Instructions for participants

Poster

Date:	September 12, 2016, 5:00 PM CEST (hour to be confirmed)
Goal:	General presentation of your doctoral project. The goal of the poster session will be to allow all participants to the summer school to gain a common shared knowledge of the doctoral research work presented in the sessions of September 13-14. The posters will be put on display in the conference room, and each phd student will be available to answer the questions of the participants regarding their own poster.
Contents	Your poster should ideally cover the four following aspects, preferably each in a dedicated section: 1. Societal issue or stake your thesis aims at addressing; 2. Research question(s), hypotheses (in the case of a hypothetico-deductive approach) and theoretical framework of your thesis; 3. Method (data collection and analysis); 4. Expected results: usefulness of your research, either from a research perspective, or from a societal perspective (e.g. for the world of education, for the political world, for the media industry...).
Preferred format:	A0 (841 × 1189 mm) or Arch E (914 × 1219 mm), preferably in portrait mode

Wokshop #1: Media literacy and media education research questions and conceptual frameworks

Date:	September 13, 2016, 10:15 AM CEST (hour to be confirmed)
Session format:	Parallel roundtables with discussants (one phd student presents their research in each roundtable)
Goal:	Presentation of your initial research questions and its conceptual framework. This workshop aims at discussing issues related to the formulation of the research question and the development of the conceptual framework of your thesis.
Contents:	A short presentation (15 minutes), with slides (preferably in English): ● of the societal problem which your research addresses; ● of your research question, stating how it seeks to formulate answers to this question, and its associated hypotheses (if applicable); ● of the conceptual framework that underlies this question, eliciting its theoretical foundations; ● of the way your research question is situated in the larger field of media literacy and media education research, as you perceive it; ● of one to three questions you ask yourself regarding the quality of your research questions and its theoretical grounding.

Workshop #2: Media literacy research methods

Date:	13 septembre 2016, 3:15 PM CEST (hour to be confirmed)
Session format:	Panel discussion based on presentations following a pre-established outline
Goal:	Presentation of different methods of media literacy research allowing the articulation of the description of media practices and uses with the analysis of associated competences. This workshop aims at confronting these methods and discuss their merits and limitations. To support the dialogue between presentations, participants are asked to follow a pre-established outline.

Contents:	A presentation (20 minutes), with slides (preferably in English), in which we ask you to:
	
	1. Provide a description of your research method: collected data, corresponding concepts data collection method, data analysis method;
	2. Answer the following question: <u>"How does your method allow you to go from the description of media uses to the description of media competences ?"</u>
	3. To this end, answer the following three sub-questions :
	   a. What are the conditions under which the collected data inform you reliably on what you seek to observe? In particular, the conditions under which the description of media uses inform you on the competences you study.
	   b. To what extent does your method allow to redefine your research question?
	   c. How does your method consider the relationship to the media user, i.e.:
	     i. One the one hand, how does it integrate their perspective, or considers them as as a partner of the analysis, or gives them the opportunity to learn or receive feedback from the researcher?
	     ii. On the other hand, how does it take the role and influence of the researcher-as-observer on its object into account?
	
	If one of these points cannot be answered for the proposed method, simply signal it as part of your presentation, and explain why.

Workshop #3: Media education research methods

Date:	September 14, 2016, 10:15 AM CEST (hour to be confirmed)
Session format:	Panel discussion based on presentations following a pre-established outline
Goal:	Presentation of different methods of media education research allowing the articulation of the description of pedagogical objectives with the measurement of educational effects, or to evaluate how media educators perform this articulation. This workshop aims at confronting these methods and discuss their merits and limitations. To support the dialogue between presentations, participants are asked to follow a pre-established outline.

Contents:	A presentation (20 minutes), with slides (preferably in English), in which we ask you to:
	
	1. Provide a description of your research method: collected data, corresponding concepts data collection method, data analysis method;
	2. Answer one of the two following questions:
	    a. If your research focus is on the assessment of media education (ME) initiatives: how, as a researcher, do you articulate the description of the pedagogical objectives of these ME initiatives with the measurement of their educational effects?
	    b. If your research focus is on the teaching practices of media educators, how do the media educators you observe articulate the description of the pedagogical objectives of their teaching practices with the measurement of their educational effects?
	3. To this end, answer the following three sub-questions :
	    a. What are the conditions under which the collected data inform you reliably on what you seek to observe? In particular, the pedagogical objectives, the educational effects, the "pedagogical triangle" (learner, teacher, contents).
	    b. To what extent does your method allow to redefine your research question? (i.e. revise how the object of the assessment is conceptualized)
	    c. How does your method consider the relationship to media educators, and support their educational practices? Or how does your method contribute to increasing the level of media literacy of the learners?
	
	If one of these points cannot be answered for the proposed method, simply signal it as part of your presentation, and explain why.

Workshop #4: Relevance and social usefulness of media literacy and media education research

Date:	September 14, 2016, 3:15 PM CEST (hour to be confirmed)
Session format:	Speed-dating: successive individual meetings between phd students and experts.
Goal:	Explore the social usefulness and the capacity of media literacy / media education research to yield results that are relevant for one or several of the four following worlds: ● World of education ● World of policy making ● World of the media industry ● World of research

Contents:	1. Among the four following worlds, choose at least two for which you wish to discuss the usefulness and relevance of your own research.
	    a. World of education
	    b. World of policy making
	    c. World of the media industry
	    d. World of research
	
	Let us know your choices here (**now!**): http://doodle.com/poll/y4wg5pkthb4nn5ht
	
	2. Prepare a brief presentation (5 minutes) of the usefulness of your research for <u>each</u> of the chose worlds. These presentations will be given orally (i.e. without slides).
	3. On location, at the summer school:
	    a. PhD students and experts of the different worlds will be paired, and have a one-on-one conversation, beginning by the PhD student's presentation.
	    b. Every 30 minutes, the PhD student sees another expert, and starts the conversation over.