

Thursday May 10th

15.00-15.30

Global Mediagraphy – A Teaching Method in Media Education

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Global Mediagraphy – A Teaching Method in Media Education

Theories on globalization of media and communications have been overshadowed by economic, ecological and technological globalization theories. Theorists such as Giddens, Thompson and Waters have pointed out the consequences of globalization but have not looked closer at the role of media and communications in the globalization process. Rantanen (2005) has developed and introduced a new method called global mediagraphy to approach globalization from a wider perspective of media and communications. She defines globalization as a process through which worldwide economic, political, cultural and societal relations have become increasingly mediated across time and space. Empirical research can contribute to an analysis of how the life of a person within different scapes coheres with simultaneous development of the media and communications.

Rantanen's scapes are based on Appadurai's concepts of ethnoscape (native country, localization, emigration), technoscape (internet), financescape (profession, class, lifestyle), mediascape (access to media, use of media) and ideoscape (ideology). Rantanen has also added languagescape (education, knowledge of languages) and timescape (age, generation, calendar) to the list. Her global mediagraphies illustrate globalization tendencies in three families and four generations simultaneously in a number of countries around the globe. They offer an overview of how the people in these countries have been exposed to aspects in different generations. Societal, historical and cultural factors play a key role in this.

Even if globalization studies constitute important strategic subject matter in universities, the teaching methods in media education are not well developed. The globalization theories are abstract and demanding, even for university students. The importance of teaching the subject in the new media landscape is, however, so obvious that as a teacher in media education I tried out this method, global mediagraphy, with my master's students in an attempt to bring the scientific theories and level of abstraction down to the practical field.

The goal was to bring to light the role of the individual in a mediated globalization process and connect the abstract globalization theories to concrete societal, historical and cultural experiences in the students' own families. These experiences were then examined against the backdrop of contemporary media development over four generations. In this way the students gained better insight into the globalization process by studying and writing their own family chronicles in the light of contemporary epoch-making events. The student exercises resulted in tasks that involved a global mediagraphy of their own family. The data were collected according to a schedule with a sample of thematic globalization factors. By interviewing their parents and grandparents the students composed a mediagraphy for each generation.

In this forum I present just one example from the master's student "Lise". Her mediagraphy illuminates the relationship between the media and globalization at the societal level while it also ties this to an identity experience at the individual level. Her family chronicle consists of four generations, from her great-grandmother Maria, who grew up a Catholic, illiterate girl in a village nearby the capital of Chile to her son Mikael who is growing up as a global "cyberkid" with American cartoon films and iPod in a university city in Norway.

Thursday May 10th

15.30-16.00

Internet safety education in Finnish families

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Internet safety education in Finnish families

Why on earth do children use social networking sites? How do I know if my son is becoming an internet addict? How can I take part in my children's Internet use? My daughter has been bullied online by her classmates, what should I do? For example these questions are asked frequently in parental evenings organized by the awareness raising project TUNNE (Turvallinen nuorten netti, Internet Safety for Youth).

Mannerheim League for Child Welfare (MLL) campaigns for empowering Finnish families to use the Internet safely and responsibly. In line with the goals of the EU programme Safer Internet Action Plan we provide families with information and online materials encouraging constructive, ethical use of online information and communication technologies. We are a part of Insafe-network (www.saferinternet.org).

Maybe the most important target group of our work is parents. They need to understand why their children use the Internet and how to guide them to safer Internet use. We try to raise parents' awareness in two ways: by creating material to MLL's webpages (www.mll.fi/viisaastiverkossa) and by arranging parental evenings on the subject. Nearly 200 parental evenings have been organized in the years 2006 and 2007. The parental evenings are carried out by training teams consisting of a student of media education and 1-3 MLL Peer students of the specific school. The role of the peer student is to show parents which sites are popular among youngsters and why.

We wanted to gain our knowledge on parents' Internet safety awareness and thus give framework for our future work. TNS Gallup conducted a survey for us in December 2006. The survey was addressed to parents with 10 to 16 year old children. 1016 parents took part in the survey. The survey showed for example, that parents know already about the possibilities

and risks of Internet, but many of them don't know how to guide their children to be netsmart. Timelimits and advice on protecting personal information are the most common means of guiding children in Finnish families.

The survey shows that most parents need support in Internet safety education. Time limits are important as well, but above all families should discuss about the contacts and contents online, for example over-sexualisation or commercial influence attempts. Parents should also encourage their children to think how to present themselves in a world wide medium, and what publicity actually means.

Parents should familiarise themselves with the possibilities online, so that they could better support their children in becoming netsmart: how to find the joys of the net and how to minimise the risks.

Parents' interest in their children's online lives should not be negative like spying and controlling. If parents take a positive, participating and constructive attitude to Internet usage, children dare tell parents even about the most negative things they have encountered online.

Our experiences from the parental evenings together with the survey give us a great view on what is most concerning to parents, how they see their children's Internet usage and what kind of rules they have at home.

Our presentation will consist of 1) examples of the most frequently asked questions in the parental evenings as well as answers to the questions, 2) results from the survey addressed to parents, 3) introduction of the TUNNE project and its work on raising parents' awareness.

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Thursday May 10th

16.00-16.30

In search of third spaces in media education

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In search of third spaces in media education

Media educators and researchers call for learner-centred, bottom-up pedagogical approaches which take into account learners' own cultures, knowledge and experiences. At the same time, there still seems to be gaps between traditional, authoritarian school culture and interactive, creative media culture, which is more or less a significant part of people's lives today. Thus, how to bridge over gaps between these two cultures and binary positions for instance between curricular and everyday knowledge?

I suggest that the theory of third space could be regarded as a way to understand relationships between in- and out-of-institution practices in media education. Third space refers to a space between informal (f. e. home, peers, community, popular culture) and formal (f. e. school, work) places. In third spaces people's knowledge and discourses drawn from different spaces interact and new, even alternative knowledge and discourses are generated. In institutional contexts challenges in creating third spaces are to understand the strategic ways everyday knowledge and discourses are often used and to value and motivate them.

In my master's thesis I studied small group of teachers' (N=7) views about incorporation of a youth civic website Vaikuttamo.net into school work. My results show that in a such media education project, there are being constructed third spaces, for instance when the young are given opportunities to produce journalistic stories related their popular cultural funds of knowledge.

In my on-going study my interest is in learners' perspectives and mainly in informal contexts. By applying ethnographic methods I aim to find out how third spaces are constructed from participants' points of views. My case study in spring 2007 deals with a media work shop in a school with 11-12 years old youngsters. According to preliminary results it seems that language and literacy practices are among key elements in constructing third spaces.

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Thursday May 10th

16.30-17.00

Medialiteracy as a goal for ideal citizenship

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Media literacy as a goal for ideal citizenship

Examining media education as a technology of citizenship

Media literacy has in recent year's been attached to projects for active citizenship in Finland and other European countries. In a media society or information society citizens are seen to need media literacy to take part in society's operations and decision making. Media literacy is considered a vital attribute of ideal citizenship and media education is often presented as a solution to attain this ideal citizenship. This point of view comes forward in state politico-administrative texts and school curriculums. However there hasn't yet been critical research on how media education is used as a means of citizenship education and what role media literacy in given in this process.

The paper to be presented is part of my dissertation project which studies media education as a technology of citizenship in the Finnish context. Technologies of citizenship can be discourses, programs or other tactics aimed

at making individuals politically active and capable of self-government. The concept refers to how individual subjects are transformed into citizens, a process laden with interests. Technologies of citizenship are dispersed all over society and ultimately maintained by citizens themselves.

Media literacy has a significant role in this process. The main characteristics of a technology of citizenship are setting a goal for citizenship and presenting means for achieving this goal. In my presentation I will analyze how media literacy is presented as a goal of ideal citizenship in state politico-administrative texts, school curriculums and in young people's interviews. I wish to show that defining and using concepts like media education and media literacy in educational processes is always influenced by power-relations.