

THOMPSON RIVERS UNIVERSITY On the Mediatization of Education

On the Mediatization of Education

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<http://learningspaces.org/ecer09.pdf>

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Overview

- Summary of conventional understandings of media in education and instructional design
- Media and knowledge; the "mediatic turn"
- How media shape education
- Media and psychology of education
- Conclusion: Mediatic turn and education

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"Turn! Turn! Turn!" (cf. Best of Pete Seeger, 1972)

Examples for "Turns"

- Copernicanian Turn
- Philosophy of Consciousness
- Materialistic Turn (K. Marx)
- Linguistic Turn (L. Wittgenstein)
- Pragmatic Turn (F. de Saussure)
- Cognitive Turn (U. Neisser, F. Klix; M. Sternberg)
- Symbolic Turn (E. Cassirer)
- Cultural Turn (P. Janich)
- Qualitative Turn (K. B. Jensen)
- Pictorial Turn (W. J.T. Mitchell)
- Iconic Turn (H. Burda, Ch. Maar; F. Hartmann)
- Spatial Turn (B. Warf, S. Arias; J. Doring, T. Thielmann)
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"Turns" in Pedagogy

- Realistic Turn (G. Roth)
- Technological Turn (F. von Cube)
- Anthropological Turn (F. Bollnow)
- Emancipational Turn (K. Mollenhauer)
- Anti-authoritative Turn (A.S. Neill)
- Humanistic Turn (V. Buddrus)
- Neoconservative Turn
- Anti-pedagogical Turn (E. von Braunmühl)
- Postmodern Turn (D. Baacke)
- Environmental Turn (Ch. Doelker)
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Who cares?
 What are the consequences?

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... and the „mediatic turn“?

- Implicit versions
 - F. Heider (1926), N. Luhmann (1997), D. Baecker (2005): medium/form-distinction
 - M. McLuhan (1967): media as extensions of man, one medium containing another
 - K. Blaukopf (1989), A. Smudits (1997, 2004): digital mediamorphosis
- Explicit versions
 - G. Sonesson (1997): relation media – lifeworld, media semiotics as extended proxemics
 - S. Krämer (1998, 2008): types of mediated transmission in terms of messenger models
 - R. Margreiter (1999): media-apriori in terms of historical constellations of interacting media
 - W. Binsbergen, J. de Mul et al. (n.d.): ontology of mediatization in relation to globalization theory
 - S. J. Schmidt (2000, 2008): media cultural theory as integrative constructivism
 - G. Rusch (2009): most recent mediatic turn as digital turn which can be proven empirically in terms of e.g. speed, intensity, reach, systemic depth, experienced novelty/uncertainty
- Media as „add-ons“ or the „Mediation of Everything“?

"No part of the world, no human activity, is untouched by the new media. Societies worldwide are being reshaped, for better or for worse, by changes in the global media and information environment."

L. Lievrouw & S. Livingstone, *New Media* (2009)

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Mediality and Mediation – Conceptual Considerations I

- Mediality**
 refers to the changing constellations of interrelated media that at any point in history that constitute the condition the “medial a priori” (R. Margreiter 1999: 17).
 “The evolution of the total media system of modern media-culture societies from writing to the Internet has fundamentally changed our relation to the world and our modes of communication. This change can be described as [a] transition from communicativity to mediality.” (S.J. Schmidt 2008: 95)
- Mediation**
 as complementary to the concept of communication:
 “Mediation... requires us to understand how processes of communication change the social and cultural environments that support them as well as the relationships that participants, both individual and institutional, have to that environment and to each other.” (R. Silverstone 2005: 189)

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Medialization and Mediatization – Conceptual Considerations II

- Medialization**
 refers to processes of interacting media and social changes which can be conceptualized as the interplay of four analytical concepts: extensions, substitutions, amalgamation, and accomodation (cf. W. Schulz 2004: 8)
- Mediatization**
 can be regarded as one of the meta-processes shapes modernity, along with processes of individualization, commercialization, and globalization. (cf. G. Sonesson 1997; F. Krotz 2008: 24)
 Focussing on institutional perspectives S. Hjarvard defines mediatization of society as
 “. . . the process whereby society to an increasing degree is submitted to, or becomes dependent on, the media and their logic. This process is characterized by a duality in that the media have become integrated into the operations of other social institutions, while they also have acquired the status of social institutions in their own right.” (Hjarvard 2008: 113)

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Mediality, Mediation, Mediatization... Conceptual Considerations

Fig. 1: Mediality, Mediation, Medialization, Mediatization, Mediology, etc.

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Mediation and Mediatization of Education Consequences I

- problem of “pure experience” or “pure education” prior to mediation
- Moreover, mediatized “world knowledge” serving as a basis for all kinds of action, as part of collective, conceptual assumptions and imaginations of the self, the world and reality (cf. Rusch 1987: 243)
- pitfalls like naturalization of knowledge (cultures) or technological determinism
- However we conceptualize “knowledge” – as related to social systems, technologies, organizations, etc. – the production of knowledge remains bound to (empirical) cognitive acteurs (“chokepoint of cognition”)

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Media in Education: Literacy & Technology

- Media Literacy: providing students with the competency to "read" or "be literate in" use and consumption of media. (broadcast model)
- "The process of understanding and using the mass media in an assertive and nonpassive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques." (Boles 2008)
- Educational/Instructional Media: the intentional and systematic use of computer, broadcast, and other technologies for instructional purposes, generally in instructional settings. A means to acquire competencies.

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student academic learning model (Molenda, 2005)

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Media & Psychological Development

- The sign (gestural, spoken or written) represents a "tool."
- "The use of signs leads humans to a specific structure of behavior that breaks away from biological development and creates new forms of a culturally-based psychological process" (p. 40).
- Other mediatic psychologies
 - Jerome Bruner's iconic mentality (cognitive dimension)
 - Role of the symbolic in Piaget's formal operational stage
 - Lacan's symbolic "stage"
- Vygotsky: "the central fact about our psychology is the fact of mediation" (1997, p. 132)

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Media ← Mediate → Education

<ul style="list-style-type: none"> Education Formal Learning Educational development Institutional : <ul style="list-style-type: none"> Curricula Spaces Practices 	<p>← Mediate →</p>	<ul style="list-style-type: none"> Socialization Informal Learning Personal development Personal: <ul style="list-style-type: none"> Priorities (family, friends) Spaces (home, suitcase) Leisure
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Re-Thinking Development

Piaget	Bruner	Vygotsky	
Sensori-Motor	Enactive	Pre-Symbolic	MEDIATIC
Pre-Operational			
Concrete-Operational	Iconic	Symbolic	CORRELATIVES
Formal-Operational	Symbolic		

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So far: Optional Status of Media

- *real*/reality vs. mediated reality?
- On all levels we find this pattern
 - Themes & Topics: Education, Formation, Upbringing, Socialization, Learning, Teaching, Didactics, etc. **AND** Media
 - Models, theory, methodology in educational sciences
 - ... and also in media education
- (pure) primary experience vs. (mediated) secondary experience **Add-on-Character of Media?**

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So far but from now on?

- Accept the increasing importance of mediatization processes
- Understanding education in the context of media understandings

Concepts of media

- Media philosophy (e.g. time, space, medium-form-distinction)
- General concepts in media sciences & media studies
 - semiotic and cultural dimensions (picture, language, writing, music)
 - technical-apparative dimensions (book printing, radio, film, TV, computer, internet)
 - media products (texts, radio and TV shows or websites)
 - media organisations and institutions (associations, publishing houses, laws, regulations)
- Special concepts (e.g. symbolically generalised media of communication)

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Thank you!

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P.S.: Want to learn more?

Friesen, Norm & Hug, Theo. (2009). *The Mediativ Turn: Exploring Consequences for Media Pedagogy*. In K. Lundby (Ed.), *Mediatization: Concept, Changes, Consequences*. New York: Peter Lang. Pp. 64-81.

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