

# MEKiS – Media Literacy in residential child care institutions

## Team

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# MEKiS – Media Literacy in residential child care institutions

## **Project 1 (2016/2017): Empirical Study**

- Quantitative online survey (361 professionals / 125 institutions)
- six qualitative workshops

## **Project 2 (2017/2018): Development of Instruments**

*Module 1:* 20 exercises for active media work

*Module 2:* law information

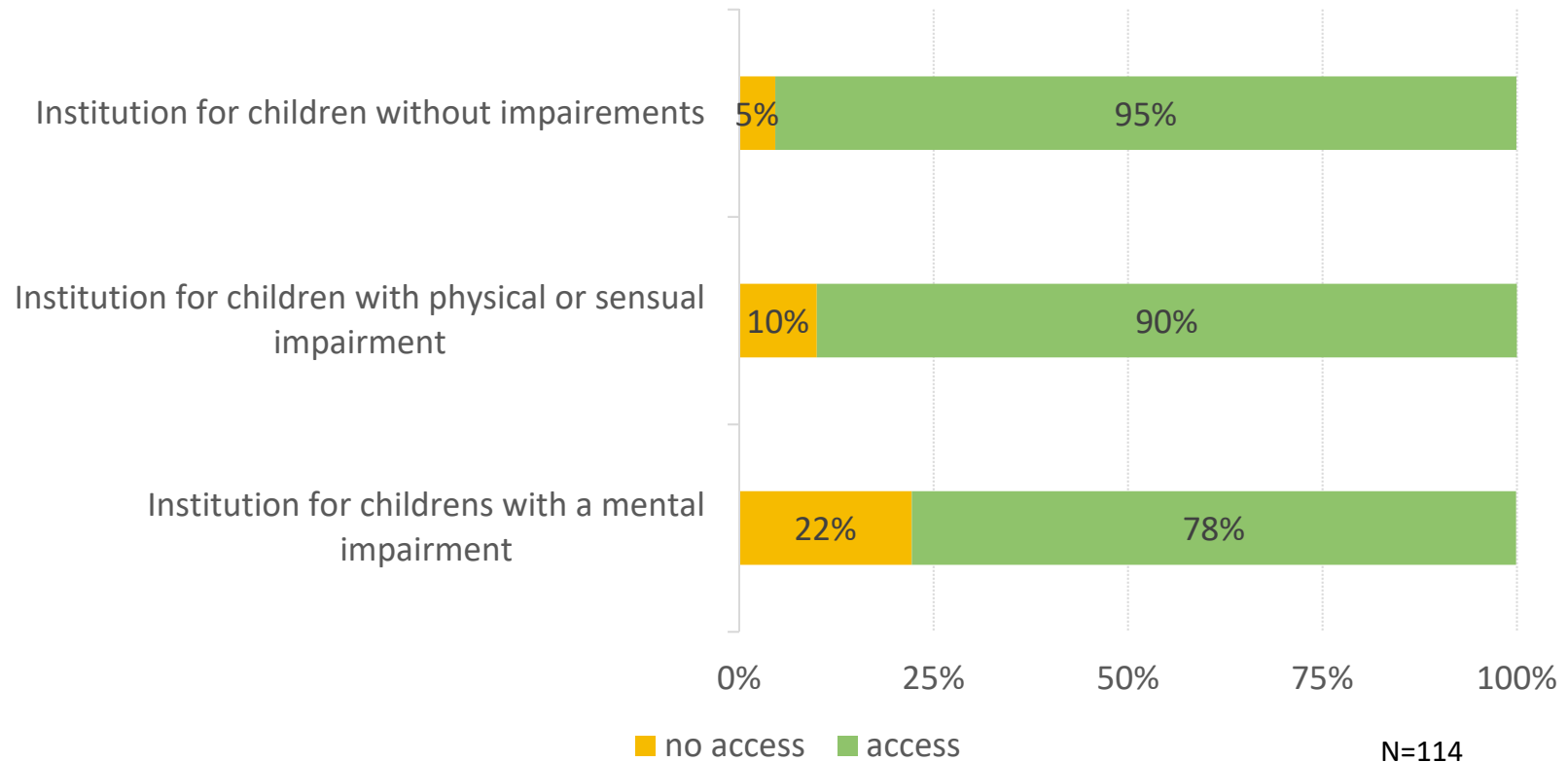
*Module 3:* guidelines for a concept of media education

# Access



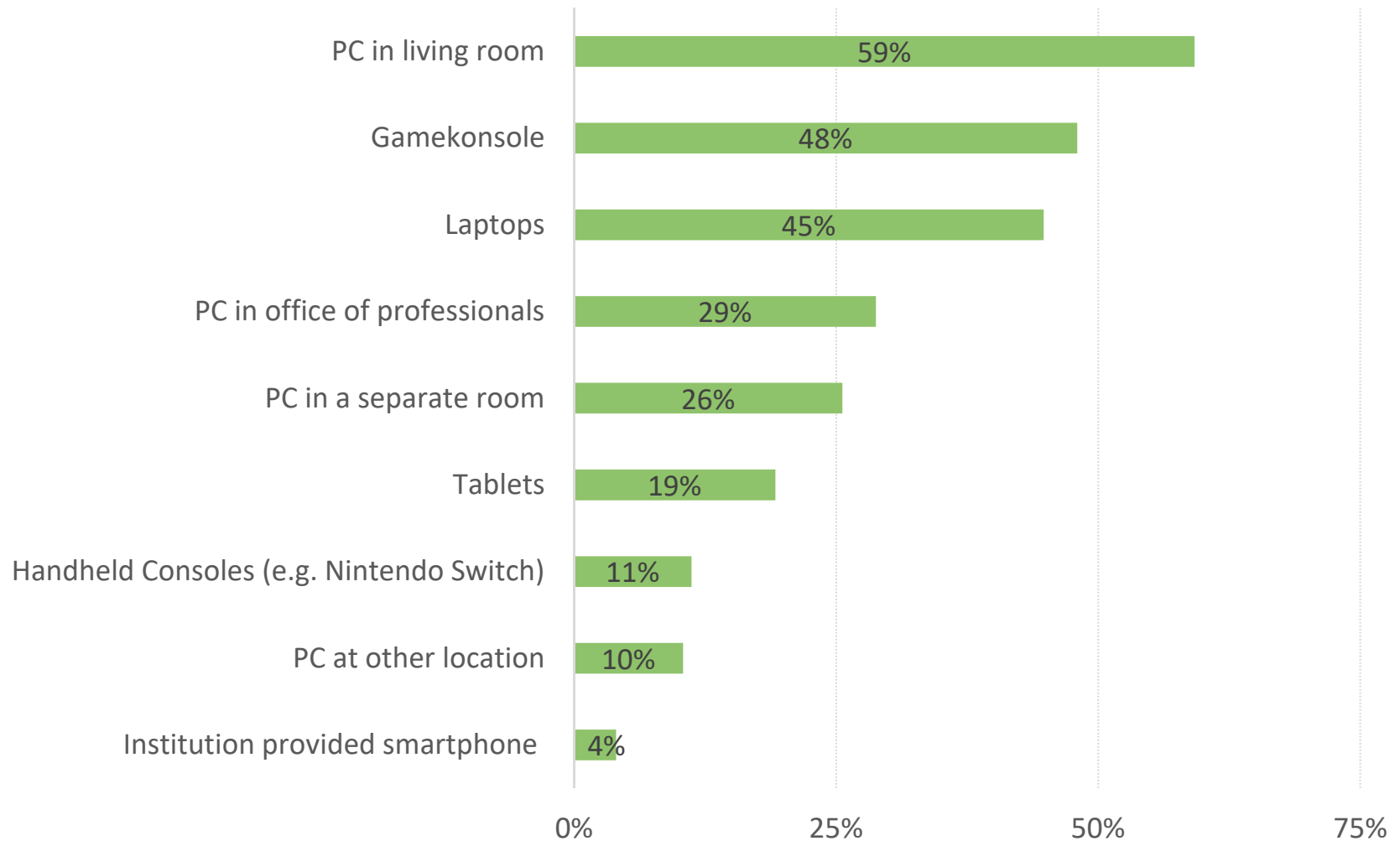
## Internet Access for children / adolescents in the institutions

10% of the participation institutions do not grant access to the internet free of charge for children /adolescents



This applies to 18% of all children /adolescents looked after in the participating institutions

## Digital infrastructures available for the children / adolescents

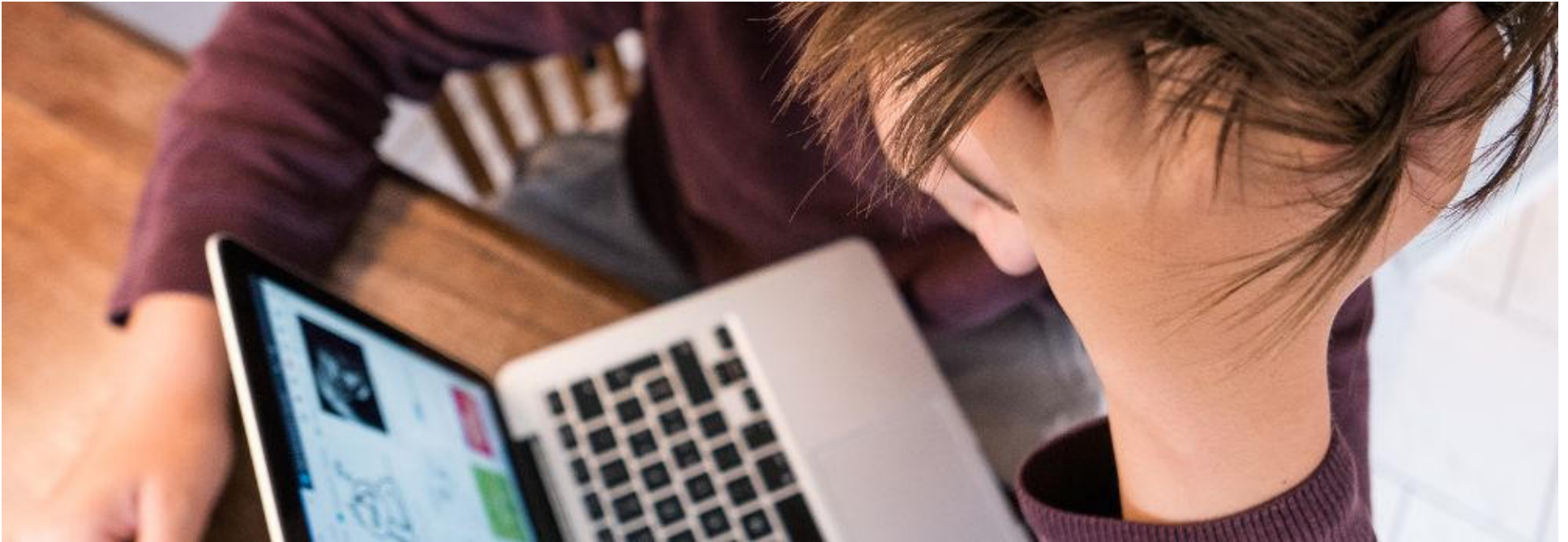


## Recommendation I

**To grant broadband access to the internet free of charge for the children / adolescents**

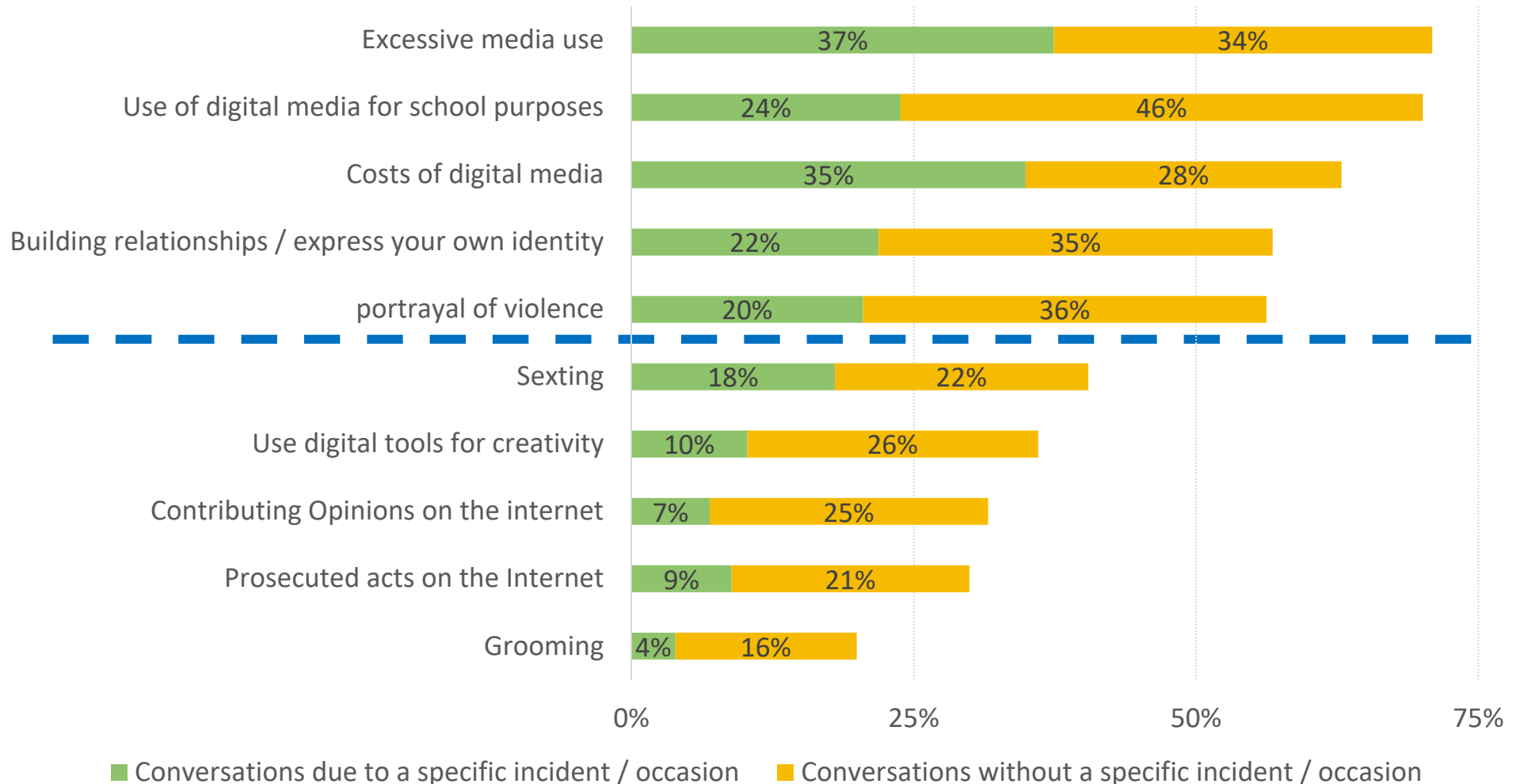
- Digital inclusion
- Support and regulations

# Support



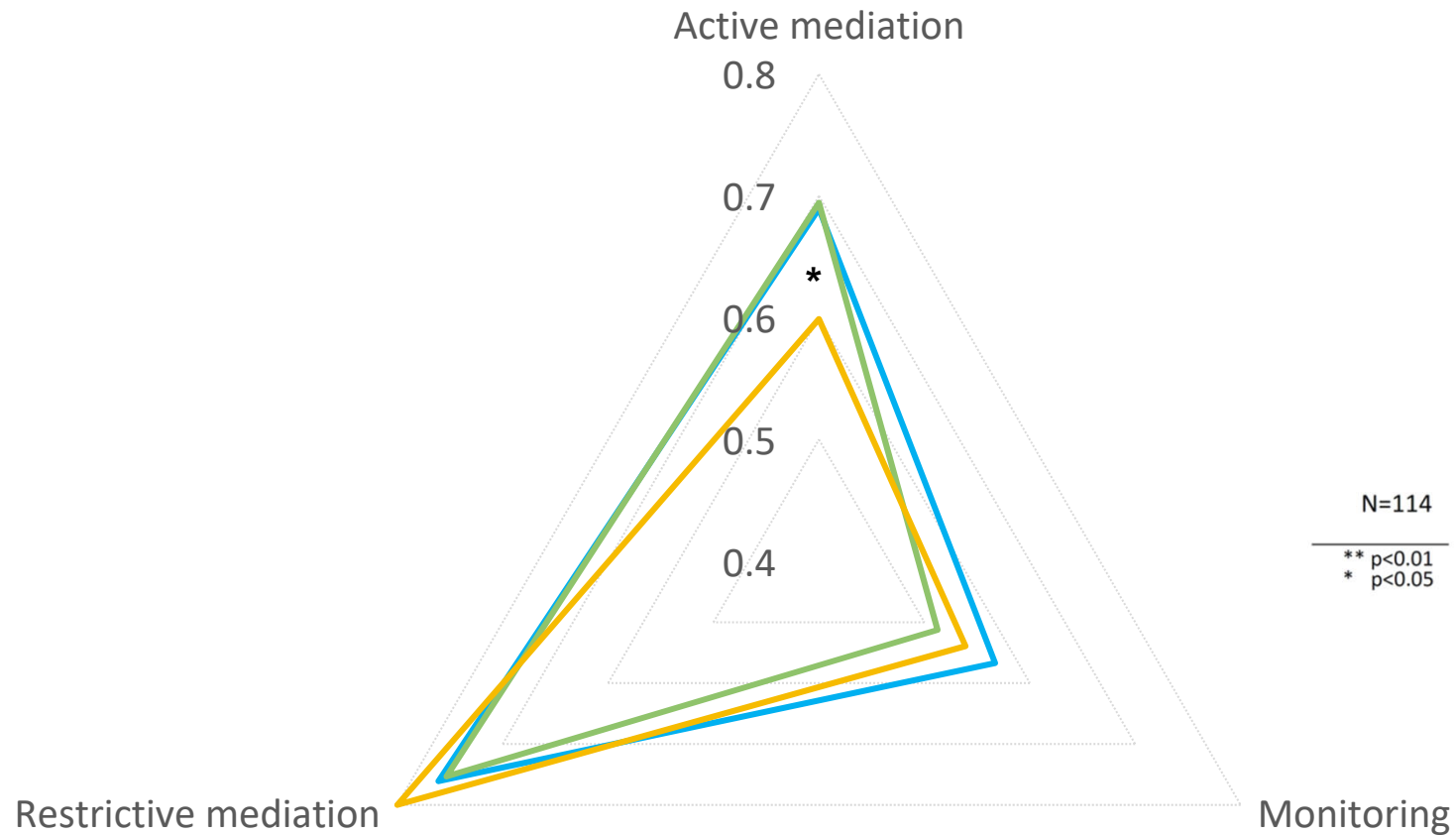


## Discussions between professionals and children / adolescents in the last three months (top five – last five)





## Media ducation



- Institution for children without impairments
- Institution for children with physical or sensual impairments
- Institution for childrens with a mental impairment

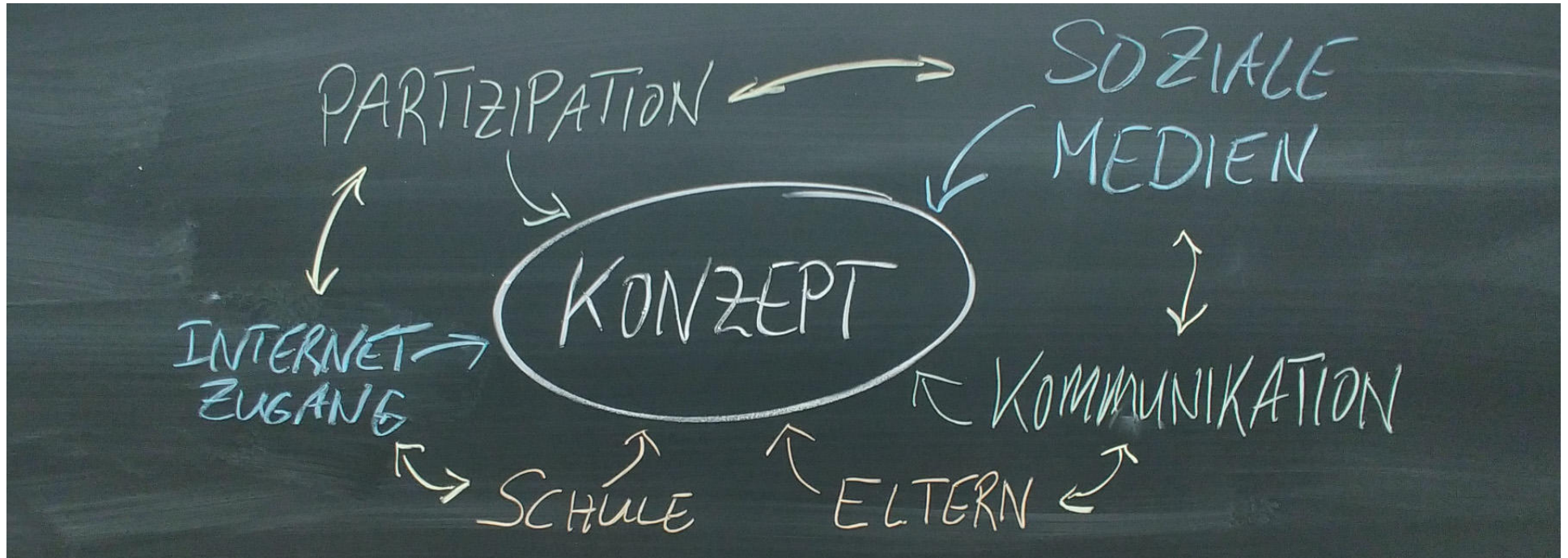
## Recommendations II & III

**To actively support and educate with regard to media («media education»)**

**To include activating and creative approaches («active media work»)**

- Infrastructure
- Temporal and financial resources
- Conceptual basics

# Concepts



## Frequency of concepts and media education activities

- 54% of the institutions have a media education concept
- There are huge differences what is meant by a media education concept
- 21% of the children and adolescents were involved in the development

## "Effects" of media education concepts

Institutions with a media education concept ...

- ... practice media education activities more often
- ... rate the team culture and institution culture towards digital media more positively
- ... cooperate more frequently with parents with regard to media
- ... have more media related networks with external organisations as police and schools

## Recommendations IV & V

**To develop a media education concept  
(including discussion about attitudes!)**

**Thereby to include children, parents  
and professionals**

- Temporal and financial resources
- Adaptation to situation of the institutions
- "Living" concept

**"In today's society, you are always connected and linked together. If you're not up to date, you're getting in difficulties, therefore this is the most important thing to me. "**

Lou, 18

Translated from: Heeg, R. et al. (2018).

**Protection – Provision – Participation**



# Activities and goals



- ▶ 20 activities
  - ▶ Based on Active Media Education
  - ▶ Enhancing media competence in daily life
- 

# General framework

## Technical requirements

- own devices
- preferably Android and OS
- work with a laptop

## Target group

- social pedagogues
- can be adapted according to
- the needs of different groups of clients

## Time frame

- 1-2 hours
- modular set-up, different possibilities to combine content

## Finances

- max. 20 CHF

## Prerequisite

- Simple
- accessible
- little training needed

## Purpose of the goals

- must be beneficial for teenagers

# Mediated reality



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## **Theme: Manipulation of images**

Are photos telling the truth? In this task children get the possibility to experiment with photography without using software or apps. By experimenting with photography the children assess images and their relationship to reality.

[www.mekis.ch](http://www.mekis.ch)



# Mediated reality

## **Goals**

By designing and manually manipulating images, children explore the design possibilities of images and visual language. The effect of visual communication can be experienced. The difference between the representation of reality and reality is reflected. The possibilities of image manipulation can be discussed on the basis of the photos made by the children.

**Participants:** 8- 12 years (max. 10 persons)

**Duration:** 2 hours

# Mediated reality

## Technical demands

The children work in dyads. Each dyad needs two smartphones or a smartphone and a camera. For the presentation of the pictures, made by the children a laptop / PC (plus projector) is required.

In addition to the smartphones / cameras the children get the following objects:

a mirror, sunglasses, magnifying glass, transparent film, a water can, a glass, paper, pens, etc.

# Mediated reality



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# Mediated reality

## Drain

The children are asked to take photos with help of the above objects:

- Photo through transparent film.
- Photo through transparent film sprayed with water.
- Photo of a photo: Make a photo with the smartphone of person a, where you can see just the eyes and a small part of the face. Then person b holds the smartphone in front of his face. Take the second picture. (See the photo above).
- Photo through magnifying glass.
- Photo through sunglasses.
- Photo through a glass.
- Photo through a mirror, where you can see the a person twice.

Before the children start taking pictures it can be helpful to watch examples with them.

[www.mekis.ch](http://www.mekis.ch)



# Mediated reality

## Drain

After the photos are taken, they will be presented. The following questions can be discussed:

- What title do you give the picture? Why?
- Is this reality?
- What is reality?
- How did you design the pictures?
- Is design and manipulation the same or are there differences?
- What other possibilities of manipulation do you know?
- Why and in what contexts are images manipulated?

After the session with the children the pictures can be printed, framed and hung up in the institution.

## Literature

Davies, T., et al. (2011). Rethinking Responses to Children and Young People's online Lives. EU Kids Online 2 Final Conference. London, London School of Economics and Political Science.

Heeg, Rahel, Genner, Sarah, Steiner, Olivier, Schmid, Magdalene, Suter, Lilian, Süss, Daniel (2018). Generation Smartphone. Ein partizipatives Forschungsprojekt mit Jugendlichen. Hochschule für Soziale Arbeit FHNW und ZHAW Zürcher Hochschule für Angewandte Wissenschaften.

SODK (2016). Empfehlungen der Konferenz der kantonalen Sozialdirektorinnen und Sozialdirektoren (SODK) für die Weiterentwicklung der Kinder- und Jugendpolitik in den Kantonen. Bern

Steiner, O., et al. (2017). MEKiS - Medienkompetenz in stationären Einrichtungen der Jugendhilfe. Basel/Olten, Hochschule für Soziale Arbeit FHNW.