



Panteion University

of Social and Political Sciences

Department of Communication, Media and Culture

Call for papers International Conference TICEMED 12

April 7-9, 2020

Panteion University, Athens (Greece)

MEDIA LITERACY THROUGHOUT LIFE:

New pedagogical challenges to the accompaniment of the citizen

IMSIC (Université de Toulon et Aix Marseille Universités)

CREM (Université de Lorraine)

Department of Communication, Media and Culture, (Panteion University)

By the end of the 1980s, Media Literacy was presented as a necessary aspect of strengthening citizenship. This is reflected on the Council of Europe's Resolution on the Information Society, which in 1989 emphasized on the "liberating and reassuring role" of Media Literacy for both civic and political awareness. Two decades later, the "European Charter for Education" (EuroMediaLiteracy, 2009) defines the skills and knowledge that all learners are expected to have. Then the objectives that have been presented in this charter reflect "a broad spectrum of concerns regarding the media and their actions", (Landry, Basque, 2015: 11) aiming at developing critical thinking.

The changes caused by the Information Society have strongly reinforced the need for Media Literacy. The development of new technologies and the convergence of formats raise new challenges and require new skills. Cognitive or metacognitive skills alone are not enough. Technical skills must now be combined with both analytical and ethical skills. These skills arise concurrently with a participatory culture which allows individual expression, civic engagement, creation of contents and its sharing (Jenkins et al., 2009).

Inscribing media communication in the field of cultural practices, Müller (2006: 107) points out that "cultural communication today is a complex interplay between the media". Some authors insist on the cultural dimension of the notion, noting that "the past and present of contemporary culture and the media are pieces of an intermedial culture" (Lehtonen, 2001: 71) or that "the issue of intermediality is a necessary step in cultural history" (Jost, 2005: 119). Others announce the creation of an intermedial sphere, conceived as "the symbolic space constituted by the media in their relationship with communities" (Lacasse, 1999).

These conceptual shifts are increasingly palpable in contemporary societies not only within the academic and scholarly worlds; they directly affect all areas of social and professional activity, from cultural and creative industries to media sphere, such as the world of business, organizations, communities and also, education authorities at all levels.

Within the contemporary transmedia landscape, *amateurs* and professionals merge, as well as producers and consumers, sometimes blurring *genres*, messages and their interpretation. It then becomes urgent to think of education, or rather the different ways of educating on and understanding the media as an ongoing process accompanying the citizen (the student as well as the professional) in his life and daily activities. This doesn't concern only school or university environment, but also a wide range of sectors and fields which are changing: communication professions, journalism, culture, political communication, cultural and creative industries, the public and populations in precarious situations...

Considering that the skills we acquire through the use of media products influence the way we learn, we work, we participate in the political process, and we connect with others (Jenkins, 2006), rethinking the specifications of this intermedial cultural practice is becoming urgent. In this regard, the role played by the gaming – and by the gaming on media platforms - on the way that the learner perceives the learning environment has been discussed in the previous editions of The Ticemed Conferences (e.g. Bonfils, Dumas, Massou, 2016).

In 2006, Henry Jenkins noted that "... in a hunting culture, kids play with bows and arrows. In an information society, they play with information" (Jenkins, 2006: 130). A decade later, a very large-scale research into the political socialization of American youth - bringing together the results of several American researchers (see Thorson, Mickinney, Shah, 2016) - highlights the urgent need to rethink the way in which we consider the socialization of young people, because the "traditional" environment of information sources has been radically altered by the hyper-saturation of the media world.

It is precisely in this hyper-saturated media landscape that this conference aims to explore the ways and means by which we can accompany and conceive a public culture towards media and new media practices. Through various examples, Ticemed12 will aim at analyzing the different issues of

media literacy, whenever or wherever the education/training takes place. How can educators encourage the development of critical thinking skills? How can they allow learners to use, produce and disseminate content in a relevant and informed way? How do users educate themselves to the media? To what extent are users involved in their training and education?

Four major themes are proposed, indicatively, to question the problematic of the conference.

1/ New media and new information and communication skills in a hybrid environment and in a digital world, where expert productions intermingle with amateur ones; Blurring boundaries between *amateurs* and professionals in communication and media education;

2/ Media education against social inequalities, sexism, racism and exclusions in general, for the integration of populations and of populations in difficulty;

3/ Media and Information Literacy against fake news and misinformation, rumors and conspiracy, and for the development of critical thinking, taking into account new democratic issues. Playfulness as a political act;

4/ Media Literacy at the service of the public at the margins. For example, the "seniors" who, contrary to popular belief, are in the role of consumer and user of new media technologies, and "young people" who practice them fluently with or without accompaniment. What appropriations and practices for this type of audience, which is not to be considered as homogeneous?

Indicative references:

Bonfils Ph., Dumas Ph., Massou L. (dir.) (2016), *Numérique et éducation. Dispositifs, jeux, enjeux, hors jeu*, Nancy, PUN - Éditions universitaires de Lorraine, coll. « Questions de communication / Actes ».

Conseil de l'Europe. (1989, octobre). Résolution sur la Société de l'information : un défi pour les politiques de l'éducation ? (n° 1). Présenté à la Conférence permanente des ministres de l'Éducation du Conseil de l'Europe, Istanbul, Turquie. En ligne : à http://www.coe.int/t/f/coop%20ration_culturelle/education/conf%20rences_permanentes/j.16sessi onl_istanbul1989.asp

Corroy, L. (2016). *Éducation et médias: La créativité à l'ère du numérique*. Londres, ISTE Editions.

EuroMediaLiteracy (2009). Charte européenne pour l'éducation aux médias. En ligne : <http://www.euromedialiteracy.eu/charter.php?id=1>

Jenkins, H. et al. (2009). *Confronting the Challenges of Participatory Culture : Media Education for the 21st Century*. Cambridge, MA : MIT Press.

Jenkins H. (2006). *Convergence culture: Where old and new media collide*. New York, New York University Press

Jost F., 2005, « Des vertus heuristiques de l'intermédialité », *Intermédialités : histoire et théorie des arts, des lettres et des techniques / Intermediality: History and Theory of the Arts, Literature and Technologies*, n° 6, pp. 109-119.

Landry, N. et Basque, J. (2015). « L'éducation aux médias : contributions, pratiques et perspectives de recherche en sciences de la communication », *Communiquer*, 15 | -1, 47-63.

Lacasse G., 1999, « Intermédialité, deixis et politique », colloque du CRI (Centre de Recherche sur l'Intermédialité), Montréal, <http://cri.histart.umontreal.ca/cri/sphere1/definitions.htm> [accédé le: 7/2/2019]

Lehtonen M., 2001, « On No Man's Land. Theses on Intermediality», *Nordicom Review 22.1*, pp. 71-84.

Müller J., 2006, « Vers l'intermédialité. Histoires, positions et options d'un axe de pertinence », *Médiamorphoses* n°16, dossier « D'un média... l'autre » (coord. Gilles Delavaud, Thierry Lancien), Paris, INA/Armand Colin, avril 2006, pp. 99-110.

Müller J., 2010, « Intermediality and the Media Historiography in the Digital Era », *Acta Universitatis Sapientiae, Film and Media Studies*, 2, pp. 15-38.

Thorson E., Mickinney M.S., Shah D. (eds), 2016, *Political Socialization in a media-saturated world*, Peter Lang, New York.

Submission process:

- Conference languages: French, English
- Abstract proposal: Proposals for an anonymous communication (2500 signs), in French or in English.
- Text for the pre-acts on line of the conference (15000 signs): French or English, with two summaries (in French and in English), and a possible third summary in the native language of the author (following the instructions which will be provided to authors upon acceptance);
- Oral communication (20 minutes + debate): French or English with a visual support in French or English, according to the instructions that will be provided during the final acceptance;
- Publication of a selection of texts in a book of the "Series acts" backed by the journal *Questions de communication* and / or in a special chapter of the online journal *Distances and Mediations of Knowledge: modalities to be specified later, texts submitted to a double-blind evaluation, in French (for the "Actes" Series) and / or English (for Distances and Mediations of Knowledge).*
- Selection procedure for communication proposals and pre-acts: Double blind evaluation by the scientific committee of the symposium at all stages of the process.

Deadlines:

- September 23, 2019 : Abstracts (2500 characters) must be submitted electronically on the conference platform : <http://ticemed12.sciencesconf.org/>
- November 4, 2019 : Notification of decision for abstracts submitted
- January 6, 2020 : Submission of the full text of the communications (15000 characters) on the conference platform : <http://ticemed12.sciencesconf.org/>
- February 3, 2020 : Notification of decision for papers submitted (with eventual propositions of revision)

- Mars 23, 2020 : Submission of the definitive text of the communication for the pre-acts on line on the conference platform : <http://ticemed12.sciencesconf.org/>
- April 7-8-9, 2020 : TiceMed12 Conference, Panteion University, Department of Communication, Media and Culture, Athens, Greece.

The abstract proposals and the full texts will be submitted on the platform in .doc format, after having been anonymised (no nominative references to the author's publications, whose name will be replaced by the mention "author"). In case of technical difficulty, contact ticemed12@univ-tln.fr
No communication proposal sent by email will be examined.

You will gradually find all useful information on the conference website: www.ticemed.eu

For any questions, you can also contact:

- Philippe Bonfils : philippe.bonfils@univ-tln.fr
- Philippe Dumas : philippe.dumas@univ-tln.fr
- Emilie Remond : emilie.remond@univ-poitiers.fr
- Bérengère Stassin : berengere.stassin@univ-lorraine.fr
- Ioanna Vovou : vovou@panteion.gr

Scientific Committee :

Etienne-Armand Amato, Université Paris Est Marne-la-Vallée, France
 Abderrahmane Amsider, Université d'Agadir, Maroc
 Nicolaos Bakounakis, Panteion University (Greece)
 Françoise Bernard, Aix-Marseille Université, France
 Khalid Berrada, Université Cadi Ayyad de Marrakech, Maroc
 André Blanchard, Université du Québec en Abitibi-Témiscamingue, Canada
 Philippe Bonfils, Université de Toulon, France
 Kamel Bouraoui, Université Virtuelle de Tunis, Tunisie
 Jean-François Ceci, Université de Pau et des Pays de l'Adour, France
 Jean-François Cerisier, Université de Poitiers, France
 Bernadette Charlier, Université de Fribourg, Suisse
 Anne Cordier, Université de Rouen, France
 Fathallah Daghmi, Université de Poitiers, France
 Philippe Dumas, Université de Toulon, France
 Michel Durampart, Université de Toulon, France
 Cynthia Eid, Université de Montréal, Canada
 Jérôme Eneau, Université de Rennes 2, France
 Olivier Galibert, Université de Bourgogne, France
 Imed Gargouri, Université de Sfax, Tunisie
 Thierry Gobert, Université de Perpignan, France
 Catherine Kellner, Université de Lorraine, France
 Evaggelia Kourti, Kapodistriakon University of Athens, Greece
 François Jost, Université Paris III-Sorbonne Nouvelle
 Brigitte Juanals, Aix-Marseille Université, France
 Michel Lavigne, Université de Toulouse, France
 Sylvie Leleu-Merviel, Université de Valenciennes et du Haut-Cambrésis, France
 Valérie Lépine, Université Stendhal, Grenoble 3, France
 Luc Massou, Université de Lorraine, France

Cathia Papi, Télé Université du Québec, Canada.
Daniel Peraya, Université de Genève, revue DMS, Suisse
Daniel Raichvarg, Université de Bourgogne, France
Émilie Rémond, Université de Poitiers, France
Caroline Rizza, Telecom Paris Tech, France
Carla Serhan, Université de Balamand, Liban
Stéphane Simonian, Université de Lyon 2, France
Brigitte Simonnot, Université de Lorraine, France
Florence Thiault, Université de Lille, France
Farid Toumi, Université d'Agadir, Maroc
Panayota Tsakaretou, Panteion University, Greece
Philippe Useille, Université de Valenciennes, France
Ioanna Vovou, Panteion University, Greece
Carsten Wilhem, Université de Haute Alsace, France

NB : The members of the scientific committee and the organizing committee can send a proposal which will be evaluated, too, in double blind.