

Summer School 2018

1 > 3 July
Lucca - Italy



Show and tell presentations

A Achim Hättich

University of Applied
Sciences of Special Needs
Education, Zürich

DISABILITY: ANYTHING TO DO WITH MEDIA?

Media determine the lives of children and adolescents around the clock. The majority of social relationships are possible only through the media. But what about children who have disabilities, who have difficulties in reading, seeing, comprehension, motoric, concentration, or in conduct? Only a few studies are available internationally to study media use in disabled youth but none has included the whole spectrum of media or several disabilities. MUSE (Media Use of youth in special schools) has changed this: a study conducted in the whole Switzerland (parallel to a study of children in regular schools on the same topic) in spring and summer 2018.

The german-speaking part is already terminated and brand new findings can be presented for the first time worldwide. Results will concern social media use, cell phone use, cybermobbing and addiction, favourite games and movies. The question to answer and to be discussed will be, are media a blessing or a curse for youth with disabilities? This will also be interesting for people who don't work with disabled youth.

B Óscar Arcera

Collegio San José School,
Spain

SAINT JOSEPH RADIO, AN EDUCOMMUNICATIVE PROJECT TO GIVE VOICE TO STUDENTS

Radio San José emerges from previous experiences in the world of educommunication in the non-formal education. It becomes a research project within the Doctorate Program in Equity and Innovation in Education at the University of Cantabria, in Santander (north of Spain).

The faculty of the San José School has been developing a series of formative, pedagogical, methodological and organizational actions, agreed upon, worked on and evaluated, within the seminars and working groups under the supervision of the Santander Teachers' Center.

The main aims of the project are, give voice to students so they can express their feelings, likes, fears,..., and the developing of communicative skills for the information and communication society where they will have to work and grow up as critical citizens. At the same time, this project tries to combine both of the most important faces of media education nowadays: media literacy and creative production.

C	<p>Stéphane Hoebeke</p> <p>RTBF, Brussels</p>	<p>MEDIA LITERACY IN PUBLIC SERVICE MEDIA - RTBF</p> <p>RTBF is the Public service media for the French speaking part of Belgium. It's core business consists in informing, educating and entertaining people. Actually, this challenge includes developing media literacy with and within the population. The media literacy is defined in a real written strategy since 2014: Le Plan stratégique d'éducation aux medias. This annual Plan is renewable after evaluation on a yearly base. It consists in different actions combined in a 360° perspective. A strategy in the top 5 of the good practices (sources: Mapping of the European Audiovisual Observatory – nov. 2016) The objective is to help audiences access any kind of platform, use it and be able to analyse and sort all kind of information/data/images/sounds they get through the press, radio, television, movies, Internet and other so called new or social media. Combined with the evolution of the technology (media convergence), the goal is also to contribute developing citizens who are active, creative, critical and participative. Citizens become media.</p>
D	<p>Prof. Mine Gencel Bek</p> <p>Universität Siegen, Germany</p>	<p>CHANGING FORMS IN THE DIGITAL ERA AND THE FUTURE OF MEDIA EDUCATION</p> <p>Different forms of story-telling in the media matter lot especially in the age of post-truth discourses of populist leaders and the following concrete realities. This presentation aims to examine what the media professionals in the US think about the changing and innovative forms being used; and about the current state and future of of media education. Total 20 interviews were conducted, face to face with those around Boston and Cambridge, Massachusetts. The others who are in the different parts in the US were reached through linked in, telephone and skype interviews.</p>
E	<p>Patrick Verniers, Brieuc Guffens, Baptiste Campion</p> <p>IHECS Journalism and communication school, Brussels</p>	<p>MASTER DEGREE IN MEDIA EDUCATION</p> <p>Media Education is often perceived as an emerging field combining different perspectives and based on a community of educational practices. At the crossroad of communication and education sciences, Media Education has still some difficulties to be identified as a specialized field both on academic and education policies sides. Starting from the experience of a specialized master degree in Media Education launched in 2103 at IHECS Brussels communication school, this show and tell session will propose a discussion about the opportunity and challenges of a new kind of specialized professionals in the field.</p>
F	<p>Maria Leonida</p> <p>Athens, Karpos, Centre for Education and intercultural Communication, Athens</p>	<p>THE BIRTH OF A WORKSHOP: SOUNDSCAPES</p> <p>Can we tell a story only through sounds? How can we use this for media literacy? The workshop was built gradually upon a sound exercise for teacher training to show the narrative qualities of sounds, especially self made and through a collective process. It developed in an engaging collective project with a discussion, design, creative, self development and performance phase using multimodal elements which each time are unique based on the character of the group and the location applied. Already applied with greek and international teacher groups and youngsters of 12-14 years old.</p>

<p>G Anne-Claire Orban</p> <p>Media Animation ASBL, Brussels</p>	<p>SCREENS AND EARLY CHILDHOOD, HOW TO RAISE AWARENESS AMONG PARENTS?</p> <p>Slogans, campaigns and TV spots inform parents widely about the harmful effects of screens on young children. But how to raise awareness without making parents feel guilty? Thoughts and exchanges from a Belgian example of tools and actions: 123click.be. (BBICO European project)</p>
<p>H Yves Collard</p> <p>Media Animation ASBL, Brussels</p>	<p>THEORIESDUCOMPLOT.BE: A WEBSITE AND A PEDAGOGICAL HANDBOOK TO CRITIC AND UNDERSTAND CONSPIRACY THEORIES' MECANISMS</p> <p>This "Conspiracy theories, motives and mechanisms" tool will help you to focus on this complex issue and decipher it with debates, activities and exercises. This activity tool is therefore above all a media education tool, much more than just a counter-argumentation guide designed to bolster official certainties (BBICO European project).</p>
<p>I Cécile Goffard</p> <p>Media Animation ASBL, Brussels</p>	<p>HOW COULD TEACHERS AND YOUTH EDUCATORS TACKLE POPULIST STEREOTYPES IN MEDIA WHEN THEY ARE NOT TRAINED ON THE TOPIC?</p> <p>The project e-engagement against violence proposes an approach combining self-training of teachers and related activities for their students from age 15 till 20 through an e-learning platform. In total, 100 media education activities address 5 topics to deconstruct hate speech towards the "other" and promote civic (e-)engagement among young people:</p> <ul style="list-style-type: none"> Module 1: Information Reception and Production Module 2: Audio-visual Fictions and Ideologies Module 3: Videogames and Citizenship Module 4: Political Communication and Propaganda Module 5: Online Activism and Networking