

<<无国界媒体教育>>

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内容概要

This volume collects the papers presented at the China-Italy Symposium on Youth Learning and the Media , hosted by College of Education ; Sponsored by Dr.Winter Foundation , Germany , Seeco Human Resources Ltd.during March 27-28,2008.For two days scholars and media professionals confronted each other about the complex relationship between media , children and learning processes.

书籍目录

Introduction A Rationale and a Method for Media Education in Contemporary Society 1 Children and the media. Terms and conditions of a complex interaction 1.1 Educating in the network society 1.2 Children and media studies 1.3 Education and ICTs 2 A new paradigm of Media Education 2.1 The areas of study 2.2 The method: from action to reflection to action 3 Where do we go from now? References Learning by Messaging: Teenagers' Mobile Phones Writing as a Metalinguistic Practice 1 Toward informal media education: Young people's everyday use of new communication technologies as a learning device 2 Social perceptions towards language variations: purists vs. evolutionists 3 Communication technologies and everyday construction of culture: a phenomenological theoretical framework 4 Mobile phones in young people's everyday life 5 An ethnography of communication: the social and cultural dimensions of the SMS diffusion among Italian teenagers 5.1 Narratives from the field: the linguistic features of Italian short messages language 5.2 Processing a language: teenagers' metalinguistic work 6 Towards a sociolinguistic appraisal of SMS use: the social organization of text messaging 6.1 When transcribing 'messages' becomes transcribing verbal interactions? 7 The conversational nature of short message exchanges 8 The emergency of a new temporality of writing: some conclusion - 'References Media and Youth in Italy: What Changes in Process? A Picture of the Uses of Television, Radio and Other Mass and New Media 1 Generation in the balance: A map of cultural styles and habits 2 What are youth's expressions? 3 Italian generations and technologies 4 The European situation 5 Reading: an increasing habit Conclusion References Media Education with New Media: the e-learning Perspective 1 The ANICEC course 2 A Master's course in Media education 3 Participation in knowledge construction 4 The Moodle platform References Reading Education and Media Education 1 The problem of excluding/including the book in Media Education ' 2 Emergent literacy and reading centres References Media Education and Video Games: An Action-research Project with Adolescents in an Out-of-school Educational Context 1 Introduction 2 Education, media cultures, and video games 3 Aims and methodology of the project 4 Inventagiochi: a video game-authoring software 5 Educational activities with the teenagers: work steps 5.1 Step 1 - Introduction and video game analysis (2-3 lessons) 5.2 Step 2 - 'Paper & pencil' creation and design (3-4 lessons) 5.3 Step 3 - Video game production through Inventagiochi (3-4 lessons) 5.4 Step 4 - Testing (1-2 lessons) 6 Towards a 'video game literacy' (...instead of a Conclusion) References The Associations for Media Education: The Italian and International Experience 1 Education needs Media Education today 2 ME needs competent and motivated Media Educators effectively 3 The Associations of Media Educators 3.1 Association for Media Literacy (AML) in Canada (www.aml.org) 3.2 CLEMI: Centre for liaison between teaching and information media (www.clemi.org) 3.3 MED: Italian Association for Media Education (www.medmediaeducation.it) References Children and Television: The Role of Public Service Broadcasting in a Media Education Perspective 1 Public Service Broadcasting for Children 2 RAI 3 programs for Children and Youth 3 The experience of RAI 3 Gt Ragazzi (News for Children) 4 Network strategies for the study of the quality of the television for the children Youngsters and the Media in Italy Digital Competence Assessment in Secondary Education 1 Introduction 2 A literature review on digital literacy/competence and similar terms 3 A multidimensional framework for digital competence 4 Assessing digital competence 4.1 The instant DCA 4.2 The situated and projective DCA 5 Conclusion References New Media Education and Youth Subculture 1 Cultural consumption way of youth under new media environment 2 The emergence and evolution of youth subculture 3 How to lead the youth subculture with new media education References A Study on Children's Media Literacy Education Part 1 Reviews and Issues 1 Media literacy and media literacy education 2 Development of media literacy in different countries 2.1 Development of media literacy education overseas 2.2 Media literacy education development in china 3 Issues 3.1 Study limits of Mainland China 3.2 Goals of study 3.3 Significance Part 2 Survey on Children and Teachers Media Literacy Sector 1 Survey on Children Media Literacy 1 Study methods 1.1 Subjects 1.2 Instruments 1.3 Data processing 2 Results 2.1 TV literacy state of primary school pupils 2.2 Comparison of TV literacy with different grades 2.3 Comparison of TV literacy with different genders 2.4 Comparison of TV literacy with different fathers education backgrounds 2.5 Comparison of TV literacy with different mothers'

educationbackgrounds2.6 Comparison of TV literacy with different watching times3 ConclusionsSector 2 Survey
on Teachers Media Literacy1 Study methods1.1 Subjects1.2 Instrument……

章节摘录

possibility that an individual has of becoming a free and independent user of such a medium, depends on the education to the act of reading that such an individual has experienced. Just like it is for mathematical language, education to the act of reading takes place by means of a process of initiation at an early stage of childhood; for this reason, the school becomes its first place of reference, than it develops in an ordered and progressive way all along puberty. Not only that: to learn how to read (just like to learn how to carry out the first mathematical operations) constitutes the first important intellectual effort in a child's life. It is not the same for the more modern audiovisual media: children get to "learn" them and to "read" them through a process of self-education, on the basis of a direct relationship, day by day, encouraged by the medium friendly accessibility and by the pleasure derived by the chiro-aesthetic stimulus of the audiovisual. The relation that audiovisual media establish with the child is a playful one; and, since to play is one of the fundamental activities which characterises childhood and leads to the development of skills, knowledge and expertise in relation to the type of game being played, the same educational process takes place in relation to mass-media. Children develop a "media Koine" through self-education and by means of the mechanisms of spontaneous association which include interaction and exchange among peers. In other words, nobody teaches a child how to "watch TV" or how to "read comics" before the child starts to acquire a meaningful relation with these media. The power of image lays especially in such a process: "Word detaches, image attacks", wrote Régis Debray (1992). If we want to further point out the difference, we can say that audiovisual mass-media, in their various technological and communicative forms, constitute a real "life environment" which is quite a "natural" one for our children today. It is not by chance that the expression "media ecology", created by the American scholar Neil Postman (1979), is now of common use in media education. After all, today it would appear as a "non-natural" thing to think of our environment as if completely deprived of either technologies or media. It is an idea which, today, we can only associate to the beginning of a science fiction short-story by Ray Bradbury or Philip Dick... It is not the same thing for the book as a medium: in its case, it is the individuals who must create or go in search for an environment suitable for their reading, no matter if the act of reading is carried out alone or with another child to whom one can read or tell a story. Generally speaking, such a situation has some resemblances with what children do when they want to create in their own room, or somewhere else, the right environment where to play: they prepare the right space, they set their toys or the tools they need for their play, they do not want to be interrupted by those who are not playing with them. ……

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