

Friday May 11<sup>th</sup>

**9.00-9.30**

**Media education as media production. Introducing New Learning Environments for Media Education.**

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**Media Education as Media Production.  
Introducing New Learning Environments for Media Education.**

The goal of the presentation is to illustrate how children's critical and creative media literacy can be developed through their own media production. The presentation is based on research project which focuses on children's media production utilising digital technology and new media education learning environments called Kar2ouche, MediaStage and MissionMaker. These environments are developed in U.K. by Immersive Education and University of London.

The concept of media literacy is mainly determined through the things that children express about their thinking regarding their own media production working processes. In the research both the individual and collective aspects of the children's critical and creative thinking has been recognized.

Media production focused media education is here seen as connection to learning and participating. The criticalness and the creativity are

skills which can be individually developed. In the learning processes the learner creates, produces and understands information through its own personal experience, interpretation, imagination and operation; among others this adds and strengthens the understanding from self and from the environment, from the separate shades of the life. This understanding is a precondition also for the ability to proportion self as part of a global environment and time which we go through. Also the capability for functioning as an active citizen will increase when means and tools to the expression of own self are found.

Media education is then connected to functioning as a citizen, to communal life to participation and reforming of it. The creativity and criticalness are a part of the taking of the culture shape in all its sectors. Then the media culture has to be seen also as the resources of the citizenship and good life.

Friday May 11<sup>th</sup>

**9.30-10.00**

**MobIT - Developing Network- based Teaching, Studying and Learning Processes  
Students' and Teachers' Expectations**

Project Manager, Researcher Hanna Räisänen, Senior Assistant Miika Lehtonen,  
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**MobIT – Developing Network-based Teaching, Studying and Learning Processes  
Students' and Teachers' Expectations**

The aim of the transdisciplinary MobIT research project is to study what happens when mobile technology is put into operation in higher education. The disciplines involved include education, media education and applied information technology. The project is funded by the Ministry of Education years 2007-09.

Research started in fall 2004 since when the students who have started their studies at the University of Lapland, Finland, have been given the opportunity to acquire laptop computers through the University. A wireless local area network (WLAN) covering the whole campus area has also been launched. The MobIT project has three case studies: 1) Studiability, Learnability and the Management of Everyday Life, 2) The Utilization of Laptop Computers and WLAN, and 3) Teachers' Utilization of Mobile Technology.

Findings of the first case study indicate that students' expectations of the laptops to become a natural part of the studying are quite high. The students expect the laptops to be most useful when searching information, solving problems and taking notes. Some of the most potential expected individual level threats found in the SWOT analysis were 1) unreliability of computers causing problems and data lost, 2) data security, 3) difficulties to use the computers and data networks, 4) Internet stealing time or attention, 5) weakening manual skills, 6) more work on maintaining, 7) economical issues, 8) fear about the computer getting lost or someone stealing it and 9) decreasing amount of the traditional education.

Recent findings of the second case study indicate that students' expectations of mobility, data security and computer-supported collaborative learning (CSCL) on a wireless campus are positive, but realistic. Students embrace the mobility feature that using laptops and WLAN enables. Students are able to study and learn on various environments, they are no longer bound to specific classrooms or lecture halls but able to participate flexibly regarding time and place. Data security is perceived as an invisible feature of the wireless studying and learning environment,

students feel threatened by viruses and hackers. CSCL is perceived both as a possibility and a threat. Students feel that laptop and WLAN is their gateway to wider student community but at the same time worry that they might lack social contacts as interactions might become primarily network-based.

Findings of the third case study indicate that teachers have both positive and negative expectations of utilization of mobile technology. Teachers expect that mobile technology changes teaching and makes it more diversified. It also enables different ways to take courses. Teachers can distribute material and use versatile teaching methods. Easy access to information is an essential benefit. Technical problems like incompatible programmes or weak batteries are problems as well as data security, plagiarism and inequality if all students or teachers do not have laptop computers. New technology needs learning and resources to put it into use. Changing interaction is seen both as a possibility and a threat. Teachers expect that communication improves and changes. Interaction comes better. On the other hand they also expect that contacts become less and studying comes more isolated.

Friday May 11<sup>th</sup>

**16.30-17.00**

### **The importance of feedback for Developing Strategies for Self-Directed Web-Learning**

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### **The importance of feedback for Developing Strategies for Self-Directed Web-Learning**

The purpose of this paper is to present the results of a study on web-learning strategies of self-paced web-learners. My main interest is the development of strategic behaviour of the web-learners. Two versions of the same web-based course was compared with regard to how the users developed strategies to manage within the web-based learning environment (WBLE). Feedback vs. lack of feedback to the learners was the key difference between the two course versions. The WBLE was a corporate training course for a multi-national company. The population (N=18) consisted of mainly engineers within the age range of 24 to 43. The aim was to decipher their learning process, and find different levels of strategic behaviour that is specific to learning within this type of WBLEs. I call this context based learning behaviour for the web-based learning process. I have found three levels of behaviour of the web-learners: navigating, ma-

nipulating, and integrating. The first two deal with web-management where navigating strategies are defined as instruction-directed web-learning, while manipulating strategies are defined as self-directed web-learning. Integrating strategies constitute the mental process where the learner integrates the content into his own understanding and frame of reference resulting in a cognitive synthesis. My attempt with this paper, is to discuss the importance of feedback for developing manipulating strategies and facilitating self-directed web-learning.

#### Keywords:

Feedback, self-paced web-learners, self-directed learning, web-based learning process, web-based learning environment, WBLE, strategic behaviour, web-learning strategies

Friday May 11<sup>th</sup>

**16.30-17.00**

### **Ethanol, policemen, and videotape – Media workshops and youth participation**

Project Secretary Anu Uimaniemi  
Sodankylä Media Workshop/ PICYBU-project  
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### **Ethanol, policemen, and videotape – Media workshops and youth participation**

When organizing media education and media related activities for young people, one of the biggest challenges is how to make the activities meaningful for the participants. Media education should not be considered only as a means to study technique, expression or media criticism. It is also as important to give the participants possibilities and experiences of publishing their own media productions. When you can publish your own production, you are not anymore just a consumer of media productions made by others. You can participate with your own production.

Sodankylä Media Workshop is one of the pilot projects of the international PICYBU-project. The main objective of the five Finnish pilots of the PICYBU was to increase media production skills among the young. One of the main targets of the Sodankylä pilot was to produce a model for organizing media club activities for the young people.

During the project over 20 media workshops and other events were organized in Sodankylä and about 250 young people participated in these events. The main points of the Sodankylä media workshop model are 1) the idea of using movable media club equipment, 2) learning by doing, 3) co-operation with many kind of organizations working with the young people and 4) publishing the productions made by the young.

Ethanol, policemen and videotape –video is one example of the Sodankylä media workshop activities. Local youth work had a need for a short film which could be used as a material for their campaign against alcohol abuse among the young people. Video was produced at a workshop organised together with the Sodankylä Vocational Institute. The students wrote the script, filmed, edited and produced a DVD about the material. Premiere of the film was at the local youth house.

During the workshop the students could learn practical skills of video production. They had possibilities to work together, co-operate with different kind of organisations and express their own ideas and opinions about the subject – they could participate in many ways. Being part of the the production team gave an experience of working through the whole media production process - from the first ideas to the feed-back from the audience. The team got also their own share of the media publicity, when their production was presented in the regional newspapers.

PICYBU-project was organised in four countries (Finland, Sweden, Norway and the Faroe Islands) and it was financed by the Interreg IIB Northern Periphery Programme and the Ministry of Education (in Finland). The objective of the project was to test, pilot and evaluate how different media and ICT applications and tools can contribute to the social participation of young people in rural communities. Working as a part of an international project has proved that it is important to co-operate transnationally and exchange best practices between regions and countries.

But it is also important to be sensitive to the local needs, ideas and point of views. Organising media activities for the young people is always a situated learning process for those who participate – for both the young people and the adults. The idea of increasing the youth participation through media demands that the social and physical environment of the participants is considered when planning the activities.

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