

European congress
on media literacy



EuroMeduc

Italy | Italie, Bellaria Igea Marina 21-24/10/2009

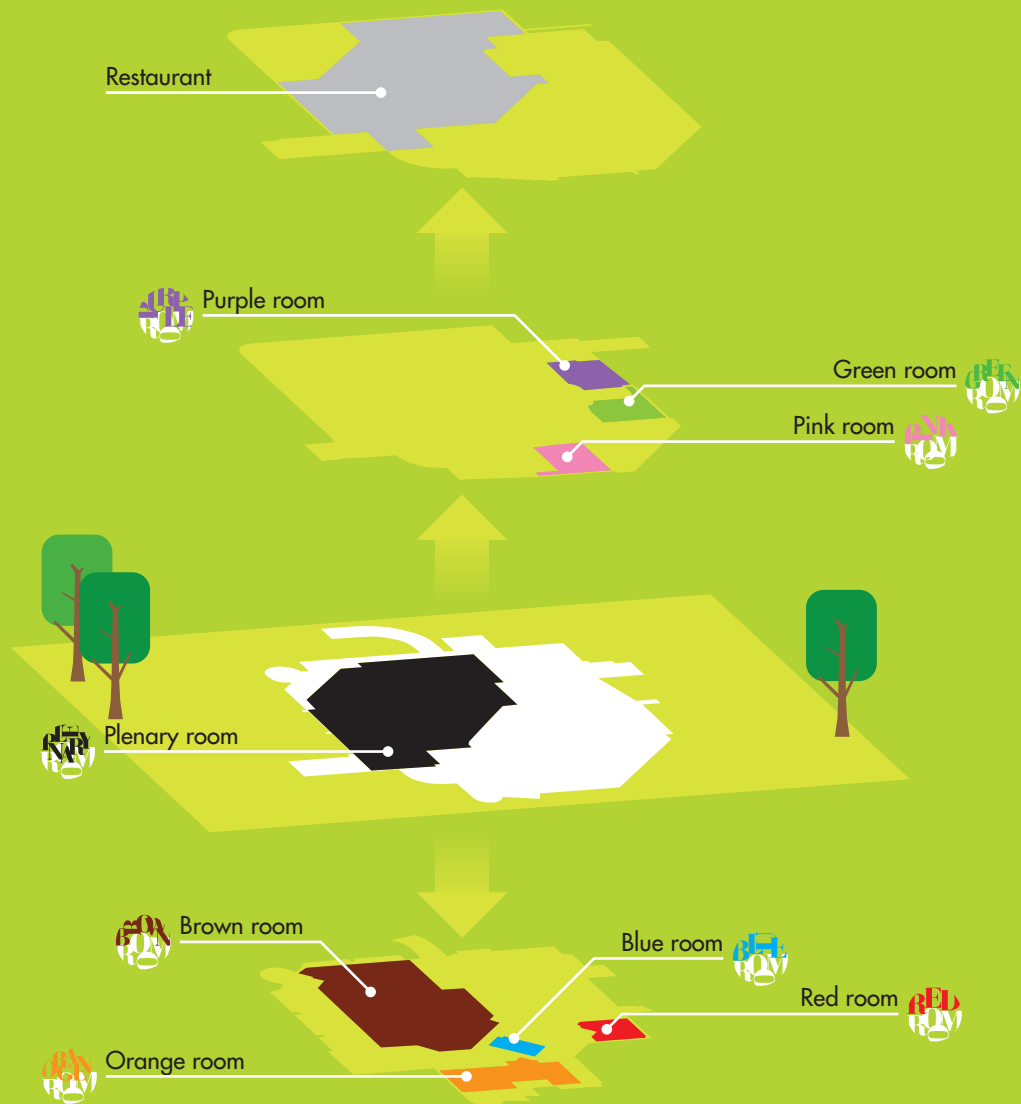
Congrès européen de
l'éducation aux médias



EuroMeduc

Palacongressi Europeo

Bellaria Igea Marina



Welcome

Bienvenue

The first European Congress on Media Literacy brought together people in Media Literacy in Belfast in 2004.

Euromeduc is now organising this second Congress for further exchange and reflection, addressed to professionals, researchers and other practitioners involved in media education; policy-makers in education and politics; and representatives from the media industry and the European institutions.

Following three recently held seminars (in Paris, Brussels and Faro), the proceedings of which are available on line (www.euromeduc.eu), the Congress provide an opportunity for exchange in order to address the major issues concerning Media Literacy in Europe, at a time when this field is gaining in appreciation.

The program proposes six headings covering the major actual topics in the field:

- Media Literacy in Europe: Programmes, Projects and Structures
- The Future of Media Literacy: Promises and Challenges
- Constructive Controversies in Media Literacy
- New Challenges Facing Media Literacy
- Key Questions in Media Literacy
- Media Literacy, an Issue for Europe

A specialized workshop has been designed to enhance sharing of results coming from the actual researches in the field.

The congress will produce education recommendations and suggestions for action. At the time of the European Commission recommend the member states to introduce Media Literacy officially inside and outside the educational systems. We harbour no doubt that its outcome will enhance the ongoing momentum and spur all stakeholders on to further action.

This congress is organised by CLEMI, ZAFFIRIA, University of Algarve and coordinated by Media Animation. Besides the European Commission, it has earned the support of the Interactive Software Federation of Europe (ISFE), the Evens Foundation and the European Newspaper Association (ENPA).

En 2004, à Belfast, un premier Congrès européen avait réuni les acteurs de l'éducation aux médias. Pour poursuivre cette dynamique d'échange et de réflexion, le projet Euromeduc organise

ce deuxième Congrès qui s'adresse aux praticiens, aux chercheurs et aux professionnels de l'éducation aux médias, aux responsables éducatifs et politiques, aux responsables et représentants de l'industrie des médias et des institutions européennes...

Préparé par trois séminaires (Paris, Bruxelles et Faro), dont les Actes sont accessibles en ligne sur le site www.euromeduc.eu, et misant sur une dynamique d'échange, le Congrès de Bellaria a pour objectif d'aborder les grandes questions de l'éducation aux médias en Europe, au moment où ce domaine connaît une véritable reconnaissance.

Le programme propose six thématiques principales:

- L'éducation aux médias en Europe: programmes, projets et structures
- L'avenir de l'éducation aux médias: promesses et défis
- Les controverses fécondes de l'éducation aux médias.
- Les questions clés de l'éducation aux médias
- Les défis de l'éducation aux médias
- L'éducation aux médias: un enjeu pour l'Europe

Un atelier spécifique sera consacré à l'échange des résultats issus de la recherche dans ce domaine.

Le Congrès de Bellaria débouchera sur des recommandations éducatives et proposera des actions à entreprendre. Il prend place au moment où la Commission européenne insiste auprès des Etats membres pour que l'éducation aux médias prenne enfin une place officielle dans les systèmes éducatifs et au dehors. Les résultats et les recommandations qui seront produits à l'occasion de ce rassemblement exceptionnel permettront sans aucun doute de soutenir utilement les responsables, les praticiens et les chercheurs concernés.

Le Congrès de Bellaria est organisé par le Clémi, ZAFFIRIA et l'Université d'Algarve sous la coordination de Média Animation. Aux cotés de la Commission Européenne, il a obtenu le soutien de l'ISFE (Interactive Software Federation of Europe), la Fondation EVENS et l'ENPA (European Newspaper Association).

EuroMeduc
is an initiative of

Média animation
www.media-animation.be
p.verniers@media-animation.be

Média Animation asbl is a media education resource centre and a lifelong learning centre for adults. It is recognised and subsidised by the Ministry of Education and Culture of the French-speaking Community in Belgium. The association has the vocation to develop responsible citizenship by cultivating the citizen's critical faculty towards a mass communication society. Our association aims to actively support associative, social, educative or cultural institutions, projects and initiatives by implementing communication-related professional actions and services for citizen projects on developing critical command over communication tools and methods. Média Animation initiates and collaborates in several European projects. The association mainly targets adults, teachers, moderators, educators, social and cultural workers. It organises the required services and means necessary for realising its objective, in all the media, particularly through actions such as: research, information, sensitisation, training, publication and audio-script-visual and multimedia products.

Clemi

www.clemi.org | e.bevort@clemi.org

The CLEMI (Centre de Liaison de l'Enseignement et des Médias d'Information - centre for the liaison between teaching and news media) is a media education centre funded by the National Ministry of Education. It was created in 1983 as a department associated with the Centre national de documentation pédagogique (National Centre for Pedagogical documentation). Coordinating a network of 30 local teams, the national CLEMI team consists of 20 persons. Its expertise relies on its already existing close relationship with the European Media Network, of which it is a founding member; on its knowledge of not only the French but also the European education systems and its capacity to conduct projects incorporating School partner structures (parent associations, educational associations, pedagogical movements); its competencies in training, research projects and production of pedagogical tools concerning media education; and finally, its knowledge of the media produced by young people (in and outside school, curricular and extra-curricular activities) formalised by the Bibliothèque nationale de France (National French Library) as part of an associated pole convention.

Zaffiria

www.zaffiria.it | zaffiria@comune.bellaria-igea-marina.rn.it

Zaffiria is a local public centre that came into being thanks to the collaboration of five municipalities (Bellaria Igea Marina, Santarcangelo, Verucchio, Poggio Berni, Torriana), and the province of Rimini. The centre is responsible for media literacy workshops in schools, from pre-school to secondary school, as well as training for parents and teachers. At the national level, Zaffiria organises the Italian conference on

EuroMeduc
est une initiative de

Média animation
www.media-animation.be
p.verniers@media-animation.be

Média Animation asbl est un centre de ressources en éducation aux médias et un centre d'éducation permanente des adultes reconnu et subsidié par le Ministère de l'éducation et de la culture de la Communauté française de Belgique. L'association a pour but le développement d'une citoyenneté responsable à travers l'éducation critique du citoyen face à une société de la communication médiatisée. Elle vise à soutenir activement les initiatives, projets et institutions associatives, sociales éducatives ou culturelles par la mise en œuvre d'actions et de services professionnels en communication pour le développement de la maîtrise critique des outils et techniques de communication au service de projets citoyens. Média Animation initie et collabore à de nombreux projets européens. L'association s'adresse principalement aux adultes, enseignants, animateurs, éducateurs, intervenants sociaux et culturels. Elle organise les services requis et les moyens nécessaires pour la réalisation de son but, dans tous les médias, et notamment à travers les domaines d'action suivants: recherche, information, sensibilisation, formation, publication et réalisation audio-scripto-visuelle et multimédia.

Clemi

www.clemi.org | e.bevort@clemi.org

Le CLEMI (centre de liaison de l'enseignement et des médias d'information) est le centre d'éducation aux médias du ministère de l'Éducation nationale. Il a été créé en 1983 comme un service associé au Centre national de documentation pédagogique. Tête d'un réseau de 30 équipes locales coordonnées nationalement, l'équipe nationale du Clemi se compose de 20 personnes. Son expertise s'appuie sur son intégration déjà ancienne au réseau européen d'éducation aux médias, dont il est un membre fondateur; sa connaissance des systèmes éducatifs français, mais aussi européens, et sa capacité à conduire des projets incluant des structures partenaires de l'École (parents d'élèves, les associations éducatives, les mouvements pédagogiques); sa compétence en formation, en projets de recherche et en production d'outils pédagogiques centrés sur l'éducation aux médias; sa connaissance des médias produits par les jeunes dans le cadre scolaire, mais aussi péri-scolaire ou extra-scolaire reconnue par le Bibliothèque nationale de France dans le cadre d'une convention de pôle associé.

Zaffiria

www.zaffiria.it | zaffiria@comune.bellaria-igea-marina.rn.it

Zaffiria est un Centre publique local qui est né grâce à la collaboration de cinq municipalités (Bellaria Igea Marina, Santarcangelo, Verucchio, Poggio Berni, Torriana) et la Province de Rimini. Le centre s'occupe des ateliers d'éducation aux médias dans les écoles, de l'école maternelle jusqu'à l'école secondaire, de la formation des parents et des enseignants. Au niveau national, Zaffiria organise le congrès

media education (Medi@tando) every two years in Bellaria Igea Marina (three publications) as well as seminars for experts and politicians. At the European level, Zaffiria has worked as a partner on two projects: Media Educ and Log In The Media and has collaborated on two other projects: Iperfigurine and Glocal Youth.

University of the Algarve

www.ualg.pt | vreia@ualg.pt

The University of the Algarve was created in 1979. A few years later, it merged with the Faro Polytechnic. It consists of five faculties and four schools. The number of students has reached up to 10,000; there are 650 teachers as well as 455 non-teaching staff. The main areas of teaching and research are: Human and Social Sciences, Humanities, Heritage, Management, Tourism, Marine Sciences, Environment, Natural Sciences, Engineering, Technology, and Education. The University of the Algarve participates – and has participated – in numerous transnational projects and partnerships aimed at teachers, research studies at both the European and global levels.

italien sur l'éducation aux médias (Medi@tando), tous les deux ans, à Bellaria Igea Marina (trois éditions) et de séminaires pour experts et politiciens. Au niveau européen, Zaffiria a travaillé comme partenaires sur deux projets: Media Educ et Log In The Media, et - comme collaborateur sur des tâches - sur deux autres projets: Iperfigurine et Glocal Youth.

Universidade de l'Algarve

www.ualg.pt | vreia@ualg.pt

L'Université de l'Algarve a été créée en 1979. Quelques années plus tard elle a fusionné avec l'Institut Polytechnique de Faro. Elle est ainsi composée de cinq Facultés et quatre Écoles. Le nombre d'étudiants monte à 10.000, les enseignants sont 650 et le personnel non enseignant 455. Les principaux domaines d'enseignement et recherche sont: Sciences Humaines et Sociales, Lettres, Patrimoine, Gestion. Tourisme, Sciences de la Mer, Environnement, Sciences Naturelles, Génie, Technologie, Éducation. L'Université de l'Algarve participe et a participé dans nombreux projets et partenariats de nature transnationale visant des enseignements, des études ou des recherches à l'échelle européenne et mondiale.

PROGRAMME

Wednesday 21 october

13.30-14.30 Participants' welcome

14.30-17.00 **Media Literacy in Europe: Programmes, Projects and Structures.** The actors have the word! More than 60 presentations in different halls on the structures, projects, researchs and programmes that make up Media Literacy in Europe

17.15-18.15 Plenary session

From Belfast to Bellaria, a European Exchange Network

- Presentation of the Euromeduc project and network
- Presentation of results from the three preparatory
- Introducing the conference of the Mediaccoach network

18.15-19.30 Plenary session

The Future of Media Literacy: Promises and Challenges
Conference by David Buckingham (IoE - London University - United Kingdom).

Comments by Ben Bachmair (Universität Kassel - Germany), Letizia Caronia (Bologna University - Italy) and Frédéric Lambert (Institut français de presse Université Paris 2 - France)

19.30 Dinner

Regional dinner offered by the Treviso Province

Thursday 22 october

9.00-9.30 Participants' welcome

9.30-10.30 Plenary room

Constructive Controversies in Media Literacy

Conference by Pier Cesare Rivoltella (CREMIT/UC Milano - Italy)

11.00-12.30 Round table

Five round tables on each constructive controversy.

Plenary room Protection and education, Serge Tisseron (FR) and Christian Gauthellier (FR)

Red room Media Literacy, a factor in self-regulation?, Silvia Montilla (ES), Anghel Rodica-Roxana (RO) and Hartai László (HU)

Purple room What place for education; what place for the media industry?, Patrice Chazerand (BE), Frédéric Antoine (BE) and Margaret Boribon (BE)

Blue room Numeracy skills vs media skills, Lesley Osborne (AU) and Isabelle Bréda (FR)

Pink room From education to competence: what priorities?, Andrew Burn (UK), Pierre Fastrez (BE) and Sezen Digidem (TR)

Mercredi 21 octobre

13.30-14.30 Réception des participants

14.30-17.00 **L'éducation aux médias en Europe: programmes, projets et structures.** La parole aux acteurs! Plus de 60 présentations dans plusieurs salles: présentation des structures, des projets, de recherches et des programmes qui font l'éducation aux médias en Europe

17.15-18.15 Plénière

De Belfast à Bellaria, un réseau d'échange européen

- Présentation du projet et du réseau Euromeduc
- Présentation des bilans des trois séminaires préparatoires
- Introduction de la conférence finale du réseau Mediaccoach

18.15-19.30 Plénière

L'avenir de l'éducation aux médias: promesses et défis

Conférence de David Buckingham (IoE - London University - Royaume Uni).

Commentaires de Ben Bachmair (Universität Kassel - Allemagne), Letizia Caronia (Université de Bologne - Italie) et Frédéric Lambert (Institut français de presse Université Paris 2 - France)

19.30 Dîner

Dîner italien de spécialités regionales offert par la Province de Trévise

Jeudi 22 octobre

9.00-9.30 Accueil des participants

9.30-10.30 Plénière

Les controverses fécondes de l'éducation aux médias

Conférence de Pier Cesare Rivoltella (CREMIT/UC Milano - Italie)

11.00-12.30 Tables rondes

Cinq tables rondes organisées en parallèle sur chacune des controverses fécondes:

Plenary room La part de la protection et de l'éducation, Serge Tisseron (FR) et Christian Gauthellier (FR)

Red room L'éducation aux médias, facteur d'auto-régulation?, Silvia Montilla (ES), Anghel Rodica-Roxana (RO) et Hartai László (HU)

Purple room Quelle place pour l'éducation, quelle place pour l'industrie médiatique?, Patrice Chazerand (BE), Frédéric Antoine (BE) et Margaret Boribon (BE)

Blue room Compétences numériques vs compétences médiatiques, Lesley Osborne (AU) et Isabelle Bréda (FR)

Pink room De l'éducation à la compétence: que favoriser?, Andrew Burn (UK), Pierre Fastrez (BE) et Sezen Digidem (TR)

11.00-12.30 Round table**Green room Research in Media Literacy**

Round table on the question of the research in the field of media literacy.

Conference by Evangelia Kourti (GR), Frédéric Lambert (FR), Letizia Caronia (IT) and Mirian Tavares (PT)

12.45-14.45 Buffet lunch with the support of the Evens Foundation**14.45-15.15 Plenary session**

6th Evens Prize for Intercultural Education

15.15-15.30 Plenary session

Video report of the round tables and summary

15.30-16.45 Workshops**Media Literacy in Practice**

Presentation of projects and practices

Orange room Digital storytelling, Simon Stromberg (SE)

Red room Video games. A multidimensional approach, Massimiliano Andreoletti (IT) and Anna Ragosta (IT)

Pink room The Social by Social game, David Wilcox (UK)

Blue room Prix Fondation Evens

15.30 -18.30 Workshops**Purple room and Green room Research in Media Literacy**

Presentation of research and results.

15.30-16.30 Plenary session

Key Questions. Conference by Cary Bazalgette (United Kingdom), Serge Tisseron (Paris X Nanterre University - France) and Vitor Reja Baptista (UALG - Portugal)

16.45-18.30 Workshops

A workshop for each key question.

Brown room A multicultural approach, Ed Klute (NE), Anna Terzian (FR) and Nicoleta Fotiade (RO)

Orange room Being at home with the media and personal responsibility, Mike Cushman (UK) and Sirkku Kotilainen (FI)

Blue room A political approach: citizenship and human rights, Renee Hobbs (USA) and Odile Chevenez (FR)

Pink room Creativity and production in Media Literacy, Ida Poettinger (DE), Paul Bottelberghs (BE) and Lisbeth Frølund (DK)

Red room Evaluating media skills, Thierry De Smedt (BE) and Jan Jirak (CZ)

Plenary room Media Literacy, identity and cultural globalisation, Serge Tisseron (FR), Marina d'Amato (IT) and Luc Giroux (CA)

19.00 Dinner ISFE Evening: Classics of Italian cinema put to music by the Banda comunale ensemble**11.00-12.30 Table ronde****Green room La recherche en éducation aux médias**

Table ronde autour de la question de la recherche.

Conférence de Evangelia Kourti (GR), Frédéric Lambert (FR), Letizia Caronia (IT) et Mirian Tavares (PT)

12.45-14.45 Déjeuner buffet organisé avec le soutien de la Fondation Evens**14.45-15.15 Plénière**

Remise du 6ème Prix Evens pour l'Education Interculturelle

15.15-15.30 Plénière

Rapports vidéo des tables rondes sur les controverses fécondes

15.30-16.45 Ateliers**L'éducation aux médias en pratique**

Présentations de projets et de pratiques

Orange room Digital storytelling, Simon Stromberg (SE)

Red room Videogames. Une approche multidimensionnelle, Massimiliano Andreoletti (IT) and Anna Ragosta (IT)

Pink room Le social par le social game, David Wilcox (UK)

Blue room Prix Fondation Evens

15.30-18.30 Ateliers Purple room and Green room**La recherche en éducation aux médias**

Séminaires de présentations de recherches et de résultats

15.30-16.30 Plénière

Les questions clés. Conférence de Cary Bazalgette (Royaume Uni), Serge Tisseron (Université Paris X Nanterre - France) et Vitor Reja Baptista (UALG - Portugal)

16.45-18.30 Ateliers

Un atelier pour chacune des questions clés identifiées.

Brown room Une approche multiculturelle, Ed Klute (NE), Anna Terzian (FR) et Nicoleta Fotiade (RO)

Orange room S'approprier les médias et se responsabiliser, Mike Cushman (UK) et Sirkku Kotilainen (FI)

Blue room Une approche politique: citoyenneté et droits de l'homme, Renee Hobbs (USA) et Odile Chevenez (FR)

Pink room Créativité et production dans l'éducation aux médias, Ida Poettinger (DE), Paul Bottelberghs (BE) et Lisbeth Frølund (DK)

Red room Evaluer la compétence médiatique, Thierry De Smedt (BE) et Jan Jirak (CZ)

Plenary room L'éducation aux médias, identité et globalisation culturelle, Serge Tisseron (FR), Marina d'Amato (IT) et Luc Giroux (CA)

19.00 Dîner Soirée de l'ISFE: les grands classiques du cinéma italien mis en musique par l'ensemble Banda comunale

Friday 23 October

9.00-9.30 Participants' welcome

9.30-10.00 Plenary session

Video reports of the workshops on the key questions

10.00-11.30 Round table | Plenary session**Is there a specifically European approach to Media Literacy?**

Andras Szalay (Committee of the Regions), Gunnar Magnusson (European Commission) and Vladimir Gai (UNESCO)

11.30-13.00 Workshops

Red room Euromedialiteracy, the European charter, Patrick Verniers (BE)

Plenary room The Mediacoach programme, Ed Klute (NE)

Pink room EMECE (Media Literacy for European Citizenship), Ida Poettinger (DE) and Jean Perlein (FR)

Blue room New initiatives; new structures, Susanne Krucsay (AT) and Tanguy Roosen (BE)

Orange room An alliance of civilisations, Renee Hobbs (USA) and Jordi Torrent (USA)

11.30-13.00 Workshops**Research in Media Literacy**

Seminary of presentations of research and results

13.00-15.00

Buffet lunch with the support of ENPA

15.00-16.15 Plenary session**New Challenges Facing Media Literacy**

Conference by Jacques Piette (University of Sherbrooke - Canada).

Comments by Isabelle Bréda (CRDP/Marseille - France), Susanne Krucsay (Bundesministerium für Unterricht, Kunst und Kultur - Austria) and Mike Cushman (Information Systems and Innovation Group - United Kingdom)

16.15-16.45 Round table | Plenary session**What place for research?**

Comments by Frédéric Lambert (Paris 2 University - France) and Evangelia Kourti (University of Athens - Greece)

17.00-18.30 Workshops

Variations on Media Literacy

Red room Initiatives by television broadcasters, Jean-Marc Merriau (FR), Mussi Bollini (IT)

Blue room Film education, Klas Viglund (SE), Michel Clarembaux (BE), Lars-Eric Larsson (UK) and Tom Barrance (UK)

Purple room Newspapers in the classroom, Fifi Schwarz (NL) and Michel Siklosi (BE)

Pink room Video games and Media Literacy, Nelson Zagalo (PT), Andrew Burn (UK) et Ella Myhring (DK)

Vendredi 23 octobre

9.00-9.30 Accueil des invités

9.30-10.00 Plénière

Rapports vidéo des ateliers sur les questions clés

10.00-11.30 Table ronde | Plénière**Y-a-t-il une spécificité européenne en éducation aux médias?**

Andras Szalay (Comité des Région de l'UE), Gunnar Magnusson (Commission Européenne) et Vladimir Gai (UNESCO)

11.30-13.00 Ateliers

Red room Euromedialiteracy, la charte européenne, Patrick Verniers (BE)

Plenary room Le programme Mediacoach, Ed Klute (NE)

Pink room EMECE (Eduquer aux médias pour un espace civique européen), Ida Poettinger (DE) et Jean Perlein (FR)

Blue room Nouvelles initiatives, nouveaux dispositifs, Susanne Krucsay (AT) et Tanguy Roosen (BE)

Orange room L'Alliance des civilisations, Renee Hobbs (USA) et Jordi Torrent (USA)

11.30-13.00 Ateliers**La recherche en éducation aux médias**

Séminaire de présentations de recherches et de résultats.

13.00-15.00 Déjeuner buffet avec le soutien de l'ENPA**15.00-16.15 Plénière****Les nouveaux défis de l'éducation aux médias**

Conférence de Jacques Piette (Université de Sherbrooke - Canada).

Commentaires de Isabelle Bréda (CRDP/Marseille - France), Susanne Krucsay (Bundesministerium für Unterricht, Kunst und Kultur - Autriche) et Mike Cushman (Information Systems and Innovation Group - Royaume Uni)

16.15-16.45 Table ronde | Plénière**Quelle place pour la recherche?**

Intervention de Frédéric Lambert (Institut Français de Presse Université Paris 2 - France) et Evangelia Kourti (Université d'Athènes - Grèce)

17.00-18.30 Ateliers

Les déclinaisons de l'éducation aux médias

Red room Initiatives des télédiffuseurs, Jean-Marc Merriau (FR), Mussi Bollini (IT)

Blue room Education au cinéma, Klas Viglund (SE), Michel Clarembaux (BE), Lars-Eric Larsson (UK) et Tom Barrance (UK)

Purple room Les journaux à l'école, Fifi Schwarz (NL) et Michel Siklosi (BE)

Pink room Les jeux vidéos et l'éducation aux médias, Nelson Zagalo (PT), Andrew Burn (UK) et Ella Myhring (DK)

Green room Mobile telephony: what Media Literacy?,

Ben Bachmair (DE) and Letizia Caronia (IT)

Plenary room Web 2.0 and social networks, Anne-Claire

Orban (BE), Catherine Soudon (BE) and Ines Espirito Santo (FR)

19.00 Dinner

Saturday 24 october

9.00-9.30 Participants' welcome

9.30-10.00 Plenary session

Video reports of the workshops on the new challenges

10.00-11.30 Workshops**Drafting of Recommendations**

Seven workshops for the drafting of recommendations: "Brakes, Opportunities and Actions to Take"

11.30-12.15 Plenary session

Sharing of recommendations

12.15-12.45 Plenary session**Evaluation.** Comments by the Euromeduc evaluator Thierry De Smedt (Ucl - Belgium)**12.40-13.00 Plenary session****Closing Remarks**

13.00 Lunch and good-byes

Green room Téléphone mobile, quelle éducation aux**médias?,** Ben Bachmair (DE) et Letizia Caronia (IT)**Plenary room Web 2.0 et réseaux sociaux,** Anne-Claire

Orban (BE), Catherine Soudon (BE) et Ines Espirito Santo (FR)

19.00 Dîner

Samedi 24 octobre

9.00-9.30 Accueil des invités

09.30-10.00 Plénière

Rapports vidéo des ateliers sur les nouveaux défis de l'éducation aux médias

10.00-11.30 Ateliers**Production des recommandations**

Sept ateliers pour proposer les recommandations:

"Les freins, les opportunités et les actions à entreprendre".

11.30-12.15 Plénière

Mise en commun des recommandations

12.15-12.45 Plénière**Evaluation**

Intervention de l'évaluateur du projet Euromeduc Thierry De Smedt (Ucl - Université catholique de Louvain la Neuve - Belgique)

12.45-13.00 Plénière**Clôture**

13.00 Déjeuner et saluts

Key notes speakers

Ben Bachmair

Professor em. for pedagogy, media education and instruction technology at the University of Kassel, Germany. Member of the London Mobile Learning Group and the German public regulation board for television and the internet Actual area of concentration: protection of children from harmful media content, mobility and learning.

Cary Bazalgette

I'm a freelance writer, researcher and consultant specialising in media education. I worked at the British Film Institute from 1979 to 2007, including 8 years (1999-2006) as Head of Education. My main aim has always been to try and develop good practice in media education and to advocate its importance as an entitlement for all learners.

I am the Chair of the Media Education Association, a member of the European Commission's Media Literacy Experts Group, a Fellow of the RSA, and a Visiting Fellow at the Institute of Education, University of London.

Evelyne Bévort

Directrice déléguée du CLEMI (Centre de Liaison de l'enseignement et des médias d'information - Ministère de l'éducation Nationale - Paris) depuis 1993. Membre de la commission française de l'UNESCO, expert en éducation aux médias pour le Conseil de l'Europe, l'UNESCO, la Commission Européenne. Direction de nombreux séminaires ou projets européens et internationaux et co-direction de recherches sur la relation des jeunes aux médias.

Isabelle Bréda

Chargée d'études à ORME/CRDP de l'académie d'Aix-Marseille. Responsable des études d'observation d'usages du multimedia éducatif (TICE), spécialiste en éducation aux médias.

David Buckingham

Professor of Education at the Institute of Education, London University, where he directs the Centre for the Study of Children, Youth and Media. His research focuses on children's and young people's interactions with electronic media, and on media education. He is currently working on two major research projects, about the role of the internet in young people's civic participation and about learning progression in media education. He also recently led an independent assessment for the UK government on 'the impact of the commercial world on children's well-being'. He has lectured in more than 25 countries around the world, and his work has been published in over 15 languages.

Andrew Burn

Professor of Media Education at the Institute of Education. He teaches on the MA in Media, Culture & Communication,

supervises research students, and works on funded research projects in the field of media and young people. He is Assistant Director of the Centre for the Study of Children, Youth and Media. He has published work on many aspects of the media, including media literacy in schools, the semiotics of the moving image and computer games, and young people's production of digital animation, film and computer games.

Letizia Caronia

Professor at the Faculty of Education at the University of Bologna and a visiting scholar at the Department of Communication at the University of Montreal. She teaches Philosophy of Education and Epistemology and Methods in Qualitative Research. Her research, publications and teaching deal with: Epistemology of Research in humanities, Methodology in Qualitative Research and Media Education.

Mike Cushman

Mike Cushman worked for twenty years in local authority adult community education with a particular interest in adult basic skills (literacy and numeracy) and working with local voluntary organisations. More recently he has been researching e-illiteracy: non-users of ICTs and social exclusion. In particular he has looked at the attitudes towards technology and the dispositions and knowledge that non-users need to become skilled users.

Thierry De Smedt

Professeur au département de communication de l'UCL et membre du groupe de recherche en médiation des savoirs (GreMs), également membre du Conseil de l'Education aux Médias (CEM). Evalueur du projet Euromeduc.

Alessandra Falconi

Works on media education for the last eleven years. She is since 2000 the director of the Center Zaffiria for media education and coordinates the Center Alberto Manzi for educational communication. Promotes the Italian biennial of Media Education: Medi@tando. Is co-editor of the regional law on childhood and adolescence, that regulates media education in the Region of Emilia-Romagna. She is a member of the European Commission's Media Literacy Experts Group.

Christian Gautellier

Directeur du département Enfants, écrans, jeunes et médias et des publications des CEMEA, ONG éducative. Responsable de séminaires d'éducation aux médias, concepteurs d'outils pédagogiques multimédias, co-auteur de plusieurs ouvrages sur l'apprentissage et Internet, expert auprès du Conseil supérieur de l'audiovisuel français, du

ministère de la Famille, du Conseil de l'Europe, membre du Conseil d'orientation du Clemi (Ministère de l'Education nationale France), vice président du CIEM (Collectif interassociatif enfance et médias).

Evangelia Kourti

Associate professor in social psychology specializing in communication issues at the University of Athens (Greece). Research interests cover the scientific fields of mass communication, media and children and psychology of cyberspace. Recent publications include: *Des jeunes et des médias en Europe: nouvelles tendances de la recherche* (2008, coeditor with G. Jacquinet - Delaunay).

Susanne Krucsay

Head of the media department in the Austrian Ministry for Education, the Arts and Culture for many years, since retirement consultant in matters of media literacy ; editor-in-chief of a media journal *MEDIENIMPULSE* since 1992 ; member of the expert group 'Media Literacy' at the EU-Commission

Frédéric Lambert

Professeur des universités à l'Institut français de presse, Université Paris 2. Ses travaux portent essentiellement sur les images et leurs légendes, dans une perspective pluridisciplinaire: sémiologie, esthétique, anthropologie, sciences politiques, histoire. L'observation de la circulation et de la provenance des images d'information et de communication donne lieu à un diagnostic sur l'état politique des groupes qui les produisent, les diffusent, ou les consomment. Au-delà de la dimension scientifique de ses recherches, son engagement est motivé par la nécessité sans cesse renouvelée de l'éducation aux médias au profit de la culture de la démocratie.

Jacques Piette

Professeur titulaire en Communication à l'Université de Sherbrooke (Québec, Canada). Président fondateur du Centre de Ressources en Éducation aux Médias (CREM), il poursuit depuis plus d'une vingtaine d'années ses activités de recherche et de formation en éducation aux médias. En collaboration avec des chercheurs européens, il mène en outre depuis une dizaine d'années des études qui visent à actualiser la compréhension de l'évolution du nouvel environnement médiatique des jeunes façonné par l'expansion des technologies émergentes en communication (Internet, jeux vidéo, téléphone cellulaire, etc.).

Vitor Reia-Baptista

Professor at the University of Algarve, Portugal, with a Ph D in Communication and Education Media Pedagogy, is the Coordinator of the research group in Film Studies, Arts and Communication within the CIAC:

the Research Centre for Arts and Communication at the University of Algarve where he is working with several research projects about Media Literacy, Intercultural Communication and New Environments of Media Exposure. Course Director in Communication Sciences. Member of the Steering Group of the European Charter for Media Literacy. Author of several publications about Media Literacy and Media Research.

Pier Cesare Rivoltella

Full professor in Education Technology at the Catholic University of Milan. Director of CREMI (Center of Research about Education, Media, Information, and Technology) and president of SIREM (Italian Scientific Society for Media Education). Author of several books and articles translated in various languages and director of the journal *REM* (Research in Media Education).

Serge Tisseron

Psychiatre et psychanalyste, docteur en psychologie, directeur de recherches de l'Université à Paris X Nanterre. Il s'est fait connaître en découvrant le secret familial de Hergé uniquement à partir de la lecture des albums de Tintin (1983) quatre ans avant que des recherches sur la biographie de cet auteur ne confirment la réalité de ce secret. Il a publié une trentaine d'ouvrages personnels et participé à une soixantaine d'ouvrages collectifs. Ses recherches portent sur trois domaines: les secrets de famille liés aux traumatismes et leurs répercussions sur plusieurs générations; les relations que nous établissons avec les diverses formes d'images; et la façon dont les nouvelles technologies bouleversent notre rapport aux autres, à nous-même, au temps, à l'espace et à la connaissance. Ses livres sont traduits dans quatorze langues.

Patrick Verniers

Director of Media Animation npo (resource center for media and multimedia education) since 1996. He is coordinator of different European project dedicated to Media Education. As training expert specialized in media education since 1988, he is author and co-author of number of pedagogical reference publications in field of media and education, internet and education, etc. Due to this expertise, he was invited to participate in a number of different governmental boards in Belgium (French community). He is actually Vice-President of the Higher board for media education. He is member of the EC Media Literacy expert group and expert for the Council of Europe. He is a television writer for educational programs, a consultant for educational and cultural communication. Mr. Verniers is invited professor at Catholic University of Louvain-la-neuve (UCL) and Higher Institute for social communication (IHECS).

With the support of Avec le soutien de

ISFE

The interactive software industry, which includes PC and video games, reference and educational works in digital format, is the fastest growing sector of the content industry in Europe. ISFE (the Interactive Software Federation of Europe) was established in 1998 to represent the interests of the sector vis-à-vis the European Union and international institutions. Initially founded by the national trade associations in the UK, France, Germany and the Netherlands, ISFE expanded in January 2002 to include any company representing the industry within the 27 EU member states plus Norway, Iceland, Switzerland and Liechtenstein. Today, ISFE membership comprises 13 major publishers of interactive software and 14 interactive software trade associations throughout Europe have joined ISFE.

Registered in 2002 under Belgian law as an international association with scientific and pedagogical purposes, ISFE represents the interest of its membership to the main stakeholders, be they EU institutions, international organisations, academics, or the general public. In 2003, ISFE created the Pan-European Game Information (PEGI) system (for more information see www.pegi.info), to help consumer make informed choices about the games they purchase and play. ISFE has entrusted the day-to-day management and development of the system to a standalone entity called PEGI S.A. which is a non-profit organisation with a social purpose.

L'industrie du logiciel interactif, qui inclut le PC, les jeux vidéo et les travaux éducatifs dans le format numérique, est le secteur en croissance le plus rapide de l'industrie du contenu en Europe. ISFE (the Interactive Software Federation of Europe) a été créée en 1998 pour représenter les intérêts du secteur vis-à-vis de l'Union Européenne et des institutions internationales.

Initialement fondé par les associations commerciales nationales au Royaume-Uni, en France, Allemagne et Pays-Bas, l'ISFE s'est élargie en janvier 2002 pour inclure toutes les sociétés représentant l'industrie dans les 27 États membres de l'Union européenne plus la Norvège, l'Islande, la Suisse et le Liechtenstein. Aujourd'hui, ISFE comprend 13 éditeurs majeurs de logiciels interactifs. 14 associations actives dans le commerce du logiciel interactif à travers toute l'Europe ont également rejoint l'ISFE.

En 2002, l'ISFE est devenue une association internationale de droit belge avec des buts scientifiques et pédagogiques. L'ISFE représente l'intérêt de ses membres vis à vis des principaux décideurs, auprès des institution

européennes, des organisations internationales, des universités, ou le grand public. En 2003, ISFE a créé un système d'information pan-européen concernant les jeux (PEGI) (pour plus d'informations, voir le site web : www.pegi.info). ce système a pour buts d'aider le consommateur à faire des choix informés des jeux qu'ils achètent et auxquels ils jouent. ISFE a confié la gestion quotidienne et le développement du système à une entité autonome appelée PEGI S.A. qui est une organisation à but non lucratif avec un but social.

ENPA

The European Newspaper Publishers' Association (ENPA) is an international non-profit association, headquartered in Brussels, advocating the interests of the European newspaper publishing industry at different European and international organisations and institutions. Newspaper companies are linked to ENPA through its 27 member associations.

ENPA represents over 5,200 national, regional and local newspaper titles.

These daily, weekly and Sunday titles are published in 23 European Union Member States as well as in Norway and Switzerland.

Every day more than 150 million national, regional and local newspapers are sold, and read by over 300 million Europeans.

There are millions of unique daily visits to the websites of online newspapers.

L'Association Européenne des Editeurs de Journaux (ENPA) est une organisation internationale à but non lucratif qui représente et défend les intérêts de l'industrie européenne des éditeurs de journaux dans les différentes organisations et institutions européennes et internationales. ENPA représente plus de 5,200 quotidiens nationaux, régionaux et locaux publiés dans 25 pays européens. Chaque jour, plus de 150 millions d'exemplaires de journaux sont vendus, distribués et lus par plus de 300 millions de citoyens de l'Europe. En outre, les journaux en ligne sont visités des millions de fois chaque jour.

EVENS FOUNDATION

The Evens Foundation - based in Antwerp (Belgium) with antennae in Paris (France) and Warsaw (Poland) - takes and develops initiatives and supports projects that promote the harmonious living together of citizens and states within a peaceful Europe. For the upcoming years the initiatives of the Evens Foundation will focus on three program fields:

Europe - Peace Education and Media Education.

The Evens Prize for Intercultural Education - Media Education 2009 is to be seen as a kick-off for more initiatives to be taken in the field of Media Education. Taking the learning to live together harmoniously as a starting point, the Evens Foundation wants to stimulate efforts in the field of media education aiming at media literacy: i.e. raising critical awareness which implies comprehension, cultural awareness and creativity and contributes as such to the development of critical, active and responsible citizens.

.....
La Fondation Evens - basée à Anvers (Belgique) et représentée à Paris (France) et Varsovie (Pologne) - développe et soutient des projets qui promeuvent la cohabitation harmonieuse des citoyens et des États dans une Europe pacifique. Pour les années à venir, les initiatives de la Fondation Evens se concentreront sur trois domaines: Europe - Education à la Paix et Education aux Médias.

Le Prix Evens pour l'Éducation Interculturelle - Education aux Médias 2009 est comme un signal de départ pour plus d'initiatives à entreprendre dans le domaine de l'Éducation aux Médias. Prenant le "vivre ensemble en harmonie" comme fondement, la Fondation Evens souhaite stimuler les efforts visant l'intelligence médiatique dans le domaine de l'éducation aux médias, à savoir une prise de conscience critique croissante qui implique la compréhension, une prise de conscience culturelle et la créativité et qui contribue en tant que telle à l'émergence de citoyens critiques et actifs.

MEDIACOACH

A European training framework for Media Education

The Media Coach project improves the media literacy competences and skills of the professional and educational staff of libraries, adult education organizations, teachers primary and secondary education, youth workers and staff of parent organizations in order to coach and support students, parents and adult learners. Media coaches support colleagues within their institutions concerning media literacy issues and have the responsibility to transform the educational media literacy approaches of their institutes.

Initiated in the Netherlands, Mediacoach is now a partnership involving different structures and training centers in Belgium, Germany, Sweden and the Netherlands. Co-financed by the EU Leonardo da Vinci program, the project has developed pilot training

sessions in the 4 participating countries, with a shared curriculum and training resources. Coordinated by Miramedia Foundation (NL), Mediacoach is integrated in a European network, which links media education with social cohesion, intercultural dialogue and human rights. Media Coach partnership is a community of media resource centers that is working on key competences concerning media coaching both at a national and European level. The aim is to establish a European certification process. This development is essential in the knowledge-based society that is raising demand for media education key competences in the personal, social and especially professional spheres.

Un cadre européen de formation en éducation aux médias

Le projet Mediacoach entend développer les compétences en éducation aux médias des professionnels de l'éducation dans les secteurs des bibliothèques, des organisations d'éducation des adultes, de l'enseignement primaire et secondaire, des organisations de jeunesse ou des associations de parents. Les Médias Coaches accompagnent et appuient les enseignants, les parents et les formateurs d'adultes. Les Média Coaches soutiennent les projets d'éducation aux médias de leurs collègues dans leurs propres institutions en vue de transformer les approches de l'éducation aux médias dans leur réalité.

Initié aux Pays-bas, Mediacoach est aujourd'hui un partenariat impliquant différentes structures et centres de formation en Belgique, Allemagne, Suède et aux Pays-bas. Co-financé dans le cadre de Leonardo da Vinci (Union Européenne), le projet a permis le développement de sessions de formation pilote avec un programme et des ressources partagées. Coordonné par la fondation Miramedia (NL) Mediacoach est intégré dans un réseau Européen dont l'objectif est de développer l'éducation aux médias en lien avec le dialogue interculturel, la cohésion sociale et les droits de l'homme.

Mediacoach est une communauté de centres de formation qui développent les compétences-clefs des coaches au niveau national et européen. L'objectif est de mettre en place un système de certification Européen. Ces développements sont essentiels dans une société de la connaissance qui est en demande de compétences-clefs en éducation aux médias dans les sphères sociales, personnelles et professionnelles.

Media literacy in Europe

Programmes, projects and structures

21st October 2009 | 14.30-17.00

Blue
room

Moderator: **Mike Cushman**

Language: EN

.....
Paolo Beneventi (IT)

Children today. The digital eye and ear

Modern digital tools give the children easy and powerful extensions of the senses that enable them to know and to tell almost directly their reality.

2 short examples:

- Cuban children (from 6 to 12) that learn «from scratch» how to use video cameras and within few hours manage them alone properly;
- Italian kindergarten children «exploring» their school garden looking for insects and little animals, and using video and photo cameras as a magnifying glass. Though the machines are in the hands of adults, they address and /direct/ them.

Other children watching the edited final videos, like the two very much, as they /feel/ - unusual fact - children as protagonists.

.....
Carlotta Bizzarri (IT)

Under Construction

The encounter between new technologies and education in the construction of children identity.

A case study of media education through robotics in Italian primary and secondary schools.

This paper aims to describe a research on the relations among: children, teachers and new technologies (pc, internet) leading in the context of the project "Projecting and constructing a robot", one of the few Italian cases of use NXT Lego for educational purposes. The project, sponsored by Civic Council of the city of Florence and Ente Cassa di Risparmio Foundation, has involved three elementary and three middle schools and the research, led by university of Florence, has been conducted on 200 students and 20 teachers.

The main questions from which the analysis has started is: What is the role of children identity when the school system encounters new technologies? Does the use of new technologies in learning process contribute to the definition of children identity?

.....
Paul Bottelberghs (BE)

Presentation of the platform on media wisdom (media literacy)

The platform on media wisdom is a virtual and multimedia platform. The platform on media wisdom has the purpose to construct knowhow and expertise on multimedia literacy and share it with the cultural and educational field, to show examples of good behavior and to open up our cultural heritage digitally towards youngsters. The platform on media wisdom (INgeBEELD IV) was composed by Ambrosia's Table

on request of the Flemish Ministry of Education, and with the support of the Flemish Ministry of Culture, the city of Ghent and of the Flemish Radio and Television (VRT)

.....
Ana Filipa Cristiano Cerol S. Martins and Bruno Silva (PT)

Teaching TV journalism: ethics, aesthetics and emerging technological challenges

Since 2001, the University of Algarve's TV Journalism subject, from the Communication Studies degree, proposes to students a reflection about today's TV News, through practices, ethics and emerging technological challenges, as well as their impacts on society, contributing for the construction of media literacy. This project has been following the techniques, languages and audiovisual aesthetics evolution in the last 8 years. The new media advent and their convergence brought new possibilities, namely through production, post-production and broadcasting. This presentation (together with the young researcher Bruno Silva) aims to recover the brief history of this subject and to announce new investigational and technological paths

.....
Rosa Ferro (IT)

How can cinema and audiovisual arts be useful in no violence education? How we can distinguish a no violent film from a violent one? In which ways we can work with young public to stimulate no violence education considering the violence that marks many audiovisual products (cinema, television, advertising and so on)?

.....
László Papp (HU)

A youth TV making project for K9-13

Media literacy in practice, a working method for practical teaching in a secondary school

I've taught mass media for more than 20 years in Budapest. I started it in 1986; since then we've had our own youth program in the local TV. This is a five (until 5 years ago four) school years long curriculum with four lessons a week. In this program pupils meet all kinds of media and practically all roles in a TV crew.

I think it's very important for a future adult citizen to practice to be a part of the life of a local community before starting to work professionally; to work together in a crew where the roles are clear and the responsibility is shared, where a crew is organized for a task with different members, the deadlines are strict, and it is organized completely through the internet

.....
Daniela Reimann (DK)

Media Literacy through Integrated Arts & Computer Science in Education

The lecture addresses the integration of arts and computer science as an entrance to support media literacy in

interdisciplinary education. Interactive media art works as well as computer science are seen as starting points to develop project oriented shaping processes crossing the borders of curricula, to support an in-depth understanding of the programmed systems and the programmable algorithmic machine. The presentation reflects the low cost Mixed Reality projects realized at several schools in general education in the framework of two German research projects: The model project Art DeCom "Theory and Practice of Integrated Arts, Design and Computer Science in Education" which was funded under the German Cultural Education in the Media Age program of the Bund-Laender-Commission for three years over 2001 to 2003. It aimed to integrate the subjects of arts and computer science in media education. Secondly the follow-up research project MediaArtLab@School (2004-6) supporting "Creative Media Skills through Hypermedia- and Mixed Reality-Systems in the Context of Aesthetic Research at School and University" funded in the context of the KiMM initiative by the German Hochschul- und Wissenschaftsprogramm HWP. It was applied at the UNESCO Project School Flensburg with students of art education

Nurdan Öncel Taskiran (TK)

The reflections of media literacy education in Türkiye

Although it seems an approximately 80 year's background all around the world, the concept of 'Media Literacy' has had a short history on the agenda of Turkish educational policy. A study of UNESCO showed that Türkiye is the second country in the world with the high ratio of its television watching. Moving from this, the necessity of 'Media Literacy' education required some legal precautions within the frame of educational regulations. Ministry of National Education (MEB) established a commission of academics and media professionals to prepare a social awareness-media literacy course for elementary schools throughout the country in 2003. The commission proposed some pilot schools in five provinces to apply the course and was confirmed. Elementary school social sciences teachers, who are obliged to attend media literacy seminars for one month in summer time, were assigned as media literacy teachers.

The supposed content of media literacy course include; An Introduction to Communication; Mass Communication; Media: Its functions and impacts (socially, economically and culturally); The Family, Children and Television (television programmes and parental precautions against harmful effects); Radio (advantages and disadvantages); Newspaper and Magazine (basic concepts and definitions, analyses of news and photo-form and content-relationship); The Internet (the real and the virtual world).

The programme offers courses as 'elective' for the 7th or the 8th year students.

There has not been a public presentation for the parents to encourage their children to add media literacy into their curriculum since August 2009

Spartaco Vitiello (IT)

An introduction to audiovisual techniques and languages for school teachers

The availability of cheap devices for shooting, editing and distributing audiovisual products makes it possible, as well as quite pressing, that the use of these facilities in schools

becomes a non occasional practice.

It is therefore essential that a relevant number of teachers could acquire the skills necessary to use the means of audiovisual production, in order to guide and direct the students.

The project forecasts the training of about eighty teachers in Campania (Italy) thanks to a collaboration between the MED and the Department of Education of Regione Campania.

The project stands on three legs:

- 1) A nine-step training program, every step consisting of a "learning by doing" activity focused on the acquisition of a small number of skills.
- 2) The immediate use of the skills acquired by the teachers for making and diffusing video documentation of school activities.
- 3) The setup and the maintenance of a forum supervised by experts for assistance and exchange of experiences

Pink
room

Moderator: **Catherine Geeroms**

Language: EN

.....
Hottmann Armin (DE)

Viducate.net - join the European network of video educators

"Viducate" is our latest European initiative where we would like to promote good examples of reflected video production across all educational sectors. We would like to present the project in Bellaria and we are looking for colleagues who would like to join us. viducate is supported through the LLP programme of the EU Commission and extends the work of the "Media education across the Curriculum" initiative. More information online: www.viducate.net www.mediaeducation.net

Tom Barrance (UK)

Editsense: teaching film through editing

Editsense, from Media Education Wales, is a new approach to teaching about film. It uses unedited films which students can edit in standard video editing programs, together with an interactive guide to film language.

'Beach' and 'Lift and stairs' have been specially filmed with alternative shots, so students can explore how decisions about camera, editing and sound will affect the meaning of the story. 'Crash' is a real stunt from a Welsh TV drama.

There is no dialogue so you can use the films in any language context. Editsense is designed for Mac (iMovie and Final Cut Express). A PC version is planned for next year

McCloskey Bernard (UK)

Moving Image Arts. The Perfect Curriculum

In 2004 Northern Ireland's Examinations and Curriculum body CCEA introduced an exciting new A-Level qualification in Digital Film-making, Moving Image Arts (MIA). 70% of the course is practical in nature. MIA is also the first A-Level in the UK with an online exam. Students watch film extracts online and answer essay style questions which are submitted to examiners for marking on a secure server. In 2008 over 700 candidates entered the qualification. It will be introduced at GCSE level in September 2009. Bernard McCloskey will demonstrate examples of coursework from students and show how the qualification works with other developments in moving image across the curriculum in Northern Ireland

.....

Sezen Dıgdem (TK)

Media Literacy in Turkey: A Critical Evaluation

Media literacy education in Turkey dates back only 3 years and is still in its infancy. In 2004, initiated by Radio, Television Supreme Council- an institution which is essentially responsible of controlling and supervising radio and television broadcasters- the early efforts are supported by academic institutions too and got into the agenda of the Ministry of Education. Following the pilot projects practiced in a few primary and secondary schools, media literacy course finally found a place as an elective in the curriculum in 2007. Motivated by an inoculative approach, the aim of these course was to protect 'vulnerable' children against harmful effects of media and to create critical and knowing recipients of media messages. As a result of this primary aim, these efforts could not go beyond the inoculative approach which can be seen as the immature phase of media literacy education. Additionally, the prevailing perception of considering children and youngsters as the passive receivers or victims of media prevented to elaborate the new relationships and uses of new media environment. Needless to say ignoring the convergent nature of media and the new active role of audience brought a solely mass media oriented media literacy approach. This presentation plans to draw a conceptual frame of media literacy practices of governmental institutions in Turkey and to evaluate these efforts critically in terms of new media literacies

.....

Pedro Félix (PT)

The subject of Cinema - artistic option at high school

In 2004, 2 schools in the Algarve started a Project adding a new subject called "cinema" to the secondary schools curriculum (grades 7th, 8th and 9th). This new subject is a result of another project, "Youth-Cinema-School" promoted by the DREALg (Educational Department of the Algarve), since 1997.

Due to the importance of moving images nowadays, as communication and as entertainment, is crucial that schools offer students the skills to interpret and understand those images.

By showing 2 videos, I intend to consider the reasons that made the schools from Quarteira and Faro to start this new subject "cinema". I'll present briefly the curriculum of this subject (contents and activities) including two demonstration videos about activities done with students

.....

Olivia Novoa Fernández (ES)

Design of a Thematic Unit for the Spanish as a Foreign Language Class Based on the Dream Scene

This work introduces the steps taken to develop a didactical unit for the Spanish as a Foreign Language [classroom] based on "Pedro's dream" scene in Luis Buñuel's *Los Olvidados* (1950). I selected this scene for its diverse richness, for being one of the director's most valued works by the critics and for epitomizing Spanish film culture. The intention is to demonstrate the relevancy of film as authentic material (for the acquisition of a language, as well as for becoming acquainted with the culture) when both the student and the professor exploit it in a creative and critical manner. In addition, this work intends to argue that the use of a scene

analysis of a film aids in the design of activities

.....

Roberto Giannatelli (IT)

The first issue of Journal MED will be out in next Spring. MED stands for the Italian Association for Media Education.

MEDIA EDUCATION

Studies, Researches, Experiences

The six-monthly journal is designed as a high innovative multi-product: paper version + thematic website with multimedia integrative materials and for community dialogue/debate.

The journal is divided into three parts.

The first part - Studies and Research - suggests contributions that intervene in the scientific debate around the key-concepts and practices of Media Education.

The second part - Practices of Media Education: analysis and evaluation - offers space for visibility and comparing media-educative experiences, for formative activities and action-research pertaining to themes covered and presented by teachers, educators, cultural animators or simply the media educators.

The third part - Information e reviews - is prevalently informative: new publications (books, DVD, television programmes, web-sites, etc.) both of Italian and foreign origin, initiatives realized by the MED and also information on the national and international events of Media Education.

The Editing includes a vast number of abstracts of articles written in English.

Publisher: Edizioni Erickson, Trento

.....

Eulalia Guiu Puget (ES)

Program for Media and ICT for social education

In the presentation I will explain how we had organize that module of 6 ECTS credits for the first year of Social Education new degree following Bologna recommendations and ECTS credits organization.

The objectives: This training module sets out to develop in the student those competences (instrumental, communicative, systematic...) related to digital and audiovisual culture, which will enable their personal and professional development in a present-day context

.....

Ricardo Morais (PT)

Family, Education and Media: the challenges of media education in the district of Castelo Branco in Portugal

We live in a society of information that is characterized by increasing and visible in the media. It is the inescapable presence of the media in all social contexts of everyday life, as powerful means of acculturation, the formation of consciences and the transmission of ideologies and values. Also children and young people lives are too early marked by growth in media ecosystem. In competition with the family and school, young people live each day and suffer the influence, direct or indirect, of the press, radio, television and the Internet. Thus, this essay seeks to draw attention to the consumption that young people are the media, stressing that they acquire an even more important as more off for the role of family and school. We want to create a space that allows reflection on the need for training to ensure adequate knowledge of communication and media, capable of forming a training for the use of media and new technologies. Basically, it is whether young people are prepared to understand that what

they offer are fragmented and constructed symbolic visions of the world. If enough know the modes of operation of media organizations, the interests and objectives that move. Reflecting on the impact of media in the contemporary world, have we to know if young people can contribute to improving the quality of the media, through a more critical and demanding intervention. Basically, trying to see if the education is the way the media and what the actors to be engaged in this process

Orange room

Moderator: **Daniel Bonvoisin**
Language: EN

Stefano Angiolini (IT)

Firenze Festival - Scuola di Cinematografia

Firenze Festival is a film festival organized by boys and girls attending primary schools and junior high schools. The Cinema School teaches children how to express themselves through the language of films. In the nine editions of the Festival, about 10,000 boys and girls from 129 classes have participated in the Cinema School, with a total of 71 films created. For the contents of the films made by these school children, Firenze Festival has been awarded special recognition by the ILO (UN agency) and the Patronage of UNICEF. The purpose of the initiative is that of comparing the experience of Firenze Festival with other events in this sector, for instance by showing a short film made in the Cinema School. (www.firenzefestival.it)

Thomassen Brit (NL)

Learning about films. Towards a new Museum

The Dutch Filmmuseum is the national centre for cinematography in the Netherlands. In its collection are over 35,000 film titles, many photos, posters, magazines and other items relating to film history. Since 1946 The Filmmuseum has been the centre in the Netherlands for the history and presentation of film.

Learning about films

The Filmmuseum attaches great value to education. People of all ages visit the museum to gain knowledge. Education programs are arranged and promoted by a separate education department.

Towards a new Museum

At the end of 2011 the Filmmuseum will move to its new location in North Amsterdam. The new building enables the museum to cover the whole range of film and put films in context through exhibitions, lectures and workshops. The new museum will have four galleries, a modern exhibition area, an up-to-date study centre and an educational area

Ana Boa-Ventura & Nelson Zagalo (PT)

Organizing a conference in Second Life: lessons learned

Whereas text-intensive environments lead social media in Education today, it is no less true that for some, embodiment, even if virtual, is key for an effective communication and interaction in educational settings. This is the community of educators that stays up long hours of the night, experimenting with and teaching in 3D environments and metaverse platforms such as Second Life (SL).

Slactions 09 was a research conference on Second Life

and other metaverse platforms that took place in September 24 -26 2009, simultaneously in SL and 8 real cities across 6 countries and various time zones. The organizers will be happy to share lessons learned and convert them into best practices that may prove useful for others interested in embarking in a similar (ad)venture

Scott Donaldson (UK)

Media Education In Scotland: lessons learned

Over the past several years a wide range of moving image education programmes in Scotland - from early years to unemployed young people and adults, with teachers and teacher education - have been closely scrutinised by independent researchers.

So what are the key lessons that have been learned from all this? How important is the definition and approach to moving image education? - and to pedagogy? What are the key factors for successful development? And do the new opportunities provided by new curricula and new technology outweigh the structural problems and log-jams in the system?

Lisbeth Frølund (DK)

Animation film production and media literacy: a Danish case study

The central topic is young people's interaction with digital and multimodal forms of cultural expression through the production of short animation films, with the goal to understand learning in the light of the prevalence of multimodal communication. The main research question focuses on the relationship between 'designing' and 'reflecting' in the complex processes of learning.

The data was collected from 21 students (18-year olds) in a Danish upper secondary school (2005-06). The PhD research was carried out at The Danish School of Education, Aarhus University and DREAM (Danish Research Centre on Education and Advanced Media Materials). PhD thesis: Animated Symbols. A Study of How Young People Design Animated Films and Transform meanings (2009).

In the presentation, I go into a proposed 'Profile of Multimodal Design Competence' that replaces the common use of 'critical' thinking about media with 'reflective' and 'aesthetic' embodied designing and thinking about media

Ana Luisa Gonçalves (PT)

My presentation synthesises an investigation of the making of a didactic programme as a consequence of the excess of consumption of audiovisual messages and the non critical and non-thoughtful attitude the youngsters have towards it. As an answer to this problem, we have produced a didactical programme about cinema and its language, that could be used in Portugal, the main purpose of which is to verify how knowledge, habits and attitudes of children may be modified if we plan, in the classroom, a way to deal with critical thinking, contents and cinematographic language

Paulo Lima (IT)

Viração Project, Brazil

Viração Magazine is a social project educommunication that runs with the goal of stimulating, reasoning with and conciliating with young people as active protagonists in

Brazilian society. It produces news and information 'about', 'for' and 'with' the jovens - young people - at a national level, becoming a forum of reflection and debates on the Brazilian and world-wide realities. *Viração's* publishing line promotes humanistic values, such as education for peace and non-violence, solidarity between the people, respect for diversity of ethnic/racial, cultural, religious and other backgrounds. The magazine affirms and promotes the rights of young people and the valorization of Brazilian culture

Alba Ambròs Pallarès (ES)

Developing media literacy in new Catalan educational programmes

In 2007 a new educational programme, *Ley de Ordenación Educativa* (LOE, Real Decreto 1513/2006), was designed both by MEC and Autonomous Catalan Government. Media literacy had a more explicit presence in some of the eight basic skills, specially on audiovisual and linguistic communicative competence. Yet the presence, the deficiencies in media literacy carried out from the past, and the missing development of the competences, showed that specific contents and explanations are needed. Consequently, Catalan government has recently ordered to design a detailed syllabus for each of the basic skills with no specific subjects, for example audiovisual competences, to complete the previous educational programme. I have been asked to collaborate developing and organising primary and secondary main objectives and contents of this parallel educational programme.

Jacqueline Sánchez Carrero (ES)

Telekids. Media Literacy for children and teenagers

Telekids is a media literacy workshop that was born in 1997 while I was working in the direction of programs in a San Cristobal television station, a city in southwestern Venezuela. It began as an experiment for a group of kids between 10 and 12. For 6 months we gave them a workshop where they learned about the television station in depth, wrote stories, turned them into screenplays, took for the first time a professional camera in their small hands, acted, and edited their own videos in an analog equipment, that were common at the time. It's been twelve years and Telekids is now a workshop that my husband and I put on in some centers of Seville and Huelva (Spain). In this case, learning to "see and make" film and television has also served to help children in their own process of communication and adaptation to society

Paola Stefanelli & Mara Quarisa (IT)

Multi-year interinstitutional project of the Province of Treviso "Charter of Treviso: Children, information and Media"

The Province of Treviso, after participating in the birth and in important moments of the Treviso Charter (journalists' deontological code for the protection of children in the media), has decided to concretely deal with the topic of "children and media" by including in its programme this project that entails planning and implementing actions about this issue. The Province of Treviso has taken the role of Body promoting and coordinating actions to stimulate and support the local agencies and of Implementing Body by starting a set of direct actions that will be described during the congress

Red room

Moderateur: **Paul De Theux**

Langue: FR

Sophie Aslanidou (GR)

Panorama d'une éducation aux médias en Grèce

Quelle est la situation actuelle des médias en Grèce? Quelle est la relation de l'éducation avec les médias? L'éducation aux médias est un domaine nouveau en Grèce qui commence à être exploité surtout dans l'enseignement primaire. Des tentatives personnelles des enseignants ainsi que celles de quelques institutions publiques signalent l'intérêt qui commence à apparaître en Grèce dans ce domaine. Cette communication va essayer de faire un panorama de la situation actuelle de l'éducation aux médias en Grèce

Michel Berhin (BE)

Créer et gérer un réseau social -public ou privé- avec Ning

A l'heure de la généralisation des usages réticulaires (web 2.0) et de la montée en puissance de Facebook (succédant à MySpace), il est intéressant d'identifier des outils gratuits qui permettent de personnaliser (customizer) un groupe de travail dans sa dimension collaborative en ligne. Ning est de ceux-là. Sans donner la possibilité d'être mains au clavier, l'atelier sera malgré tout un exposé interactif. Sous les indications du public actif, un réseau social sera créé en temps réel: un quart d'heure chrono, montre en mains

Nicolas Carbonell (ES)

Subir ou diriger la révolution technologique-éducative

Nous sommes dépassés par une révolution technologique et nous aimerions trouver sa parade pour reprendre le contrôle de l'éducation aux médias dans nos salles de classe. C'est un fait que dans les pays développés, les générations actuelles de jeunes coexistent en symbiose avec la technologie, audiovisuelle ou numérique. Les éducateurs sont en train d'essayer de se recycler en matières technologiques, et en même temps de profiter de leur bagage culturel préalable pour essayer de reprendre le contrôle de l'éducation aux médias moyennant la diffusion de l'esprit critique par rapport aux messages audiovisuels d'une part et parce que la pédagogie du script pourrait paraître une voie pour mieux orienter les jeunes dans la conception vidéo. L'éducation devra se libérer des structures éducatives coercitives, soient-elles utiles ou pas. Si les enseignants veulent apparaître comme «utiles» aux jeunes, il faut qu'ils deviennent le fer de lance du changement technologique et pédagogique dans les classes

Abel Carlier (BE)

Le Web documentaire, une pratique de création et d'éducation aux médias

Professeur à l'Institut des Hautes études des Communications sociales de Bruxelles.

Aujourd'hui en Belgique (voir: *La domination masculine* de P. Jean) mais aussi en France (voir *Prison valley* d'Alexandre Brachet) et aux Etats unis (voir *Le suicide de Superman* de Jimmy Korrigan) surgissent des manières d'écrire et de réaliser le cinéma documentaire qui incluent l'interactivité avec les usagers du web 2.0.

Jusqu'à présent, même si de nombreuses œuvres ont

expérimenté d'autres procédés narratifs (Chris Marker, David Lynch, Daniel Ejsky), les manières de «raconter» en cinéma étaient essentiellement linéaires. Le «travail» du spectateur était essentiellement lié à la «posture mentale» qui lui était demandée. L'inclusion dans l'histoire, l'exclusion critique, l'abandon à la temporalité narrative, l'identification sont autant d'attitudes de «réception» qu'il était possible de susciter chez un «sujet regardant» à l'intérieur d'une même œuvre comme dans des œuvres différentes selon les intentions de l'auteur.

Cette manière de faire perdure dans nos pratiques du Web. La plupart des sites de création renvoient l'utilisateur à un comportement soit linéaire, soit cartographique, soit thématique. Mais à côté de cela surgit autre chose: l'usage par des auteurs d'un procédé narratif en interaction périphérique avec ses «utilisateurs».

A travers l'expérience d'un auteur belge, je vous propose de réfléchir sur ce qu'est un récit non-linéaire, non «patrimonial». Comme nous savons que le rapport à la narration est fondateur dans une civilisation, quels pourraient être ses effets non seulement sur la «maîtrise» d'un média par ses usagers mais aussi sur la «Mémoire», la «Connaissance», la «Collectivité»?

.....

Yves Collard (BE)

Eduquer au ciblage publicitaire et ses effets sur la consommation

La communication publicitaire trouve de nouveaux supports et manières de cibler ses publics. De nombreux annonceurs délaissent aujourd'hui les mesures purement quantitatives, fondées sur le sexe, l'âge, ou encore, le niveau socioculturel des clients potentiels. Davantage tournées vers l'observation des modes de vie, des manières de consommer, elles permettent aux annonceurs de concevoir une communication adaptée strictement aux cibles visées. Dès lors, l'éducation à la publicité fait-elle elle-même courir le risque d'enfermer les éducateurs dans une catégorisation réductrice des jeunes en formation? Comment éduquer un jeune consommateur à prendre conscience, par l'observation et la mise en situation, qu'il fait l'objet d'un tel ciblage, sans lui renvoyer un portrait caricatural ou déterministe de lui-même et de ses proches? Cette présentation décrit une séquence active d'un dispositif plus global mettant les jeunes en situation de comprendre le ciblage publicitaire et ses effets sur la consommation

.....

Marco Galli (IT)

Composition, analyse e direction de l'image

Comme on soigne un scénario et une mise en scène en partant de la composition de la scénographie primaire et secondaire, des personnages principaux et secondaires, de la direction des acteurs et des mouvements de la caméra avec exemple de lecture finale de second niveau d'une oeuvre cinématographique

.....

Rosana Martins (IT)

Penser globalement, agir localement

MTV est un modèle de référence pour les jeunes dans le monde, que chaque tente de «localiser». MTV Networks est un réseau de télévision avec le plus grand nombre de filiales. En tant que dispositif pédagogique, les médias de radiodiffusion (en particulier pour MTV Brésil et le Portugal)

permettent de participer effectivement à la constitution du sujet dans la mesure où la production d'images et de significations qui font référence à reflète la culture dans laquelle nous vivons. À partir de la perspective d'études culturelles, on peut considérer que ce domaine contribue des progrès théoriques solides au sujet de l'importance des médias, des pratiques culturelles

.....

Denis Vellande (BE)

Réaliser un film d'animation avec des élèves de 8 à 12 ans

L'atelier présenté propose aux enfants de vivre, en équipe, chaque étape de la réalisation d'un film d'animation: scénario, création des personnages et des décors, découpage en 'story-board', découverte et apprentissage des techniques vidéo (langages de l'image, éclairage...), animation et captation vidéo image par image, diffusion et évaluation de la production. Les productions varient en fonction de la créativité de chaque équipe et du matériel utilisé: figurines, jouets, objets divers, pâte à modeler, dessins... A travers ce projet, les enfants découvrent la nécessité d'un travail en équipe. Ils abordent certaines notions du langage cinématographique et de la production audio-visuelle et prennent conscience des étapes de la fabrication d'un film d'animation

.....

Annalisa Vio (IT)

Cinéma et éducation

Le cas des instituts pénitentiaires italiennes. Dans le domaine de l'éducation aux médias, et du rapport entre cinéma et éducation, mon intervention propose d'approfondir la situation de l'éducation au langage audio-visuel et cinématographique en relation au contexte des instituts pénitentiaires italiens, avec une référence spécifique aux données analysées, aux productions réalisées, aux films de l'histoire du cinéma. Une telle approche tend à valoriser le cinéma pour sa valeur artistique combiné à sa capacité d'être un moyen de communication, une source historique, une forme de la didactique

Forum of the researchers*

Forum des chercheurs*

21st october | 4.30-17.00

22 october | 5.30-18.30

23 october | 1.30-13.00

Purple room
Green room

Moderateur:

Purple room **Frédéric Lambert**

Green room **Evangelia Kourti**

Doriele Andrade-Duvernoy (FR)

L'éducation aux médias en France:
les pratiques dans un lycée lyonnais

Nous présentons les résultats de nos recherches réalisées dans le cadre du Master en Sciences de l'Éducation à l'Université Lumière Lyon 2, Fr. Nous avons menés une investigation sur les pratiques actuelles d'enseignement d'éducation aux médias dans un lycée de Lyon. Partant de ces pratiques, nous avons cherché à observer leurs possibles relations entre les directives du Ministère de l'Éducation Nationale et la formation des enseignants. L'objectif de ces recherches était d'offrir une description des pratiques d'éducation aux médias dans le contexte scolaire. Au terme de cette réflexion, nous espérons être parvenus à dégager un portrait des pratiques d'éducation aux médias dans un lycée français nous permettant de les mettre en perspective avec la formation des enseignants et avec les directives ministérielles

Ana Boa-Ventura (PT)

The importance of visual impact:
social network analysis in media literacy

At a time when the agendas of most media literacy programs include some form of social media, social network analysis (SNA) should be seriously considered when debating metrics to assess program impact. We have tools today that permit us to test ideas that have emerged in recent decades, such as the strength of weak ties or the six degrees of separation. The author conducted an SNA of the Pestalozzi group in 'ML and human rights'.

The results will be shared to illustrate the strong visual nature of this type of analysis. The author proposes that the visual impact of SNA makes it notably pertinent for diagnosis/prognosis and hence for advocacy, strategy and policy making, situations which media scholars and practitioners know all too well

Luigi Bonetti (IT)

The relationship of loneliness and social anxiety with children's and adolescents' online communication

Title of a Master's thesis by research lodged with an Australian University in 2009. The aim of the study, which was conducted in Australia last year, was to investigate differences in usage of online communication patterns (i.e., topics, partners, and purposes) between children and adolescents with and without self-reported loneliness and social anxiety

Gabriela Borges (PT)

Media literacy and consumption: some concerns about the quality of television programmes

This paper presents some results of the project "Portuguese Channel 2 in the spotlight: study of quality parameters for television programme analysis" carried out at the Research Centre of Arts and Communication of the University of Algarve, Portugal.

The theoretical framework of this paper is based on the works of Martin Barbero and cultural studies authors in order to discuss some possible relations between two main concepts in communication studies: consumption and media literacy. The main concerns found in this discussion served as a basis for a field research involving two groups: children from 8 to 12 years old and college students. The objectives of this field research were to help understanding children and college students' television mediation process, meaning appropriation and opinions related to quality. In this sense, the purpose of the paper is to draw attention to quality television programmes as a way to improve media literacy among young people

Aurélië Brouwers (BE)

Education aux médias: l'influence des compétences de l'enseignant sur celles de ses élèves

Notre recherche s'est développée sur base de l'hypothèse selon laquelle un enseignant, pour être capable d'éduquer aux médias, doit dans un premier temps être lui-même éduqué aux médias et par conséquent maîtriser des compétences définies. Grâce à la mise en place de dispositifs d'observation, nous avons pu observer de

quelle manière les enseignants tentent d'inculquer des compétences en éducation aux médias, qu'eux-mêmes ne maîtrisent pas toujours, à leurs élèves. Nos entretiens et leur traitement nous ont permis de valider notre hypothèse mais également de la nuancer. De fait, nous avons constaté la nécessité de développer une didactique de l'éducation aux médias afin que l'enseignant, une fois éduqué aux médias puisse transmettre ses compétences à ses élèves

Isabella Bruni (IT)

Experiences of Media education from Brasil to Italy. Analysis of case studies

The master degree thesis of Isabella Bruni starts with a comparison on theory between the Brazilian concept of "educomunicação" and the European definition of media education. The research in the field aims to show the pedagogic value of radio in educational context, and is done in a qualitative way. Isabella Bruni spent three months in the city of São Paulo: she studied at the Department of Arts and Communication of the USP with Prof. Soares and analysed the municipal politics about media education. In particular, she visited many primary and secondary schools of the suburbs where the programme "Nas ondas do radio" is going on, making interviews with professors and pupils involved in scholastic radio projects. In Italy, she is studying some similar experiences in secondary schools of different cities, such as Torino and Ragusa

Ida Cortoni (IT)

OnAir. European project on Media education

OnAir is a European research on media education that involves six European countries: Italy, Romania, Poland, Lithuania, Belgium, Bulgaria. The project is promoted by MED and Sapienza University of Rome.

The research involves secondary schools in a common effort to make media a tool for the development of students literacy skills and for the building of their critical approach to the understanding of reality

The project intends to train teachers in order to be able to exploit the attractive potential that media have on young generations and raise their attention and motivation to discover the importance of media literacy skills and critical media awareness

The main target groups of the project are teachers and students of secondary schools from the 6 countries participating to the project. The research activities were: Research on training needs - Groups of teachers and experts in the Media Education field will carry out an analysis of the needs and expectations of the school system with regards to the possible exploitation of the media in the development of media literacy skills and media critical awareness. Collection and analysis of on-going experiences (best practices) - In each country groups of teachers and experts will collect and analyse information about the existing experiences in the field of media education

Development of Media Education teaching packages
Testing and evaluation of the Media Education teaching packages <http://www.onair.medmediaeducation.it>

Inês Espírito Santo (PT)

Un regard sociologique sur l'interaction sociale autour des blogs collectifs

Plusieurs processus de formation de groupes sont mis en marche lors de l'écriture et de la lecture de textes publiés sur des blogs collectifs. Je propose, à travers de la mise en perspective de mes expériences personnelles au sein de la blogsphère, d'analyser l'interaction qui se forge entre ces groupes. Au moins quatre cercles sont identifiables à la lumière de l'étude de cas sur lequel cette intervention se base: le cercle des auteurs ; le cercle des proches; le cercle de la blogosphere et le cercle des inconnus. Cela dit, nous nous demandons de quelle façon l'interaction sociale autour des blogs contribue à la construction d'un sentiment d'appartenance à une collectivité

Francesco Fabbro (IT)

Young people, the internet and civic participation. Case studies in the italian webscape

Much of the academic and political debate on the potential contribution of the Internet in engaging the young citizens in the public sphere tends to veer between optimistic and pessimistic positions. On the one hand the employment of the Internet is seen as a strategy to encourage a more active and equal participation in the social and political life. On the other hand this medium is represented as a threat to the 'real' civic and political actions which, it is argued, take place exclusively offline. Based on a case study running from 2006 and 2009, this paper explores the role of the Internet as means of promoting civic engagement and participation among young people aged 18-28. The research has focused on the production, characteristics and uses of three civic websites established by different organizations - Meet up Amici di Beppe Grillo di Verona, CivisMedia and Global Project within the italian civil society. The methodology employed has drawn upon a socially situated approach to the study of media. A triangulation between qualitative methods such as textual analysis of websites and focus group interviews with website producers and young people has been done in order to examine empirically some affordances and limits of the Internet to support diversified forms of civic and political participation. On the basis of the findings from the empirical investigation, this paper contributes to downsize the big claims that characterised the debate outlined above arguing that a) the online civic sphere tends to be used as a complement to offline and political actions rather than as a replacement to them; b) the use of the Internet with the aim of engaging young citizens in the civic/political realm is not unproblematic (e.g. the management of the interactive tools has difficulties in involving users in a open and democratic debate); c) nearly all the civic and political initiatives seem to start in offline settings and to raise from

locally or identity based motivations and to be only later carried out online, rather than vice-versa. Finally, some issues on the pedagogical implications of the research - in terms of media and civic literacy - are raised in order to open a further discussion on the possible uses of Internet resources for programmes of citizenship education

Jacques Kerneis (FR)

Éducation (aux, par les, avec les) médias: une éternelle question. De nouvelles réponses à partir de l'analyse de l'action conjointe professeur-élèves

Cette communication rappellera brièvement les conditions historiques qui ont amené à faire la distinction entre éducation par les médias et éducation aux médias. Nous examinerons ensuite différents extraits de séances d'éducation aux médias réalisées dans le cadre d'un programme intitulé «classes-presse». Nous les analyserons selon la théorie de l'action conjointe didactique. Il s'agira en quelque sorte de se poser la question suivante: «que se passe-t-il quand on apprend quoi?». A l'issue de l'analyse de ces exemples concrets, nous proposerons un dispositif d'ingénierie didactique coopérative qui permet grâce à une collaboration chercheur-praticien, de prendre en compte la double dimension épistémique de l'éducation aux médias: celle qui concerne le sujet abordé par l'objet médiatique et celle qui résulte de la médiatisation assurée par un média déterminé dans un genre particulier.

Le corpus est constitué de 12 séances d'éducation aux médias (démarrage du projet classes-presse et comparaisons JT/journal écrit). Il est accompagné d'entretiens individuels des enseignants et de l'analyse de la conception de ces deux séances par le groupe de 8 enseignants de différentes disciplines (niveau collège). La méthodologie s'appuie sur une analyse indicielle qui monte progressivement en généralité et s'appuie sur la théorie de l'action conjointe en didactique (Sensevy, Mercier, Schubauer-Léoni, Leutenegger...).

La recherche vise à repérer des éléments d'une grammaire de l'incertitude (pour les élèves et pour l'enseignant). Celle-ci étant particulièrement élevée en éducation aux médias. La qualité de la construction des certitudes (provisoires et contextualisées) chez l'élève est en effet susceptible d'être ternie par des effets d'autorités de la part des médias et/ou du professeur

Kaoruko Kondo (UK)

Digital expressions: ethnographical research on digital users (audiences) in the U.K.

The paper will show and discuss findings from the research on digital users which were conducted from 2005-8 for three years. The final aim of this project was to design user-friendly digital interface collaborating with Brunel university (electronic engineering team), based on the data: how people use digital technology at homes and why they use them in their everyday life. The data was not only gathered from interviews and

participant observation, but also from the participants' digital works. At one visit, we asked them to express their everyday life by using any digital devices which could be transferable to us (e.g. digital photos, video clips). The digital works by the participants showed how much the media (c.f. digital TV, computer and game consoles) are inevitable and surround our everyday lives. It was also important how they made their works or examined their levels of skills: easy and quick. The participants tended to use digital camera photo taking rather than video taking. It is also found that the participants do not enjoy editing digital works. One exception was a video work by a participant who used to be a BT engineer and took early retirement. Integrating these works with the interview data, people tended not to be very active to create digital works in their spare time. From our findings, the paper will also discuss the methods we used compared to the old studies (c.f. Eronen 2003). Ethnographical approach was appropriate to examine user (audience) - centred views in designing the digital interface: longitudinal research and setting the fieldwork in their homes (compared to the setting in a particular public space) was able to provide us more real and honest opinions in their actual home space and changes of their digital media consumption behaviour along with the digital technology was developing

Hans Martens (BE)

Evaluates the effectiveness of Flemish media educational initiatives

Hans Martens (University of Antwerp) is writing a doctoral dissertation on media literacy education in Flanders, the northern region of Belgium. Using both qualitative and quantitative research methods, he empirically evaluates the effectiveness of several Flemish media educational initiatives. He thereby mainly focuses on the psychological mechanisms that determine children's and adolescents' cognitive and attitudinal media learning outcomes

Luis Pereira (PT)

Digital literacy and technological policies in Portugal - presentation of an ongoing project

With this presentation we intend to discuss the theoretical frame of a research project that aims to study the impact of the Technological Plan of Education in Portugal in the school and to find out what competences related to the digital and media literacy it tries to develop.

The Technological Plan of Education (TPE) started in 2007 and it is connected with a larger Technological Plan that is the national implementation of the Lisbon Agenda. Due to the TPE, all children and young people (6-18) have had the possibility to have access to a PC, for a low price or for free.

In the scope of this PhD project, some of the main actors connected with the Information Society in Portugal are being interviewed in order to evaluate this plan and we will share and discuss the goals of this action

.....

Sara Pereira (PT)

Media Education Research and Training: reflections from an experience

This paper intends to present and to reflect on the work developed in the media education field at the University of Minho, Portugal, since 1988.

The presentation includes three points: first of all, it will be presented a brief contextualization of the work done in this field as well the traditions identified in twenty years of training in media education/media literacy.

Secondly, it will be displayed some assumptions, general aims, modalities and results of the training and of the research on media education. We will put special attention in the Master programme on 'Communication, Citizenship and Education', a course whose main goal is media education and media literacy.

Finally, at the third part, it will be pointed out some critical comments about training and researching in media education, expecting to discuss this experience with the participants in the Conference of Bellaria and to extend this discussion to other media education/media literacy practices. In this point it will be presented some research projects being carried out at the Communication and Society Research Centre - University of Minho, mainly an ongoing study on the impact of digital media in school children, funded by the Portuguese Foundation for Science and Technology

.....

Fabrizio Personeni (IT)

Education, media and formative research: production and evaluation of audiovisual and multimedia texts for childhood

The research is focused on cartoons and aims at finding quality criteria able to lead the different stages in the production of cartoons. Moving from the idea that quality is a relational concept, we aim at creating a virtuous circularity between the production criteria of cartoons producers and the evaluation criteria of the targeted kids, considering also the points of view of communication experts and parents.

The research project, which is partly inspired by the Children's Television Workshop (USA), seeks to identify the fundamental factors making an audiovisual product as much as possible engaging and, at the same time, suited for the children growth and for the full achievement of their personality (without being necessarily an educational product). We specifically investigate the dimensions connected to the appeal, to the comprehensibility and to the attention in relation both to the contents and to the technical-compositional aspects of the audiovisual text 'cartoon'. Our goal is to focus on the positive effects on the cognitive, emotional and relational growth of children

.....

Maria Ranieri and Giovanni Bonaiuti (IT)

Electronic and Social Inclusion through Mobile Learning. The challenges of the ENSEMBLE project.

Interest in the use of mobile technology in the field of

education is now gaining ground on an international level, as the growing number of research and experimental projects, launched in this sector, shows. Two main factors are influencing the emergence of this new way of learning supported by technologies: more access to such technologies like mobile phones, MP3 players and laptops, together with the increasing mobility that characterizes today's lifestyles.

This paper presents a pilot project in the field of mobile learning, founded by the European Community within the LLL Programme (2008-2010) and led by the Faculty of Education of the University of Florence. It addresses adults and adolescents with the aim of promoting intercultural integration and encouraging intergenerational communication by using relatively simple mobile technologies that are within everyone's reach. The challenge is twofold. On the one hand, it has to set up a technological-educational environment able to integrate the use of mobile devices within training programmes delivered also through the use of more traditional methods, like books or classrooms. At this level it is crucial to question some points, like, the type of content that is suitable for delivery on mobile devices, the most suitable ways of communication and the most effective educational framework. On the other hand, the challenge is to use simple technologies, like mobile phones and iPods, as a means of cultural and social integration of people at risk of exclusion

.....

Vitor Reja Baptista and Mirian Tavares (PT)

Research lines of CIAC

Vitor Reja Baptista and Miriam Tavares will present the research lines of research centre CIAC:

- Arts and (New) Technologies: comprehensive applied research into the artistic output emerging from the interface between Visual Arts and diverse technologies and formats; construction of digital platforms for dissemination and production of items in the field of arts.
- Educational Issues and Artistic and Technological Communication: comprehensive or applied research into the processes of Education of Arts and/or Education through Arts; the adequate means and instruments for displaying works of art when reaching out for new audiences.
- Historiographical, Critical, Theoretical and Cultural Studies on Arts and Media: Comprehensive or applied research into different historical periods, movements, trends and authors in the areas of Arts and Media, including the potential links and dialogues between them.
- Languages, Sources and Materials: Comprehensive or applied research into film and video productions and their aesthetic expressions, either taken autonomously or in articulation with other fields, such as literature, visual arts, theatre, digital arts and technological platforms.
- Literacy of Arts and Media: Comprehensive or applied

research into the appropriation mechanisms of the regulations, techniques, methods, codes and conventions that are inherent to the Arts and Media in different contexts

.....

Daniela Robasto (IT)

TV Consumption and the Representation of Gender Roles by Adolescents

Starting from the analysis of the concept of "stereotype" the author develops a punctual and detailed analysis of how individuals construct "mental shortcuts" which enable them to represent the world, and to explain the dynamics without considering the specificity of each single case. The construction of stereotypes for explaining and represent the world is particularly important, for it's linked to the processes of construction of identity. A project of life is present in every adolescent: from puberty on the boy asks himself who he is and what he wants to become in future, but above all which roles to play in the "Theatrum Mundi. It is here that models offered to the adolescents from the various agencies of socialization come into play: family, school institutions, youth centers, groups o friends, the media. The models offered by the latter is the focus of this work

.....

Anghel Rodica (RO)

Research in Media Literacy

Main objective of the research: analysis of attitude changes due to cognitive acquisitions of media concepts in a 10-12 years old sample group made from 316 school pupils. The research method used was: the natural, before hand projected, mental, simultaneous, active experiment. Main hypothesis: 10-12 y .o. who study media in school will be more inclined to choose media for educational purposes than those who are not media competent, 10-12 y. o. who discuss with their parents, their teachers, their friends about media programs have a better understanding of the media literacy concept, "production" and make a clearer difference between media reality in news programs and reality outside media 10-12 y. o. who discuss with their parents, their teachers, their friends media programs are less influenced by the media and have a better relationship with school, family members and peers 10-12 y. o. who discuss with their parents, their teachers, their friends media programs are less subject to media negative effects

.....

Olga Shergova (RU)

Compétence linguistique comme une partie de l'éducation aux médias

En général, les programmes de l'éducation aux médias proposent une approche centrée sur la production, la compréhension du métier et contiennent par extension l'aspect sémiotique du langage de medias. En même temps, cette approche néglige l'aspect linguistique qui est aussi un outil indispensable pour maîtriser les médias. La composante théorique de la compétence linguistique

peut inclure la théorie de l'influence par langage, les bases de la content analysis etc. Dans ce cadre on peut prendre en considération entre autres la théorie des échecs communicatifs et les clichés de langage de presse

.....

Jones Sigrid (AT)

Media Literacy Progression in Primary Schools: Overview and first results of the MIVA project

I will be presenting an overview of the three year research project MIVA (Media Education in Primary Schools), which aims to develop a model for media education and multimodal literacy for Austrian primary schools, currently in it's second year working in collaboration with nine primary schools in Vienna. Our international project partners are David Buckingham and Andrew Burn, Institute of Education, London. The MiVA study has several broad aims: Firstly, it aims to arrive at an ecological understanding about the lived media cultures of children attending primary schools in Vienna and their parents and teachers, and how they are negotiated in school. Secondly, it aims to develop a progressive model for teaching media education and multimodal literacy in primary schools, in collaboration with primary schoolteachers through action research projects

.....

Grafe Silke (DE)

Standards for media literacy education as a basis for the measurement of media competence

Members of the working group "media - education - research" of the University of Paderborn (Prof. em. Gerhard Tulodziecki; Prof. Bardo Herzig; Silke Grafe, Ph.D.) have developed the first - and currently only - academic theory-based standard model for media literacy education in K-12 education in Germany. Following a general description of necessary steps to develop theory-based standards for media literacy education, the "Paderborn model" will be presented. The poster presentation includes a theoretical framework of media competence and tasks for media literacy education, the theory-based differentiation of competence fields and levels, a curriculum framework for the implementation in primary and secondary schools and first steps towards the measurement of media literacy skills

.....

Sara Tabone (IT)

Media practices and parental mediation: A research with children aged 9-11 years

This research, of exploratory nature, takes place within the interdisciplinary field of studies that explores and deepens the relationships between media and children. In particular, the research is focused on the domestic context: children begin to use most of the technologies in the family and the family is the first place where meanings, norms and values pertaining media use are supposed to be socialized and negotiated; however, several studies point out that children are alone in

managing and using the media, and the technological gap between young people and parents (or educators in general) still remains significant, with all the implications that this may entail from an educational point of view. The research aims at inquiring the practices of a group of children aged 9-11 years in relation to mobile phone, computer and internet (which are among the most widely used media), the meaning that they attribute to their personal practices and their perceptions about interventions of mediation by parents. This age group was chosen because the transition from infancy to adolescence – in our Italian context corresponding to the passage from primary school to secondary school – seems considered as a meaningful step for children's personal and social growth and for their media "self government". Data were collected through a closed format questionnaire, self-compiled by 272 children. The data analysis shows different levels of use of the examined media, the functions most often practised, the dimensions of meaning that accompany the media-making and the perceptions of different forms of parental intervention, revealing a not clear correlation between children's practices and parents' educational perceived intervention. The results suggest the opportunity of further investigations to deepen the understanding of parental mediation and to check if the limited educational impact perceived by children relates only to the use of technology or to a more general problem of educational engagement by parents

Serge Tisseron (FR)

Le "jeu des trois figures" en maternelles

Une expérimentation d'une année (2007-2008) a démontré que ce jeu de rôle original pratiqué par les enseignants des maternelles constitue une forme de pré-éducation aux images en invitant les enfants de 3 et 4 ans à prendre du recul par rapport à ce qu'ils éprouvent, pensent et ressentent face aux images qu'ils voient chez eux. Il contribue en même temps à réduire les risques de violence scolaire et correspond aux objectifs généraux des maternelles. Il est mis en place en France sur l'Académie du Val d'Oise dès cette année.

Vitor Tomé (PT)

Developing Media Education at school through traditional and new media

This session will allow us to present the results of a PhD thesis focused in school newspaper production, either printed and/or online, by students aged 11 to 16, in Castelo Branco region (Portugal). We developed and validated (with the cooperation of multimedia and journalism experts) the CD-Rom "Let's produce school newspapers", that aims to help students and teachers in school newspaper production. Then we make it available to four teachers and 104 students in two different schools. The classes were video and audio recorded and field notes were also taken. The results showed that students

are interested in school newspapers, especially if they can choose the issues and if they feel that they are writing for an audience (not just for the teacher). Teachers referred that the DVD was innovative, underlined more motivation, autonomy and responsibility by the students. This thesis was the starting point of a three year research project called "Media Education in Castelo Branco region (2007-2010)", that involves 24 schools and school councils (50 teachers and about 600 students), researchers from eight universities, a newspapers company and a software company. The CD-ROM has been improved according the PhD thesis results. The Project also developed a handbook to help teachers with pedagogical activities, a website and a template to help teachers producing online newspaper. We will also present results of this project

Contributors Les intervenants

Maud Aguirre Evens Foundation - Belgium
 Ambrós Pallarès Alba University of Barcelona and AulaMèdia - Spain
 Arianna Alberici Regione Emilia-Romagna - CORECOM - Italy
 Ina Alm Pedagogical centre Malmö - Sweden
 Evangelina Álvarez De Eulate I.E.S. Leopoldo Cano - Spain
 Miklos Ambrozny Global soma - Greece
 Ana Boa-Ventura University of Texas at Austin - Portugal
 Ana Filipa Cristiano Cerol S. Martins University of Algarve - Portugal
 Doriele Andrade-Duvernoy ISPEF-ICAR Université Lumière Lyon 2 - France
 Francisco Amat Andrea University Jaume i Castellón - Spain
 Massimiliano Andreoletti Università Cattolica del Sacro Cuore - Italy
 Rodica - Roxana Anghel National Audiovisual Council - Romania
 Stefano Angiolini Firenze Festival - Scuola di Cinema - Italy
 Frédéric Antoine Université Catholique de Louvain-la-Neuve - Belgium
 Aldo Arbore Coop. Soc. ripArte - Area. oemme - Italy
 Stéphanie Ardu La Cible asbl - Belgium
 Francesco Antonio Arleo Comedu - Italy
 Sophie Aslanidou ASPETE - Greece
 Ben Bachmair Universität Kassel - Germany
 Haykaz Baghyan Media Education Center - Armenia
 Cary Bazalgette United Kingdom
 Tanriverdi Belgin Kocaeli University - Turkey
 Michel Berhin Media Animation ASBL - Belgium
 Evelyne Bevoit CLEMI - France
 Carlotta Bizzarri Università degli studi di Firenze - Italy
 Luigi Bonetti Queensland University of Technology (QUT) Brisbane, Australia - Italy
 Daniel Bonvoisin Média-Animation - Belgium
 Joseph Borg (University of Malta - Malta)
 Margaret Boribon Les Journaux Francophones Belges - Belgium
 Paul Botelberghs Ambrosia's tafel - Belgium
 Walter Brandani Ic Cesare Battisti - Italy
 Lucian Branea Epsilon III Association - Romania
 Isabelle Breda CRDP/Marseille - France
 Aurélie Brouwers Université Catholique de Louvain-la-Neuve - Belgium
 Isabella Bruni MED - Italy
 Silva Bruno CIAC/UALG - University of Algarve - Portugal
 David Buckingham IoE - London University - United Kingdom
 Andrew Burn IoE - London University - United Kingdom
 Gustavo Cardoso IINI - Portugal
 Abel Carlier Institut des Hautes études des Communications Sociales - Belgium
 Letizia Caronia Università di Bologna - Italy
 Cecile Casanova Australian Communications and Media Authority (ACMA) - Australia

- Sergio Cavicchi N.O.M.S. Onlus Cesenatico - Italy
 Laura Ceglia EAVI - European Association for Viewers Interests - Belgium
 Paolo Celot EAVI - European Association for Viewers Interests - Belgium
 Toumazou Charalambos G.C. School of Careers - Cyprus
 Patrice Chazerand Patrice Chazerand Consulting - Belgium
 Odile Chenevez CLEMI Aix-Marseille - France
 Christodoulou Christos Ministry of Education of Cyprus and ICFFCY (International Children's Film Festival of Cyprus) - Cyprus
 Michel Clarembeaux C.A.V. Liège - Belgium
 Gaeta Claudia Edu-Tech - Italy
 Julia Clech Prince Sydney russell Media arts school - United Kingdom
 Yves Collard Média Animation - Belgium
 Gabriele Colombo Cooperativa Albatros - Italy
 Luigi Corsetti Multimagie Soc. Coop. - Italy
 Marguerite Cros CLEMI - France
 Mike Cushman Information Systems and Innovation Group / LES - United Kingdom
 Thierry De Smedt UCL Gremis - Belgium
 Paul de Theux Média Animation - Belgium
 Françoise de Thier RTBF - Belgium
 Caroline Deguire Académie de Nantes - France
 Patrick Dejarnac Haute Ecole HELMo - Belgium
 Murphy Des Association for Media Education in Scotland (AMES) - United Kingdom
 Olivier Dhilly CLEMI - France
 Francesco Paolo Di Giovanni Ass. Inventare Insieme (onlus) - Italy
 Scott Donaldson Scottish Screen - United Kingdom
 Guiu Puget Dra. Eulalia Girona University - Spain
 Brit Drs. B.Thomassen Dutch Film museum - Netherlands
 Mandic Rajcevic Dubravka Media Education Centre - Serbia
 Jutta Eichhorn Berufskolleg Ehrenfeld, Köln - Germany
 de Colos Piedade Emilia Q. Universidade do Algarve - Portugal
 Tsalentakis Emmanouil PhD candidate in School of Education, University of Crete - Greece
 Martínez López Enrique Taller Telekids - Spain
 Inês Espírito Santo CIAC - France
 Francesco Fabbro Università degli Studi di Verona - Italy
 Personeni Fabrizio Padua University - Italy
 Maria Luisa Faccin Agenzia Scuola - Italy
 Alessandra Falconi Centro Zaffiria - Italy
 Pierre Fastrez Université catholique de Louvain - Belgium
 Damiano Felini Università degli Studi di Parma - Italy
 Rosa Ferro Coop. Soc. Il Nuovo Fantarca onlus art - Italy
 Nicoleta Fotiade Agentia de Monitorizare a Presei - Romania
 Pierre Frémont CLEMI - France
 Lisbeth Frølund Vækst University, Sweden - Denmark
 Vladimir Gai UNESCO - France
 Marco Galli Itis Merloni Fabriano - Italy
 Christian Gautellier CEMEA - France
 Catherine Geeroms Média Animation - Belgium
 Cristina Giaccone I. C. di Canale - Italy
 Roberto Giannatelli MED Media education - Italy
 Luc Giroux Université de Montréal - Canada
 Silke Grafe University of Paderborn - Germany
 Stephan Grawez Média Animation - Belgium
 Pawlik Halina The Union of Associations Multikultura - Poland
 Esther Hammelburg School of Design and Communication, University of Applied Sciences Amsterdam - Netherlands
 Wesley Hancock Sydney Russell Media Arts Specialist school - United Kingdom
 László Hartai Hungarian Moving Image and Media Education Association - Hungary
 Cecilia Helder DWT Publishing NV - Netherlands
 Katrien Hennau Lessen in het donker - Belgium
 Denis Hernandez Association EMPOLOCI (Education aux médias par le pluralisme des opinions, logique citoyenne) - France
 Anette Hilbert Hungary
 Renee Hobbs Media Education Lab, Temple University - United Kingdom
 Armin Hottmann Kulturring in Berlin e.V. - Germany
 Mirella Imola Centro Zaffiria - Italy
 Ravenna Italo Istituto Comprensivo di Borgotaro - Italy
 Sanchez Carrero Jacqueline Group Comunicar - Workshop Telekids - Universidad de Sevilla - Spain
 Anne-Marie Jannet CLEMI - France
 Jan Jirak Faculty of Social Sciences - Czech
 Sigrid Jones University of Vienna, Faculty of Philosophy and Educational Sciences - Austria
 Bényei Judit MOME, Moholy-Nagy University of Art and Design Budapest - Hungary
 Jacques Kerneis IUFM de Bretagne - France
 Narine Khachatryan Media Education Center - Armenia
 Ed Klute Mira Media - Netherlands
 Kaoruko Kondo University of Westminster - United Kingdom
 Sirkku Kotilainen University of Jyväskylä - Finland
 Evangelia Kourti University of Athens - Greece
 Elodie KREDENS Fréquence écoles - France
 Suzanne Krucsay Bundesministerium für Unterricht, Kunst und Kultur - Austria
 Frédéric Lambert Institut français de presse Univ. - Paris 2 - France
 Hadda Lamotte Lycée Pablo Picasso - France
 Lars-Eric Larsson Filmpool Nord - Sweden
 Anna Laurà Istituto Comprensivo Statale - Italy
 Mary Anne Lauri University of Malta - Malta
 Laurent Le Bars Académie de Nantes - France
 Lucia Levrimi I.C. Galileo Galilei - Italy
 Paulo Lima Progetto/ Revista Viração - Italy
 Pierpaolo Limone Università di Foggia - Erid Lab - Italy
 Fortunati Lorenzo Università degli Studi RomaTre - Italy
 Pereira Luís University of Minho / Foundation for Science and Technology - Portugal
 Girolamo Macina Officinema - Italy
 Maria Pia Damiana Maiullari Medi@bò s.n.c. - Italy
 Giordano Mariani Free lance - Italy
 Rusi Marinov New Bulgarian University - Bulgaria
 Massimo Martellotta Istituto Professionale di Stato per l'Agricoltura Feltr-Belluno - Italy
 Hans Martens University of Antwerp - Belgium
 Ángeles Martínez University of Seville - Spain
 Nabil Mastour Haute Ecole Pédagogique de Lausanne - Switzerland
 Bernard McCloskey Northern Ireland Screen - United Kingdom
 Alicia McGivern Irish Film Institute - Ireland
 Silvia Mendes Centro Zaffiria - Italy
 Paul Mihailidis Salzburg Global Seminar / Hofstra University - Austria
 Franca Minelli Regione Emilia-Romagna - Italy
 Rajcevic Miomir Media Education Centre - Serbia
 Binark Mutlu Baskent University Faculty of Communication - Turkey
 Ella Myhring Denmark
 Carbonell Nicolas ITES - Spain
 Susanna Nordmark Växjö University - Sweden
 Meliha Nurdan Oncel Taskiran Kocaeli University - Turkey
 Anne-Claire Orban Action Ciné Médias Jeunes - Belgium
 José Ortéga Cité des sciences et de l'industrie - France
 Lesley Osborne Australian Communications and Media Authority (ACMA) - Australia
 Eleni Papaskyrianou Uehp - Belgium
 László Papp Szegedi Tudomány Egyletem Neveléstudományi Doktori Iskola - Hungary
 Orlalia Paredes Sánchez Universidad Autónoma de Barcelona (UAB) - Spain
 Francisco Pavon Comunicar team and Cadiz University - Spain
 Félix Pedro Escola E. B. 2,3 Quarteira nº2 - Portugal
 Jean Perlein Université d'Artois - France
 Maria Chiara Pierotti Centro Zaffiria - Italy
 Jacques Piette Université de Sherbrooke - Canada
 Boron Piotr National Broadcasting Council of Poland - Poland
 Ida Poettinger Institut für Medienpädagogik in Forschung und Praxis - Germany
 Cathy Poole MovIES - United Kingdom
 Oana Popitiu Babes-Bolyai University - Romania
 Mara Quarisa Provincia di Treviso - Italy
 Jacqueline Quehen CLEMI Nice - France
 Mezulánik Radek Univerzita Jana Amose Komenského Praha - Czech
 Anna Ragosta Università Cattolica del Sacro Cuore - Italy
 Pacheco Raquel Mapa das Ideias - Portugal
 Pauline Rebound Fréquence écoles - France
 Mark Reid British Film Institute - United Kingdom
 Daniela Reimann Kunstuniversität Linz, Dep. of Art Education - Germany
 Janice Richardson European Schoolnet - Belgium
 Rita Espanha LINI and ISLA - Portugal
 Pier Cesare Rivoltella CREMIT/UC Milano - Italy
 Jerome Roisin ACT-Radio DECLIC - France
 Tanguy Roosen Conseil supérieur de l'éducation aux médias - Belgium
 Corral Navas Rosana TribesNETribes - UK
 Santos Rosana New University of Lisbon - Portugal
 Martins Rosana Université Nouvelle de Lisbonne - Portugal
 Tirota Rosella Regione Emilia Romagna - CORECOM - Italy
 Sabrina Rossi Sc.Sec di 1° Grado di "Via Pascoli" - CESENA - Italy
 Marinov Rusi New Bulgarian University - Bulgaria
 Couto Rute IPB-EsACT - Portugal
 Jacqueline Sanchez Carrero Group Comunicar - Spain
 Sara Tabone Università degli Studi di Padova - Italy
 Sara Pereira University of Minho - Portugal
 Josiane SavinoBlind CLEMI - France
 Dirk Schleihs Ecole Secondaire PDS Eupen - Belgium
 Fifi Schwarz Newspapers in Education Netherlands - Netherlands
 Judith Seipold State Regulatory Authority for Commercial Broadcasting, Hesse - Germany
 Alexis Severin CLEMI - France
 Olga Shergova Moscow State University - Russia
 Michel Siklosi Les Journaux Francophones Belges - Belgium
 Vieira Silvia Universidade do Algarve - Portugal
 Giovanna Sineri Università degli studi di Parma - Italy
 Catherine Soudon Institut saintHuc - Belgium
 Yves Soulé IUFM - France
 Vitiello Spartaco MED - Italy
 Paola Stefanelli Provincia di Treviso - Italy
 Andras Szalay Comité des Régions de l'UE - Hungary
 Anna Terzian Université de Paris VIII - France
 Serge Tisseron Université de Paris VII - France
 Tome Barrance Media Education Wales Ltd - United Kingdom
 Vitor Tomé Fundacao da Faculdade de Ciencias da Universidade de Lisboa - Portugal
 Jordi Torrent UN-Alliance of Civilizations - Spain
 Corinne Tual CLEMI Académie de Rennes - France
 Birgitte Tufte Copenhagen Business School - Denmark
 Ernesto Tuliozi Centro Zaffiria - Italy
 Iryna Tuz Radio Free Europe-Radio Liberty - Ukraine
 Sylvie Urbain Conseil supérieur de l'Education aux médias - Belgium
 Laure Van Hoecke LINC vzw - Belgium
 Tsekoura Vasiliki CYCLUSIS - Greece
 Denis Vellande SeGEC - Média Animation - Belgium
 Tim Verbist Evens Foundation - Belgium
 Patrick Verniers Média Animation asbl - Belgium
 Delphine Verstraete Media Animation Asbl - Belgium
 Chiara Vialmin Associazione Megachip - Italy
 Annalisa Vio Université Modena et Reggio Emilia - Italy
 Torge Vitor FFC - University of Lisbon - Portugal
 David Wilcox United Kingdom
 Nelson Zagalo Univ. Minho - Portugal
 Nada Zgrabljik Rotar University of Zadar - Croatia

Practical details

Détails pratiques

The meals will be supplied at the congress centre, 2nd floor, so the participants will have lunch and dinner together and will participate in the gala nights that will take place during the meals.

Participants who will stay in other hotels or didn't book full pension may have meals at the congress centre buying a meal coupon at the price of € 20 each.

It will be possible to make use of the bar in the congress centre during the coffee breaks.

Les repas se tiendront sur le lieu même du congrès, au deuxième étage. Les participants pourront ainsi déjeuner et dîner ensemble et participer aux soirées de gala qui auront lieu à ces occasions.

Les participants qui résident dans d'autres hôtels ou qui n'ont pas pris la pension complète pourront participer aux repas moyennant l'achat d'un ticket dont le prix s'élève à 20 euros par service.

Il sera possible d'accéder au bar du centre de congrès pendant les pauses café.

Price List | Liste des prix

 Espresso	Espresso	€ 0.90
 Capuccino	Capuccino	€ 1.20
 Juice	Jus	€ 2.50
 Mineral Water 0.5 l	Eau minérale 0.5 l	€ 1.00
 Tea	Thé	€ 1.00
 Drinks in cans 33 cc	Boissons en canette 33 cc	€ 2.00
 Beer	Bière	€ 3.00
 Non-alcoholic bitters Crodino	Soft drink	€ 2.50
 Bitters	Bitters	€ 2.50

All the area of the congress centre is equipped with wireless Lan - the password for using this service is available at the reception.

L'entièreté du centre de congrès est couvert par un réseau wireless. Le code de connexion est disponible à la réception.

Promoters | Organismes

Média-Animation Patrick Verniers, Paul de Theux, Delphine Verstraete, Janvière Yaramba, Daniel Bonvoisin, Pierre Chemin, Mustapha Abatane, Stephan Grawez, Catherine Geeroms | **Zaffiria** Alessandra Falconi, Silvia Mendes, Beatrice Manni | **CLEMI** Evelyne Bévort, Gérard Colavecchio | **UALG** Vitor RejaBaptista, Miriam Tavares

Thanks to our experts | Merçi aux experts d'Euromeduc

Andrew Burn, Isabelle Bréda, Nelson Zagalo, Anne -Claire Orban, Susanne Krucsay, Mike Cushman, Ed Klute, Francisco Pavon, Christian Gautellier, Mark Reid



EuroMeduc

A European exchange network for media literacy
www.euromeduc.eu

Paris 30 06 > 02 07 2008	Brussels 17 > 19 11 2008	Faro 16 > 18 02 2009	Bellaria Igea Marina 21 > 24 10 2009
---------------------------------------	---	-------------------------------------	---



avec le soutien de



Education and Culture DG
Lifelong Learning Programme

