

MEDIA EDUCATION AS A PRACTICE- BASED FIELD OF STUDY: FRAMING THE INQUIRY

Sirkku Kotilainen, Ph.D., professor
University of Tampere, Finland

FRAMEWORKS OF INQUIRY

(FOLLOWING MERTENS 2005)

Positivist, postpositivist: **WHAT?** Positivists aim to describe nature as such through research. Postpositivist worldview come closer the interpretivist.

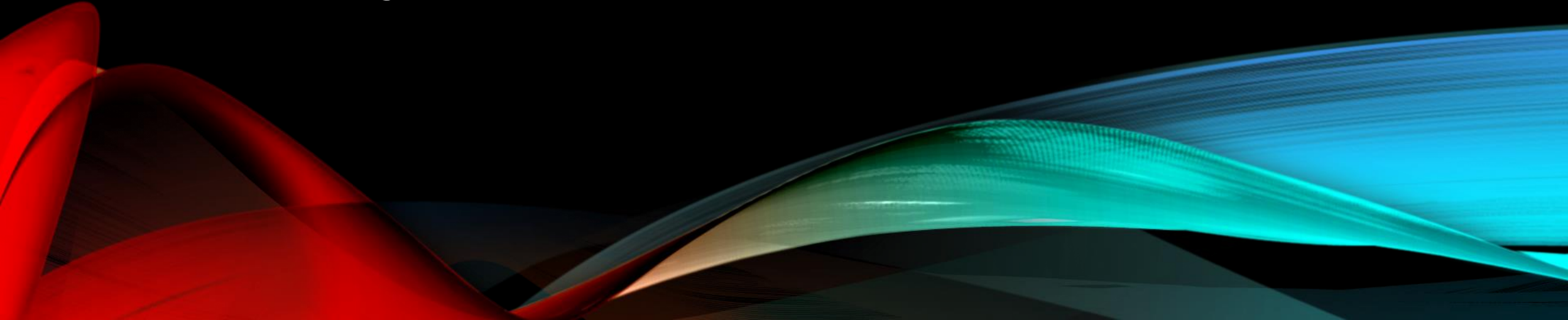
Interpretivist: **HOW?** Interpretivist aim to understand the constructive nature of reality and science.

Transformative: **WHY?** Transformative inquiry aim to transform the constructive reality through critical research.

Pragmatist: **HOW? WHY? WHAT?** Pragmatist inquiry can be seen as part of transformative aiming to change and development through practice-based, critical research.

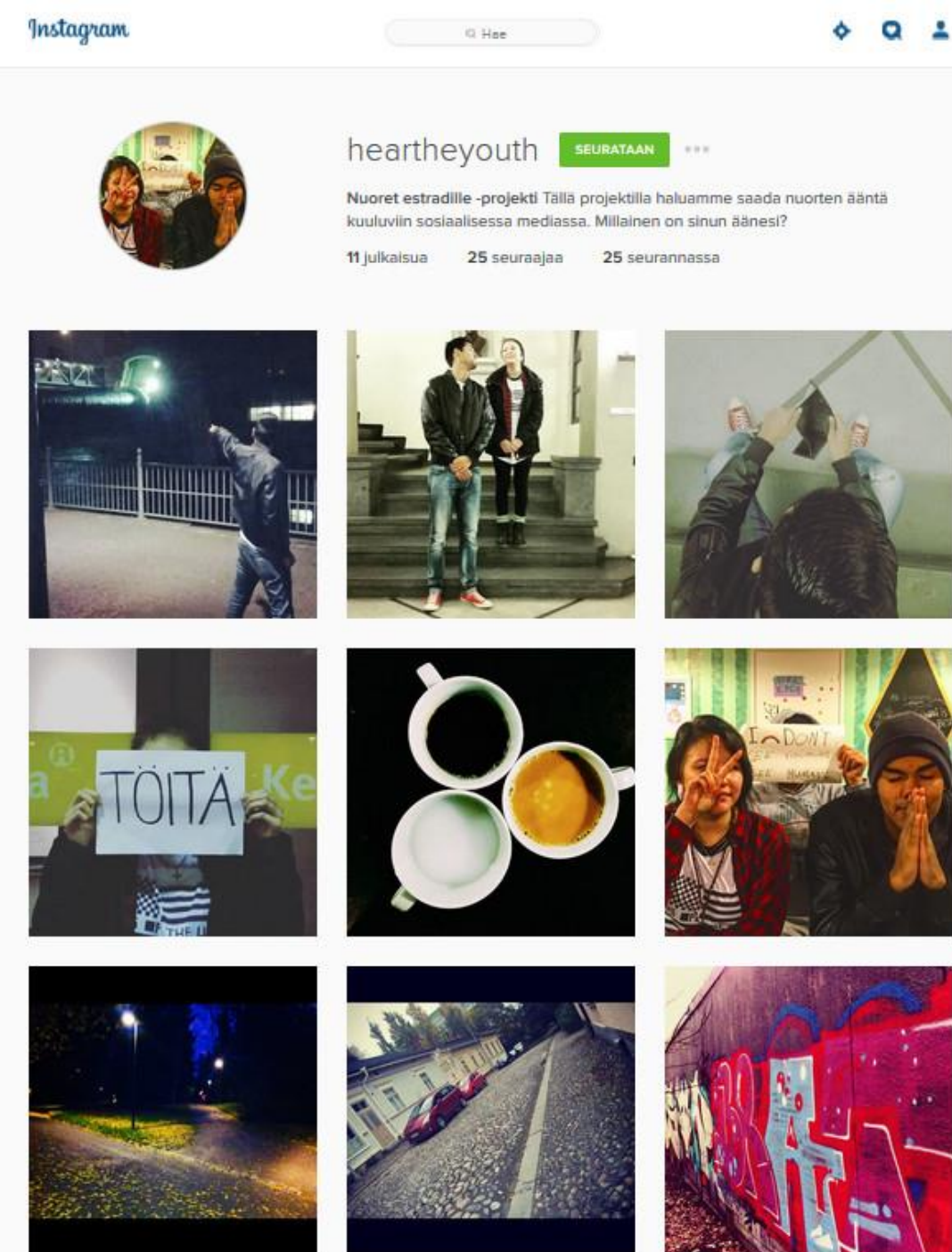
YOUNG PEOPLE IN THE LIMELIGHT STUDY: VULNERABLE YOUNGSTERS IN FOCUS

- At the transition phase in between comprehensive school and upper secondary education
- At edge of dropping out of schooling and society, such as immigrated, unemployed, depressed, dyslexic



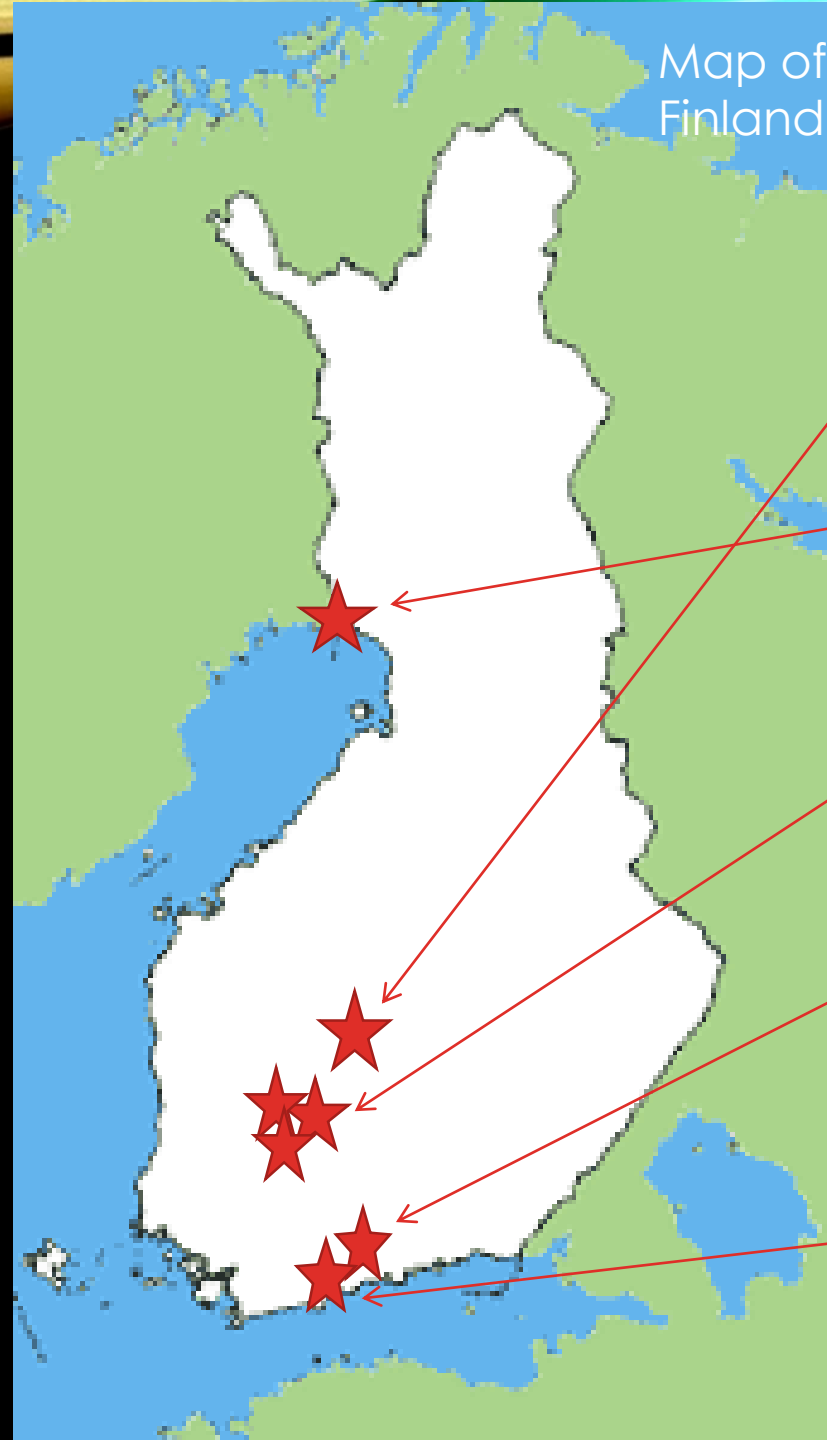
AIMS OF THE STUDY

- To **understand** the challenges young people face in multiliteracies and participation (*interpretivist*)
- To **develop** media education in youth work for the young having a voice (*pragmatist: change in pedagogic practices*)
- To **transform** the research and empower the young by participatory co-researching with the young participants (*transformative: change the reality*)



Seven subprojects around Finland: products

- Youngsters' media-based art work
- Publications in social media and mainstream media.



Workshops (7):

Multia, 1700 inhabitants
Theater and media

Tornio, 22 000 inhabitants
Film and video

Tampere, 215 000 inhabitants
Photography (3 workshops)

Vantaa, 215 000 inhabitants
Creative writing in social media

Espoo, 270 000 inhabitants
Photography

A DIGITAL TOOL INCLUDED TO THE STUDY

Collaboration with Demola 2016-2017:

Together with university students (it and media education) and media organizations the research project will produce a digital learning application / tool or such for youngsters' help to participate, create and publish, based on the results.

<http://tampere.demola.net/>

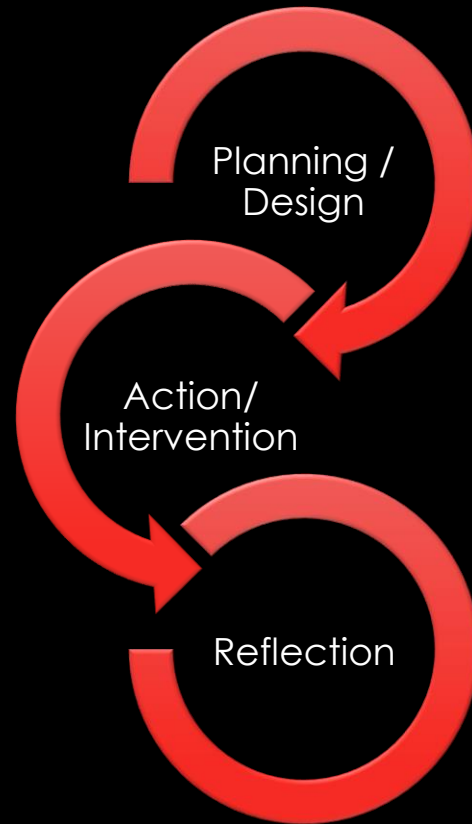
PARADIGMS, METHODS AND TOOLS

(MCKENZIE & KNIPE 2006)

Paradigm	Methods (primarily)	Data collection tools (examples)
Positivist/ Postpositivist	Quantitative. "Although qualitative methods can be used within this paradigm, quantitative methods tend to be predominant . . ." (Mertens, 2005, p. 12)	Experiments Quasi-experiments Tests Scales
Interpretivist/ Constructivist	Qualitative methods predominate although quantitative methods may also be utilised.	Interviews Observations Document reviews Visual data analysis
Transformative	Qualitative methods with quantitative and mixed methods. <i>Contextual and historical factors described, especially as they relate to oppression</i> (Mertens, 2005, p. 9)	Diverse range of tools - particular need to avoid discrimination. Eg: sexism, racism, and homophobia.
Pragmatic	Qualitative and/or quantitative methods may be employed. Methods are matched to the specific questions and purpose of the research.	May include tools from both positivist and interpretivist paradigms. Eg Interviews, observations and testing and experiments.

CYCLES OF ACTION RESEARCH

(F.EX. REASON AND BRADBURY 2006)



SOME RESULTS OF OUR STUDY: FOCUS ON RESEARCH ETHICS


Informing Assuring the youth understanding of
a study; Inclusions of vulnerable

Privacy Definition of private and public;
Illusion of privacies

Anonymity Authorship and copyright;
Beneficience



SOME CONCLUSIONS OF OUR STUDY

- Too much protection? Limiting chances for empowerment?
 - 'Ethics as a process' (Cutcliffe & Ramcharan 2002)
 - We argue for involving young participants in decision-making on privacy, confidentiality and anonymity (participation! Cf. Carpentier 2011; Percy-Smith & Thomas 2010)
 - Participation is about practising self-determination as well!
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SELECTED REFERENCES

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SEE FOR MORE...

- A research blog (in Finnish/English)
<http://blogs.uta.fi/mediakasvatus/category/nuoret-estradille-hanke/>
- Facebook page (in Finnish)
<https://www.facebook.com/nuoretestradille/>
- Twitter (in Finnish) @NuoretEstradil #nuoretestradille