



DIGIT-M-ED

Global Perspectives on Learning and Development with Digital Video-Editing Media: A Qualitative Inquiry in Everyday Lives of Marginalized Young People

CONFERENCE & WORKSHOP

Global perspectives on digital media research: methodological approaches and data analyses

October 21st through the 24th 2013

Rethymno, Crete, Greece

CONFERENCE & WORKSHOP ORGANIZERS:

Sofia Triliva

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SEVENTH FRAMEWORK PROGRAMME

Marie Curie Actions/ International Research Staff Exchange Scheme



PROGRAMME

21st of October
International Conference

Global Perspectives on Digital Media Research

- 09:00 - 09:30** Welcome and introductory address
- 09:30 - 10:15** **Digital Media Research: epistemological and methodological issues**, *Manolis Dafermos*
- 10:15 - 10:30** Discussion
- 10:30 - 11:15** **From gestural communication to the gods of the wind**, *Norval Baitello, Jr.*
- 11:15 - 11:30** Discussion
- 11:30 - 12:15** **Using multimedia at school: the view of Brazilian students from underprivileged communities** *Fernanda Liberali, Maria Cecilia Magalhães, Angela Lessa, Maria Cristina Meaney, Maurício Canuto, Bruna Cababe, Henrique Bovo, Guilherme Rittner & Fernando Kunha*
- 12:15 - 12:30** Discussion
- 12:30 - 13:15** **Performative Technography of new media cultures: imagination, aesthetics and the body**, *Nino Ferrin*
- 13:15 - 13:30** Discussion
- 13:30 - 15:00** Lunch
- 15:00 - 15:45** **Youth, Social Media and Emergent Protest Cultures in India**, *Supriya Chotani,*
- 15:45 - 16:00** Discussion
- 16:00 - 16:45** **Perspectives of Using Digital Media in the Education of Children with Special Needs**
Vitaly Rubtsov, Natalya Ulanova, Lev Kuravsky & Olga Rubtsova,
- 14:45 - 17:00** Discussion
- 17:00 - 18:45** **Conveying know-how and fostering use of digital media to Teachers in Greece: a reflective practice exercise**, *George Polakis*
- 18:45 - 19:30** **Youth from Greece present their videos, discuss their perspectives, and interact with the audience**

22nd of October
Internal Workshop

***Methods and Methodologies in Digital Media Research:
Learning by doing***

Experiential learning: Grounded Theory

09:30 - 10:30 Introducing ourselves, our work and our research methodologies

10:30 – 12:30 How can grounded theory be applied in doing digital media analysis and research? *Sofia Triliva*

12:30 –13:30 *Lunch*

Publishing Digital Media Research

Moderators: Sofia Triliva and Michalis Kontopodis

13:30 – 15:30 Focusing on analyzing and writing-up data using grounded theory methods: Supriya Chotani's research

15:45 – 17:00 Digital Cultures in Education: Analyzing data via grounded theory methods, *Alexis Brailas*

23rd of October
Internal Workshop continued

***Methods and Methodologies in Digital Media Research:
Learning by doing***

Experiential learning: Multimodal Approaches

9:30 – 12:00 Visual methodologies: Multimodal analysis, Christos Varvantakis and Nino Ferrin

12:00 – 13:30 Lunch

Publishing Digital Media Research

Moderators: Christos Varvantakis & Michalis Kontopodis

13:30 – 15:00 Data Analysis by the Russian Team, Results and Book Chapters

15:15 – 17:00 Data analysis by the Indian Team, Results and Book Chapters

**24th of October
Internal Workshop continued**

Research in digital media: capturing young people's everyday lives around the globe

**9:30 – 11:00 Data Analysis by the Brazil Team, Results and Book Chapters,
*Moderator: Michalis Kontopodis***

11:00 – 11:30 Discussion

11:30 – 13:00 Lunch

**13:00 – 14:30 Discussion regarding the project, publications, future meetings
and continuation of the grant, *Moderator, Michalis Kontopodis***

ABSTRACT BOOK

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Digital media research: epistemological and methodological issues

Manolis Dafermos

University of Crete

Over the last three decades digital media research has developed at the crossroads of multiple and diverse disciplines. Conducting digital media research, scholars and practitioners develop and employ theories, methodologies and methods from disciplines such as sociology, political economy, psychology, education, anthropology, cultural studies, etc.

In this presentation I will attempt to answer three questions that have arisen from this interdisciplinary research field: 1. What is digital media? 2. What is the scope and nature of the theories that have been developed in media studies? 3. What kinds of epistemologies, methodologies and methods have been used in digital media research?

A thorough review of the literature has led me to conclude that mainstream digital media research has positivist and post-positivist orientations and, for the most part, views children and young people as depersonalized and passive objects/subjects of inquiry. Developing of critical, *contextualized* digital media research which focuses on the mediating activity of children and young people as social actors and active participants in the research process is presented as a possible core strategy as we confront the technological and social challenges of 21st century.

BRAZIL

Using multimedia at school: the view of Brazilian students from underprivileged communities

Fernanda Liberali

PUC-SP and CNPq

Maria Cecilia Magalhães

PUC-SP and CNPq)

Angela Lessa

PUC-SP

Maria Cristina Meaney

PUC – SP

Maurício Canuto

PUC – SP

Bruna Cababe

PUC-SP

Henrique Bovo

PUC-SP)

Guilherme Rittner

PUC-SP

Fernando Cunha

PUC-SP

This presentation aims at discussing the view of Brazilian youth on the use of multiple media at school. It deals with some initial data from the Brazilian DIGIT MED Project, a project developed to engage researchers, educators and students in school transformation through the use of multimedia. The talk is organized to first present the overall perspective of marginalized youth in the Brazilian context of expanded São Paulo City. It also discusses the concepts of multiculturalism, multimodality and multimedia as means to understand students' perspectives on how to improve teaching-learning processes at school. The context of the project and the procedures for data production and analysis enable the discussion of the excerpts selected. For the presentation, the discussion relies on the multimodal transcription of two video-recorded performances of groups of students who participated at a DIGIT MED meeting in June 2013 and discussed their initial views on how media could enhance the quality of teaching-learning at school. The focus was to understand students' multiple perspectives on the topic and to reflect about possibilities to help educators design projects so that teachers and students can reciprocally develop engagement with teaching-learning practices and community growth. The discussions of these data were fundamental for the development of the *Transforming teaching and learning through Multimedia Extramural Project*, whose initial results will be briefly presented.

From gestural communication to the gods of the wind

Norval Baitello, Jr.

Universidade Católica de São Paulo

In the beginning it was the body and its languages. So our ancestors communicated with gestures, images and sounds produced by the body. Then, with the exploration of drawing and writing a new capillarity was born, one that allowed the conquest of the surroundings of space-time. To use it, it was necessary to stress universal literacy. The advent of electricity, centuries later, allowed the transmission and preservation of sound and image without the difficulties of distance. However, this development required the electrification of the planet. A new use of space-time is possible today by means of waves, wirelessly. The old gods of the wind are those who command today transit and conservation of our memories and stories.

GERMANY

***Performative Technography of new media cultures:
imagination, aesthetics and the body***

Nino Ferrin

Freie Universität Berlin

A network theory approach to the field of new media is to be understood as a methodological framework to research a set of different practices that declares technology and media as part of the everyday life and even conceptualizes a “symmetrical anthropology” of man and things. In those networks the hybridity of practices forces the ethnographer to take into account that all activities are based on underlying histories of the actors *and* their environments. In this setting the paradigm of the performativity of culture focuses on transformative processes that cannot be planned or controlled. Also, intention and emergence are no longer to be thought as binary antipoles, but as the foundations for the creation of new realities. This leads to the surmise, that network and also performativity theory enable an actor in his/her agency and at the same time limits him/her.

This also counts for the ambivalent media practices one can oversee in everyday life situations, where for example technical devices enable an actor to intentionally gather knowledge or to deal with ludic spaces, but at the same time emerge unforeseen interactions or side effects. By implying those concepts in a methodological approach, one can transform the concept of Ethnography to Technography and focus the data of everyday life practices, such as videotaped situations, where young people deal or play within digital arrangements or games. In a last step the reconstruction should be confronted to educational anthropology to refer to concepts of the body, the imagination and the senses.

GREECE

Digital Cultures in Education: Learning as an acculturation process

Alexis Brailas

Panteion University

Internet, web technologies and digital social media facilitate the formation of a vast number of virtual communities. Each virtual community is characterized by a corresponding digital culture depending on online group dynamics and mediating media affordances. An example of a thriving virtual community is the community of Wikipedia's editors: volunteers that work to develop and maintain the largest online encyclopaedia. Wikipedia is based on an innovative, participatory and crowd sourcing model of development. Since the first years of Wikipedia's life, professors around the world integrated writing articles and contributing for the online encyclopaedia as assignments into their courses. These assignments inevitably expose students to what is behind the scenes: a web mediated community space where Wikipedians (Wikipedia's editors) interact and coordinate their activities. Using a remodelled Grounded Theory approach (combining social network analysis techniques) we studied the relational triangle between students, professors and community members (Wikipedians). Empirical data were collected through interviews (both face-to-face and online), focus groups and records of online community discussion forums. Data coding and analysis followed using a combination of a grounded theory approach and network analysis techniques in order to identify the underlying conceptual core categories. At the final stage of the analysis the results were interpreted and compared to existing acculturation theories. The results indicate that the contact between the educational group (teachers and students) and the hosting online community can be described as a virtual acculturation process. Acculturation stress emerges for both educational group and wikipedians and learning results as a cultural adaptation. Each online community is characterized by a unique virtual community culture. Students and teachers, through their assignments, are exposed to this culture, having to understand and respect the virtual community's written and unwritten rules and social norms. At the same time, community members help students step by step to develop their articles and understand their culture, forming zones of proximate development. An educational assignment in Wikipedia means that a lot of students are becoming editors simultaneously, under a special status, for a short period of time, usually for an academic semester. This is not the usual way of joining an online community, where newbies acquaint community's cultural norms through a slow initiation process for a longer period of time, a process similar to children's enculturation. The massive entrance of students for a limited period of time causes acculturation stress to both groups (students-teachers and community members). Students have to understand a virtual culture that is quite different in comparison to the culture of their usual educational praxis. Community members have to

accommodate the new members and bear the load of guiding them and correcting actions that do not conform to established community policies, sometimes reacting intensively and resisting the intervention. This phenomenon can be described as an acculturation process involving acculturation stress and resistance. Strategies for overcoming difficulties are proposed.

Digital Media, Young People, and the Economic Crisis in Greece

Sofia Triliva

University of Crete

Christos Varvantakis

Freie Universität Berlin

Manolis Dafermos

University of Crete

This paper focuses on what young people in Greece are presenting, expressing, and commenting on in their YouTube video creations which focus on the economic crisis. The overriding aim was to come up with a model that describes youth's digital video making and sharing, the voices they represent in their videos, the dialogical interactions they evoke and how all this activity relates to their everyday lives as they transverse the crises that have taken hold in Greece. A three-phase search on the internet was conducted which ultimately yielded a collection of 5 short videos. These texts were 're-read' using multimodal analysis and the resulting 'texts-on-texts' were analyzed using grounded theory methodology (Charmaz, 2006). In addition, an examination of the surrounding data provided qualitative and quantitative evidence regarding the reception of the video's sharing, and as such, one aspect of their impact. These analyses revealed that digital video-making and on-line video sharing are providing young people with novel ways for publicly expressing their political views and experiences of the crises that have engulfed their country. Via the creation of YouTube videos youth visually convey and communicate their representations of the crises in Greece and provide a nuanced and rich analysis of how the following factors define their lived experiences: unoccupied youth and occupied dreams yield a sacrificed generation; blanket condemnation of powerbrokers, their messengers and mesmerizing mediums; and, 'hypnagogia' and the insidious enslavement of the psyche: is an awakening possible? Gaining insights into the new cultural practices of youth in alternative public spheres such as YouTube opens contemporary new venues from which how adolescence is lived, constructed, and negotiated can be understood.

Conveying know-how and fostering use of digital media in Greece: A reflective practice exercise

George Polakis

Educator, Rethimno, Crete, Greece

The development of new pedagogical practices that reinforce students' self-activity, construction of meaningful knowledge, and exploration and discovery of new knowledge is a priority inherent in educational policies. Educational technologies are introduced in order to support the creation of new learning environments. Teachers' practices, even today, are presumed to be problematic, and hence, have to be changed, altered or modified.

Literature on the subject of teachers' professional development is comprised of two overarching models. These models aim to transform the traditional role of the teacher from that of content-provider to the role of a developer of innovative learning environments. The first model is essentially a deficits-based one, where teachers are perceived as lacking in abilities. The onus for fostering change or furthering teachers' professional development in this model is placed on the educational bureaucracy and not on the teacher her/himself. The second model focuses on the teacher's personality in its totality (biography, identity) and on the teacher's interactions with his or her workplace, peers, collaborators, and the wider socio-cultural-historical context. In this model the teacher is responsible for changes taking place within him/herself.

Using my professional and personal lived experiences in applying Information Communication Technologies (I.C.T.) in the primary school classrooms where I have been teaching for the past fifteen years and through a reflective practice exercise, in this paper I intend to highlight the limits of the two approaches mentioned above. The following issues will be discussed and elaborated:

- 1) Teachers' reasons for action, in other words teachers' aspirations and goals: Teachers form their own plans regarding their professional development;
- 2) Teaching is not only a matter of technical ability or assimilation of new ideas, but is mainly a response to the inconsistent demands of the immediate and broader socio-cultural environment in which teaching and learning take place; and
- 3) Teaching practice encompasses not only one's professional sphere of being and selfhood, it refers to the totality of the teacher's life.

INDIA

Youth, Social Media and Emergent Protest Cultures in India

Supriya Chotani

JNU

This chapter makes an examination of social media (here Facebook) as a new protest space for youth in India. At the outset, it briefly maps the differential volume of online participation in movements and campaigns, including by the youth, and in this context charts the emergent mediations between social media, television news media and the street, as three representative spaces of protest. Within this backdrop, the chapter proceeds to address the central question as to how participation in online protest campaigns is fashioning young peoples' identities and political imagination. This is done by bringing into focus the anti rape protests of 2012-13, which saw wide participation by young people both online and offline and which were instrumental in forcing changes in the Indian rape law. Youth's participation in these protests and their perceptions of the same, has been mapped using three methods: first, through a search and study of Facebook pages made during these protests; second, through two focus group discussions carried out with young people (17-21 yrs) in two colleges of Delhi University (an only girls' college and a co-educational one); third, through ten semi-structured interviews with young people from diverse social backgrounds. The interviews have been analysed using tools of constructivist Grounded theory provided by Charmaz (2006). This has helped construct an explanation of both why young people are participating in certain campaigns, and if and how it is both linked to and changing their perception about protest and politics. Theoretically, the study is located within the rubric of critical theory and particularly literature concerned with intersections of new media, protest, public sphere and democracy.

What the study reveals is that over the last few years, social media such as Facebook has indeed emerged as a potent space of protest expression in India. Alarmed of its potentials, the government has increased efforts to censor and survey the space. During the anti rape protests, Facebook was widely and imaginatively used (at least 50 new pages on the issue were opened by individual users within a span of a month). For youth, participation in these protests was tied strongly to constructing their identity as a 'young protester'; for young girls, it emboldened their identity as a woman. The process helped open their minds to new discourses on gender and democratic rights. However, as the chapter explains, the stretch of their political imagination and participation remains somewhat circumscribed and falls short of forging sociological connections with broader issues/protests/movements. One possible explanation is that as yet, social media protests of scale have largely been a response to the ones initiated by the television news media. In other words, television news media is still the hegemonic public sphere, which has a bearing on which issues/campaigns become big online (and thereby offline) in the urban context and the discourses circulating therein.

Divided in Virtual Space: The Marginalized Youth in Munirka, Delhi

Gurram Srinivas

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Anil Kumar Patel

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Supriya Chotani

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Vinod Kumar

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This chapter discusses various aspects of the digital divide among the youth (16-21 years of age group) in Munirka, New Delhi. Munirka is primarily a residential locality yet houses many business and trade establishments (among many others affordable digital devices, internet kiosks, etc.) making it one of the preferred destination of large numbers of youth from all parts of the country who are either studying or working in Delhi. Munirka has a few thousands of young people of ethnic, linguistic, class and caste diversity. The concentration of large number of youth in Munirka especially those who are from outside Delhi, has resulted in clear preferences for intra group identification and socialization both in real world and virtual space on the lines of local-outsider, high-lower caste, renter-rentee, working-non-working, single-married, and student-dropout.

The main focus is to understand the variations in access and usage patterns in terms of various digital devices they use (mobile phones, computers and laptops, etc.) for downloading, sharing and uploading videos and photographs, their preferred activity in virtual space, choice of friends, groups and networks for online interaction, their perceptions, experiences of digital communication, digital technologies and their impact on their daily lives and individual and group identities primarily using case study method.

The digital culture of the youth in Munirka though is related to a broader process of enveloping digital culture among the youth in India, it indicates a unique digital divide among them. It indicates that the day to day social interaction of the youth in Munirka is essentially forming their virtual space interaction and thereby resulting in a digital divide.

RUSSIA

Perspectives of Using Digital Media in the Education of Children with Special Needs

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Lev Kuravsky

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Olga Rubtsova

Moscow State University of Psychology & Education

Digital media have an ever-growing influence on teaching and learning practices. Yet, little research has explored the psychological ability formation in technology-mediated activities. Our specific focus concerns the development of reflection in students with special educational needs. Digital media (in particular video-editing technologies and software) are perceived as cultural signs, oriented towards the development of cognitive-affective and reflexive processes. In our research project we present a case study of a university student with severe physical impairments who made of a short film about his life with disability. Through analyzing the film and a series of interviews with the student, his supervisor and group mates, we look into the learning process of students with special needs interacting with digital media. Entering in dialogue with L.S. Vygotsky, A. N. Leontiev, & A.R. Luria we discuss how profound the influence of ICT can be depending on age and other relevant factors, such as health problems or marginalization.