universität innsbruck

Film education goes digital? Frankfurt / Main

deutsches filminstitut filmmuseum

Do Current Educational Strategies Help to Unterstand Visual Content?

Dr Petra Missomelius, Assistant Professor
Institute of Media, Society and Communication
University of Innsbruck

Digitalisation

and (moving) image cultures

Changes in light of digitalisation

Film reception in media studies: aesthetic experience of film as an educational process with regard to oneself and the world at large (French Cinéphile / Balázs, Bergala, Henzler)

Media convergence -> transversal media system (Leschke 2010)

The boundaries between media have eroded

The transversal media system has replaced individual media

Media production is increasingly indifferent as to type of media (such as trimedia, a synchronous production of radio, television and web content)

Subsuming film under digitisation implies that film has merged with digital forms and thus made itself obsolete.

Replacement by media form

The medium of the cinema film -> (digital) images, graphic art, simulations and moving images -> container term (moving) image

media forms

Media forms and their use in schools:

"Evaluation according to the school marking system, group work, caricatures in school books, brainstorming, mind maps (concept maps), etc. Hip-hop rhythms for learning purposes, Web quests, the creation of teaching/learning sequences with freely available game engines, collaborative writing with wikis, etc." (Hug 2014)

Example: Media form of the remix. William J. Mitchell 1992 in *The Reconfigured Eye*, "We have entered the age of electrobricollage."

ProdUser

From the film experience of a cinéphile to

active media users

Distance to or taking over real events by
photographing and filming them with camera and mobile phone

Appropriation strategies

(Moving) images and education

These functions of the image can be made productive in an educational context:

1. Bringing order to the visible by framing, composition, setting boundaries to the outside and to the inside

2. Making something absent to be present

Images are thought to have an innate illustrative function

There is always something absent (the front and back side of the image)

Media theory

Friedrich Kittler: Humans are a part of a multimedia system and only see in technical circuitry and programmes.

"Media determine the situation, which (despite this or because of it) deserve a description" (Kittler 1986)

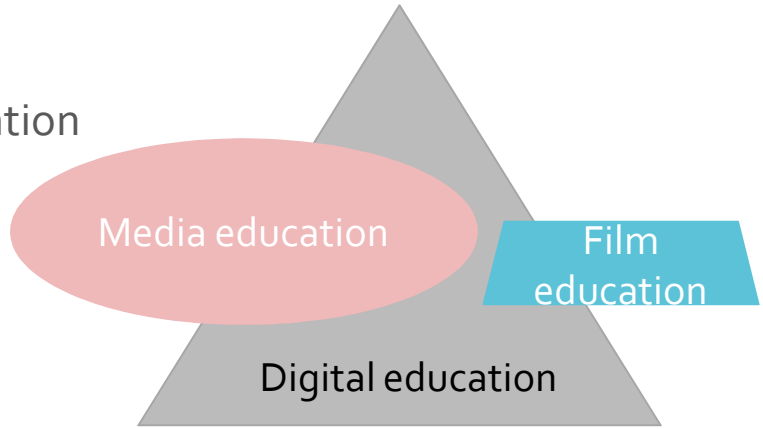
Vilém Flusser: Technical immages as computations of terms enable us once again to understand the world, which has become incomprehensible. Thinking about the apparatuses, their imperative programmes and their practice is said to be the only possibility of revolution open to us. (Flusser 1991)

Challenges for education

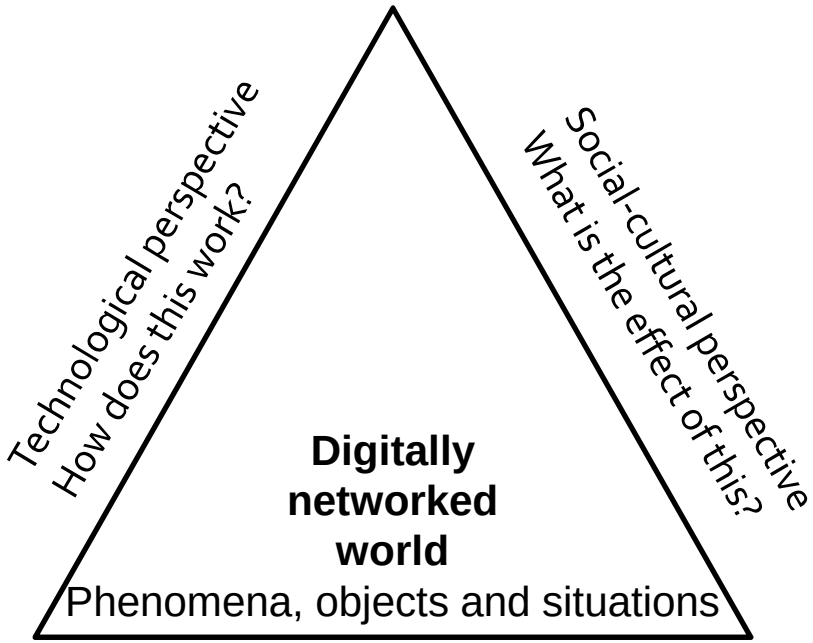
Social transformations have led to a pluralisation of competing image content, learning resources and educational goals

Competition in the lesson plan (media and digital topics/nutrition/exercise/spirituality/resilience)

current situation



Dagstuhl triangle



Starting point of interdisciplinary discussion of teaching informatics, media pedagogy and media studies to obtain a scientifically confirmed model of media education for communication related to education policy

Current educational strategies

›Digital Education‹ in Germany and Austria

Education policy

›Final Report on Formal Media Education in Europe 2014‹ formulates problem constellation (p. 10)

Contact with education policy and institutions through the initiatives ›Keine Bildung ohne Medien!‹ (KBoM! in GER) und ›Medienbildung Jetzt!‹ (AU) > Involvment in subprocesses

Level of conversations, scope, meaning, terminology

Prejudices & Interests

The shift in public discourse from »media« to »digital xy« is proving to be problematic (especially for audiovisual education)

Germany: strategy paper „Education in the digital world“ (KMK 2016)

›Digital Education‹

Previously 2012 Declaration ›Media Education in Schools‹

Kultusministerkonferenz -> different implementation in the federal states

Competence framework with 6 competence areas

all federal states have committed themselves to implementation as of autum 2018

teaching should take place systematically and in an interdisciplinary manner embedded in digital learning environments

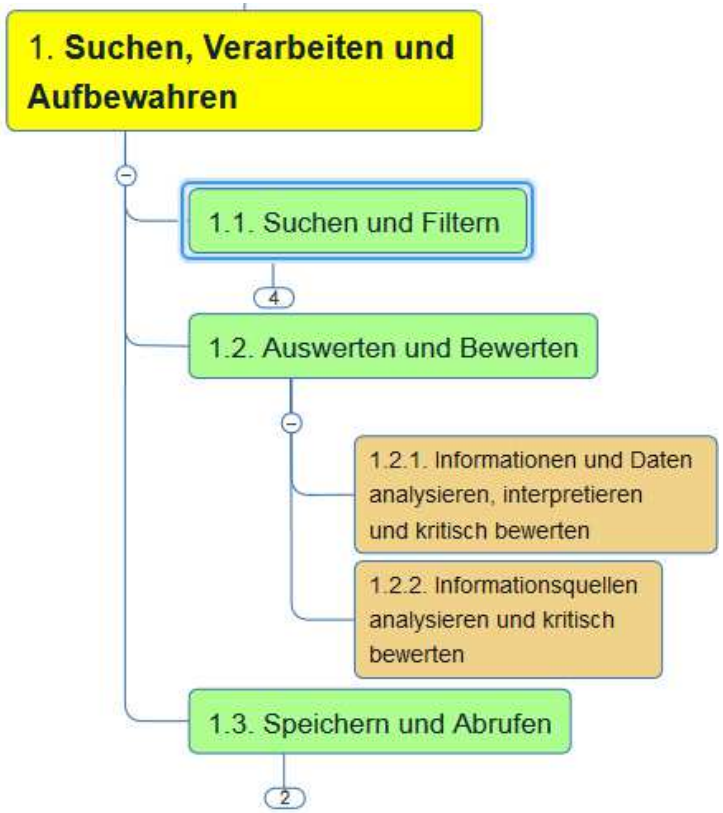
questions of systems, software, devices and infrastructures dominate the discussion of implementation

Confusion of media education and educational media -> danger of education THROUGH instead of education ABOUT (digital) media

Film education within the competence areas

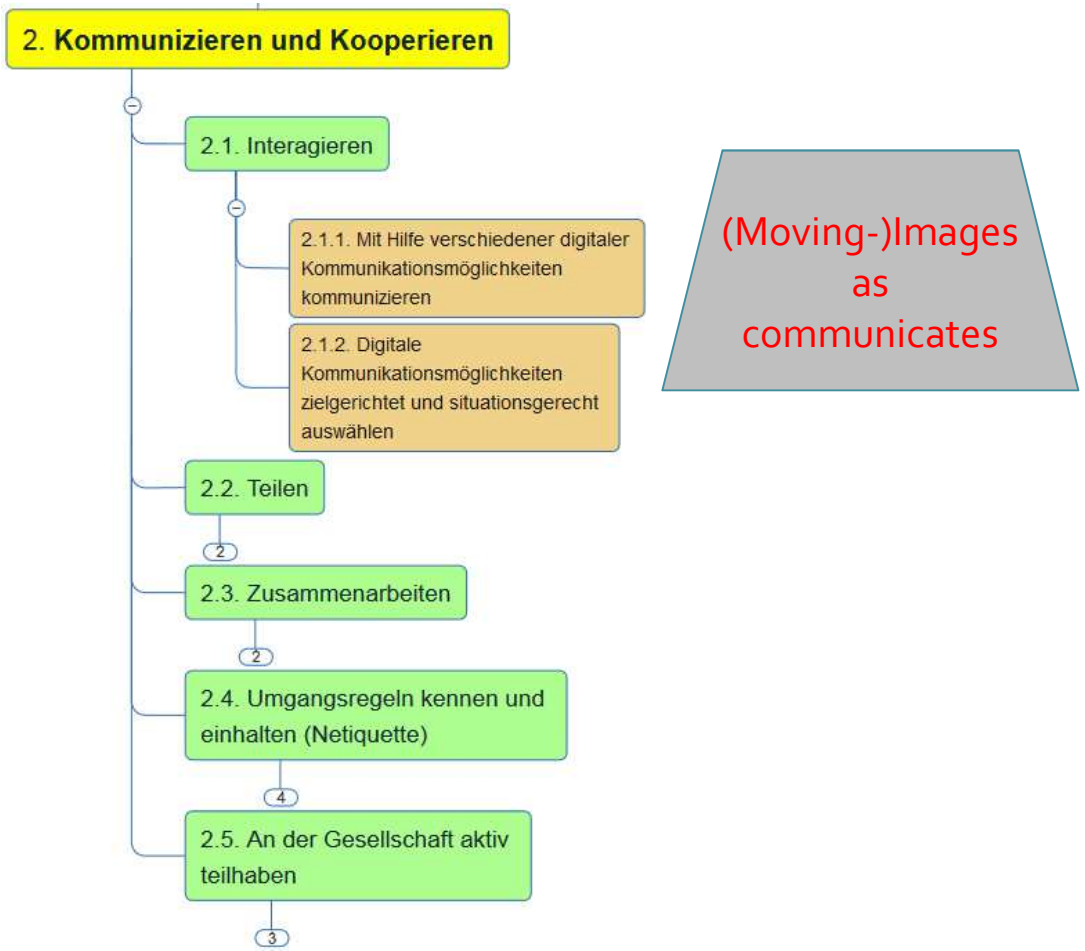
Even if education about audiovisual (moving-)images is not explicitly stated in the competence grid, it is still possible to places it within the areas mentioned.

Competence 1

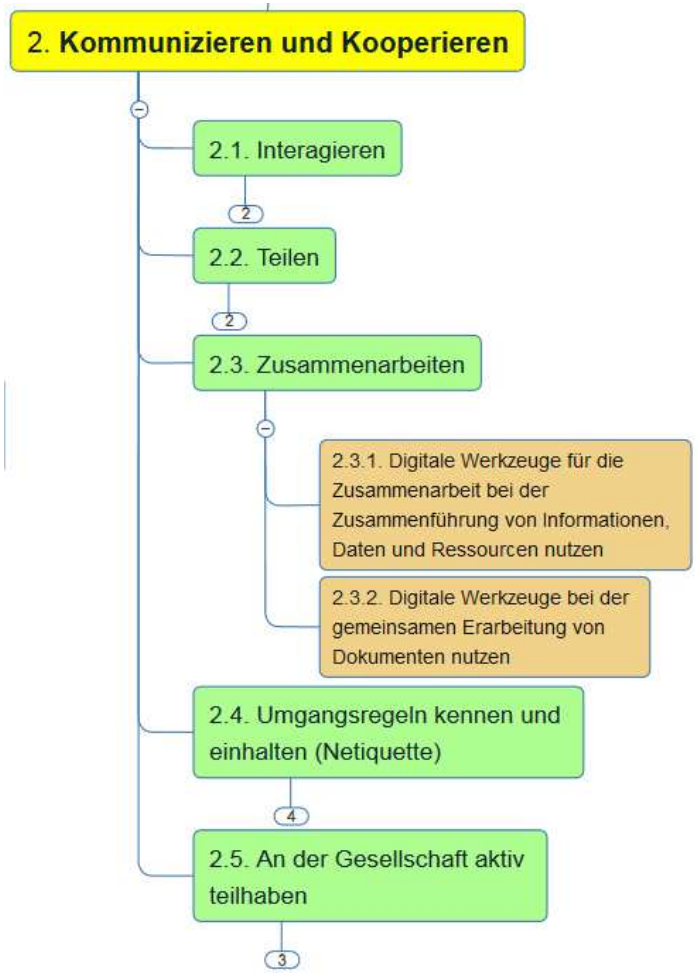


(Moving-)Images
!
analyse, interpret and critically evaluate

Competence 2.1

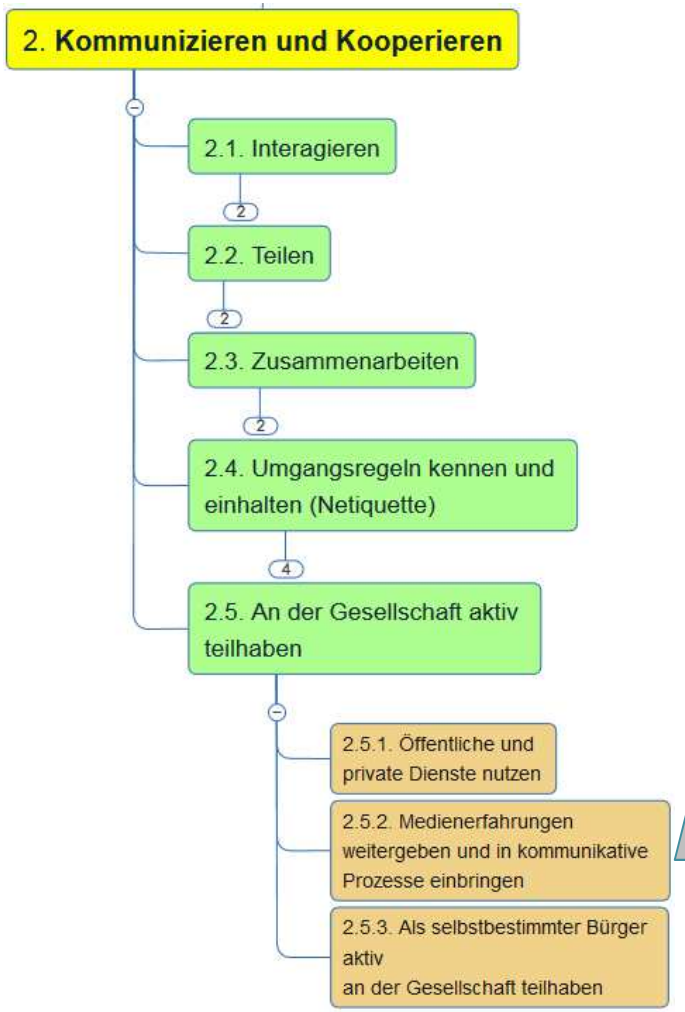


Competence 2.3



Remix and audiovisual mergences

Competence 2.5



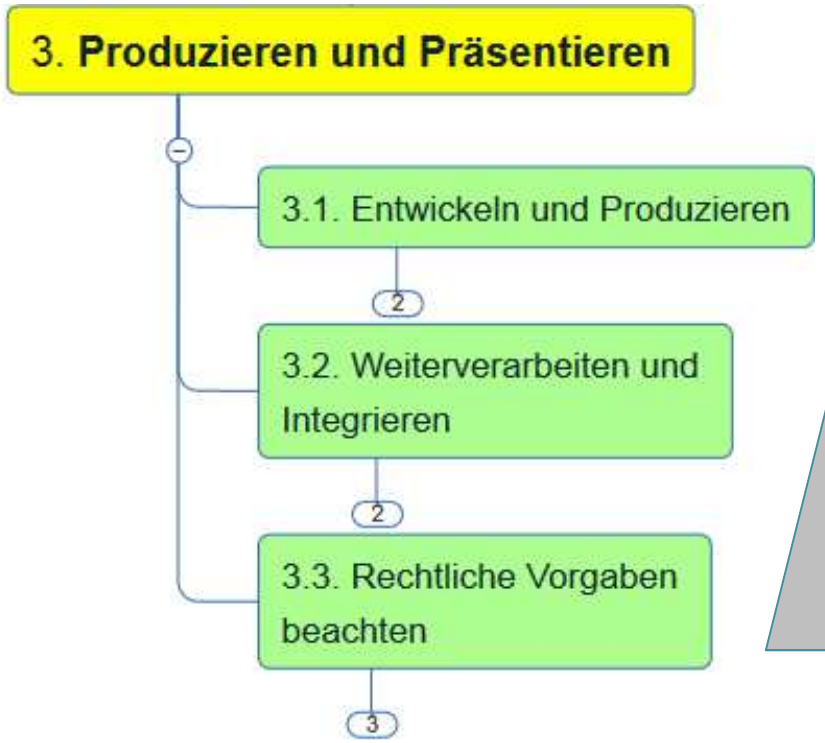
Media consequence communication

fandiscourses

review

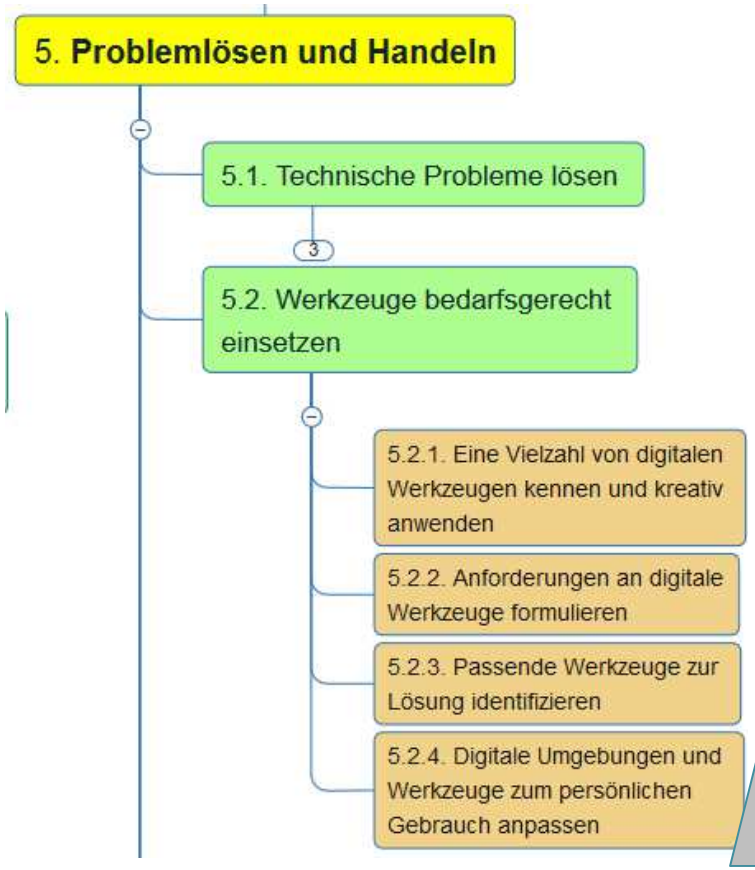
Video-Reply / Remix / Trailer etc.

Competence 3



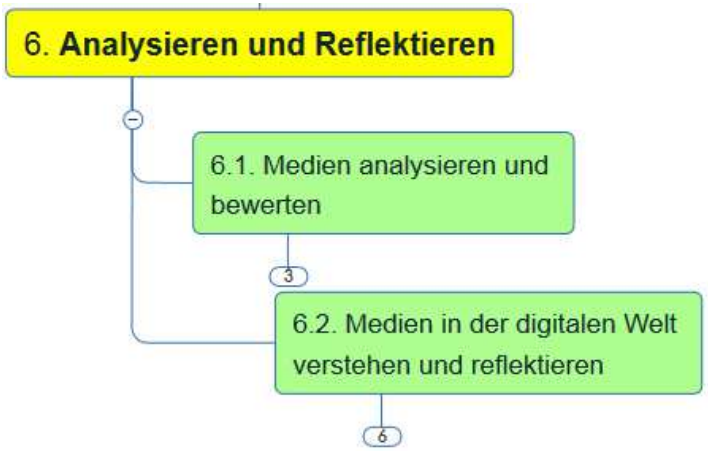
Classical topics of film education can be integrated

Competence 5.2



Tools for audio-visual production / audio-visual data processing (audio mining, image/face recognition)

Competence 6



Classical topics of film education can be integrated, applicable to the breadth of the (moving) pictures

http://ogy.de/kmk-kompetenzen

Austria: School 4.0

Digital Roadmap Austria

School 4.0 (2017)

Digital education. Basic skills and competences

(mandatory for all schools from autum 2018)

Participation in the short-term preparation of the curriculum

Cooperation of the ministerial departments IT (computer science and political education) and educational media (e.g. media pedagogy and film education)

Curriculum Digital education. Basic skills and competences

No grading: passed/not passed

to be implemented in lower secondary form

schools either create a subject with dedicated lessons or they integrate the curriculum's competence descriptors into standard school subjects

total: 64 to 128 lessons within four years

Explicit media education and informatics education

Offers for teachers: short formats online for the use of media technologies in teaching

Existing bond to Microsoft products to be expanded

Central platform eEducation

Content Digital education. Basic skills and competences

8 thematic fields:

Social Aspects of ;Media Shift and Digitization

Information, Data and Media Literacy

Operating Systems and Standard Applications

Mediadesign

Digital Communication and Social Media

Security

Technical Problem Solving

Computational Thinking

Online developement of a digital textbook from the point of view of media education
https://github.com/cswertz/LehrbuchDigitaleGrundbildung

The education and training of teachers

and visual understanding in the digital age

Study programme Specialization Media Pedagogy

University of Innsbruck

- since 2017 subject ›**Specialisation in Media Education**‹ in teacher training
- as an alternative to studying a second school subject
- ›Verbund LehrerInnenbildung West‹: 4 pedagogical universities from Tyrol, Vorarlberg and University of Innsbruck
- Status of graduates at school is unclear
- (Moving-)Images in the curriculum of the degree programme:
  - anchored in the ›Media Analysis‹ module
  - represented in all modules (media theory, design, educational materials and knowledge management, media practice)
  - e.g. as visual competencies, (moving-)images as phenomenon of digital media cultures, remix as media form, media pratice
  - Intensity depends on teachers' preferences
  - crediting of courses offered in philologies (e.g. film references)

How and what?

Suggestions for further consideration

- Lifeworld competencies of pupils in media production
- Reflection and analysis of digital teaching/learning materials (learning platforms, etc.)
- Image and Moving Image / Questions of authenticity and reality
- Pictorial icons and social media memes
- The image as communicator in social media
- According to Flusser »To decipher a technical image does not mean to decipher what they are showing, but to read their program out of them« Where do technical pictures come from? What do these pictures mean? (-> Imaging technologies in the natural sciences, data visualization in graphs and diagrams) Open the Black Box
- Visual reduction of comlexity

Selection of literature

Flusser, V. (1990): Ins Universum der technischen Bilder

Buchholz, A. /Stahl, L.M. (2014): Epistemologie: Bilder als Wissen. In: Günzel und Mersch (Hg.): Bild. Ein interdisziplinäres Handbuch. S. 125-129

Hug, T. (2014): Medien Formen Schule – Ein Plädoyer für erweiterte Handlungsorientierungen und Reflexionsperspektiven. In: Medienimpulse 2/2014 (online)

Kittler, F. (1986). Grammophon, Film, Typewriter

Leschke, R. (2010): Medien und Formen: Eine Morphologie der Medien

Missomelius, P. (2017): Medienpädagogische Aufgabenfelder hinsichtlich der Visualität im digitalen Zeitalter. Desiderate im Umgang mit visuellen Medienkulturen. In: MedienPädagogik – Zeitschrift für Theorie und Praxis der Medienbildung (online)

Mitchell, W. J. (1992): The Reconfigured Eye

Thank you very much for your attention!

petra.missomelius@uibk.ac.at

https://www.uibk.ac.at/medien-kommunikation/

https://medienpaedagogik.weebly.com/

universität innsbruck