

2nd

**International
Media Literacy
Research
Symposium**

**Calouste Gulbenkian
Foundation
Lisbon, Portugal**

April 20, 2018

WELCOME!!!

Dear Conference Presenters and Attendees:

Thank you so much for joining us for the 2nd International Media Literacy Research Symposium in Lisbon, Portugal, for what we hope is an important event leading to bringing together people of like minds who are interested in the continued growth of the field of media literacy research.

As researchers, educators, graduate students, or interested parties, we all bring our ideas on how the media has shaped our world and our students. The discussion is global and widespread, reaching into various subject areas, educational settings, and universities, non-profits, and more.

We hope that you leave this conference with many new ideas, possibilities for new research directions, and friends to share your work.

We are glad you are here!

Symposium Organizers:



Belinha De Abreu, Ph.D.
Sacred Heart University

AND



Vitor Tomé, Ph.D.
Universidade de Algarve

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2nd International Media Literacy Research Symposium

OVERVIEW

9:00-10:00	Registration/Breakfast
9:30-10:00	Opening Remarks
10:00-11:15	Keynote/Plenary (Paul Mihailidis & Nico Carpentier) Topic: Civic Media Literacy & Participatory Culture
11:15-11:30	<i>Break (Coffee- Refreshments)</i>
11:30-12:30	Session I <i>Strands:</i> Media Literacy (General) Civic Participation/Participatory Culture Digital Citizenship
12:30-1:30	LUNCH
1:30-2:30	Session II <i>Strands:</i> Media Literacy (General) Civic Participation/Participatory Culture Digital Citizenship
2:30-2:45	<i>Break</i>
2:45-3:45	Session III <i>Strands:</i> Media Literacy (General) Civic Participation/Participatory Culture Digital Citizenship
3:45-4:00	<i>Break (Coffee- Refreshments)</i>
4:00-5:00	Session IV <i>Strands:</i> Media Literacy (General) Civic Participation/Participatory Culture Digital Citizenship
5:00-6:00	Closing/Cocktail Hour

CALOUSTE GULBEINKEIN FOUNDATION, LISBON PORTUGAL

SCHEDULE

9:00-10:00	Registration Opens	LOCATION
	Continental Breakfast	LOCATION
9:30-10:00	Opening Remarks <i>VITOR TOMÉ & BELINHA DE ABREU</i> Conference Organizers	AUDITORIUM
10:00-11:15	Keynote/Plenary <i>PAUL MIHAILIDIS & NICO CARPENTIER</i> Topic: Civic Media Literacy & Participatory Culture Moderator: <i>Belinha De Abreu</i>	AUDITORIUM



"We learn to participate by participating."

Acquiring substantive participatory skills and knowledge

Participation is considered a key component of democracy and the political, enabling non-privileged citizens to increase their power bases in society, and creating more just and balanced societies. In social practice, though, maximalist participation remains quite rare, and even the minimalist forms are not free from their problems and (sometimes justified) critiques. There is a need to consider what we mean when we're using the concept of

participation, and to embed it in a wider range of democratic values. This substantive approach towards participation (in contrast to a procedural approach) allows acknowledging that participation needs to be articulated with human rights and ethics (to name two of the most important ones). Moreover, there is also a need to emphasize that (substantive) participation is a set values and practices that is not a given, but that needs to be acquired. Following Pateman, who builds on Rousseau's work, there is an argument to be made for participatory practices as sites of participatory learning in themselves. Here, participatory organisations, which are organisational reservoirs of knowledge and skills, deserve more attention, as key locations of informal democratic-participatory learning.

Paul Mihailidis is an Associate Professor of Civic Media and Journalism in the School of Communication at Emerson College in Boston, MA, where he teaches media literacy, civic media, and community activism. He is founding program director of the MA in Civic Media: Art & Practice, Principle Investigator of the Emerson Engagement Lab, and faculty chair and director of the Salzburg Academy on Media and Global Change. His research focuses on the nexus of media, education, and civic voices. His newest books, *Civic Media Literacies* (Routledge 2018), *Civic Media: Technology, Design, Practice* (2016, MIT Press, with Eric Gordon) and *Media Literacy and the Emerging Citizen* (Peter Lang, 2014), outline effective practices for participatory citizenship and engagement in digital culture.

Nico Carpentier is Professor in Media and Communication Studies at the Department of Informatics and Media of Uppsala University. In addition, he holds two part-time positions, those of Associate Professor at the Communication Studies Department of the Vrije Universiteit Brussel (VUB - Free University of Brussels) and Docent at Charles University in Prague. Moreover, he is a Research Fellow at the Cyprus University of Technology and Loughborough University. His latest books are *The Discursive-Material Knot: Cyprus in Conflict and Community Media Participation* (2017, Peter Lang, New York); *Cyprus and its Conflicts. Representations, Materialities, and Cultures* (2018, co-edited) and *Critical Perspectives on Media, Power and Change* (2018, co-edited).

11:15-11:30

BREAK/TRANSITION

SESSION I

11:30-12:30

Presentation 1:

A. Media Literacy: Pedagogy and Practice in Primary Education

AUDITORIUM

Becky Parry, University of Nottingham, (UK) & Steve Connolly, University of Bedfordshire, (UK)

In the context of literacy research, the need to better connect children's media rich lives at home with their engagements with learning at school is well established. The rationale for making this connection is to enable children to draw on their own experiences as they encounter new ways of thinking and making sense of the world. The traditions of play and child-led pedagogy in early primary education potentially provides potent spaces for children to bring into the classroom their engagements with popular culture in the same way they do their toys and teddies, stories and stuff. However, in practice, the combination of public anxiety about screen time and the performative cultures dominating school practices in some nations, limit these opportunities. As a result children's knowledge and understanding of popular media is rarely seen as a resource for learning, particularly in England. As a consequence, we argue that important opportunities to enable children to share their literacy practices and identities and to develop a critical and creative engagement with their own cultural worlds is being missed. We present an account of activities undertaken as part of the ESCR funded 'Developing Media Literacy' research project, designed to introduce pupils in Year 2 to a sustained programme of media literacy learning. We compare findings from this study recent research focused on creative production or 'making' in primary media education and subsequently argue that the traditional Media Studies key concepts: audiences, institutions, representation and language continue to be useful as tools for developing media literacy in primary education (despite some tensions with newer models of digital literacy education) and that without these theoretical tools, criticality is problematically sidelined.

Strand 1: Media Literacy: Past, Present, and Future

- B. Do the relationships mediated by virtual social spaces influence classroom climate?
Alessandro Soriani, University of Bologna, (Italy)

The pre-adolescents in the age of secondary school are living quite a delicate and significant period of their life-development: not only they are facing a more difficult and challenging school curricula, but they are also engaged in the negotiation of their identity and their roles within the different peer groups. This complex scenario is enlarged and made even more complex by the first experiences, away from their parents' eyes, with technologies and portable devices: these tools add, to the relationship's universe just mentioned, yet another level of complexity which opens up new forms of communication and new relationship's dynamics that impact also in the classroom social climate. Inside schools the students are plunged into Relationship's Dynamic that can be Formal (RDF) or Informal (RDI), and these dynamics take place not only in the offline world but also into Digital Environments that can be either Official (ODE), all the spaces provided officially by the school institutes, or Unofficial (ODO), all those spaces that are spontaneously used by students, teachers and parents to communicate. So far the studies about classroom

climate haven't explored the influence, neither the connection, between relationships mediated by virtual social spaces and the social climate of the learning environments. The contribution will explore these relationship's dynamics and how they can have an impact on the classroom social climate and will present the outcome of a three years' PHD research in between Italy and France.

Strand: Number 1 - Media Literacy: Past, Present and Future.

Presentation 2:

SALON I

- A. Media Literacy from the Media Observatories-Case Study: ANDI Communication and Rights
Cristiane Parente, Universidade do Minho, (Portugal)

Based on the analysis of some Brazilian media observatories, gathered at RENOI - National Network of Press Observatories, we consider ANDI - Communication and Rights as the largest Media Literacy action among them. This paper seeks to show the difference between ANDI and these other observatories regarding its practices of analysis and dissemination of results, as well, particularly in how it establishes the return of these results to the journalistic community, with publications, guides, prizes and continuous formations, making its results clearer and turning possible the verification of the actual existence of Media Literacy actions.

Strand 2: Civic Media Literacy and Participatory Culture

- B. Is Participation in Community Media an Agent of Change?
Rob Watson, De Montfort University, (UK)

This presentation discusses how the role of participation as a neutral social process can be used to account for community media practices as they are operative in social lifeworlds. This discussion is based on research conducted as part of a PhD investigation into the role of participation in community media groups in Leicester, UK.

Strand 2: Civic Media Literacy and Participatory Culture

- C. Journalism pondered as a learning facilitator tool in the context of lifelong learning
Maria José Brites, Lusophone University of Porto, (Portugal)

In this presentation, we will argue for the importance of journalism as a learning tool (Brites et al., 2017), in the context of an action research project (Media In Action - MIA). This project aims at producing support materials for teachers and learning facilitators in the confluence of Media literacy, news literacy and digital storytelling. We believe that training for the production and consumption of

information in a conscious, ethical and effective way will be a step forward in the development of a citizenship committed to itself and its environment (Gozálvez & Contreras-Pulido, 2014). We consider these tools can have an impact simultaneously on the adult teaching skills, and youngsters supporting activities and their lifelong educational process.

Strand 1: Media Literacy: Past, Present, and Future

Presentation 3:

SALON II

- A.** Protecting or Empowering: News Literacy Education in the Midst of the Post-Truth Debate

Ioli Campos, UT Austin/Portugal Colab and Nova University of Lisbon (Portugal)

In the light of the debate about misinformation, particularly since the presidential 2016 U.S. election trail, Buckingham's (2009) cautionary view about the move from protectionism to empowerment approaches of media literacy in the political discourse seems to be even more up-to-date. While several authors have sustained media literacy importance as a tool to react against the misinformation spread (Leetaru, 2016; McGivney, Kasten, Haugh, & DeVito, 2017), others have been cautioning against a possible backlash effect (boyd, 2017; Craft, Ashley, & Maksl, 2017). Based on an historical perspective, and following Mihailidis and Viotty's (2017) suggestion for the need to reposition news literacy in the midst of the post-truth debate, this essay explores how news literacy should be providing means of protection while it also provides means of empowerment.

Strand 2: Civic Media Literacy and Participatory Culture

- B.** Understanding the Geopolitics of News: Towards a Model of International News Literacy

Massimo Di Ricco, PhD., Independent Researcher (Spain)

Technological advances in the current digital society has blurred the limits of international news, allowing their potential access from anywhere in the world. Media and news literacy limited interest on international news requires thinking about the design of a model to critically approach international news. The results obtained through an online survey suggest the existence of different levels of critical approach to news on international issues. The assumption of a skeptical attitude towards the message of the media, the understanding of the geopolitics of international information, and the use of digital action tools, represent the basic axis of a model of international news literacy.

Strand 2: Civic Media Literacy and Participatory Culture

- C. #RealNews We Can Use: Reviving and Reinventing Chomsky and Herman's "Propaganda Model of News" for our Digital Age
Rob Williams, PhD. Champlain College, Vermont (USA)

How do we marry critical media literacy education and digital multimedia production in our 21st century high school and university classrooms? This participatory workshop will explore myriad answers to this question. Dr. Rob Williams will come prepared to share student-focused work - blogging, digital video production, news journal publishing with the Vermont Independent, and the Global Critical Media Literacy Project (GCMLP) as a publishing platform.

Strand 2: Civic Media Literacy and Participatory Culture

Presentation 4:

SALON III

- A. Genealogy of media literacy in Mexico
Janneth Trejo-Quintana, PhD., Universidad Nacional Autónoma de México (Mexico)

To know the perspectives, the advances, the gaps, as well as the experts who have worked on a specific topic, it is necessary to identify, order and document how the field has developed. Within the communication sciences, "media education", or more recently, "media literacy" (along with digital and informational literacy) has been used with a certain breadth. However, in Mexico the genealogy of this topic has been absent. Therefore, from a documentary research, this paper offers some coordinates on how Media Education or Media Literacy has been studied in Mexico. We inquire about the course of the concept, the authors who have worked on it, as well as their methodologies and theoretical approaches.

Strand 1. Media Literacy: Past, Present, and Future

- B. Synchronization of digital competence and media literacy in the 2016 revision of the Swedish K 12 curricular
Michael Forsman, Södertörn, University, (Sweden)

In 2016 digital competence was added into the Swedish K12 curricular. This concept emanates from OECD, EU 21st Century Skills and relates to neoliberal governance and employability and networked individualism (Williamson 2017). Based on "historical semantics" (Koselleck 1985/2004) digital competence can be seen as part of a synchronization of the temporalities of the curricula and edu-tech interests and a mediatized understanding of citizenship as "prosumer". My discussion combines mediatization theory (Lundby, 2014), curricular theory (Popkewitz, 2015) with critique of the ideology of educational media (Selwyn,

2016). Ending by asking how this ongoing takeover of education can be met by non-individualistic and progressive pedagogy (c.f. Gordon & Mihailidis, 2016).

Strand 1: Media Literacy: Past, Present, and Future

- C. Media literacy in the Greek education system: concepts and misconceptions (or the risk to use the same term for different sets of skills)

Katerina Chrysanthopoulou, Media Literacy Institute, (Greece)

This presentation attempts to focus on a confusion of terms observed in the Greek education system (media literacy & media education) and the current state of media & news literacy in the country. In Greece formal education is heavily content-based. Students deal with masses of information, but do not really learn how to use, analyze and benefit from it. Skills like critical thinking, analysis, evaluation, deduction, abstracting or finding suitable sources are not given enough attention at school.

Strand 1: Media Literacy: Past, Present, and Future

12:30-1:30

Lunch

SESSION II

1:30-2:30

PANEL Presentation 1:

AUDITORIUM

Media Literacy Organizations US/EU- Update

Michelle Ciulla-Lipin, NAMLE

Sherri Hope Culver, MILID UNITWIN

Tessa Jolls, GAPMIL-NA

Marieli Rowe, National Telemedia Council

Divina Frau-Meigs- GAPMIL-EU

Julie Frechette, ACME

Highlights of a few organizations who are doing media literacy education work nationally and internationally both in North America and in EU.

Strand 3: Education: Digital Citizenship, Social Networking, Policy and Training

Presentation 2:

SALON I

- A. Media literacy – definitions, history and methods. Analyze of media literacy in Bulgaria

Jana Popova, University of Sofia, (Bulgaria)

This article is about the main aspects of media literacy in the contemporary society. In this research are shown the most popular definitions and concepts for media literacy. There is examination of the media literacy's history - how it was founded as concept and how has developed during the years. The research follows the most useful methods for media literacy, which are implemented in the society. Also this project is focused on the usage of media literacy in Bulgaria among the most vulnerable groups of people and how this concept is developed and perceived in my home country.

Strand 1: Media Literacy: Past, Present, and Future

- B. Are teachers ready? Media literacy of education students in Peru

Julio-César Mateus, Universitat Pompeu Fabra, (Spain)

In Peru, media education has never been formally present in the curriculum nor the educational agenda. This presentation analyses Peruvian educational context and explores pre-service teachers' knowledge and beliefs on media education. A survey with an ad-hoc questionnaire (N=501) was applied to find what they think of media education; its relevance; how is being taught; if they feel competent to teach about media and to integrate ICT into their pedagogical practices. The results confirm the importance of working media education with pre-service teachers, involving their subjectivity and their own ideas.

Strand 3: Education: Digital Citizenship, Social Networking, Policy and Training

- C. Digital Citizenship 2.0: Beyond Fear Mongering and Toward Literacy

Michelle Ciccone, McAuliffe Charter School, (USA)

The conversations we have with young people about our lives online - the policies that govern it, the mores that shape it, the controversies that surround it - too often remain superficial, irrelevant, or, worse, are meant to frighten. This presentation will explore a more expansive, positive, and concrete approach to digital citizenship and digital literacy education that more accurately presents the Internet as a resource, not a threat. Through the curriculum that will be presented here, students are asked to consider who controls the Internet, and how we, Internet users, can help shape the future of this ubiquitous and crucial resource.

Strand 3: Education: Digital Citizenship, Social Networking, Policy and Training

Presentation 3:

SALON II

- A. 'Fan Favorites': Using Games to Promote Meaningful Conversations About Media"

Benjamin Thevenin, PhD., Brigham Young University (USA)

Students and faculty at BYU developed a mobile game called “Fan Favorites” that uses open-ended questions to spark conversations about the media that matters to the players. The project applies theories of media literacy education in the development of an educational game. The game’s objective is to extend these critical conversations outside of educational contexts and help players reflect on the meanings they make of media. Interviews with student participants demonstrate how the development process facilitated their own media literacy. Also, data from surveys, play-tests and post-game discussions with players offer insight into the media habits of the public and the future of using games and mobile technologies to promote media literacy.

Strand 1: Media Literacy: Past, Present, and Future

B. Audiovisual competences in media literacy indicators

Marta Portalés Oliva, PhD Candidate, Universidad Autónoma de Barcelona (Spain)

The research deals with the audiovisual competences derived from the use of smartphones and it is specifically centered on the communication processes based on the still image and audiovisual medium as a whole, with special emphasis on the access, use and creation of audiovisual media products by young people. In the current context of technological transformation there is a gap of competences between devices (OFCOM, 2016), people who use more the smartphone than the computer acquire different media literacy competences. The use of smartphones by adolescents has generated the need to reflect on the competences related to media literacy, specifically the ones more related to the audiovisual language. The technological development has democratized the use of the image, since each device nowadays has up to three cameras and the 35mm has been left behind, Instagram has been also proved to be the Social Network on the rise. In this context, competences suffer from constant transformation through the evolving technological environment, nowadays audiovisual is consumed and produced more and shared ubiquitously. The methodology is based on a bibliometric approach of the media literacy indicators and dimensions proposed lately in the theoretical field. This exploratory research is completed with a content analysis of the bibliography in order to understand the role of the audiovisual language and smartphones in the latest media literacy proposals.

Strand 1: Media Literacy: Past, Present, and Future

Presentation 4:

SALON III

- A. Critical Digital Literacy: Reflecting on its Importance for Democracy and Civic, Political Engagement

Gianfranco Polizzi, London School of Economics and Political Science, (UK)

Looking at critical digital literacy, democracy and civic, political engagement, this paper addresses critical digital literacy as transcending users' understandings of content bias and trustworthiness in ways that incorporate broader understandings of the Internet and its civic, political potential. By drawing on a doctoral project's theoretical framework, it will be argued that critical digital literacy can reinvigorate democracy by contributing to informed, critically autonomous and active citizens engaging in institutional and non-institutional civic, political practices. Reviewing research on critical digital literacy and civic, political engagement, this paper will emphasise the importance of understanding critical digital literacy more holistically.

Strand 2: Civic Media Literacy and Participatory Culture

- B. Civic media as cultural dialogue: A professional development journey of Arab and Jewish teachers via documentary filmmaking in Israel
Evanna Ratner Ph.D- Haifa University, (Israel) and Yonty Friesem Ph.D. Columbia College, (USA)

The twenty percent Arab minority in Israel is mainly Muslim, but also contains Christians and Druze. Their cultural heritage and identity are challenged daily, as they represent an Arabic speaking minority in a country with a significant Hebrew speaking Jewish majority. As part of a national professional development at the Center for Educational Technology from 2016 to 2018, eighteen Arab and Jewish teachers of civic education and media studies created documentaries as a way to have a cultural dialogue for the purpose of peace education. Furthermore, being part of a conflict area, the teachers challenged stereotypes by reducing negative feelings and strengthening the legitimacy of each other's narrative. At the same time, the yearlong program applied the creation of personal narratives through the film-making process so that the teachers could experience intercultural communication while learning to use media literacy education.

Strand 2: Civic Media Literacy and Participatory Culture

2:30-2:45

BREAK/TRANSITION

SESSION III

2:45-3:45

Presentation 1:

AUDITORIUM

- A. **Book:** Public Policies in Media and Information Literacy in Europe: Cross-Country Comparisons
Divina Frau-Meigs, Université Sorbonne Nouvelle/UNESCO, (France)

This author of the book will explore the current tensions in European countries as they attempt to tackle the transition to the digital age, providing a comparative and cross-cultural analysis of Media and Information Literacy (MIL) across Europe. This book takes a long-term perspective over the development of media education in Europe, and includes an appraisal of media, information, computer and digital literacies as they coalesce and diverge in the public debate over twenty-first-century skills. The contributors assess the various definitions of media and information literacy as a composite notion whose evolution as a cross-cultural phenomenon reveals various trends and influences in Europe. Throughout, this volume offers an in-depth coverage of MIL with all the different dimensions of policy-making, from legal frameworks to training, funding, evaluation and good practices. The authors propose modeling current MIL governance trends in Europe and conclude with a call for alternative and collective frames of research that they hope will influence policy-makers and other stakeholders, especially in terms of MIL governance.

Strand 2: Civic Media Literacy and Participatory Culture

- B. **Book:** Civic Media Literacies: Re-Imagining Voice, Agency and Participation for a digital culture/Project: Civic IDEA
Paul Mihailidis, Emerson College, USA

Civic life today is mediated. Communities small and large are now using connective platforms to share information, engage in local issues, facilitate vibrant debate, and advocate for social causes. This timely book explores the texture of daily engagement in civic life, and the resources—human, technological and practical—that citizens employ when engaging in civic actions for positive social impact. In addition to examining the daily civic actions that are embedded in media and digital literacies and human connectedness. Project: Civic IDEA: is a media literacy intervention to help build the capacity of youth to be more engaged citizens through the creation and distribution of media. Civic IDEA incorporates accessible technologies and a focus on connecting critical inquiry with active engagement in daily life. Youth who engage with the IDEA framework (Investigate, Deliberate, Express, Activate) will learn to identify and investigate issues, deliberate around their values, express alternative narratives to current messages, and advocate for communities and issues that matter.

Strand 2: Civic Media Literacy and Participatory Culture

Presentation 2:

SALON I

- A. Context matters: Analyzing contemporary propaganda in an international perspective in the US and Germany
Christian Seyferth-Zapf, Silke Grafe (Germany) & Renee Hobbs (USA)

Statistics emphasize the significance to foster critical media literacy skills among youths in the field of propaganda and biased communication. Against this background, we developed a 3h-training for students aiming at increasing awareness and providing ideas of how to critically deal with different forms of contemporary propaganda and to reflect on the contexts of propaganda in an international perspective. Students from the University of Würzburg and the University of Rhode Island worked with the digital learning environment MIND OVER MEDIA providing access to numerous international propaganda examples. The process of this training was empirically evaluated with qualitative measures. On the basis of the theoretical foundation and first empirical results implications for fostering critical media literacy with regard to contemporary propaganda will be drawn.

Strand 1: Media Literacy: Past, Present, and Future

- B. Messages about media in popular children's television
Sherri Hope Culver, Temple University, USA

The session will share the results of a research study that evaluated the inclusion of media literacy concepts in two global children's media brands: Nickelodeon and Disney Channel. Episodes were coded along four key definers of media literacy according to the definition of media literacy from the National Association for Media Literacy Education: access, analyze, evaluate, create. For decades, content producers have used children's proven interest in media as a storyline, recognizing children's fascination with the media they consume and create. This study analyzed the opportunities for characters in children's media to explore the roles and responsibilities of media in their lives.

Strand 1: Media Literacy: Past, Present, and Future

- C. Intervention and participation: A study of children's involvement in the design of media literacy interventions
Linus Andersson, PhD. & Martin Danielsson, PhD. (Sweden)

This paper presents findings from a review of articles about media literacy interventions, with the purpose to discuss the value of child participation in the design of such interventions. The findings indicate that while numerous studies present evaluations of media literacy interventions, it is rare that the design processes behind these interventions are described. The most popular form of media literacy intervention is a school curriculum aimed towards tweens and teens. We argue for a closer attention to the ways in which media literacy interventions

are designed in order for us to better understand when child participation can be beneficial.

Strand 1: Media Literacy: Past, Present, and Future

Presentation 3:

SALON II

- A. Media Literacy Education in Alternative Spaces. Training Librarians in R. Moldova to Become Media Educators
Nicoleta Fotiade, Mediawise Society, (Romania)

This paper aims to describe my experience as a media literacy trainer and evaluator of the learning progress of a group of more than 50 Moldovan librarians. It is an exploration of the challenge to teach a participatory model of media education to a group of people who tended to hold negative views about certain media and media consumption, in general. It is also a presentation on how a media literacy course with librarians can change the social and learning dynamics in small village libraries.

Strand 2: Civic Media Literacy and Participatory Culture

- B. The Role of Librarians as Mediators in Promoting Digital Literacy in Promoting Digital Literacy and Digital Competence in Latvia.
Guna Spurava, University of Latvia/UNESCO, (Latvia)

Librarians of public libraries in Latvia were defined as the main target group of the research carried out in 2016 - 2017. Study aimed to discover librarians' self-assessment of their role of the mediation of digital literacy. In 1st step qualitative study was done - it included libraries expert discussions and in-depth interviews with librarians. 2nd step – quantitative survey of librarians of public libraries. The overall purpose of this research is to develop evidence-based recommendations in the field of media and information literacy for policy-makers and library practitioners as well as participate in academic discussions in local and international level focussing on librarians as mediators of digital literacy.

Strand 2: Civic Media Literacy and Participatory Culture

Presentation 4:

SALON III

- A. Media and Information Literacy: Growth Through Collaborative Pedagogy
Natasha Casey, Blackburn University, (USA) & Spencer Brayton, Waubensee Community College, (USA)

The fields of media literacy and information literacy have different histories and have developed through different traditions. Despite these differences, many writers including Sonia Livingstone, Renee Hobbs and Marcus Leaning, support their integration. This appeal also forms the foundation for the various projects and

curricula established by the Global Alliance for Partnerships on Media and Information Literacy (a UNESCO initiative). Notwithstanding these appeals and ventures, the two fields remain largely siloed in U.S. higher education. The proposed presentation will examine the separate traditions of media literacy and information literacy in the U.S., delineate the striking commonalities between the two fields (while also recognizing important pedagogical and philosophical differences within and between both), and provide a rationale for why the two should be taught together. We will offer one approach for teaching media and information literacy in a liberal arts college classroom, include a discussion of the authors' faculty-librarian collaboration, an overview of the course, and student responses to it. We will conclude with explanations for the dearth of similar models and the reasons for the lack of alliances between the two fields of study in general, including the persistence of silos in higher education and outdated, sometimes stereotypical notions of information literacy (from some traditional communications studies perspectives).

Strand 1: Media Literacy: Past, Present, and Future

- B. MIL: Moving beyond the modern project
Ingrid Forsler, Södertörn University, (Sweden)

The paper argues that that modernity, associated with humanist ideals, is a central part of MIL. Building on analysis of media educational policy and on theories of media materiality, it seeks to problematize the idea of a coherent human subject separated from media tools or messages, and instead suggest a “material turn” in MIL similar to that in the broader fields of media and cultural studies. The paper argues that such a turn would help to challenge persistent imaginaries about societal development as linear and west-oriented and instead admit multiple, coexistent versions of MIL.

Strand 1: Media Literacy: Past, Present, and Future

- C. Keeping it private: a global study on privacy and media literacy
Sherri Hope Culver, Temple University, USA

This session will share the research findings detailed in a new publication as part of UNESCO's Internet Freedom series, titled “Survey on Privacy in Media and Information Literacy with Youth Perspectives” (2017) The survey investigated privacy in MIL education environments globally. Data was gathered from 231 respondents in 33 countries. The respondents were from various education environments, including: K12, higher education, out-of-school or afterschool programmes, and civil society, including NGOs and non-profits. The report aims to provide conceptual, developmental and policy recommendations to foster privacy in MIL. It seeks to provide clarity on the complex issue of how MIL and privacy intersect.

Strand: Number 1 - Media Literacy: Past, Present and Future.

3:45-4:00

BREAK/TRANSITION

SESSION IV

4:00-5:00

Presentation 1:

AUDITORIUM

- A. Missing voices: unaccompanied refugee children and media literacy
Annamária Neag, Bournemouth University, Centre for Excellence in Media (UK)

In 2016, 63.300 unaccompanied minor asylum seekers were registered in the EU. Refugee children pose considerable policy challenges: their integration in Europe is of utmost importance. Studies show that refugee children have relevant IT skills, but they lack the ability to make critical media choices. Media literacy education it is thus essential for empowering young refugees in becoming active citizens. For creating educational tools that strengthen young refugees' media literacy, there is a stringent need to understand their media experiences. This paper will present the findings of fieldwork carried out in the Netherlands, and it will focus on how unaccompanied minor refugees use digital technology and social media. It will then discuss how these findings can help in developing media literacy pedagogic tools for refugee children's civic participation.

Strand 2: Civic Media Literacy and Participatory Culture

- B. Model of Civic Participation Based On Vedic Tradition & Its Applications in Media Literacy
Pardeep Kumar, Kurukshetra University, (India) and Dr. Ashutosh Angiras, Associate Professor, S.D College, (India)

The presentation elaborates upon a new framework of civic engagement. An attempt to make the Media Literacy an applied social science to deal with 21st century challenges, globally. It is based on thousands years old Indian knowledge tradition. It argues that a different kind of training process- (Sanskar = cleansing & grooming) of each citizen is required to make him/her a sensible person.

Strand 2: Civic Media Literacy and Participatory Culture

Presentation 2:

SALON I

- A. Feminist Approaches to Media Literacy for Lifelong Civic Engagement: Analyzing the U.S. Sexual Harassment Scandals of Donald Trump, Bill O'Reilly and Harvey Weinstein and #Hashtivism Campaigns.

Julie Frechette, Worcester State University, (USA)

As feminist media scholar Andrea Press explains, “our culture’s representations of the female gender have changed along with our...changing cultural notions about female roles and identity.” Lifelong civic engagement for social change includes feminist approaches to media literacy that encourage critical analysis of corporate media practices that perpetuate gender inequities and injustices. The recent international social media activism brought to light by the #MeToo campaign affords a poignant and timely case study for assessing how media literacy activism can unify and mobilize the NetGeneration to challenge antiquated attitudes and behaviors that keep women marginalized in media sectors, public life, and business careers. Along with the recent slew of celebrity revelations of sexual harassment brought on by the Harvey Weinstein exposé, women -- and some men -- have used hashtag campaigns to share personal stories of sexual harassment and assault. #MeToo caught fire when actress Alyssa Milano tweeted a call-out to victims to provide the public with a sense of the seriousness and magnitude of the problem. The goal is to connect media literacy education with feminist scholarship and pedagogy as a catalyst for lifelong civic engagement and social justice activism.

Strand 2: Civic Media Literacy and Participatory Culture

- B. Memes in the Age of the Ideological State Apparatus: Trump’s America
***Chloe Higginbotham, North Carolina State University (USA) and RE Katz
Multidisciplinary Artist (USA)***

Following the 2016 election in the United States, the fascist Trump regime organized a viral following through the postpropagandist commodification of existing codes long utilized by countercultural movements and artists. The meme is the archetypal Trumpean ideological state apparatus in the way that it performs a democratic low-culture “everyman” affect, while alienating anyone who cannot be assimilated into its code. This presentation will explore the compulsive cultural production of the 21st century U.S. in a state of ideological warfare, addressing questions such as: who is the Citizen-maker and how does the ideological state ensure compulsory participation? How does the democratic art object facilitate consumption for extremist expressions of state ideology?

Strand 2: Civic Media Literacy and Participatory Culture

Presentation 3:

SALON II

- A. Communities of Concurrence and Communication of Urgency in a Post Logic Era: Feeling our way through culture in a digital and post-logic era.
Michael Hoehsmann, Lakehead University, Orillia (Canada), Alfonso Gutiérrez-Martín, Universidad de Valladolid, Segovia (Spain), Alba Torrego-González, Universidad de Valladolid, Segovia (Spain)

How and in what ways is the social media discourse of young people meaningful and to what extent can we understand it as a significant entry point to gaining insight on the cultural practices of youth today? Are non-linear signifiers such as memes rich texts that should be analyzed for their potential as critical utterances especially in light of post-logic, affect-driven discourse that circulates in the cultural mainstream? We take up these questions in light of a large-scale research project that reviewed thousands of tweets (Gutiérrez y Torrego, 2017) and a pedagogical project that attempts to harness memes as scholastic texts. We explore meaning-making in our own research, and in the broader context of contemporary cultural banalization and social and political balkanization.

Strand #2: Civic Media Literacy and Participatory Culture

B. Using an Evidence-Based Framework for Community Empowerment
Tessa Jolls, Center for Media Literacy, (USA)

To promote understanding in an age where smart phones reign, educators and community leaders must insure that the action-oriented process skills they encourage are consistent, replicable, measurable and scalable – and capable of being applied to any project -- so that community efforts have the capacity for growth. Evidence-based frameworks provide a methodology that can be flexible, yet applied with fidelity, so that consistency and measurability are possible. The Center for Media Literacy (CML), along with UCLA, conducted a major longitudinal study with 20 schools, 31 teachers and more than 2000 students, to evaluate CML's two primary frameworks: the Questions/TIPS framework for media analysis and production; and the Empowerment Spiral of Awareness, Analysis, Reflection and Action. This presentation will focus on the quantitative results of the study, demonstrating the efficacy of the Empowerment Spiral of Awareness, Analysis, Reflection and Action, and provide two 2016 case studies of program implementations at California State University Northridge and the Museum of Tolerance in Los Angeles.

Strand #2: Civic Media Literacy and Participatory Culture

Presentation 4:

SALON III

A. Role of Educators in Forming of Media Image of Educational Organization: Media Literacy Aspect.

Veronika Yarnykh, PhD. Russian State University for Humanities, (Moscow)

The modern world is a world of media. Corporate communications in the modern world have undergone significant changes and they are global in nature. The development of messengers, social networks, the YouTube platform and other communication tools expand and blur the boundaries of the organization. Social media now together with websites became the point of contacts with society for educational organizations. Social media in modern global communications carry a double load. On the one hand, many educational organizations have their own website, public pages in social networks, official taxes, etc. The content of such points of contact is formed in the interests of the global policy of the organization. However, on the other hand, many teachers and employees have personal pages on social networks, personal & professional blogs and vlogs, use messengers. And this content does not affect the media image of the organization to a lesser extent. Media literacy

now isn't only safety but also proactively understanding and using two key factors: the discovery of the "active" audience and the rapid expansion of digital media in educational contexts [4, p. 68] In conclusion, it's necessary to mention that the erosion and expansion of the organization's boundaries in the modern media and communication space will only expand, new stakeholders will be included in the process.

Strand 1: Media Literacy: Past, Present, and Future

B. Evaluating Media Literacy as an Emerging Interdisciplinary Academic Discipline
Alice Y. L. Lee, Hong Kong Baptist University (China)

Media literacy has been rapidly developing around the globe in the past four decades. However, it has not yet been commonly recognized as a mature academic field. The aim of this paper is to develop an assessment framework to evaluate the field of media literacy. Media literacy attracts scholars from different backgrounds such as education, communication psychology, cultural studies, public health and language arts. The paper will review the state of media literacy and assess to what extent it has met the criteria of an interdisciplinary academic discipline.

Strand 1: Media Literacy: Past, Present, and Future

C. The change of focus and rationale in undergraduate media degrees in UK universities
Marcus Leaning, University of Winchester, (UK)

This paper considers the emergence and development of undergraduate media degrees in the UK. Drawing upon documentary and interview research the paper charts the emergence of media as a subject of study, its growth, and its bifurcation into multiple subject areas and the differing underlying rationales informing the different approaches. The paper commences with a discussion of the origin of media degrees in the UK and the first degree course - this being offered by the Polytechnic of Central London with the first cohort graduating in 1978. It is noted that this and many other early degrees were explicitly designed to develop a sense of critical acumen about the media in students. These degrees incorporated a measure of practical training but this was very much to inculcate greater criticality in students. Throughout the 1980s, 1990s and 2000s the number of students and institutions offering degree in media increased dramatically. During this period new degrees developed which offered a greater emphasis on practical elements. In such degrees the emphasis was upon producing students with industry relevant skills and a new focus upon employability emerged to the detriment of the overt criticality of the degrees. The paper concludes with a discussion of how the analytic and theoretical focus of the early media studies degrees in which practice was used to enhance criticality has become inverted.

Strand 1: Media Literacy: Past, Present, and Future

5:00-6:00

Closing/Cocktail Hour

LOCATION

**2nd INTERNATIONAL
MEDIA LITERACY RESEARCH SYMPOSIUM
*PRESENTER BIOS***

Linus Andersson (PhD) is senior lecturer in media and communication studies at Halmstad University, Sweden. He has published work on alternative media, media criticism and aesthetics, and media materialities and waste. His current research orientations involve media and information literacy, community studies, and ethical aspects of mobile media practices.

Julio-César Mateus Borea, Ph.D. candidate and M.A. in Social Communication (Universitat Pompeu Fabra). M.A. in Communication and Education (Autonomous University of

Barcelona). Fellow researcher at MEDIUM research group, developing his doctoral thesis on media education in teacher training in Peru. Tenure Professor at the University of Lima.

Spencer Brayton is Library Manager at Waubensee Community College, where he works to support library services, operations and continuous quality improvement and growth of the college libraries. Spencer holds an M.A. in Library and Information Studies from the University of Wisconsin-Madison, and an M.S. in Management from the University of St. Francis (Joliet, IL). His research interests focus on the convergence of critical media literacy and critical information literacy. He has served in various capacities for the following organizations: Canadian Association of Academic Librarians (CAPAL), International Federation of Library Associations and Institutions (IFLA), Global Alliance for Partnerships on Media and Information Literacy (GAPMIL), United Nations Education, Scientific and Cultural Organization (UNESCO), and Association of College and Research Libraries (ACRL). He maintains a website, "Converging Spaces," at <https://spencerbrayton.wordpress.com/>.

Maria José Brites is Assistant professor at the Lusophone University of Porto and the Portuguese coordinator of the European project Media in Action - MIA. She had coordinated (in Portugal) the Radio Active project. She researches issues of Youth, journalism and participation, audience studies and News and civic literacies.

Ioli Campos is a PhD student within the UT Austin/Portugal Colab and Nova University of Lisbon. Her research interest centers on news literacy. She has a M.A. in Journalism and a post-graduation in Human Rights, having been a Fulbright fellow in 2011. Her scholarly work has been presented at various international conferences such as ICA or IAMCR. Campos is also an awarded journalist who, for the past 15 years, has reported from Kosovo, Cambodia, Vietnam, Algeria, Egypt, Iceland, and Lapland, among other places.

Natasha Casey, PhD., is associate professor of communications at Blackburn College, Illinois where she teaches media and information literacy, communication theory and other courses in the department of English and communications. She holds a Ph.D. in communication studies from McGill University (Montreal, Quebec). Her research interests include critical race theory and critical media and information literacy. She serves on the executive board of Gateway Media Literacy Partners (St. Louis, Missouri) and the National Association for Media Literacy Education leadership council. Her media and information literacy blog, "No Silos" is at www.natashacasey.com.

Katerina Chrysanthopoulou, Media Literacy Institute, Managing Partner is a cognitive scientist (MSc), writer and interpreter (www.planitas.gr) with university degrees in computer science and English language and basic diploma in psychotherapy. Her research work and interests include: understanding concepts in written and multimedia texts, learning from texts, media literacy, reading on electronic media, development of narrative and descriptive skills, creative reading methods, machine learning, learning systems, language computational applications. She has worked as a researcher with the Athens University of Economics and Business, the Institute for Language and Speech Processing and the National Kapodistrian University of Athens.

Michelle Ciccone is the Technology Integration Coordinator at McAuliffe Charter School in Framingham, MA. Michelle previously worked with nonprofit organizations in the blended learning space.

Michelle Ciulla Lipkin is the Executive Director of the National Association for Media Literacy Education. As Executive Director, Michelle has helped NAMLE grow to be the preeminent media literacy education association in the U.S. She launched the first ever Media Literacy Week in the U.S., developed strategic partnerships with media companies such as Participant Media, Nickelodeon, and Twitter, and restructured both the governance and membership of the organization. She has also overseen three national conferences and done countless appearances at conferences and in the media regarding the importance of media literacy education. Since 2017, Michelle has advocated for greater media literacy education through CNN, PBS News Hour, NPR, The New York Times, and Al Jazeera English. She is currently an adjunct lecturer at Brooklyn College in the TV/Radio department where she teaches media criticism and media literacy.

Steve Connolly is a Senior Lecturer in Teacher Education at the University of Bedfordshire, who has worked in schools and colleges for more than twenty years teaching Media, English and Film. His PhD research focused on how students learn to make video projects, and learning processes in all their forms (social, cognitive, cultural etc) continue to be an area of research interest for him. He was previously a Research Associate on the UCL/Ministry of Stories “Story Engine” project which involved looking at how young people used online platforms to develop their writing skills. His current research projects include: evaluating and developing resources for the Structural Learning tool (www.structural-learning.com) ; compiling a history of the study of Media texts within the UK English curriculum; and looking at the relationship between academic and vocational media studies in the UK.

Sherri Hope Culver serves as Director, Center for Media and Information Literacy at Temple University and Associate Professor, Klein College of Media and Communication. She serves on the board of the National Association for Media Literacy Education. Sherri has authored, co-authored and edited several publications about media literacy and children’s media.

Massimo Di Ricco holds a Ph.D. in Mediterranean Cultural Studies and an MA in Research in Communication and Journalism. His actual research focuses on the relation between geopolitics and the global flow of information, international news literacy, and audience own bias toward international political issues.

E. Nicoleta Fotiade is a media literacy educator and researcher with 15 years of experience in media literacy training with children and adults in Romania and Europe. She coordinated and (co)authored several media research studies and support materials for media education. Nicoleta graduated with a MA in Communication from the University of Westminster in London. She is Chair and Co-founder of Mediawise Society (mediawise.ro) and co-founder of the media watchdog - ActiveWatch.

Ingrid Forsler is a PhD Candidate in Media and Communication Studies at Södertörn University in Stockholm, Sweden. She has a background in art and media education and her PhD project examines the relationship between media technologies and school art education.

Michael Forsman, Fil.dr, docent, associate professor, Media and Communication Studies, Södertörn University, Stockholm. Research on Swedish broadcasting, popular culture, children, youth and media. Work with media and information literacy within teacher education. Current research project: Media Citizenship and the Mediatization of School: Curricula, Educational Materials, Teachers.

Divina Frau-Meigs, a former student of the Ecole normale supérieure and a Fulbright scholar, is Professor of Media Sociology at the Université Sorbonne Nouvelle, France. She holds several degrees, from the Sorbonne University, Stanford University and the Annenberg School for Communications (University of Pennsylvania). She is a specialist in media and information technologies in a comparative perspective as well as a researcher in media uses and the practices of young people. At the Sorbonne Nouvelle, she is the creator and director of the online Master's program AIGEME (Application Informatiques: Gestion, Education aux Médias, E-formation). She is the UNESCO Chair for "savoir-devenir dans le développement numérique durable: maîtriser les cultures de l'information".

Julie Frechette, PhD. is Professor and Chair of the Department of Communication at Worcester State University. Her book, *Media Education for a Digital Generation*, provides a framework for developing critical digital literacies by exploring the necessary skills and competencies for engaging students as citizens of the digital world. She is the co-editor and co-author of the book *Media In Society*, as well as numerous articles and book chapters on media literacy, critical cultural studies, and gender and media. Her book, *Developing Media Literacy in Cyberspace*, was among the first to explore the multiple literacies approach for the digital age. She serves as co-president of the Action Coalition for Media Education.

Silke Grafe is Chair of School Pedagogy and Director of the Media Education and Educational Technology Lab MEET@JMU at the University of Würzburg in Germany. Her research interest includes teaching and learning with and about digital media in schools and in initial teacher education in an international and interdisciplinary perspective.

Dr. Alba Torrego Gonzalez is a Research Assistant in the Faculty of Education at University of Valladolid in Segovia (Spain). Her current research interests are in media education, digital literacy, digital discourse and computer-mediated communication. She has presented conference papers and published articles on these subjects.

Alfonso Gutierrez-Martin is a Full Professor in the Faculty of Education at University of Valladolid (Segovia). His research focuses on media education, digital literacy and teacher training. He has published several books, and numerous articles and papers on these subjects. <http://alfguti.wixsite.com/alfonsogutierrez>.

Chloe Higginbotham is a media educator who researches connection and evolving relationships between media technology, media content, and the user/consumer. She holds an MFA in Media Study from the University at Buffalo.

Michael L Hoeschsmann is an Associate Professor in the Faculty of Education at Lakehead University (Orillia). His published books include *Media Literacies: A Critical Introduction* (Wiley). He is a board member of Media Smarts: Canada's Centre for Digital and Media Literacy and the Canadian co-Chair of the North American network of UNESCO GAPMIL.

Tessa Jolls is President and CEO of the Center for Media Literacy, a position she has held since 1999. She also founded the Consortium for Media Literacy, a nonprofit which provides research and a monthly newsletter publication. During her tenure at CML, Jolls' primary focus is working in partnership to demonstrate how media literacy works through school and community-based implementation programs. Jolls received the 2015 Global Media and Information Literacy Award, in recognition of her work in Media and Information Literacy and Intercultural Dialogue, from the UNESCO-initiated GAPMIL, in cooperation with the United Nations Alliance of Civilizations (UNAOC). In 2014, Jolls was honored with the International Media Literacy Award by Gateway Media Literacy Partners; in 2013, she was recognized with the Jesse McCanse Award for Individual Contribution to Media Literacy by the National Telemedia Council.

RE Katz is a multidisciplinary artist interested in radical pedagogies. They received an MFA in Creative Writing from University of Massachusetts Amherst.

Pardeep Kumar, Assistant Professor with Kurukshetra University, Kurukshetra, Haryana(INDIA) has done his Ph.D. on Media Literacy. A new scale to measure News Literacy and exploring applications of ancient Indian models of critical Thinking in media literacy in the 21st century goes to his credit. Before joining the academics he worked with mainstream media for 14 years.

Marcus Leaning is Professor of Digital Media Education at the University of Winchester. He is the author/ editor of 7 books and numerous chapters and articles.

Alice Y. L. Lee is Professor and Head of the Department of Journalism, Hong Kong Baptist University. Her research interests include online news media, media education, media and information literacy (MIL), Net Generation, and knowledge society. Since 2000, she has been involved in promoting media education in Hong Kong and mainland China.

Dr. Annamária Neag is a Marie Curie Research Fellow at Bournemouth University, UK. Previously, Annamaria worked at Nottingham University (China) and at the Hungarian Academy of Sciences. Her research interests include media literacy education, media history and digital citizenship.

Marta Portalés Oliva is a PhD candidate at the "Gabinete de Comunicación y Educación" Research Group of the Journalism Department at the Communication Sciences Faculty of the Autonomous University of Barcelona (UAB). Her work at the institute will be in

connection with the work group projects “Growing Up in Digital Media Environments”. She studied the Bachelor of Audiovisual Communication in the University of Valencia between 2009 and 2013, she studied a year through the International Program in York University Toronto (Canada) and a year of Erasmus in the Johannes Gutenberg Universität Mainz (Germany).

Cristiane Parente is a PhD student in Media Education and Researcher at the Center for Studies in Communication and Society (CECS) of the Institute of Social Sciences - University of Minho; CAPES scholarship (Brazil); Master of Education - University of Brasília (UnB); Master in Communication and Education -Autonomous University of Barcelona; Member of SBP/or, Intercom, SOPCOM and ABPEducom.

Becky Parry is an Assistant Professor in Education at the School of Education, University of Nottingham and has undertaken research for key CRACL projects such as TALE. Her own research focuses on children’s popular cultures in relation to identity and gender as well as play and literacy. She is committed to creative, collaborative and narrative approaches to research and teaching and has a strong interest in innovative uses of new digital tools. Recent projects include ‘Storysmash,’ an Arts Council of England funded project, focusing on young people’s engagements with text based games in library settings in Nottingham in partnership with the National Video Arcade and Nottingham City of Literature. Becky is also a member of the ‘Virtual Drama,’ team exploring the value of digital tools in improvised drama in schools with Chol Theatre’s ‘Imaginary Communities’ project. She is also a research consultant for a current BFI Education project with Lincolnshire schools, focused on the potential role of filmmaking pedagogies in enriching primary children’s writing.

Gianfranco Polizzi is a PhD researcher in the Department of Media and Communications at the London School of Economics and Political Science. His research is fully funded by the Economic and Social Research Council (ESRC) and his PhD project deals with critical digital literacy, democracy and civic, political engagement.

Jana Popova is PhD student in the Faculty of Journalism and Mass Communication at the University of Sofia - “St. Kliment Ohridski”. In 2016 she started her PhD program in the field of book publishing, media communications and digital media. Her research is focused on the development of digital media.

Evanna Ratner Ph.D is at Gordon Academic College, Haifa University, Israel. Teaching and research in teacher preparation and media literacy, Expert in "Dialogue through Media", Peace Education and teaching and learning studies. Coordinator of Media Studies at the Ministry of Education and a Teacher in Carmel Zvulun High School.

Marieli Rowe has been the Executive Director of The National Telemedia Council since 1978. She helped expand the organization's newsletter into The Journal of Media Literacy and has been the editor since its inception. Her passion for media literacy began with her children, running children's film festivals, serving on boards for public radio, television and

cable access, and continues today into the next generation, asking questions about the evolving ecology of childhood and the need for a 21st century transformational literacy.

Christian Seyferth-Zapf is a Ph.D. student and research assistant at the Chair of School Pedagogy at the University of Würzburg in Germany. His research interests include fostering media literacy skills focusing on contemporary propaganda in the context of media literacy education and analyzing contemporary propaganda in an international perspective with US and German students.

Alessandro Soriani is working on an international PhD in Pedagogical Sciences at the University of Bologna's Department of Education, and at the École Doctorale 276 - Arts et Médias of the Sorbonne-Nouvelle Paris 3. His research explores the influence of relationships that develop within digital environments on the social climate of learning environments. His scientific interests are ICT and media in educational and pedagogical contexts. He works as consultant for the Council of Europe's Digital Citizenship Education Project. He also works as teacher trainer and facilitator for youth's participatory processes.

Guna Spurava is a head of UNESCO Chair on Media and Information Literacy at the University of Latvia. She is a researcher and lecturer at the Faculty of Social Sciences. Guna is responsible for the development of MIL research focusing on practices of young people's media use. She has also been teaching media research methods and media economy at the University of Latvia.

Benjamin Thevenin is an Assistant Professor of Media Arts at Brigham Young University. His studies focus on the relationships between youth, media and politics. He teaches classes on creativity, children's media, new media, and media education. In 2018, he released *Dark Ride: Disneyland*—a mobile game that uses augmented reality and encourages visitors to critically engage with the theme park, available on the Apple App Store. Benjamin lives with his wife Emily and three boys in the beautiful Wasatch mountains of Utah.

Janneth Trejo-Quintana, PhD., is from the Instituto de Investigaciones sobre la Universidad y la Educación, Universidad Nacional Autónoma de México and has her PhD. in Social Science. In 2014, she was the general coordinator of the Latin America and the Caribbean Media and Information Literacy Forum (LAC-MIL Forum), which was organized by University of Mexico, the Public Broadcasting System of the Mexican State and the Autonomous University of Barcelona with the support of the UNESCO.

Rob Watson is a Principal Lecturer in the Leicester Media School, De Montfort University. His main teaching and research is in Community Media, Social Media Production, Digital Media and Radio Production. Rob's research is focused on Community and Collaborative Media, and the way that community media helps volunteers and participants realise their voice in their community.

Dr. Rob Williams is a Vermont-based media/communications professor and new media consultant who lives and works out of the Mad River Valley. In addition to teaching a wide range of communications classes at the University of Vermont, Champlain College, and

Sacred Heart University, he consults with a number of organizations, including PH International, the US Department of State, Project Censored, the Global Critical Media Literacy Project, the Action Coalition for Media Education, and a number of entrepreneurial and nonprofit clients. Reach him at rob.williams@madriver.com.

Veronika Yarnykh, PhD. Is an Associate Professor in Media Communication and as Head of Department of the Journalism Faculty of the Russian State University for Humanities, Head of Master's program "International Journalism & Global Communications." She has teaching experience at the University and Moscow business-schools and at the same time more than 17 years of experience in consulting in the field of control of corporate communications. The theme of her doctoral research now is the field of brand – journalism in corporate communications, global corporate communication and media literacy aspect in corporate communication.