



University of the
West of England



Art : Design : Media
Subject Centre

The Challenge of New Media: Teaching and Learning in the New Media Ecology

A one day forum collaboratively organised by
ADM-HEA and UWE



Photo: Deborah Weinreb

Friday, 12 December 2008
9.30 – 4.45

WATERSHED

The Watershed Media Centre
1 Canon's Road, Harbourside, Bristol, BS1 5TX

**The Challenge of New Media:
Teaching and Learning in the New Media Ecology**

Programme

9.30	Registration and coffee	Waterside 3
10.00	Introduction to the issues Professor Martin Lister , Department of Culture, Media, and Drama, Faculty of Creative Arts, UWE, Bristol	Cinema 3
10.15	The Case for a Media Studies 2.0: 'Ask the Audience' and 'Say What You See'? ... Time to Upgrade Media Studies. Dr William Merrin , Head of Media Studies, Swansea University	
10.35	A Response to the Case for a Media Studies 2.0. : 'Straw Men or Cyborgs?' Professor Jon Dovey , Department of Culture, Media, and Drama, Faculty of Creative Arts, UWE, Bristol	
10.55.	Questions and discussion	
11.30	Coffee	Waterside 3
11.45	Case Studies: New Media and the Curriculum 2 parallel sessions (<i>See pages 4 & 5 for more details</i>) Session 1 - Digital Culture: a case study in implementing Media Studies 2.0 Marcus Leaning Session 1 - Teaching and Research as Media Production. Andrew Dewdney Session 1 - Journalism education in the age of YouTube: Two steps forward, one step back? Martin Hirst Session 2 - Convergence Culture: The Importance of Knowing about Not Knowing Jon Wardle Session 2 - 'Urban Classroom Culture and Interaction' (Our future students?) Caroline Dover Session 2 - Producing a Web-Drama: a Web 2.0 project: old genre/new cultural form? Jon Dovey	Waterside 1 (Session 1) Cinema 3 (Session 2)

12.45	Plenary	Cinema 3
1.15	Lunch	Waterside 3
2.15	<p>Panel: The Student Experience <i>(See page 6 for more details)</i></p> <p>FILMOBILE >> Mobile Media Max Schleser</p> <p>Teaching media studies to multimedia scientists Einar Thorsen</p> <p>'Just gaming' (Our future students?) Julian McDougall</p> <p>From Film studies to Media Ecologies Sy Taffel</p>	Cinema 3
3.15	2 discussion groups	Waterside 1 + Cinema 3
3.45	Tea	Waterside 3
4.00	<p>The Media and Communications Subject Profile Report</p> <p>Stephen Mallinder, Project Manager and Researcher, ADM-HEA</p>	Cinema 3
4.15	Plenary	
4.45	Ends	

11.45 – 12.45
Case Studies: New Media and the Curriculum
2 parallel sessions

Session 1
Waterside 1

Digital Culture: a case study in implementing Media Studies 2.0

Marcus Leaning, Senior Lecturer, School of Creative Arts and Humanities, Trinity College, University of Wales.

Digital Culture is a third year undergraduate module offered to students on a Media Studies degree at Trinity College, Carmarthen. The course explores and critically examines a number of concepts through and in new media. Thus we (and I say 'we' as I sought the students' ideas on what topics we should explore) have looked at issues such as: ownership, rights and 'copy left'; experts and us; mix, mash up and make; personal broadcasting; ubiquity; 'being me', intimacy and 'friendship'.

Teaching and Research as Media Production

Andrew Dewdney, Professor of Media Education, Faculty of Arts and Human Sciences, London South Bank University

This case study will focus upon the development, since 2000, of an undergraduate arts and media scheme, based upon digital technology at London South Bank University. The case study will touch upon issues of the conditions of knowledge and teaching, vocationalism, praxis and critical reflexivity.

Journalism education in the age of YouTube: Two steps forward, one step back?

Martin Hirst, Associate Professor and Curriculum Leader, Journalism, School of Communication Studies, AUT University, Auckland. He currently holds an Erasmus Mundus teaching fellowship at the Department of Journalism and Publishing at City University London.

Journalism schools around the world are coming to terms with convergence. It is a process of combined and uneven development in which the role of Web 2.0 in the journalism curriculum is still problematic. The debate is informed by a number of economic, structural, cultural and ideological contradictions inside and between the news industry and the j-school. There are obvious global tendencies and any number of local, regional and national responses to convergence in the news industry. The same is true of journalism education and research.

11.45 – 12.45
Case Studies: New Media and the Curriculum
2 parallel sessions

Session 2
Cinema 3

Convergence Culture: The Importance of Knowing about Not Knowing

Jon Wardle, Director of the Centre for Excellence in Media Practice, The Media School, Bournemouth University

This case study argues that for students to grasp fully the concept of convergence, they must first move from dependence upon authority to self-authorship. It reports on findings from the work of CEMP (Centre for Excellence in Media Practice) in developing two online, work-based Masters programmes.

'Urban Classroom Culture and Interaction' (Our future students?)

Caroline Dover, Research Fellow, Communications & Media Research Institute, University of Westminster.

This research connects four topics seldom studied together – talk, ethnicity, education and media/popular culture - and the research team involved specialists in linguistics, sociology, education and media studies. Some of its findings were that: *popular and new media culture permeates many urban classrooms; digital media culture is increasing as an unofficial influence at school; popular media culture gets drawn into the negotiation of individuals' peer-group relationships and status in many different ways.* (The UCCI project was funded as part of the ESRC's Identities and Social Action Programme.

Producing a Web-Drama: a Web 2.0 project: old genre/new cultural form?

Jon Dovey, Professor of Screen Media, University of the West of England, Bristol and **Rick Lander**, freelance producer.

This project suggests that the production of 'web-native' media can be a way of engaging students with the features that constitute the so-called Web 2.0, with implications for the emerging relationships between university media education, web producers, the creative industries, web economics and the nature of its 'audiences'.

2.15 – 3.15

Panel: The Student Experience

4 presentations, followed by 2 discussion groups each reporting back to plenary

FILMOBILE >> Mobile Media

Max Schleser is a London-based filmmaker, currently undertaking a PhD at the Centre for Research and Education in Arts and Media (CREAM), University of Westminster.

Max will talk about the research process leading up to the FILMOBILE network and showcase some of his students work produced in the new Mobile Media course. FILMOBILE is a network project bringing together the mobile phone industry, filmmakers and artists working with mobile devices. Max will outline how the research informed the new course in mobile media production, which he is teaching at the Limkokwing University of Creative Technology.

Teaching media studies to multimedia scientists

Einar Thorsen, Lecturer in New Media and Multimedia Journalism at the University of Teesside and PhD candidate in Journalism Studies at The Media School, Bournemouth University.

The role of media studies within a BSc in Electronic Imaging and Media Communications, University of Bradford in which theoretical perspectives were balanced with the science of media technology and media practice. The programme was concerned with both traditional and new media technologies, although the focus was very much on the latest innovations. While the theoretical modules taught conventional media studies, students were assessed on the critical application of this theory to their own work - giving a strong focus on applying conventional theory to contemporary (or even cutting edge) media products and practices.

'Just gaming' (Our future students?)

Julian McDougall, Head of Creative Arts / Reader in Media and Education, Newman University College

A completed research project called 'just gaming' looking at literacy practices in relation to Grand Theft Auto 4 with 16/17 year olds. My argument is for a return to a Cultural Studies approach to media education, looking at what people do and how they engage with GTA4 rather than the game as a 'text' for study.

From Film studies to Media Ecologies

Sy Taffel, PhD Student and visiting lecturer at the Department of Drama: Film Theatre and Television, University of Bristol.

Coming from a traditional film and theatre undergraduate course, my experience and frustrations with a mode of pedagogy largely driven by textual analysis has led me to conduct postgraduate research into media ecologies, an interdisciplinary mode of investigation concentrating on the affordances and capacities for action created by media, understanding media not as a series of closed textual encounters but as complex open systems situated within wider ecologies of self, society and the environment.