

Thursday May 10th

15.00-16.00

En vidgad förståelse för läs- och skrivkunnighet: Mediepedagogik möter specialpedagogik

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En vidgad förståelse för läs- och skrivkunnighet: Mediepedagogik möter specialpedagogik

Jag har tillsammans med min kollega Karin Forsling vid Karlstads universitet medverkat och initierat ett långtgående samarbete mellan en konstnärlig högskola, Dramatiska Institutet, Stockholm och en skola i Stockholm där samtliga elever har diagnosen dyslexi samt arbetat med ett vidgat textbegrepp. Det är ett praxisorienterat arbete som inbegripit skolans personal och ett exempel på hur medieforskare/praktiker kan iscensätta kommunikativa praktiker i en miljö där bevisligen målgruppen, d v s eleverna i en mening är språkligt handikappade. Projektet som startade 2002 kallades för KOM-M/IT (kommunikation, kompensation, medier och IT) och finns beskrivet i en liten rapport. I vår roll som lärarutbildare vid Karlstads universitet kan vi använda oss av bl.a. de erfarenheter vi gjorde och förmedla perspektiv på arbetet med ett vidgat textbegrepp till blivande lärare: Hur ska man ta tillvara de möjligheter som ny teknologi möjliggör för att utveckla en kommunikativ kompetens i fler former än det talade och skrivna ordet? Detta kan kopplas till den intensiva skoldebatt som förs i Sverige om läs- och skrivutveckling (eller som det fortfarande heter läs- och skrivinlärning) där inte minst Finland och de

resultat som framhävts vid internationella jämförelser står högt i kurs i vår skoldebatt. Det kunde vara intressant att lyfta frågor som behöver tas upp i en bred nordisk kontext. Multiliteracies och medialiteracy är två fält som definitivt måste synliggöras inte minst inom det medie- och kommunikationsvetenskapliga området. Jag uppskattar de arbeten som ni gör i Finland och tycker mig se en tydlig drivkraft att integrera forskning med det praktikfält som lärarprofessionen verkar inom.

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Thursday May 10th

16.00-16.30

Cut-Out Animation as a Tool for Self Expression among Autistic Pupils

Film Education Project Secretary Tommi Nevala
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Cut-Out Animation as a Tool for Self Expression among Autistic Pupils

Presentation is based on an experiment in which the main purpose was to find out how to integrate film education to school curriculum for pupils with special needs. The point of view is media educational and there is no intention to make any medical or neurobiological assumptions or conclusions. The presentation is based on practical work and it does not include any far reaching theoretical frame of reference.

Focus of the presentation is to demonstrate the ways how to use cut-out animation as an educational tool with autistic pupils. Regarding this, animation was linked to school culture in two ways: in the first one animation was to be treated as a tool for understanding the illusion of moving image and the second one was to focus on animation as a tool for self expression.

Animations were made by three autistic pupils who worked in two groups during two different time periods. The first group involved a boy (16), his teacher and me as a consultant. The second group involved a boy (15) and a girl (11), the teacher and me. The experiments were carried out as a part of in-service teacher training in the field of film education. The pupils had their teacher present during the whole process. In the beginning of the process I was in charge but the teacher was taking more responsibility as the process progressed and she gained more experience and knowledge.

Goals were set for each stage of the process. The goals dealt with pupils' capabilities to receive and understand the different phases and elements of making the animation. For example, some of the goals focused on characters, animation techniques, storytelling, different working methods or child's overall experience of the process. Before using animation software to make pupils' own animations the goal was to accustom them with the idea of animation. This was accomplished by making exercises which demonstrated the illusion of moving image.

The process itself consisted of introduction to animation and stopmotion animation technique, planning an animation, drawing characters and

other props, filming, editing and premiere screening. Contents of different stages varied according to pupil and his/her abilities. Along with the detailed demonstration of different stages the presentation brings forward problems that were met during the process and solutions to these problems.

The presentation also includes the final products as well as excerpts from small exercises and test animations with characters and stopmotion technique that lead to the finished work. During the presentation the audience will also have information about materials and equipment that were necessary to accomplish the process.

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Tommi Nevala is currently running an EU-funded film education project in Sodankylä municipality in Finnish Lapland. Kamerakynä-project (Camera as a pen -project) started in January 2007. The main goal of the project is to integrate video and film into school curriculum. Before this he was coordinating a project during 2004-2006 that aimed to improve teachers' abilities to use video technology and broaden their views about cinema culture. He has also been involved in international film education projects with partner institutions from nine European countries. More information available in Finnish at <http://koulut.sodankyla.fi/elokuvakasvatus/>

Thursday May 10th

16.30-17.00

Media Muffin

Coordinator Varpu Ojala
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Media Muffin project

In 2003 the Ministry of Education and Culture began the preparation of the Children and Media program, which seeks to chart the different areas and needed developments in children's media environments. The first project launched by the Ministry of Education, Media Muffin, focuses on the development of media education for small children.

The goal of the Media Muffin project is to improve the media education readiness in early childhood education and care and the first grades of primary school. It also seeks to inform parents of small children's media education.

The project produces media education materials. The first completed materials were sent to all Finnish kindergartens, primary schools and those responsible for children's before and after school activities in autumn 2006. The contents will be complemented during 2007 with things such as Internet materials to support media education at home, resources for creators and producers of media, and materials offering pedagogical support. The Media Muffin project organizes national training sessions, where teachers and other educators are introduced to the basic concepts and working methods of media education, and guided in the basics of the safe use of media.

The Media Muffin project supports the consolidation of the position of media education in Finland. It seeks to promote the integration of media education into the documents governing early childhood education and care and before and after school activities. The goal is to make media education a more integral part of the training of daycare staff, school teachers, and those working in children's before and after school activities.

The project is carried out by three non-profit organizations: The Center for School Clubs, the School Cinema Association and Media Education Center Metka. In addition to these participants, the project is supported by major media

education and teaching authorities and organizations.

Year 2006 can be seen as a successful year for Media Muffin. About 9000 massive material packets were sent out. Approximately 1200 teachers and educators were educated. The media published several articles reporting about the importance of small children's media education. This caused a vivid and colourful discussion.

Overall the results reached by now seem to be promising. The Media Muffin evaluation executed by University of Tampere Department of Journalism and Mass Communication in spring 2006 indicated that Media Muffin brings out the awareness of media education. The children and the adults involved in the evaluation got interested in media in a new way. On the other hand they started critically analyze media contents but also saw new possibilities using media in everyday life.

Key words: Media education, Early education, Teaching, Parenthood