classes where learners can share and expand upon their notions of identity and representation in relation to the media. Curiosity encourages students to ask questions about their own perspectives in comparison to others; curation requires

them to look at the larger media landscape and what a collection of texts says about varying perspectives; and creation allows them to contribute their perceived beliefs through unique multimodal expressions. All three frameworks stem from a critical pedagogy where students experience education as something they do instead of something done to them (Freire, 1996). In addition to partaking in easily applicable classroom activities, participants will walk away with a plethora of related resources. Time will be included for questions and a brief discussion on how such practices can align with varying subjects and grade levels.

KEYWORDS: media literacy; media production; curation; inquiry-driven; constructivist media decoding

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Brad Gyori (Bournemouth University)

CONFERENCE PAPER:

POV X 3: Helping Journalists Juxtapose Subject, Audience and Author

Asking journalism students to create stories with a strong point of view means requiring them to do three things at once. Effective feature writing triangulates between all corners of the sacred narrative triad: subject, audience and author. This article proposes a three-part lesson plan centring on various interactive learning strategies. Students are challenged to research and then empathize with the worldview of a specific narrative subject, the protagonist(s) of their story. The subject's perspective is considered in relation to the expectations and assumptions of a proposed target audience. Finally, these two perspectives are complicated and complimented by the students' own authorial judgment, the perspective that determines the final form of the story. As education-reform advocate James Gee explains, alternating between overt instruction and active participation allows for deeper learning to emerge (2007). Drawing on Gee's curriculum design template, this article describes a class session with interactive elements embedded throughout and short lecture components arriving "just in time and on demand." Students first collaborate in pairs, then small groups, then as a whole class. In this way, new levels of complexity are systematically introduced and a greater understanding of narrative nuance is achieved.

KEYWORDS: journalism; education; point-of-view; perspective; participatory

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Christopher Hall (Sheffield Hallam University)

CONFERENCE PAPER:

'A force for good?' Embedding sustainability, social responsibility and ethics in curriculum and production.

'As intelligent and responsible filmmakers, working in a free society, we have a duty to ensure that our chosen medium is a force for good. Especially in this ever-more complex and difficult world.'(Puttnam 2005)

In our daily working life how much do we, as makers and educators, aspire to David Puttnams' ideal? What are our ethical responsibilities as makers and educators and how much should we embed concepts of ethical and responsible consumption and production in the media production curriculum? Should we be questioning the provenance of our production equipment and the way in which redundant technology is disposed of?

An exploration of these provocative the questions and an examination of the reasons that lie behind the issues raised and how we can begin to engender change.

Drawing from a kaleidoscope of sources and research, this tells challenging stories behind the origin of the minerals in our circuit boards, the use of water in lens manufacture, the working conditions of the people who assemble our computers and the lifestyles of the children in developing countries who recycle our out-of-date stuff.

Challenging questions for difficult times.

'I think the economic logic behind dumping a load of toxic waste in the lowest wage country is impeccable.' (Lawrence Summers, Chief Economist , World Bank, 1991)

KEYWORDS: sustainability; ethical production; technology; filmmaking

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Roy Hanney (Southampton Solent University)

CONFERENCE PAPER:

Taking a stance: resistance, faking and muddling through

A reflection on research in progress, focusing on project-based learning in the field of media practice education. The study has identified three themes of interest. The first questions the re-contextualisation of practice from the professional to a pedagogic environment. The ways in which this might distort the practice is an issue of concern for educators whose particular choices of approach may impact directly on the learning experience. The second theme questions whether external structuring processes external to project space are effective in encouraging coupling between professional practice and the everyday formulations of practice enacted by students. The final theme questions how much we know about what goes on inside a project and the kinds of identities students adopt as learners. As pressure from academic demands and stakeholder requirements come to bare, decoupling allows students to enact a mode of doing projects that draws on common sense and everyday conceptions. An approach within which, resistance and faking become operational tactics and muddling through an effective project methodology. The presentation aims to encourage educators to reflect on their own use of projects and question the ways in which the identities students claim as learners align with our own beliefs and values.

KEYWORDS: project-based; learning; professional; practice; pedagogy

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Petra Hesse, Rachel Copans, Dejon Price, Katie Ponder (Wheelock College), **Kathryn Needham** (Mission Hill School) & **Maria Boos** (University of Cologne)

ROUNDTABLE:

Bullying and Cyberbullying Prevention: Local and Global Perspectives
Many adults are concerned about bullying and cyber-bullying among children and adolescents. Bullying and cyber-bullying have been implicated in teen suicides and in school shootings. Researchers have studied why some children bully, why others become victims, why bystanders do not help the victims or confront the bullies, and what teachers, parents and other adults can do to intervene. In this roundtable, we will review what is known about the incidence, causes, effects and prevention of (cyber-)bullying.

The roundtable participants are researchers, teachers and activists who will contribute to the roundtable in their area of expertise. The researchers will provide an overview of what is known about bullying and cyber-bullying (definitions, prevalence, causes and prevention efforts in the US and abroad). The teachers will share their bullying and cyber-bullying curricula, and successes and challenges in implementing the curricula with children of different ages, and with college students in teacher training programs. The activists will share a highly successful website on bullying and cyber-bullying, and a community-wide cyber-bullying prevention program.

KEYWORDS: bullying; cyber-bullying; prevention; best practices; local; global

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Marzenna Hiles (CEMP, Bournemouth University)

CONFERENCE PAPER:

What really matters to undergraduates on Creative and Media courses: UK study into student voice

Student surveys, voice, HE, Q-methodology.

The UK National Student Survey gathers student feedback on a variety of different university and course experiences. But it does not ask which, if any, matter most to students. Yorke and Vaughan (2012) acknowledge a lack of research into Creative and Media organisational pedagogies.

How can we know what is truly important to students?
What do they really care about?

A pilot study, utilising UK NSS qualitative open text box comments, has supplied the data for a forthcoming research project, signposting areas within student experience that deserve further attention.

A phenomenological approach was used and Q methodology afforded a systematic analysis of students' 'insider' views. The study's aim was to explore students' individual subjective beliefs and reveal any shared or contradictory opinions.

UK NSS open text box comments from Creative and Media students provided data for a Q concourse. Thirteen students then took part in Q sorts generating a unique insight into each student's own subjective experience. These Q sorts were correlated and factor analysed. Three distinct factors, or viewpoints, emerged, identifying those students holding similar views. Innovative yet small and in its infancy, findings from the pilot study may have significant applications; particularly for course organisation and marketing strategies.

KEYWORDS: student surveys; voice; HE courses

Dan Hunt (Worcester State University),**Ben Boyington** (consultant), **Allison Butler** (University of Massachusetts Amherst), **Erica Scharrer** (University of Massachusetts Amherst), **Julie Frechette** (State University), **Bill Yousman** (Sacred Heart University), **Lori Bindig** (Sacred Heart University), **Paul Mihailidis** (Emerson College), **Julian McDougall** (CEMP, Bournemouth University)

ROUNDTABLE:

Digital Media Literacy Education: Visions and Possibilities for The Digital Generation

At the 2014 International Media Education Summit in Prague, discussions emerged about how to analyze the unique characteristics of digital media within paradigms of media education. Since digital media are personal, multidirectional, participatory, global, networkable, and more affordable than mainstream media, our panelists make important inquiries into how these characteristics make digital media new and different from analog media. As such, the presenters on this panel consider the ways in which digital media literacy education must explore the impact of digital culture at home and at school, and in the various five key strata—self, social, local, national, and global—that define the new ecology of human interactivity today.

Drawing upon each presenter's chapter contribution to the book Media Education for a Digital Generation (co-edited by Julie Frechette and Rob Williams, Routledge 2016), this panel offers multiple vantage points from which to creatively and meaningfully engage in digital media literacy education (DMLE) in the classroom, at home, and in everyday moments. The panelists provide innovative and thoughtful insights into DMLE today, as they ambitiously combine recent communication and educational scholarship about networked technology with theoretical visions and pragmatic possibilities for our twenty-first century digitally supported learning communities. The culmination is a critical pedagogy that value self and social empowerment over technical skills, and suggests new learning modes, approaches, and initiatives for teaching and learning across the digital spectrum.

Chair: Rob Williams
Panelists:
Dan Hunt: The Selfie, Photographic Communication, and Digital Literacy
Ben Boyington: Digital Divides, Devices, and Destinations for 1:1 Technology Initiatives for U.S. Secondary Education
Allison Butler: Policy, Participation, and Practice: Assessing Media Literacy in the Digital Age
Erica Scharrer: Encouraging Critical Thinking about Cyberbullying: Media Literacy Data from 6th Graders
Julie Frechette: New Modalities of Learning through Critical Digital Media Literacy Education
Bill Yousman: The Text and the Image: Media Literacy, Pedagogy, and Generational Divides
Lori Bindig: Back to School: Media Literacy, Graduate Education, and the Digital Age
Paul Mihailidis: The Mobile Citizen: How a Media Literate Generation is Reshaping the Global Public Sphere
Julian McDougall: 'Mediapting' and Curation: Research Informed Pedagogy for (Digital) Media Education Praxis

KEYWORDS: digital media literacy; media education

Agnieszka Jelewska & Michal Krawczak (Adam Mickiewicz University in Poznan)

CONFERENCE PAPER:

Guerilla Strategies and DIY Media as a Second Wave of Democratization in Post-Communist Countries Education

The presentation will focus on the most effective strategies of media education, such as DIY strategies and guerilla approaches to collective practices, used in specific cultural and political situations in post-communist countries.

After 1989 Poland experienced many contradictory forces: one of these was the power of democratization and the sudden direct access to new media culture; the other was the threads of hyper-consumption connected with so-called wild capitalism. In this complex cultural, economic, and political situation, new ways of using media emerged.

A deep understanding of the possibilities and the threads that are produced in the techno-cultural situation is the most important task in educational programs at our university. One of them, which we would also like to discuss, is the curriculum of Interactive Media and Performance, one of the first project-based-learning studies in the humanities in Poland. The main goal of this program is to use artistic practices and theories from science and the humanities as a laboratory for teaching and learning about cultural changes in our society in the context of globalization, network, and social media communication.

KEYWORDS: DIY; makers culture; media democratization; digital natives; media art education

Sarah Jones (Coventry University) & **Ruth Callaghan** (Edith Cowan University)

CONVERSATION:

Live from the scene: developing a gamification template for digital and virtual reality journalism education

What happens when you take the media student and throw them into a virtual world where their decision-making informs their learning experience? News Play explores this idea adding gamification to a VR film where the player works through a news scenario and the decisions they make inform the newsgathering process. This conversation explores the gaming world and adds virtual reality to create an immersive education experience.

While gamificiation has been recognised as having value in training journalists about the issues to consider and steps to take in complex news situations, barriers to development include logistics and lack of game development skills (Aayeshah, 2012), limited game-playing experience among teachers themselves (Watson, Yang, Ruggiero, 2013).

This pilot project tests a news-based template for journalism educators that can work on different platforms to give students experience in telling different stories. It engages them in the mechanics of reporting, as well as developing skills in social media monitoring, authentication of material, interviewing, choice-making and broadcast reporting.

The goal is a template or formula that can be adapted by educators to explore reporting in diverse

scenarios, with accompanying reflective questions to contextualise the experience for journalism students.

KEYWORDS: virtual reality; gamification; playing; immersion

Alex Kendall (Birmingham City University)

CONFERENCE PAPER:

"It's all about trying to meet the needs of your community": a digital literacies approach to engaging parents through social media.

The value of social media to teaching and learning in schools has attracted widespread interest from a global community of teachers, researchers and policy makers across the UK, Europe the U.S. As a consequence a rich associated research base around the use and effects of social media in school settings is emerging. To date this work has focused on interactions between teachers and young people and young people and their peers. Less well explored are schools' attempts to turn their use of social media outward toward parents and the wider school community. In this paper we draw on ideas from Literacy Studies to read empirical material generated through a Comenius funded multi-lateral European (UK, Greece, Austria, Bulgaria, Ireland) project, ESTEP, to open up new conversations about schools' use of social media beyond the school gates. Whilst our analysis encourages us to remain enthusiastic about the potential of social media to support vibrant school/community relations we caution against 'quick fix' approaches that treat 'e-interaction' as socially and culturally neutral. Understanding an externally-facing social media strategy instead as 'digital literacy' work deeply embedded in complex socio-cultural relations might, we argue, yield a much richer, more dynamic level of parental and community engagement.

KEYWORDS: social media; digital literacy; parental engagement; schools

Jennifer Ladner (Fitchburg State University) and Jessie Trowbridge (Child Development Special & Consultant)

ROUNDTABLE:

My First Media Adventures: Building Young Children's Early Literacy Skills with Meaningful Media Use in Early Education

Many people are both excited by the possibilities for educational benefits from media and communication technologies that have developed over the past few years, and concerned for the potential negative effects from media (over)use, especially when it comes to the lives of young children. This session includes an overview of four activities aimed at fostering the development of young children's early literacy skills using media in meaningful ways. Activity stations include:

Digital Photography, Creating an Audiobook, Storytelling with Technology (using laptop and iPad),and Exploring a Media Literacy Library. These activities highlight opportunities where media can be used with parents of young children at home or in early education and child care settings to build early literacy skills and engage children in media creation. These activities are designed to increase students' communication and critical thinking skills using various media to stretch their minds in different ways. After reviewing the activities and student examples, participants will have an opportunity to ask questions and explore the tools. This is a hands-on opportunity for parents, early education and child care providers to learn ways to nurture screen savvy kids.

KEYWORDS: media literacy; communication; children; education

Antonio Lopez (John Cabot University) & **Sox Sperry** (Project Look Sharp)

ROUNDTABLE:

Bridging Sustainability Education with Media Education: Methods, Techniques and Hands-On Approaches from Practitioner Experiences in the Field

Because the integration of environmental sustainability with media education is an emerging field, this workshop will introduce a variety of sustainable education approaches and concepts that media educators can incorporate into their work. This workshop is intended to be a hands-on, practitioner-oriented space to explore curriculum design, activity development and pedagogical approaches to environmental sustainability and media. In this interactive workshop, participants are invited to share their own ideas and experiences, and also to experiment with ways they can develop further the relationship between ecology and media in their own work. The three presenters have varied experiences and represent very different approaches to media education and sustainability. Topics include techno-literacy and gadget research; ecopedagogy; constructionist decoding strategies; youth activism and civic engagement; and alternative media. The workshop facilitators will also share examples of current research that demonstrates the effectiveness of different approaches.

KEYWORDS: environment; sustainability; cultural citizenship; green media; technoliteracy; ecopedagogy

Julian McDougall, Mark Readman & **Phil Wilkinson** (CEMP, Bournemouth University)

CONFERENCE PAPER:

Slats, Slubb and Tablets

This presentation will share the interim findings of a research project evaluating the intervention of a multinational technology provider on / with a school and community in a unique island setting off the coast of England.

A sample of families meeting criteria for vulnerability / disengagement, including child(ren) in the school with special educational needs (SEN) – are provided with networked mobile devices, weekly workshops and an open access 'safe space' in the form of a 'digital classroom' for the community.

The research team wear several hats – 'in residence' at the school, ethnographers seeking 'thick description' (Geetz, 1973), funded providers of data for the corporation, linked stakeholders for the school.

The development of a transferable methodology for measuring the outcomes of digital engagement initiatives in highly situated contexts is at the heart of the project. Our objective is to provide a nuanced picture of the complex relationships between institutions, education, community and technology.

Here, we will present the findings to date but also reflect on the complexity of the kinds of 'digital capability' (from Sen, 2005) we are looking for, as well as explaining the importance of moving beyond reductive and functionalist notions of digital literacy and the risk of 'othering' the community.

KEYWORDS: digital literacy; capability; community; learning

Victoria McGlynn (Toronto television & film industry)

CONFERENCE PAPER:

How to teach the concept of key frames to post-secondary level students?

This study attempts to identify how best to teach the concept of key frames to students in post-secondary education. Key frames are used to help generate movement when creating visual effects inside editing software. The concept is essential for the students to learn, as it is the foundation for many more complicated visual effects required for use in editing. As a teacher I have noticed that students who are new to the subject of video-editing often struggle with the concept of key frames when they are learning it for the first time. Using action research this study looks at investigating the best methods to effectively teach the concept of key frames by adding the component of a flipbook activity to increase their success. The participants filled out several questionnaires throughout the process to see which methods helped best with comprehension. The students indicated that the flipbook assisted in their understanding; however ultimately a mix of methods is required since each student learns in a different way.

KEYWORDS: key frames; video-editing; learning; flipbook

Jad Melki (Lebanese American University)

CONFERENCE PAPER:

Developing and Advancing an Organic Media and Digital Literacy Curriculum in the Arab Region

The Media and Digital Literacy Academy of Beirut (MDLAB, 2013) aims to promote and advance media literacy teaching and research in the Arab region by training Arab academics and graduate students on advanced media and digital literacy curricula and developing curricular material in Arabic that are relevant to the region's needs and priorities. Despite the accelerated growth and access to digital media technologies across the Arab world, there is a dearth of resources and information on both the benefits and challenges of living in a digital/media-saturated world (Melki, 2009, 2011, 2013). The Media and Digital Literacy Academy of Beirut aims to address this dearth. MDLAB launched in 2013 and in the past three years was able to advance media and digital literacy curricula by introducing it to over two-dozen universities. The annual two-week academy brings together Arab media academics and graduate students to explore advanced digital and media literacy concepts and work year-round to develop curricula, courses, case studies, multimedia materials and tools that can be accessed by Arab academics, students, and professionals across the region (Melki, 2015). The talk will address MDLAB's strategy and approach and its early successes in vitalizing and advancing digital and media literacy teaching and research in the Arab region.

KEYWORDS: media literacy; Arab media; Arab media education; digital literacy

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Paul Mihailidis (Emerson College)

CONFERENCE PAPER:

The Civic Actor Gap

This session will explore the ways in which media literacy education can facilitate engagement in global culture across borders, across cultures, and across divides. It will draw from over 50 in-depth interviews and applied media literacy pedagogy from the Salzburg Academy on Media and Global Change. The Salzburg Academy is an annual multidisciplinary summer program that brings together faculty and students from around the world to examine the role of the media in identifying, framing and solving global problems, and how young people can use media literacy to influence, affect and lead change. Since its founding in 2007, more than 500 students from 40 countries have participated in a range of innovative pedagogical activities that inspired them to become to develop an identity as global citizens, and to seek their voice in the digital public sphere. The session will explore the pedagogical approaches, opportunities and challenges that exist when young people gather to engage media literacy education to participate more fully in the global public sphere.

KEYWORDS: civic media; global media education; participatory culture; digital learning

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Jenny Moon (CEMP, Bournemouth University)

ROUNDTABLE:

Learning from reflection in media education and practice

Convened by Dr Jenny Moon, this workshop will briefly introduce the topic of reflective learning in media education or professional development. The graduated scenario exercise, in processes of reading and discussion on given material, will enable participants to gain an understanding of what reflection looks like and how superficial and descriptive reflection is different from the deeper reflection from which learning is more likely to result. All materials used will be free to be copied and used.

KEYWORDS: reflection; learning; experience; teaching; learning journals

WeZ Nolan (Southampton Solent University)

CONFERENCE PAPER:

The PonderLogic Pilot and how I arrived at "craft enhanced research" and "craft informed teaching".

The PonderLogic pilot study was carried out in April 2015 and looked at the experiences of a small sample of first generation students in Higher Media Education at Southampton Solent University. The study trialled an innovative digital method of data gathering. Participants were invited to upload video diary responses as a system of narrative inquiry (Clandinin, 2006), which were then pattern matched (Yin, 1994) to Mezirow's Ten Phases of Transformative Learning (1978a, 1987b). A second element to the pilot was the trial of an Audio-visual submission as a negotiated practice element. Coming to research from a varied career in the media industry the instinct to produce a documentary film output was strong. Then I met some messy paradigms. "If a creative artefact is the basis of the contribution to knowledge, the research is Practice-based and if the research leads primarily to new understanding about practice, it is practice-led" (Candy 2006). In my professional experience both are inseparable and this is just one of many reasons that I am uncomfortable under either banner. In a move to split from the practice-based lexicon I am working under what I term a "craft enhanced research" mind-set that has also led me to consider "craft informed teaching". This paper invites discussion of these early stage concepts and to where PonderLogic is going next.

KEYWORDS: practice-based; practice-led; perspective transformation; transformative learning; craft

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Tomoyuki Okada (Kansai University), **Mamiko Hayashida** (Fukuoka Jo Gakuin University), **Yuko Tsuchiya** (Hiroshima University of Economics), **Yorio Kitamura** (Niigata University), **Tatsuo Sugimoto** (Sapporo City University)

ROUNDTABLE:

When Does Youth Become Creative? Exploring Key Elements of Media Workshop Programs to Enhance Creativity

From morning till night, we often keep our smartphones within our reach. Now we use media more than ever before given the unlimited usage provided by IT industries. It is noteworthy that current youth and children are surrounded by enormous applications and services somebody else made. With a large number of convenient tools, they could be 'smart users' but merely passive consumers at the fundamental level. It is important to have educational opportunities for transformation into creative producers.

In this roundtable, we will explore media workshop designs to stimulate creativity by examining activities of the five workshop researchers. Our aim is to unfold common elements of workshop programs to enhance creativity. Okada will introduce a game method that facilitates participants to find solutions to problems of mobile phone and Internet use. Hayashida will focus on selfies to examine self-expression of students. Tsuchiya will report on a digital storytelling workshop that generates its own narrative evoked by others' narrative. Kitamura will review workshops that used visual images archives left in communities for local memories. Sugimoto, who designed a playground as a place of bodily expression, will discuss how children themselves are involved in

the update.

KEYWORDS: workshop designs; game; selfies; digital storytelling; visual images archives

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Anne-Claire Orban de Xivry (Media Animation), **Maria Ranieri**, (University of Florence) & **John Potter** (University College London Institute of Education)

CONFERENCE PAPER:

The European E- Media Education Lab: Synthesis, Scenarios and Synergies

The EMEL project is a European funded, 3-year project designing an online laboratory for the development of media literacy skills for teachers in initial and ongoing training. It is co-ordinated by Media Animation in Brussels and is running in 6 member states of the European Union (France, Belgium, Finland, Portugal, Italy, the UK). As the first year draws to a close, this paper, from the co-ordinator and two of its participants, reflects on the process of creating training scenarios in different media education cultures, drawing out commonalities across cities and states interested in providing media education as an entitlement for teacher-educators and teachers across the spectrum of media education. The paper will draw on national policy, higher education research and the traditions of media education ranging from social and civic participation to representation and production. A key feature of EMEL is the creation of training scenarios based on a common media education competencies matrix, taking in complementary dimensions of media literacy and media education and located in countries where there is significant variation in the location and coverage of media education issues in policy and curriculum practice. Themes addressed will include how best to create synthesis and synergy from different stakeholders, locating the project within the European and global context for media education. It will raise discussion of interest to media educators worldwide in the context of the wider themes of MES2015.

KEYWORDS: media education; media literacy; teachers; Europe; lab

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Becky Parry (University of Nottingham)

CONFERENCE PAPER:

Visions of Dystopia or Civic Engagement?: Reading Films Made by Young People

Youth filmmaking has been criticised for presenting itself as a panacea or (to paraphrase) 'giving voice to disenfranchised youth'. The rhetorical claims made about filmmaking with young people can be problematic (Blum-Ross, 2012), but as helpful as this acknowledgement is, it should not detract us from further study of film production by young people. It remains important to understand young people's film-making practices on and offline, at home, school and in informal spaces. This presentation introduces 'Media Fish' a model of participation which involves young people in curating a festival and watching, discussing and making films. I will focus on one young filmmaker who has been a member of 'Media Fish' for ten years. I will examine the impact of this

lengthy participation and focus on the way in which it has led to the creation of a feature length film. I invite discussion about the different ways in which this film can be understood as literate, agentic and civic or as a bricolage of popular media (Carrington, 2012a), representing unsettled youth (Carrington, 2012b) - or indeed both. In doing so, I will reflect on the pedagogic space created by 'Media Fish' and what we can learn from this when devising film production activity with young people.

KEYWORDS: youth; filmmaking; creativity; culture; pedagogy

Becky Parry (University of Nottingham), **Joanna McIntyre** (University of Nottingham), **Michelle Cannon** (Bournemouth University) & **John Potter** (University College London Institute of Education)

CONVERSATION:

Beyond Voice, Towards Choice

Exploring spaces and places for creativity in children's engagements with media production and performing arts

Becky Parry and John Potter will foreground issues raised in MES 2015 key notes about the rhetorics surrounding creativity, performance and media production projects which, at times, appear to construct children and young people as lacking or in need of 'a voice.'

Michelle Cannon will then share The Cultural Campus, for which groups from secondary schools 'take over' public spaces within arts venues to create and produce a free 'promenade show' for the public. Michelle considers the particular practices and dispositions of the creative practitioners/artists involved, and the nature of the space that is created by these practices, with a view to discussing the extent to which the young participants are offered autonomy, trust and agency.

Joanna McIntyre will share Greenshoots, a small company of creative practitioners who provide opportunities for young people to work on projects involving visual and creative practices with a strong link to local heritage. The research investigates the creative processes and practices involved in young people, within a community of peers and artists, representing urban spaces.

Delegates will be invited to contribute to a discussion about the role of spaces/ places, materials and resources, artists and facilitators in providing rich creative and cultural experiences for children and young people.

KEYWORDS: creativity; production & performance; voice; young people; space & place

PREPARATORY MATERIAL:
Creativity Conversation MES 2015

Luis Pereira (Coventry University / CEMP, Bournemouth University) & **Andy Goodwyn** (University of Reading)

CONFERENCE PAPER:

Digital Literacy and Cyber Security in Initial Teacher Education in the UK

The way people access, behave and share information online can have negative impact on their lives. Recent events have raised awareness about cyber security issues: privacy, frauds, identity theft, among many others. Digital literacies are now more than ever an important tool to equip people to face these challenges. Institutions like JISC (2014) (formerly the Joint Information Systems Committee, and still known as JISC; an organization that champions the use of digital technologies in the UK education and research) or the UK Parliament (that has created a Digital Skills Committee) have been pushing the development of digital literacy. Considering the importance of schools in this particular topic, in this presentation we will look at Initial Teacher Education. A report published in 2014 on how to equip future teachers in the UK to actively embed technology in learning pointed out a "lack of a robust system to diagnose digital literacy skills" (Taylerson, 2014: 41). In this presentation we enunciate the foundations of a Digital Literacy Observatory initiative, which would analyse where we are in preparing practitioners for digital literacy, in particular, enabling novice teachers to be flexible enough to include emerging topics, such as cyber security.

KEYWORDS: digital literacy; cyber security; initial teacher education; observatory; policies

Stuart Poyntz (Simon Fraser University)

CONFERENCE PAPER:

Media Education, Media Reform and Participatory Youth Media Scenes

The North American media reform movement emerged in the last century to counter media consolidation and commercialization, and to encourage interventions that aim to protect and promote the public interest. While the relationship between media education and media reform has never been straightforward, critical media literacy has often been thought central for building effective media reform movements. But in an age of ubiquitous consumer media, what forces now drive media reform? In this paper, I draw on research from two Canadian cities to examine how community youth media production programs complicate and add friction to mediated urban space and in the process, act as incubators for citizen-led media reform. To capture this process in detail, I draw on the life stories of four young people who 'grew up' participating in youth media programs and examine the impact this has had on their involvement with the development of a media democracy movement in Canada.

KEYWORDS: media education; youth media production; friction; urban space; media democracy

Raquel Ramírez Salgado (National Autonomous University of Mexico)

CONFERENCE PAPER:

Producing and building my citizenship: media education and human rights of young women

This paper recovers the experience of the workshop "Producing and building my citizenship," which was designed and imparted by the author during April and May 2015 in Mexico City, and was sponsored by the Cultural Center of Spain in Mexico and Spanish Ateneo, under the Laboratory of Digital Citizenship Project. This work is part of the empirical progress of the doctoral thesis (in Communication) of the author.

This workshop aimed to create audiovisual materials that represent how young women experience their status as citizens in the community space. The final product was based on the technique of storytelling and the gender perspective. So the participants created stories through images in which they problematized if their rights are respected or violated in community spaces. The selected topic was sexual harassment on the streets and in schools.

Thus, this workshop not only gave to participants technological skills (media and informational literacy), it provided them with the basic tools of the gender perspective to reflect on their condition as young people and women citizens, which gives realize that media education can be an useful and eloquent tool for the promotion of human rights of women and girls.

KEYWORDS: gender perspective; media education; women´s human rights; sexual harassment

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Mark Readman (CEMP, Bournemouth University), **Julian McDougall** (CEMP, Bournemouth University), **Ahmet Atay** (College of Wooster) & **Roger Saul** (University of New Brunswick)

ROUNDTABLE:

Mediated Pedagogies: the value, purpose and process of examining on-screen representations of learning and teaching

What stories are told about teaching and learning on screen? And how do these stories, in fictional and factual genres, reflect, refract and construct myths, anxieties and pleasures about teaching and learning?

Mediated Pedagogies is an interdisciplinary collection, traversing the boundary between Media/Film/Cultural studies and Education Studies. It includes chapters from established and emerging scholars, and examines the ways in which particular representations of teaching and learning, in formal and informal contexts, explore, engage with and model pedagogic assumptions and approaches.

This roundtable includes the editor and some of the contributing authors to a forthcoming collection of essays: Teaching and Learning on Screen: Mediated Pedagogies. They will explain the purpose of the book and describe their own chapters, and in doing so open up a wider conversation about how and why we should examine representations of teaching and learning.

KEYWORDS: representation; pedagogy; teaching; learning; media

Theresa Redmond (Appalachian State University)

CONVERSATION:

Navigating the nonlinear: (Re)defining media literacy education for the 21st century

The proposed session addresses the practice of media literacy education (MLE) in the 21st century in terms of students, curricula, and pedagogies. MLE has historically been taught using a set of key questions or principles that audiences may use to critically examine messages. Yet, this essentially linear approach emerged from an age of broadcast media that may be irrelevant for today's youth. The purpose of this study was to update my praxis through an examination of my media literacy teaching in a college-level media literacy course. I employed the methodology of self-study with the following goals: (1) to examine students' conceptions of and perspectives about media literacy and (2) to investigate how my conceptions of media literacy have changed/are changing. Since a key feature of self-study is interactivity with the field, my research includes a third goal: (3) to stimulate dialogue and discussion within the larger media literacy community about the challenges inherent in teaching media literacy in the nonlinear world of the 21st century. My session is thus focused on inviting conversations about the conceptual challenges and opportunities involved in preparing the new generation by welcoming scholars and practitioners to critique, comment, and create new pedagogies for teaching MLE.

KEYWORDS: self-study; media literacy education; pedagogy

PREPARATORY MATERIAL:
http://appstate.edu/~redmondta/Conferences/MES_NAV.html

Theresa Redmond (Appalachian State University), **Evelien Schilder** (Virginia Tech) & **David Cooper-Moore** (filmmaker and media educator)

CONVERSATION:

Learning to question: Developing a framework to evaluate media literacy skills and habits of inquiry

Media literacy education (MLE) has historically been taught by using a series of critical questions or key principles to guide learners as they engage in analysis, evaluation, and creation of media messages. Even though questioning plays a central role in MLE, students' habits of inquiry are generally not assessed. The purpose of our study was to develop a systematic way to assess students' questioning habits and evaluate how their questioning habits changed after taking a course in media literacy. Data collection included student-generated questions in response to a media sample (television commercial) gathered before (pre-test) and after (post-test) the media literacy course (n = 72). We analyzed the data via an open-coding process in order to develop a comprehensive code book, organizing questions by type and complexity. From our initial code book, we developed a framework that reflects question types and complexity in order to evaluate areas of students' media literacy skills. The purpose of our proposed session is to share our initial framework and seek input from scholars in the field. Ultimately, the framework may help scholars determine what areas of media literacy education are being attended to and what areas may need focused attention.

PREPARATORY MATERIAL:
http://www.appstate.edu/~redmondta/Conferences/MES_MLQ.html

Michael RobbGrieco (University of Rhode Island / JMLE), **Laurel Felt** (University of Southern California), **Jillian Belanger** (University of Rhode Island) & **Will Luera** (Boston College)

ROUNDTABLE:

Laughing to Learn: How Humor Communication Supports Media Education

A workshop blending theoretical inquiry, textual analysis, ethnographic research and participatory performance.

Media literacy historian Michael RobbGrieco theorizes the concept of critical enjoyment, synthesizing Hurley's computational theory of humor communication (2011), to resolve historical tensions in media education between disturbing and celebrating pleasures in popular culture. Hurley's evolutionary approach suggests humans developed a sense of humor as a reward for error correction in our belief systems. RobbGrieco leads discussion of humorous videos to demonstrate how media education's historical tensions dichotomizing emancipatory critical distance and immersive participation may just be silly.

Provoking participants to rethink what constitutes an "educational environment," rhetoric researcher Jillian Belanger leads analysis of Comedy Central's Drunk History, which educates by crosscutting interview footage of inebriated scholars describing historical events, with docudrama re-enactments by famous actors. Through vivid demonstration of incongruity theories of humor, participants discover how the show activates media literacy as a comedic premise.

What does learning have to do with improvisation? The norms and practices of comedy improvisation cultivate a culture of safety, connection, engagement, and empowerment. Youth media scholar Laurel Felt's research suggests such culture is optimal for facilitating 21st century learning incorporating participatory and playful processes. Improvisation teacher, Will Luera, puts Felt's ideas into practice, leading participants in performance exercises inspiring applications in media classrooms.

KEYWORDS: humor; comedy; improvisation; history; media literacy

Rob Sabal (Emerson College)

CONVERSATION:

Adapting the Teaching Practices Inventory to Media and Art Education

In the U.S., the question of the value of a college degree springs from the outcry over the rising cost of attending college and the debt load students graduate with. While many, including the Department of Education, equate value with job placement and income, within the academy value is linked with student leaning—critical and creative thinking, engaged and ethical citizenship, and skilful reading, writing, and speaking.

How College Affects Students: A Third Decade of Research (Ernest Pascarella and Patrick Terenzini) and How Learning Works: Seven Research-Based Principles for Smart Teaching (Susan Ambrose et. al.) provides key insights into effective practices that promote student learning. Based on this research Carl Wieman has developed, tested, and implemented a new approach to assessing STEM education called the Teaching Practices Inventory (TPI). Wieman argues that current assessment techniques don't equate with student learning. The TPI is a simple and effective way to ask faculty if they employ proven practices and observational protocols that confirm their use.

Can we adapt the TPI for use in art and media education? Are there unique educational practices in media and art education that promote student learning that differ from STEM education. Is this a path that our field should pursue?

KEYWORDS: teaching; learning; assessment; media; art

PREPARATORY MATERIAL:
Berk, R. A.; "Survey of 12 Strategies to Measure Teaching Effectiveness", International Journal of Teaching & Learning in Higher Education, Vol 17(1), pp. 48-62 (2005)

Wieman, C.; "A Better Way to Evaluate Undergraduate Teaching", Change, Vol. 47(1), pp. 6-15 (2015)

Wieman, C. & Gilbert, S.; "The Teaching Practices Inventory - A New Tool for Characterizing College and University Teaching in Mathematics and Science", CBE-Life Sciences Education, Vol 13, pp. 552-569 (2014)

Bill Shribman (WGBH)**, Erin McNeill** (Media Literacy Now) & **Paulina Haduong** (Harvard University)

ROUNDTABLE:

Putting Media Literacy for Youth into Practice: a Roundtable Discussion of Case Studies in US Policy and Practice.

This roundtable tees up a discussion about policy and practice in media literacy at home and in elementary and secondary school.

Erin McNeill's Media Literacy Now is a non-profit organization based in Massachusetts that sparks grassroots and legislative activity in each state to get broad-based, comprehensive media literacy

into US schools from kindergarten through 12th grade, as a matter of policy. MLN is using the vehicle of legislation to ignite passion, and generate directed action and is providing structure and resources that lower the barriers to entry for activists. We'll also discuss challenges to implementation in the public schools.

For a focus on implementation at home, Bill Shribman, a Senior Executive Producer at WGBH in Boston offers a media literacy project for kids. It has grown substantially in its first year with partnerships in Google Public Affairs, Harvard University and with New York Public Library. Its animated videos on media literacy topics saw over 20 million streams in the first 4 months and garnered a Parent's Choice Gold Award.

Balancing discussions of policy and practice, this roundtable will look at what it takes to inject media literacy into young people's lives.

For more information please visit http://medialiteracynow.org/ and https://wgbhkids.wordpress.com/ruff-ruffman-humble-media-genius/

KEYWORDS: PBS; media literacy; public policy / legislation; K-12 schools; advocacy

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Moses Shumow (Florida International University)

CONFERENCE PAPER:

We are Wi-Fi': Building community networks and digital literacy movements in urban Miami.

Recent political developments in Internet regulation and access have combined with advances in low-cost technologies and high-profile public campaigns to raise awareness about the urgent need for increasing access to high-speed Internet across the country. At the same time, new opportunities have emerged for developing alternative approaches to building Internet access, with a particular emphasis on low-income and minority communities in the United States. Using participatory and ethnographic methods, this research investigates efforts to create community Wi-Fi networks in two neighborhoods in urban Miami: Little Haiti, a predominantly Haitian immigrant community, and Liberty Square, a historic public housing development in the heart of Miami's African American urban core, Liberty City. These are communities where access to the Internet falls well below national averages—only about 30% of households in either geography has high-speed Internet—and this deficit contributes to a growing digital divide. This investigation tracks the experiences of residents and community activists as they work building the networks, and investigates digital literacy efforts that will be implemented to ensure that access also leads to empowerment.

KEYWORDS: digital divide; community WiFi; Miami

Alice M. Sullivan (University of Texas at Austin)

CONFERENCE PAPER:

"I Don't Buy It": Teaching Critical Media Literacy in an Elementary Social Studies Classroom

A major goal of social studies education is to prepare students for active, informed and engaged democratic citizenship. A crucial component of citizenship is civic literacy, or the knowledge and abilities of citizens to understand and make informed decisions about political issues (Levine, 2007). Teaching students the literacy skills they need in order to read, interpret, analyze and critique media texts, including how to gather information, evaluate the credibility of sources, make informed decisions, and communicate them (Mihailidis, 2009; Stein & Prewett, 2009), is essential to preparing them for informed, active and engaged citizenship in the 21st century.

This case study examined fifth grade students' development of civic literacy skills through critical analysis of both commercial and contemporary presidential election advertisements in order to address the following question: How do students in a fifth grade social studies class develop critical media literacy skills by analyzing advertisements in order to identify persuasive techniques? Results showed that students had preexisting media literacy skills that allowed them to identify persuasive techniques used in commercial product advertisements. Students were then able to apply this knowledge to presidential election advertisements to identify similar persuasive techniques. However, results also showed that students were unclear about notions of sourcing and trustworthiness, suggesting that future research must incorporate specific instruction to address these issues.

KEYWORDS: elementary; civic education; media pedagogy

Camille Tilleul, Pierre Fastrez & **Thierry De Smedt** (Université catholique de Louvain)

CONFERENCE PAPER:

Media literacy evaluation: a critical discussion of reliability and usefulness issues

This paper discusses three issues related to the reliability and usefulness of media literacy evaluation, based on our experience of a two-year longitudinal assessment of the competences of students enrolled in a new master's degree in Media Literacy Education, in a French-speaking Belgian college. Students from the first cohort were tested three times over the course of their curriculum, independently from the curriculum's regular evaluation. Each test included five tasks focused on their media education (i.e. pedagogical) and media literacy competences (Tilleul, Fastrez & De Smedt, 2014).

The three issues we discuss are:

1. If competent individuals are able to face a variety of novel in-context problems, how can their competences be evaluated from their performance on a limited set of controlled tasks?
2. In longitudinal within-subject comparisons, how can one strike a balance between

modifying the tasks between tests to avoid learning effects, and maintaining the comparability of results?

3. How can one facilitate the appropriation of the assessment results by the community of the curriculum's teachers ?

The presentation will discuss the respective merits of the answers to these three questions formulated as a part of our own project and of other notable media literacy assessment studies (e.g. Hobbs & Frost, 2003; Arke & Primack, 2009; Quinn & McMahon, 1993).

KEYWORDS: competence; media literacy; media education; assessment; methodology

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Christa Van Raalte, Richard Wallis & **James Fair** (Bournemouth University)

CONFERENCE PAPER:

Industry knows best? Career narratives of Media Production students and graduates.

The relationship between media education and the media industries has never been more important. Many traditional apprenticeship and work-based schemes have floundered, starved of funding, and unable to supply the industries' own demands.   A recent Creative Skillset study, for example, suggested that over two thirds of 'leaders' of UK television production companies complain of skills shortages. In consequence, as more than three quarters of creative industry workers in the UK are now educated to degree level, and over half of these hold creative/media degrees, media industries are increasingly looking to Higher Education to address an ever-expanding range of requirements. Yet, to what extent should senior and middle management in industry be setting the agenda for University-based degree courses? In this paper we describe the hitherto unexamined expectations and experiences of media production students/graduates at the point of their transition into work and beyond. Through a longitudinal study focused initially on the first cohort of a new Media Production degree programme at Bournemouth University, we seek to understand from their perspective, the nature of some of the workforce challenges currently facing the media industries, and what the implications might be for Higher Education.

KEYWORDS: media graduates; media industries; skills gaps; student perspective; longitudinal study

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Cindy Vincent (Salem State University)

CONFERENCE PAPER:

Civic Media Creation via Media Literacy Education and Participatory Media Production in Communities of Poverty

Based on participatory action research I conducted with two communities living in poverty in the U.S., this study examines the relationship between media literacy education and participatory media production for the creation of engaged civic media. In working with POOR Magazine (San Francisco, CA) and Sanctuary Women's Development Center (Oklahoma City, OK), I co-created media education curricula to engage community members in participatory media production and increase the media literacy of a very important, yet largely marginalized percentage of the population: those living in poverty and homelessness. I conducted critical ethnography (Scheper-Hughes, 1995) with each community to better understand how to develop and implement accessible media education for populations where some members had low to no reading or computer literacy. This research builds off the existing participatory media literature (Downing, 2001; Rodríguez, 2001; White, 2003) and shows that a transformative process is possible through the intersection of voice, dialogue, and critical consciousness, where participants develop a sense of self-empowerment as agents of change within their communities.

KEYWORDS: media literacy; civic media; participatory media; civic engagement; poverty

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Peter Westman (University of Wolverhampton) & **Christian Wilke-Zhang** (Bournemouth University)

CONVERSATION:

Ethnographic Pedagogy. Method as (Digital) Space

Sarah Pink has proposed that:

"Rather than a method for a collection of data, ethnography is a process of creating and representing knowledge based on the ethnographer's own experiences and that are grounded in the context, negotiations and intersubjectivities through which this knowledge was produced (2007:22)."

For educators looking to facilitate critically reflective learning and to develop curricula linking formal and informal learning, utilizing an ethnographic pedagogic approach in the classroom presents exciting possibilities. In this session, researchers will highlight findings from two different digital ethnographic filmmaking interventions in which the ethnography was "multiple-layered", with students and teachers also acting as ethnographers in their own right. Peter Westman will discuss his "outsider" perspective from three years of fieldwork with ESOL and A-Level English and Media students across multiple institutions in the West Midlands region. Christian Wilke-Zhang will discuss his "insider" (Le Gallais, 2008, p. 146) perspective as head of ICT/Computing at a boarding school and with a focus on the risk-conscious focus on digital mobile outdoor learning. During the discussion, participants will be invited to debate the pedagogic value of these approaches and their potential to be transferred and adapted to different groups of learners in other settings.

KEYWORDS: ethnography; pedagogy; reflection; digital; risk

PREPARATORY MATERIAL:
Conversation participants should view a selection of student-produced videos and classroom recordings in advance and should be prepared to be discuss them during the session:

Alice in wonderland inspired popular culture
Being a Student
English Coursework Video
Lewis Carroll - Powerful Prowess or Profound Paedophile
Reflective Part 1
What does it mean to be British

Philip Wilkinson (Bournemouth University)

CONFERENCE PAPER:

Value Representation through Digital Games Development in a Classroom Context

Educational games, games for social change, or activist games refer to a new generation of games that have a purpose in addition to entertainment. There has been a rise the games with a social agenda designed to inform or challenge (Klimmt, 2009). This approach to socially conscious games design builds upon the suggested intrinsic representation of the values of the game designer (Flanagan, 2007). This research blends the notion of value representation in games design with children's play - taking play in children as culturally situated and therefore representative of cultural values (Sutton-Smith, 2001). In this research games design is used as a creative research method in young (12 to 13 year old) learners in a classroom context. Over 14 weeks learners researched, designed and developed a digital game around a social issue. Early findings of this research will be discussed in relation to the representation of 'social values' through game mechanic, narrative, and aesthetics as well as 'game' categories (Huzinga, 1955; Opie & Opie, 1984). Additionally, an evaluative element will be included exploring the 'learning' that took place throughout the project. Finally contextual and methodological challenges in this research will be identified along with recommendations for future work.

KEYWORDS: play; games; creative research methods

Melda Yildiz (Walden University)
CONFERENCE PAPER:

Transforming Teacher Education through Global Media Education Activities and Transdisciplinary Participatory Action Research (PAR) Projects

This session offers creative strategies for integrating participatory action research (PAR) into media education; and demonstrates gallery walk approach integrating augmented reality software. It is based on participatory action research methodology that aims to advance Transformative Critical Pedagogy as a means to promote media education through the lens of global education in teacher education context while developing a "transformative educator model." Participants engaged in self-study while reflecting on transdisciplinary curricula and innovative strategies for teaching and documenting their transformative, inclusive, multilingual, and multicultural projects across content areas. Over 30 in-service and pre-service teachers explored a wide range of meanings associated with media activities; the impact of new media and technologies in developing multicultural, multilingual, multimedia that promotes transdisciplinary, transformative projects; the ways in which research participants responded to action research; and how they gained alternative points of view on global issues and renewed interest and commitment to media education.

The goals of the research were: (1) to promote transdisciplinary and participatory action research approach to teaching to empower students while providing cultural and linguistically responsive curriculum; (2) to document the participants' reactions, and discoveries through interactive games and surveys while participating in PAR projects across content areas; (3) to identify innovative media education activities, exercises, and assessment strategies that address the issues

and stories.

KEYWORDS: transdisciplinary; teacher education; global education; participatory action research; transformative critical pedagogy

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Marketa Zezulkova (CEMP, Bournemouth University)

CONFERENCE PAPER:

Whole Person Hermeneutic Media Learning in the Primary School Classroom

Media literacy research and practice in primary education arguably inclines towards reductionism by being focused on a single medium (e.g. film) or a group of media (e.g. digital) and by being predominantly preoccupied with learners' reasoning and critical thinking (Koltay 2011) whilst leaning against media educational research conducted at the secondary level (Buckingham 2013). Drawing upon qualitative research conducted in two Czech and two US primary schools, this paper suggests to replace reductionist media-centric with holistic and hermeneutic experience-centric research and educational approach to the primary school child's pan-media learning. Such learning arguably has a potential of blending classroom and media experiences into a one continuous and dialogic whole person learning. Honouring formal education as a staged process and primary education as a foundation of lifelong learning, the proposed (media and classroom) learning shall proceed critical and creative media literacy education by building a foundation for lifelong learning about media.

By means of illustration, the talk will look to share the participating children's and teachers' interview quotes and the photographs taken during the classroom observations.

KEYWORDS: media learning; primary education; holism; hermeneutics

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Marketa Zezulkova and **Richard Berger** (CEMP, Bournemouth University)

CONVERSATION:

Challenges and Opportunities of Moving from Platform-Centric towards Experience-Centric Approaches to Media Pedagogy and Research

The discussion will be based around a journal article What 'Children' Experience and 'Adults' May Overlook: Phenomenological Approaches to Media Practice, Education and Research by Woodfall and Zezulkova (2015 [forthcoming]) and a book chapter The Digital Utterance: A Crossmedia Approach to Media Education by Berger and Woodfall (2012) that will be provided beforehand.

The papers argue that each utterance of media should be seen as in dialogue with each other utterance, and that children and young people, being the phenomenological hub to their lived media experience, should be recognised as engaging with and (re-)producing media holistically. The suggestion thus is that focusing on only one 'discreet' media utterance (like television or film for example) or one aspect of the whole person (like cognition) can be said to become deeply problematic to those within contemporary media education and research.

The session will offer a chance for MES delegates to reflect on their potentially platform-centric media education research and media studies pedagogic practices and to consider how these may differ from children's and young people's experience-centric whole person media consumption and production, whilst considering the challenges and opportunities of experience-centric research and education.

KEYWORDS: crossplatform; experience; phenomenology; holism; learning

PREPARATORY MATERIAL:
The participants can choose from reading the book chapter The Digital Utterance: A Crossmedia Approach to Media Education by Berger and Woodfall (2012) and/or the final draft of the article What 'Children' Experience and 'Adults' May Overlook: Phenomenological Approaches to Media Practice, Education and Research (that will be published in the 10th anniversary special issue JOCAM: Next of Journal of Children and Media in December 2015).

Journal of Media Literacy Education

The Journal of Media Literacy Education invites submissions for issue 8.1.
This issue is a collaboration with the Media Education Research Journal (MERJ).

Outcomes of research into any aspect of media education and / or media literacy education are welcome.

In particular, we are keen to publish articles developed from presentations, posters or workshops from the Media Education Summit in Boston 2015.

There are two options for submission:

- Full articles: 5000 – 7500 words (fully developed outcomes of research)

- JMLE Voices from the Field pieces: 1500 – 3000 words practitioner reflections, interim research findings, 'thought pieces', research in development, and engaging media literacy narratives.

Please see the guidance for authors on the journal website: www.jmle.org

Deadline for submissions: January 15th 2016

Submissions / enquiries to: http://www.jmle.org

THE JOURNAL OF MEDIA LITERACY EDUCATION

A Publication of the National Association for Media Literacy Education

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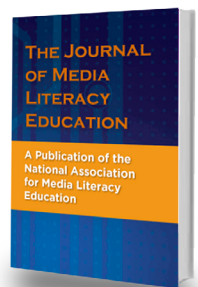
Kehinde Abimbola Adeniyi is a Nigerian Scholar, currently a PhD research student in Media and Communication at De Montfort University, Leicester, United Kingdom. He has written many books and contributed chapters in others.

Neil Andersen, M. Ed., @mediasee, is president of The Association for Media Literacy (Ontario). He has taught primary to post-secondary media studies for over 30 years and has presented keynotes and workshops internationally. He has made movies and videos, authored student textbooks, journal articles, teacher resource books, over 200 study guides, and designed T-shirts, posters, interactive CDs, websites, and computer programs. His awards include the Jesse McCanse Award (National Telemedia Council) and The Magic Lantern Award (The Association for Media and Technology in Education).

B

Jillian Belanger is a doctoral student at the University of Rhode Island in the English department with a specialization in Rhetoric and Composition and a graduate certificate in digital literacy. Her research interests center on humor, mainly dealing with stand-up comedy. In the daylight hours, she works as the Coordinator of ELL Education at the RI Department of Education.

Richard Berger is a former broadcast journalist and is now Associate Professor of Media & Education in CEMP. He is interested in how young people engage with media, and has worked on related projects for the Arts and Humanities Research Council (AHRC) and the UK Literacy Association. Richard is co-editor of the Media Education Research Journal (MERJ).

Lori Bindig, Ph.D., is an assistant professor of Communication in the Department of Communication and Media Studies and the director of the Performing Arts minor at Sacred Heart University in Fairfield, CT.

Maria Boos recently completed her Ph.D. at the University of Bochum in Germany and now works at the University of Cologne. Maria has taught media literacy education in Germany and currently in the US at the University of Bochum, collaborated on a unit about bullying and cyberbullying.

Ben Boyington, M.Ed., is a veteran high school teacher & consultant who founded his high-school media studies work on critical thinking + critical consumption for citizenship. Pedagogically, he believes that depth of understanding comes from integration, design, and teaching others.

Jacques Brodeur, a retired physical education teacher from Quebec, Canada, is the founding member of the Action Coalition for Media Education (ACME). His work has been concerned with opposing the commercialisation of war toys as gifts for children, the prevention of youth violence and promotion of peace education through media education, countering TV violence, and the impact of screen exposure on youth.

Allison Butler, PhD is a Lecturer and Advisor at the University of Massachusetts Amherst; she teaches courses in media literacy and education. She is the founding director of the Media Literacy Certificate program.

C

Ruth Callaghan is a journalist, educator and media strategist who divides her time between teaching the next generation of journalists and broadcasters and helping industry translate technology to daily practice. Based at Edith Cowan University in Western Australia, she focuses her teaching on practical journalism, critical thinking, public relations and digital technologies.

Michelle Cannon is completing her doctorate on creative media composition practices and pedagogies with young learners. She has participated in international research projects led by The British Film Institute and The Institute of Education, London.

Jamie Cohen is the Program Director, co-founder, and full-time Instructor of the New Media Program at Molloy College in Rockville Centre, New York.

Angela Cooke-Jackson is Assistant Professor of Health and Behavioral Science as well as Intercultural Communication at Emerson College. Her research centers around the nexus of health communication and behavioral science with an emphasis on intercultural communication. She is the director and co-founder of the Emerson Literacy Education and Empowerment Project.

David Cooper-Moore is a Philadelphia-based filmmaker and media educator. You can learn more about his work online and find him on Twitter at @dcoopermoore.

Rachel Copans is a senior UG student at Wheelock College who has developed major projects against bullying and cyberbullying. She created a website against bullying and cyberbullying in high school, and developed it further as a passion for action scholar at Wheelock.

Stephen Colwell is a senior media practitioner for over 35 years and has lectured in media production for 10 years in Higher Education. At present he is completing his thesis for the EdD programme at UCL - Institute of Education.

Fiona Cownie has led on the student experience within the Faculty of Media and Communication, Bournemouth University over the past four years. Fiona's PhD examines commitment and word-of-mouth communication within HE.

D

Rhys Daunic is the founder of The Media Spot, a media literacy education organization that specializes in curriculum development, educator training and collaborative media production.

Shara Drew is Associate Director at Campaign for a Commercial-Free Childhood, an organisation whose mission is to support parents' efforts to raise healthy families by limiting commercial access to children and ending the exploitive practice. Shara is passionate about media activism and the wellbeing of children.

F

Pierre Fastrez is a F.R.S.-FNRS Research Associate at the Center for Research in Communication (RECOM) of the Université catholique de Louvain (Belgium).

Anna Feigenbaum is a Senior Lecturer in Digital Storytelling and a Fellow at the Centre for Excellence in Media Practice at Bournemouth University. Her work focuses on communication and social change.

Laurel Felt has worked in the youth media and education space for over 15 years. She is Executive Director of the Student Voice Project, a non-profit committed to supporting journalism education and student media for at-risk youth, and also teaches at the University of Southern California (USC)'s Annenberg School for Communication and Journalism. Dr. Felt's scholarship examines 21st century learning, analyzing intersections between new media literacies and social and emotional learning competencies. As a veteran improviser and former student of Chicago's famous iO Theater, humor/comedy also play a significant role in Dr. Felt's research and praxis.

Karen Fowler-Watt is Head of the School of Journalism, English and Communication at

Bournemouth University. Formerly a senior BBC journalist, she is co-editor (with Stuart Allan) of 'Journalism: New Challenges' (2013).

Neil Fox is course coordinator in Film at Falmouth University. He is a screenwriter and critic and recently completed a professional doctorate in film education. His research interests include film education and music documentaries.

Pete Fraser is Chair of the Media Education Association. He taught media studies in UK schools and colleges for over 25 years.

Julie Frechette, Ph.D., is Professor & Department Chair of Communication, Worcester State University. She authored the book Developing Media Literacy in Cyberspace, co-authored the book Media in Society, and is Co-President of the Action Coalition for Media Education.

Megan Fromm is assistant professor at Colorado Mesa University and the Educational Initiatives Director at the Journalism Education Association (JEA).

G

David Gauntlett is a Professor in the Faculty of Media, Arts and Design, and Co-Director of the Communications and Media Research Institute, at the University of Westminster. His teaching and research is about self-initiated everyday creativity, and cultures of making and exchanging. He is the author of several books, including Creative Explorations (2007), Making is Connecting (2011), and the new Making Media Studies: The Creativity Turn in Media and Communications Studies (2015). He has made a number of popular online resources, videos and playthings, and has pioneered creative research and workshop methods. He has worked with a number of the world's leading creative organisations, including the BBC, the British Library, and Tate. For a decade he has worked with LEGO on innovation in creativity, play and learning.

Ekmel Gecer is an Associate Professor at Sakarya University in the Media and Communication School. A bilingual freelance journalist, he writes for both print and online publications. He did his PhD in media-communication and journalism studies at Loughborough University.

Roman Gerodimos is a Principal Lecturer in Global Current Affairs at Bournemouth University. He is the co-editor of The Media, Political Participation and Empowerment (Routledge 2013) and The Politics of Extreme Austerity: Greece in the Eurozone Crisis (Palgrave 2015).

Don Goble is an award-winning high school journalism and media literacy educator from Ladue Horton Watkins High School.

Andy Goodwyn was Head of The Institute of Education at The University of Reading from 2007-2015. He is currently President of The International Federation for the Teaching of English and a Fellow of the Royal Society of Arts.

Melanie Gray is an experienced marketing professional, having held senior brand and strategic marketing positions in addition to running her own successful marketing consultancy practice. Melanie is now a lecturer in Marketing at Bournemouth University, specialising in branding, marketing strategy and marketing communications and is working on her PhD in the area of Brand co-creation in the Media industry. Having completed her PG Cert in Higher Education teaching, Melanie is keen to enhance her educational practice by embedding her research and professional experience into teaching.

Kelsey Greene recently completed her master's in Education at SUNY University at Buffalo and is currently the Manager of Learning Resources for Convergence Academies in Chicago, working to advance instructional practices, learning experiences and organizations' media outreach. She has undertaken media curriculum development for organizations such as Green Living Project, Project Look Sharp, and VSA Arts RI.

Brad Gyori is a Senior Lecturer at Bournemouth University and has also taught at ASU and the Tribeca Academy. He has created programming for MTV, VH1, FX and E! His research interests include participatory education and digital storytelling.

H

Paulina Haduong is a Fellow at the Berkman Center for Internet & Society at Harvard University, exploring the intersections of youth, education, and technology. With Professor Urs Gasser, Paulina is currently working on Cyberlearning, the Digital Problem Solving Initiative, the Student Privacy Initiative, and Youth and Media.

Christopher Hall is an award-winning Senior Lecturer and filmmaker, teaches editing at Sheffield Hallam University has over 100 broadcast editing credits and has spoken nationally about his research and practice.

Roy Hanney is employed at Southampton Solent University teaching media practice his research interests include project-based learning, project management and live briefs/projects. He is currently studying for a PhD. at Portsmouth University.

Mamiko Hayashida is a lecturer in the Faculty of Humanities, Fukuoka Jo Gakuin University, Japan. She has a master's degree from the Graduate School of Humanities and Sociology from the University of Tokyo. She is a former broadcaster. Her research interests include media literacy practice especially focusing on 'senders/broadcasters'.

Petra Hesse, Ph.D has been a professor at Wheelock College for the past 27 years, teaching courses on children's media, children's political socialization, and on bullying and cyberbullying prevention.

Marzenna Hiles is a PhD student with CEMP at Bournemouth University, interested in student experience within cohorts. She lectures in Film Production and Script Supervision; has extensive industry experience and is an assessor with Creative Skillset.

Daniel S. Hunt, Ph.D., is an Assistant Professor at Worcester State University. He teaches courses in new media and mass communication. His research examines the uses and effects of social media and interactive communication technologies.

J

Agnieszka Jelewska is the Director of HAT Research Center at Adam Mickiewicz University. She deals with the relationship between science, culture and technology. She is the curator of many Art&Science projects and has authored books including Sensorium. Essays on Art and Technology (2012) and Ecotopias. The expansion of technoculture (2013).

Sarah Jones is Deputy Head of School of Media & Performing Arts and Associate Head of Media (Partnerships, Internationalisation and External Engagement) at Coventry University. She is a journalist and educator living in a virtual world, exploring the use of play in media education.

K

Alex Kendall is director of the education research centre CSPACE and Associate Dean (Research) at Birmingham City University. Alex's research and teaching interests focus around practitioner education, teacher development and identity and literacies.

Yorio Kitamura is an associate professor in the Faculty of Humanities at Niigata University. He specializes in media studies and media literacy. He is a core member of the Center of Local Visual Archives in Niigata University.

Michal Krawczak is the HAT Research Center Program Director at Adam Mickiewicz University. He deals with contemporary interactive art, performance art, video, installation, programming and new technologies of performing arts. Michal is the curator and designer of many artistic projects and author of the book The economy of performance. The case of Marina Abramović (2015).

L

Alexis Ladd is a Wheelock College Instructor and co-leader, Mass Media Literacy (MML).
Jennifer Ladner is a Communications/Media Consultant, co-founder of Screen Savvy Kids, a media literacy consulting company, and an adjunct instructor at Fitchburg State University. She offers this workshop to parents and early childhood educators so that they may learn ways to nurture screen savvy kids and foster the development of children's early literacy skills using media in meaningful ways.

Antonio Lopez, Ph.D. has a research focus on bridging sustainability with media literacy. He is an experienced curriculum designer, educator, trainer, theorist, researcher and public speaker. He has written numerous academic articles, essays and books. His most recent book is Greening Media Education: Bridging Media Literacy with Green Cultural Citizenship (Peter Lang). He is currently Assistant Professor of Communications and Media Studies at John Cabot University in Rome, Italy.

Will Luera is the Director of Improvisation at Florida Studio Theater in Sarasota. He teaches in the theater department at Boston College, and serves as Artistic Director Emeritus of ImprovBoston, Artistic Advisor of the Women in Comedy Festival, and Artistic Associate of the Chicago Improv Festival. Although a new contributor to humor communication research, Luera brings the perspective of a veteran, practicing comedian to the workshop.

M

Phil Mathews is a screenwriter and academic who began his career in Special Make-up Effects working on everything from Saving Private Ryan to Shaun of the Dead before moving into Screenwriting where he has received commissions for both Film and TV. He has been programme leader for BA Scriptwriting for Film and Television at Bournemouth University for the last five years and is currently about to complete a practice based PhD in Screenwriting focusing on the genre of Romance.

Julian McDougall is Head of the Centre for Excellence in Media Practice and Professor in Media and Education. He is editor of the Media Education Research Journal and Journal of Media Practice, leads a special interest group in Media Literacies for the United Kingdom Literacy Association and runs the Doctorate in Creative and Media Education at Bournemouth University.

Victoria McGlynn has been working as a picture editor in the Toronto television and film industry for 10 years. Victoria recently finished cutting a top-rated television show, Property Brothers, for both Canadian and US networks.

Jo McIntyre is Director of Initial Teacher Education and Associate Professor in English Education at the University of Nottingham. She has developed a strong philosophy about the importance of English to students as a means of personal expression, developing cultural values, critical enquiry and fostering creativity, which has led to an interest in research which focuses on narrative and on creativity. Jo is particularly interested in research on the discourses surrounding schools and the teachers that work in them, the lives of both long-serving and beginner teachers, and approaches

to mentoring.

Erin McNeill is founder and president of Media Literacy Now, which is currently supporting advocates in 12 states to move media literacy legislation.

Jad Melki, Ph.D., is associate professor of journalism and digital media and chairperson of the Department of Communication Arts at the Lebanese American University. He is the founder of the Media and Digital Literacy Academy of Beirut.

Paul Mihailidis, Ph.D., is Assistant Professor of Communication and Associate Director of the Engagement Lab at Emerson College, and Director of the Salzburg Academy on Media and Global Change. He is author of the book Media Literacy and the Emerging Citizen.

Jenny Moon is an Associate Professor in the Centre for Excellence in Media Practice, Bournemouth University. She writes on reflective learning and runs workshops on this topic, and others, worldwide. Jenny has also written nine books on pedagogy, is a Story Teller and recently completed an MA in Creative Writing.

Kathryn Needham has recently graduated from Wheelock College with a Masters degree, and is teaching a bullying and cyberbullying curriculum to elementary students at the Mission Hill School.

N

WeZ Nolan is a researcher on CEMP's Educational Doctorate in Creative and Media Education. He recently joined Southampton Solent University as a Lecturer in Broadcasting and Creative Digital Industries. His professional career spans production for television, film and stage and he also has seven years Broadcast Playout experience to Senior level. He would also like you to know that he is Irish.

O

Tomoyuki Okada is a professor in the Faculty and Graduate School of Informatics at Kansai University. He has been working in media studies and sociology of culture. His publications include Understanding Keitai Society: Mobile Communication and Society (as co-editor, Yuhikaku, 2012).

Anne-Claire Orban de Xivry is trainer and European projects coordinator at Media Animation, media literacy resource centre in Belgium.

P

Becky Parry is Director of Research at the University of Nottingham and author of 'Children, Film and Literacy' published by Palgrave Macmillan. Prior to working in academia, Becky worked as a teacher and an educator in a number of different contexts and is currently a visiting fellow in CEMP. She is interested in children's cultural and creative lives in the digital age, and focuses on the constructions of childhood in media made for young audiences and literacy, agency and identity in relation to children's participation in media cultures.

Luis Pereira, PhD, is a Learning Technologist at Coventry University and Senior Lecturer in Education and Digital Literacies in CEMP at Bournemouth University.

Katie Ponder is a graduate student at Wheelock College and has developed an interesting bullying and cyberbullying prevention program for children and adults.

John Potter is a senior lecturer at University College London Institute of Education. He is a founder member of the DARE collaborative. His research and publications are in the fields of

media education and new literacies.

Stuart Poyntz is an Associate Professor in the School of Communication at Simon Fraser University whose research addresses children's media education, phenomenology and theories of the public, and urban youth media production. Recent volumes include: Media Literacies: A Critical Introduction and Phenomenology of Youth Cultures and Globalization: Lifeworlds and Surplus Meaning in New Times.

Dejon Price is a senior UG student at Wheelock College who has developed major projects against bullying and cyberbullying as part of a community program he is running.

Raquel Ramírez Salgado is a Ph.D Student of Communication at the National Autonomous University of Mexico and co-ordinator of the Observatory on Gender and Communication of the ALEC Network (University of Limoges, France). She is a feminist professor, researcher and activist.

Maria Ranieri is an Associate Professor at the Department of Education and Psychology at the University of Florence (Italy). She is a member of the executive council of MED (The Italian Association of Media Education). Her main research areas include theory and methodology relating to media and technology in education.

Mark Readman is a Senior Lecturer in the Centre for Excellence in Media Practice (CEMP) at Bournemouth University. His research includes work on creativity and the relationships between theory and practice.

Theresa Redmond is an Assistant Professor at Appalachian State University specializing in media literacy, instructional design, and multimedia production.

Abigail Ringiewicz is an independent publisher with a Masters in Writing and Publishing from Emerson College. She is the co-founder and editor of amadeus magazine, a hub for arts and culture and their makers.

Michael RobbGrieco is a media literacy historian and an educational technology leader in Vermont where he is the Director of Curriculum and Technology Integration for the Windham Southwest school district. He is an affiliated faculty member of the Media Education Lab at the University of Rhode Island, and an associate editor of the Journal of Media Literacy Education. His research interests include media literacy history, educational affordances of remix practice, new theories of agency in media education, and using humorous media to teach savvy media use.

Jean Rogers of Kids Media Diet, is an author and education and parenting consultant. Her book, Kids Under Fire, helps parents learn how to empower young children to make healthy media choices for life and fosters family communication and intimacy and her Kids Media Deiet workshops have moved schools and parents to create media policies and better understand how technology is shaping child development and family life.

Rob Sabal is the Interim Dean of the School of the Arts at Emerson College. He teaches media production pedagogy.

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Erica Scharrer, Ph.D., is Professor and Chair in the Department of Communication at the University of Massachusetts Amherst. Her studies of media literacy education have appeared in such outlets as Journal of Children and Media, Journal of Mass Media Ethics, and Journal of Media Literacy Education.

Evelien Schilder specializes in Communication Science and Instructional Design and Technology with a focus on media literacy and media literacy assessment at Virginia Tech.

Bill Shribman is an EMMY-winning Senior Executive Producer at Boston's WGBH and creator of games and apps for kids. He blogs at GeekDad.com and at MediaLiteracyNow.org and is an alumni affiliate of Harvard's Berkman Center for Internet and Society.

Moses Shumow, Ph.D., is an assistant professor in the School of Journalism and Mass Communication at Florida International University. He teaches course in digital media studies, news and information literacy, and multimedia production.

Julie Smith is a professor at Webster University and author of Master the Media: How Teaching Media Literacy Can Save our Plugged-in World.

Sox Sperry is a Project Look Sharp Curriculum Writer. He is author and co-author of Project Look Sharp's document-based history kits: Media Construction of Presidential Campaigns and Media Construction of the Middle East, Media Construction of Chemicals in the Environment, Media Construction of Resource Depletion, Media Construction of Endangered Species, Global Media Perspectives, Creativity and Aging Through the Lens of Film, Media Constructions of Martin Luther King, Jr, Media Construction of Peace and Media Construction of Social Justice.

Tatsuo Sugimoto is a senior assistant professor from the School of Design at Sapporo City University. His focus is on practical research of media expression workshop design and digital expression culture. He also developed original software tools for information design.

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Christa Van Raalte is Head of Media Production at BU, and has researched employability and skills in the media industries and its relationship to media education in EU and US contexts.

Cindy Vincent is an assistant professor at Salem State University. My research investigates spaces of dissension and negotiation of political power through civic media for dissent, with a focus on how poverty experts produce experiential knowledge.

Richard Wallis is Senior Lecturer and Programme Leader of the Media Production degree programme under investigation. He previously worked at a Producer and Director in the television

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Peter Westman is a doctoral student at the University of Wolverhampton. He is examining what pedagogic value is added by employing a digital ethnographic pedagogy as opposed to more traditional modes of teaching.
Christian Wilke-Zhang is Head of Computing and ICT in a secondary school, developing digital media strategies and culture. He is also a doctoral researcher; his thesis is entitled 'READMOLE' (Risk-conscious Ethnographic Approach in Digital Mobile Outdoor Learning Education).

Rob Williams, Ph.D., teaches new/digital & social media, communications, and journalism at University of Vermont and Sacred Heart University. He is co- president of the Action Coalition for Media and author of numerous media education articles / chapters.

Philip Wilkinson is a Research Engineer at the Centre for Digital Entertainment, based in Bournemouth University. Currently completing an engineering doctorate in Digital Media, exploring the role of digital games in social and emotional development of children.

Y

Melda Yildiz is a global scholar and teacher educator at Walden University. Melda taught Media Literacy and Global Education to undergraduate and graduate level and served as the first Fulbright Scholar in Turkmenistan. She received Ed.D. from University of Massachusetts on Math & Science and Instructional Technology; M.S. from Southern Connecticut State University on Instructional Technology; and B.A. in Teaching English as a Foreign Language at Bogazici University, in Turkey.

Bill Yousman, Ph.D., is the Director of the Media Literacy and Digital Culture graduate program at Sacred Heart University. His most recent book is The Spike Lee Enigma: Challenge and Incorporation in Media Culture (2014).
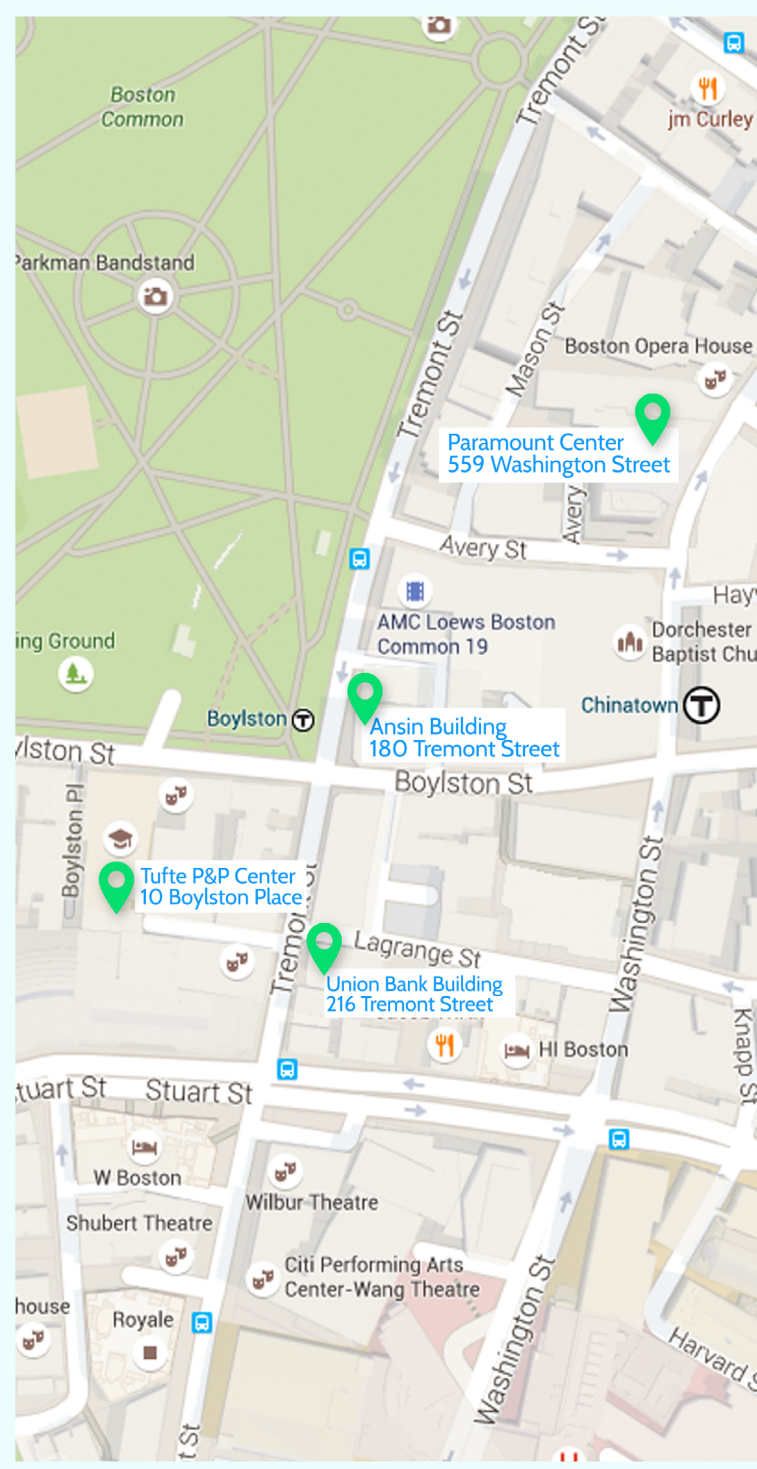
Z

Marketa Zezulkova is Senior Lecturer in Education and Digital Literacies in CEMP and in the Institute of Communication Studies and Journalism in Charles University. She has been involved in several EU and UN initiatives as well as in organising the CEMP convened annual Media Education Summit and Youth Media Education Summit. As a Visiting Scholar she has joined universities in Europe, USA, Asia, and Latin America. She is interested in how children engage with and learn about media.

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