

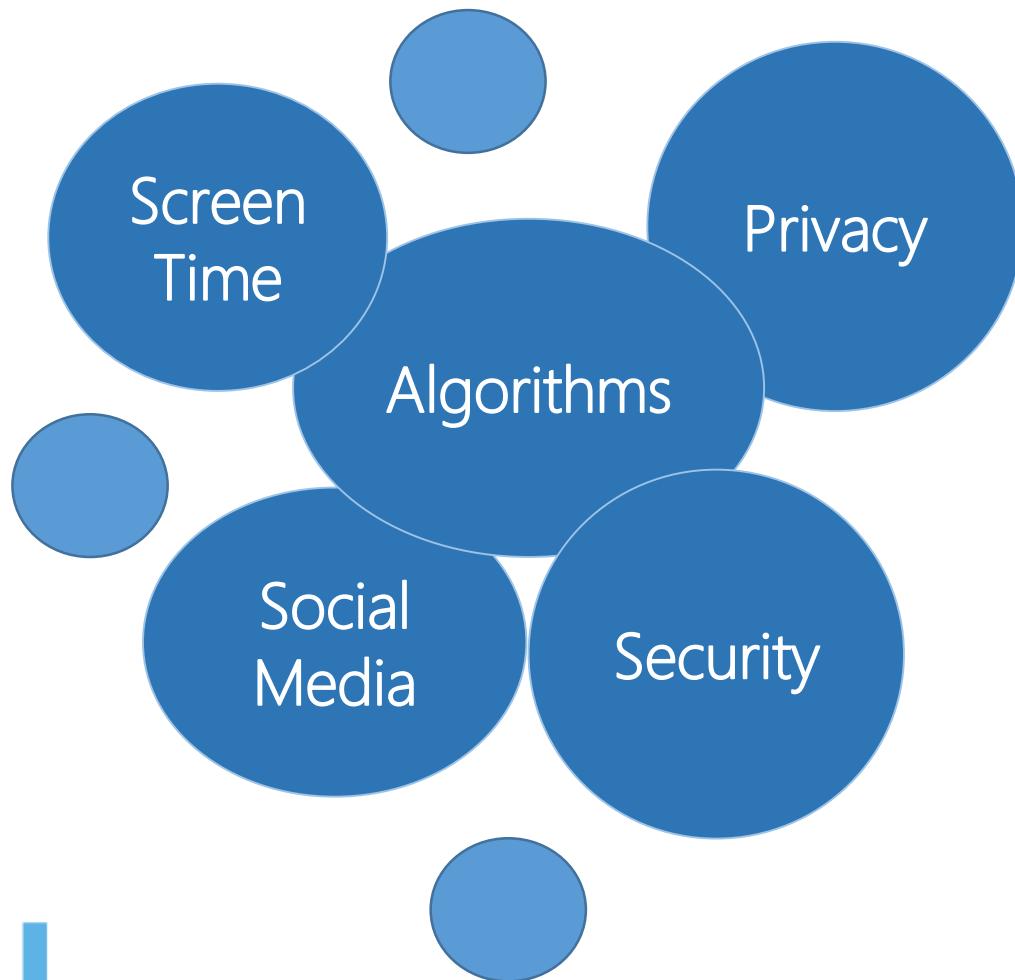


Developing Media Literacy with the Practice of Design Fiction

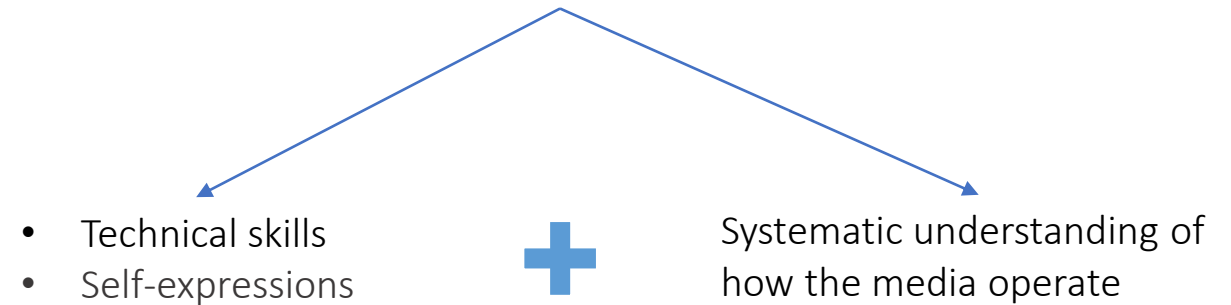
7th September 2022

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- I. Societal Problem
 - II. Research Question
 - III. Theoretical Framework
 - IV. Expected Results
 - V. Axiological Position
 - VI. Questions

I. Societal Problem



Need to develop critical thinking



Buckingham, 2007

- Need to focus media literacy on the development of critical thinking about the broader issues of the media ecosystem
- Need to develop methods to assess critical thinking in media education production activities

II. Research Question

How can design fiction help develop young people's critical questioning of new technologies and media ?



Minority Report, 2002

Design fiction refers to a design practice that uses narrative structures to explore possible futures for technologies.

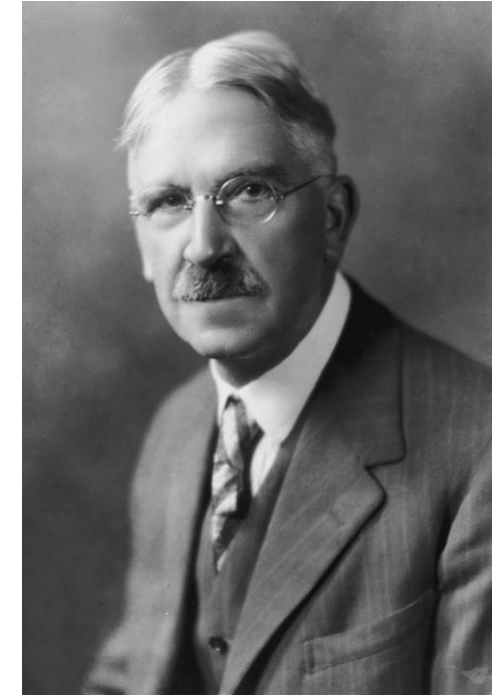
At the intersection of science fiction and speculative design, design fiction is a practice that produces so-called '**diegetic**' **prototypes**, i.e. prototypes that are situated in a fictional world.

III. Theoretical Framework (1)

The concept of critical inquiry to refer to critical questioning

Dewey's theory of inquiry (1938): inquiry is defined as “*the controlled or directed transformation of an **indeterminate situation** into one that is so **determinate** in its constituent distinctions and relations as to convert the elements of the original situation into a unified whole*”.

Cospérec, 2018 : “A type of systematic **questioning** that underlies the educational process, where citizens adopt a **scientific attitude** towards everything as opposed to a **non-critical attitude**” → critical inquiry



III. Theoretical Framework (2)

Developing students' critical inquiry competence from...

Key questions on design fiction

Design fiction practice itself

Principle	Design fiction « texts » as media messages	Design fiction as a design practice
Objective	Decoding design fiction texts	Imagining media technology prototypes
Approach	Key questions models in media education	Inquiry-based learning models



Development of an analysis grid based on the media literacy key concepts



Development of an educational program based on inquiry-based learning models

IV. Expected Results

1. Building **new theories constructs** on the use of design fiction in the world of research and particularly in the field of media education;
2. Developing **design-based research methodology** in the context of media literacy education;
3. Approaching media literacy as a field of **inquiry** rather than as a set of skills that the individual must acquire to develop critical thinking abilities;
4. Developing and sharing an **educational program** based on the practice of design fiction with practitioners;
5. Developing and sharing an **evaluation grid** which assesses the critical inquiry competence with practitioners.



V. Axiological Position



UNESCO

Futures Literacy (FL) is a competency that anyone can acquire. FL seeks to uncover advanced approaches to using the future, to build people's capacity to discern and make sense of complex emergence. Not only does this help overcome fear and antipathy towards the **uncertainty** that is inherent in a **non-deterministic** universe, FL also provides individuals, organisations and governments access to **better understand the world**, and to act in accordance with our values through the consideration of the **richness of experimentation, innovation** and **creativity** that surrounds us.

Being futures literate means knowing that there are different sets of assumptions that generate different kinds of imaginary futures and that these different kinds of future change what is perceptible and actionable.

<https://en.unesco.org/futuresliteracy/>



VI. Questions

What do you think of the concept of Futures Literacy?

How does it fit in with your projects and my research project?

Wouldn't any research project in media literacy be aimed at Futures Literacy?



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Thank you

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