

Media Education and Socio-Cultural Differences

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Subject of the study was a reconstructional investigation and interpretation of offers and projects in a receptive field (reflection and media experiences) as well as in an active field of production (practical media work). The experts had experiences in different fields: schools, youth work, different forms of cultural community work.

Leading questions of the study

1. What is the personal, institutional and infrastructural background concerning the specific media education work? Of what kind are the main media educational offers? What are the intentions and goals?
2. Do the children and adolescents have access to the offered projects? Which offers and topics are appreciated and which are rather not?
3. What kind of group work and methods regarding the mediation of competence to associate media are proved to be useful? Which were not?
4. What practical use do the children and adolescents make of the media educational offers? How are their productions published?
5. What are the media pedagogues' and teachers' central experiences concerning pedagogical, aesthetical and technical assistance in the production groups? What proved to be successful? What changes should be made? What are the proportions of guided activities and free choices and decisions made by the children and adolescents?
6. To what extend could non-scholastic experiences be of advantage for a development in scholastic media education? What kind of changes in education and training concerning inner and outer structure are necessary?