

ReDM²²
MIL
SUMMER
SCHOOL

RESEARCH ON
/DIGITAL
/MEDIA
/INFORMATION
LITERACY

Literacies to revamp, repair, rekindle our world

September 6-9, 2022

UCLouvain, Belgium

Plenary debrief and concluding remarks

Media education activities debrief

Feedback on what was done in each workshop.

Would this activity be adaptable/relevant in your context?

What are the underlying values of these activities? How can they contribute to "repair" the world?

What media education for tomorrow and what role for research?

Concluding remarks

What is digital / media / information literacy?

- Practices? Skills, knowledge and values? Competence?
- A methodology for exploring media / media theory (Mizukoshi, Timár)

Are productive / creative practices a means (method) or a goal ?

Media professionals as educators... being educated (Mizukoshi, Perrot):
Educators and participants in a co-construction relationship

Concluding remarks

What is digital / media / information literacy?

- “Defamiliarizing” oneself (Mizukoshi) ⇔ deconstructing media texts... and platforms and infrastructure ⇔ deconstructing controversies (Lehmans)
- Resisting to being “too governed” (Lehmans inspired by Foucault)
- Creating, participating
- Speculating on media absences (Mizukoshi) or media futures (Wuyckens)
- Espousing and promoting values (e.g. intercultural dialogue)
- Finding one’s one voice (Jenkins) and owning it (vs. plagiarism –Bally) ⇔ recognizing and making manifest (evidentiality) that one is always “standing on the shoulders of giants”

Concluding remarks

Underlying axiologies of literacies

- Personal responsibility $\Leftrightarrow$ Empowerment $\Leftrightarrow$ Capability (how the environment enables individuals) (Timár)
- Horizontal relationship between producers and audiences (Wang)

Requirements for the research process

- Beyond the ethics of compliance, towards the ethics of care and empathy (Pathak-Shelat)
- Leveraging media potential and recognizing media non-participation vs. highlighting limitations (Smit)
- Questioning the historical authenticity of one's methods to examine one's biases
- Developing an insider's perspective (Guzzo, Jacques/Fastrez) : constructing common ground with the research participants by considering researchers and participants have equally relevant (but different) expertise (Mayeur)

Expectations from the research outcomes

- Affecting policy (Bally) - educational policy, media policy...
- Informing digital media design (Vlassenroot)
- Changing social representations: making alternative views on media / technology use and (in)equalities visible

Epiphanies?

Who can describe something that was a revelation to them during the summer school?

The Summer School's philosophy

- A place for exchanges between doctoral students in the field
- A benevolent place oriented towards the co-construction of reflections around individualized projects but also more generally in the fields of Digital/Media/Information Literacy
- An initiative that we hope will be recurrent but evolving, open to current issues in our disciplines
- An entry or reinforcement point for structuring (a ?) community of researchers

Evaluation of the summer school as a method : sessions

Were the workshop formats appropriate for their theme?

Were the instructions for preparing presentations relevant?

Sessions on theory & axiology / methods & epistemology: is this the right way to organize the program?

Was the balance between keynote talks and parallel workshops / between senior and junior presenters adequate?

Was the balance between presentation and discussion adequate?

Did the experts feel comfortable fulfilling their role?

Evaluation of the summer school as a method : organization

Were the information provided clear? sufficient?

Was the work environment adapted and comfortable?

Was the organizing committee available enough?

Was it the time period well chosen?

Was the balance between formal work and informal interactions ok?

If not, what could be do better?

thank you!