

Topics and Key Areas in Current Media Pedagogical Discussions

Horst Niesyto

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Introduction

The following article accentuates some topics and key areas in media pedagogical discussions in Germany. Challenges and themes with a view to the digitalised society and to the daily routine in media-pedagogy¹ are depicted emanating from an outline of the historical development of media pedagogical and hence linked basic directions (part 1, 2). Likewise a discourse about the key terms media-competence and media education (part 3) has developed in the media pedagogy. It appears necessary to strengthen (part 4) the media-critical perspective in the media-pedagogy precisely with the background to the digitalisation and hence the associated problem fields. This task also comprises dealing with socio-cultural differences (and their reasons) in the use of media (part 5), and expanding appropriate offers in media-education in educationally disadvantaged social milieus also in terms of an inclusive media education (part 6). In the sense of educational justice it is a decisive task to improve the establishment of media education at schools (part 7). The article outlines to that end the level reached and the challenges, and it also refers to the political efforts in education and in the profession of the media pedagogy (part 8), especially for a media-pedagogy basic training of specialised educators. The article does not assert the claim to depict all the relevant discourses but rather emphasises some important themes and focuses in the eyes of the author.

1. Historical Dimension of the Media Pedagogy

Different publications on the history of media pedagogy exist in the German-speaking area. A publication by Heinz Moser, which appeared not too long ago offers a compact overview which also incorporates the situation in Austria and Switzerland.² In a historical perspective basic di-

¹ media pedagogy (German: Medienpädagogik), media education (German: Medienbildung, Sweden: bildning), media competence (German: Medienkompetenz), media upbringing (German: Medienerziehung; Sweden: media upbringing; English: media education).

² MOSER, HEINZ: Die Medienpädagogik im deutschsprachigen Raum [The Media Pedagogic in the German Speaking Area]. In: VON GROSS, FRIEDRIKE / MEISTER, DOROTHEE M. / SANDER, UWE (eds.), Medienpädagogik – ein Überblick, Weinheim / Basel 2015, 13-31.

rections generally differ, especially the following: preservation education, critical emancipation, media pedagogy, technological media pedagogy and action oriented media pedagogy.³ Many educators converged with youth protection reservations respectively to the new media and expressed primarily a culture and media-criticism of teacher-training preservation for decades. The intention was to steer children and adolescents away from passive “media consumption” and to protect them from the “decaying” effects of the media. This concept failed because the children and adolescents understood it as underaged recipients. Ideological and media-critical analyses which emphasised the consumer-goods and trade nature of art and cultural goods and warned against the levelling effects of a “totalitarian culture industry”⁴ could not reach children, adolescents and adults in a context of daily routine because of their lack of practical relevance. Education technological trends accentuate the didactical deployment of media-technologies and techniques in learning scenarios, although technological they are to be differentiated from critically reflexive rudiments.⁵

The decisive step to overcoming media-oriented perspectives fed itself on socialisation and media theoretical thoughts which emphasised its own active performance of the media-use's subjects. This understanding distanced itself from media-effects theories and corresponded with the approach in the general socialisation research that children, adolescents and adults actively and productively process the reality.⁶ Media-use is understood in this perspective as a part of social acts. It inquires after the meaning of the media in the daily routine and for dealing with life. Needs and worldly orientation, situations and experience orientation, project and communication orientation develop themselves into leading categories of an active learning media pedagogy.⁷

The approach of the active learning media pedagogy gained currency in the 1970s and 1980s especially in the extracurricular areas via several projects of active media-work. The intention that media to be available in more manageable form was the focus of this approach so that children, adolescents and adults could publicly articulate their own needs and interests independent of the selection and steering power of the mass-media. The analyses and demands of media-aesthetically forms of expression received a greater weighting in conjunction with societal pluralisation processes as well as social differentiation and globalisation of media-offers in the 1980s and 1990s.

To express oneself media creatively and critically became the key note in several media-practical activities. The perception and social aesthetically oriented media pedagogy emphasised the

³ Cf. SANDER, UWE / VON GROSS, FRIEDERIKE/ HUGGER, KAI-UWE (eds.): Handbuch Medienpädagogik [Media-pedagogy Handbook], Wiesbaden 2008.

⁴ HORKHEIMER, MAX / ADORNO, THEODOR W.: Dialektik der Aufklärung [Dialectics of Enlightenment], Frankfurt am Main 1944/1969.

⁵ Cf. SWERTZ, CHRISTIAN: Bildungstechnologische Medienpädagogik [Educationally Technological Media-pedagogy]. In: SANDER, UWE ET AL. (eds.), Handbuch Medienpädagogik [Media-pedagogy Handbook], Wiesbaden 2008, 66-74.

⁶ HURRELMANN, KLAUS: Einführung in die Sozialisationstheorie. Über den Zusammenhang von Sozialstruktur und Persönlichkeit [Introduction to the Socialisation Theory. About the Coherence of Social Structure and Personality], Weinheim / Basel 1995.

⁷ Cf. SCHORB, BERND: Handlungsorientierte Medienpädagogik [Action-oriented Media-pedagogy]. In: SANDER, UWE et al. (eds.), Handbuch Medienpädagogik [Media-pedagogy Handbook], Wiesbaden 2008, 75-86.

self-expression with media in order to open up children and adolescents to symbolical test-areas and scopes of action with media, and to expand its media competence (incl. Röll 1998, Niesyto 1991).⁸

2. Digitalisation as Media pedagogical Challenge

Media pedagogical activities mainly focussed on the analysis of digital media, internet communication, mobile media and digital game culture in recent years. In the spirit of a conservative censorship ideology intended to safeguard children and adolescents from the media, this analysis focuses mainly on how digital media can be used as an opportunity for information, learning, communication, self-expression and participation in the society. Many authors, including the complementary and commentary practising ones such as web-blogs, emphasise the necessity of source criticism and information contextualisation (e.g. *Wikipedia*), a self-monitoring intercourse with one's own data and the creative possibilities of digital media-production, e.g. digital story-telling⁹ in reference to the reflexive potential of digital communication and of the social web¹⁰.

The media pedagogy developed further in the active media-work and in concepts for media-didactical scenarios for the integration of digital media, and put them to the test in several projects. The specialised media pedagogical magazines called "*medien+erziehung*" (*Media and Education*), the paper series about Media pedagogy and the Society for Media pedagogy and Communication Culture's [for short in German: GMK] *Dieter-Baacke-Compendium* offer a good overview concerning this. The topics are continuously objects of teaching, theory work, and research in the academic area of media pedagogy. These activities amongst others are reflected in the *MedienPädagogik*'s on-line magazine's issues, in *medienimpulse* and in the annuals of *Medienpädagogik*^{11, 12}.

The media pedagogy professional organisations deal both with teacher-educational challenges and politically-educational challenges of the society's digitalisation. The JFF Institute for Media pedagogy in Research and Practice conducted a federal-wide symposium in Germany on the subject of *Media pedagogy in digital upheaval* in the spring of 2014. The convention assumed the assessment that given the far-reaching digital upheaval, the implementation of the most

⁸ Cf. RÖLL, FRANZ-JOSEF: Mythen und Symbole in populären Medien. Der wahrnehmungsorientierte Ansatz in der Medienpädagogik [Myths and Symbols in Popular Media. The Perception Oriented Approach in the Media Pedagogy], Frankfurt am Main 1998; NIESYTO, HORST: Erfahrungsproduktion mit Medien [Experience Production with Media], Weinheim / München 1991.

⁹ Cf. Themenwelt Erzählwelten 3.0 [The periodical Narrative Worlds 3.0]. In: Zeitschrift: medien concret – Magazin für die pädagogische Praxis [the magazine media concrete – Magazine for the Pedagogical Practice]. (2015). Issue 1, accessible on: <http://www.jfc.info/aktnews-id518> (retrieved on 30.10.2016).

¹⁰ Cf. BLEICHER, JOAN KRISTIN: Ökonomie, Technik Entwicklung und Angebotsschwerpunkte des Social Web als Herausforderung für die Medien- und Kommunikationswissenschaft [Economics, Technical Development and Offer Focuses of the Social Web as Challenge for the Media and Communication Science]. In: NORD, ILONA / LUTHE, SWANTJE (eds.), Social Media, christliche Religiosität und Kirche [Social Media, Christian Piety and Church], Jena 2014, 29-43.

¹¹ Translated: media pedagogy.

¹² Cf. PILIPETS, ELENA / WINTER, RAINER (eds.): Medien Pädagogik. Zeitschrift für Theorie und Praxis der Medienbildung, accessible on: www.medienpaed.com/de/Startseite/ (retrieved on 30.10.2016); BUNDESMINISTERIUM FÜR BILDUNG (Österreich): medienimpulse – Beiträge zur Medienpädagogik, accessible on: www.medienimpulse.at/ (retrieved on 30.10.2016); DEUTSCHE GESELLSCHAFT FÜR ERZIEHUNGSWISSENSCHAFTEN: Sektion 12 – Medienpädagogik – Publikationen, accessible on: www.dgfe.de/sektionen-kommissionen/sektion-12-medienpaedagogik/publikationen.html (retrieved on 30.10.2016).

different forms of community and the participation in discussions in the extended social field, especially shaping political processes (in a far-reaching political understanding), is no longer possible without the ability to take media-sovereignty for one's own conduct into use. Issues like digital self-productions in the sense of creative self-expression and participation in social spaces to be media- pedagogically encouraged were discussed.¹³ In autumn 2014 the Society for Media pedagogy and Communication Culture's¹⁴ staged a German-wide forum on the subject *Doing politics: Political performing in the digital society. Concepts in the media pedagogy and media education*. It also dealt here with issues of suitable educational-frameworks in the media and media pedagogical methods in order to support children, adolescents and families in the acquisition of media-competencies. The issue of how media-educators could contribute to political processes and influence societal processes of change.¹⁵ The Media pedagogy branch in the German Society for Pedagogy also pushed the specialist discourse with different congresses on the subjects *areas of tension* and *blind spots* in 2015, *media pedagogy between claims of emancipation and prevention of discussions* (Aachen), *the contested internet* (Magdeburg) and *digital space – digital time* (Munich). Critical topics like “Media pedagogy as agent in capitalistic, commercialised and global media-worlds” were dealt with especially at the Aachen congress.¹⁶

3. Specialist Discourse on the Understanding of Media-competence and Media-education

Likewise the specialist discourse on media pedagogical key terms, especially the terms media-competence and media-education, has taken up a bigger place in academic media pedagogy in recent years.¹⁷ This media pedagogy specialist discourse related especially to educational theory placing and competence theoretical placing and tried to produce transparency regarding the comprehension of terms and access to the subject areas of media pedagogy. The discourse showed that it is more about the accentuation of more diverse aspects and less about exclusionary theory concepts. For instance, media-education accentuated the meaning of orientational knowledge stronger within the framework of personal development¹⁸ as well as process related media pedagogical tasks (media-education as the figuration process of world and self circumstances).¹⁹

¹³ Cf. FACHKONFERENZ MEDIENKOMPETENZ 2014: Medienpädagogik im digitalen Umbruch. Vom 26.-28.März 2014 in der Akademie für Politische Bildung Tutzing, accessible on: www.jff.de/jff/aktivitaeten/von-a-z/projekt/artikel/art/tagungsankue ndigung-fachkonferenz-medienkompetenz-2014//proj_titel/fachtagungen-und-veranstaltungen (retrieved on 30.10.2016).

¹⁴ for short in German: GMK

¹⁵ Cf. GESELLSCHAFT FÜR MEDIENPÄDAGOGIK UND KOMMUNIKATIONSKULTUR: 31. Forum Kommunikationskultur der GMK 2014, accessible on: www.gmk-net.de/index.php?id=405 (retrieved on 30.10.2016).

¹⁶ Cf. Programm der Frühjahrstagung der Sektion Medienpädagogik, accessible on: <http://blog.rwth-aachen.de/fruehjahrstagung-der-sektion-medienpaedagogik/programm> (retrieved on 30.10.2016).

¹⁷ Cf. GRELL, PETRA / MOSER, HEINZ / NIESYTO, HORST (eds.): Medienkompetenz und Medienbildung. Beiträge zu Schlüsselbegriffen der Medienpädagogik [Media Competence and Media-education. Articles on Key Terms of Media Pedagogy], München 2011.

¹⁸ Cf. AUFENANGER, STEFAN: Medienkompetenz oder Medienbildung. Wie die neuen Medien Bildung und Erziehung verändern [Media Competence or Media-education. How the new Media Education and Instruction are changing]. In: Bertelsmann Briefe 142 [Bertelsmann Letters, Nr. 142] (1999), 21-24.

¹⁹ Cf. JÖRISSEN, BENJAMIN / MAROTZKI, WINFRIED: Strukturelle Medienbildung – eine Einführung [Structural Media-education – an Introduction], Bad Heilbrunn 2009.

The media-competence term ²⁰ underlines – as long as it is not reduced to technically instrumental dimensions – media-related knowledge, skill and attitudes which either exist or are strived for in the sense of goals and competence levels.²¹

The discourse was important in order to work out the media pedagogical differences and similarities within the academic discipline and in order to counteract a roughly simplified and instrumentalist custom of these key terms in the politically corporative scope. While it succeeded with the term media-education to embed educational theories of stronger media pedagogical intentions, Moser indicates an associated dilemma:

“The media-education's concept on the one side stabilises the teacher-training bias of media pedagogy; it is however hardly internationally compatible and only difficult to place.”²²

Moser refers especially to the concept *Media Literacy*, which is heavily analytically oriented in the Anglo-American discourses about the media and which denotes the ability to encode and decode symbols.²³ *Media Literacy* has a greater prevalence in the Anglo-American area as somehow does the *media education* approach which is represented especially by David Buckingham.²⁴ The media education approach stresses the active learning and critical media customs and it approximates to the German-speaking understanding of active learning media pedagogy.

4. Strengthening the Media-critical Perspective

Great parts of media pedagogy – according to the thesis – have led the dispute with social processes of change shortened to subject theoretical after the paradigmatic turning point of the question, “What is the media doing to the people?” to the question, “What are the people doing with the media?”. It appears necessary not to underestimate the structural influence on people's mindsets and modes of behaviour by the media without falling back into deterministic positions. A significant task of mass communication censure and of the intervention of media-applied structural learning is to work out and reflect on media structural patterns in the context of social power and social sovereignty relations.

Mass communication censure or criticism is related to contentions with individual media, cross-media offers and societal mass communication developments, their analyses and reviews regarding conditions of production, content, form and distribution (incl. legal, political and more economic aspects) and is also related to the contemplation and self-reflection of

²⁰ Cf. BAACKE, DIETER: Medienpädagogik [Media Pedagogy], Tübingen 2007; SCHORB, BERND: Gebildet und kompetent. Medienbildung statt Medienkompetenz? [Educated and Competent. Media-education instead of Media-competence?] In: medien+erziehung (2009). Issue 3, 50-56.

²¹ Cf. TULODZIECK, GERHARD: Zur Entstehung und Entwicklung zentraler Begriffe bei der pädagogischen Auseinandersetzung mit Medien [About the Emergence and Development of Central Terms in the Pedagogical Debate with Media]. In: MOSER, HEINZ / GRELL, PETRA / NIESYTO, HORST (eds.), Medienkompetenz und Medienbildung, Beiträge zu Schlüsselbegriffen der Medienpädagogik [In Medienkompetenz und Medienbildung. Articles about Key Terms of Media Pedagogy], München 2011, 11-39.

²² Cf. MOSER, HEINZ: Die Medienpädagogik im deutschsprachigen Raum [The Media Pedagogy in the German Speaking Area]. In: VON GROSS, FRIEDERIKE / MEISTER, DOROTHEE M. / SANDER, UWE (eds.), Medienpädagogik – ein Überblick [Medienpädagogik – an overview] Weinheim / Basel 2015, 13-31, 23.

²³ MOSER, HEINZ: Die Medienpädagogik im deutschsprachigen Raum, 21.

²⁴ Cf. BUCKINGHAM, DAVID: Media Education: Literacy, Learning and Contemporary Culture, Cambridge 2003.

mass communication use in different secular contexts. According to Dieter Baacke, mass communication censure is one of the four fundamental areas of media competency along with mass-communication studies, media-use and media-composition.²⁵ Baacke differentiated mass communication censure in three dimensions²⁶:

- the *analytical* dimension comprises the ability to appropriately embrace difficult social medial processes;
- the *reflexive* dimension denotes the ability of people to apply analytical knowledge to themselves and to their media actions;
- the *ethical* dimension links analytical thinking and reflexive reference with respect to societal and social action.

The development of competencies of mass communication criticism is thereby age-dependent and is influenced by conditions of socialisation.²⁷ The empowerment of the media-critical perspective is exactly necessary in a situation in which risks and problem areas of digitalisation in the context of social power-structure and power relations become increasingly articulate:

- the enormous commercialisation²⁸ of personal data profiles and the creation of new types of totalitarian power structures connected to "Big Data",
- the increased development of physically-digital human-computer interface leading to a homo digitalis (by medial extension to medial incorporation);
- the further technical and social acceleration of daily routine and work processes with manifestations of stress, loss of reflexivity and leisure time.²⁹

The social and communicational digitalisation is changing the experience of space, time and physicality. Notes in this context: attention thrills in media, the gain in dispersed reception, the tendency to dissolve spatiotemporal continuities and social milieus, physical individualisation, fluid relationships and fragmented identities. These developments, especially the enormous commercialisation of the social web (keyword: digital capitalism),³⁰ systematically undermine educational efforts and indicate the challenges for the society as a whole.

5. Media pedagogy and Socio-cultural Differences

The inquiry and analysis of different social conditions and life-long applied resources in diverse media and cultural theoretical studies were insufficiently observed in the past. This especially concerns the influence of domestic conditions in the socialisation of media application styles by children and adolescents. So-called self-socialisation concepts of a strong autonomous and selection ability of individuals are so postulated. Exactly the *over-estimation* of the possibilities

²⁵ BAACKE, DIETER: Medienpädagogik [Media Pedagogy], Tübingen, 2007, 98.

²⁶ BAACKE: Medienpädagogik, 98.

²⁷ Cf. GANGUIN, SONJA / SANDER, UWE: Zur Entwicklung von Medienkritik [On the Development of Media-Criticism]. In: VON GROSS, FRIEDRIKE / MEISTER, DOROTHEE M. / SANDER, UWE (eds.), Medienpädagogik – ein Überblick, Weinheim / Basel 2015, 229-246.

²⁸ Cf. das Themenheft Jugend – Medien – Kommerzialisierung [the booklet Youth – Media – Commercialisation]. In: Zeitschrift medien+erziehung (2014). Issue 4.

²⁹ Cf. NIESYTO, HORST: Bildungsprozesse unter den Bedingungen medialer Beschleunigung [Education Processes under the Conditions of Medial Acceleration]. In: BUKOW, GERHARD C. / FROMME, JOHANNES / JÖRISSEN, BENJAMIN (eds.), Raum, Zeit, Medienbildung. Untersuchungen zu medialen Veränderungen unseres Verhältnisses zu Raum und Zeit [In Space, Time, Media-education. Studies about medial Changes of our Relationships to Space and Time], Wiesbaden 2011, 47-66.

³⁰ Cf. NIESYTO, HORST: Medienpädagogik und digitaler Kapitalismus [Media Pedagogy in digital Capitalism]. In: MedienPädagogik, accessible on: <http://www.medienpaed.com/article/view/435> (13.01.2017).

of autonomous action seems however to be a critical point in the background of difficult life-circumstances and lacking informal environments of stimulus.³¹

Socio-cultural differences in how the media acts have become conversant due to the research into media use. Differences in the preference of use and in the navigation experience in the internet, in the reading, writing and (audio) visual competencies and in the use of more information and entertainment oriented offers. Zillien states it so regarding the internet:

“Generally people of high status use the internet to a greater extent of time, are also more competent in its use and rather take up political, scientific and health related information, i.e. content which is assumed to advantageously impact upon them.”³²

While earlier differences in the access to digital media used to stand in the foreground (digital divide) today it is more about the diverse *manners of dealing* with digital media (*second digital divide*). People with less formal education and lower incomes acquire less knowledge in the internet. Less knowledge disadvantageously impacts on social positions and amplifies the social inequality. Klein et al. stood by an important result of an on-line study that a match of the structure of media offers, content preferences and personal aspects are crucial to whether certain online offers are used or not.³³ Regarding participation and the sharing-culture in the social web, Wagner points out that better educated male youth more frequently use online media for participatory purposes than other youth.³⁴

Simultaneously it is to be emphasised that socio-cultural differences in media-use do not automatically indicate aspects of social discrimination and inequality, but first and foremost rather indicate *other* media and social-aesthetic patterns and preferences. People from so-called educationally disadvantaged milieus very well have information needs. These however do not orient themselves to the forms and standards of the educated middle class's world explorations. Aspects of social inequalities in media-use are particularly visible if the existing resources are insufficient to use the media reflexively and actively for one's own personal development and to cope with life.

Educators should also look closely and reflect on how people use media in the context of their life circumstances and needs, what attitudes to media they have and what media-competencies they cultivate. The media educators Kommer und Biermann spoke of medial habitus forms in this context.³⁵ It is about a comprehension which has the reciprocal interweaving of informal

³¹ Cf. NIESYTO, HORST: Kritische Anmerkungen zu Theorien der Mediennutzung und Mediensozialisation [Critical Comments about Theories of Media-use and Media-socialisation]. In: HOFFMANN, DAGMAR / MIKOS, LOTHAR (eds.), Mediensozialisationstheorien. Neue Modelle und Ansätze in der Diskussion [In Media Socialisation Theories. New Models and Approaches in Discussion], Wiesbaden 2010, 47-66.

³² Cf. ZILLIEN, NICOLE: Digitale Spaltung – Reproduktion sozialer Ungleichheiten im Internet [Digital Divide – Reproduction of Social Disparities in the Internet], accessible on: <https://www.bpb.de/dialog/netzdebatte/171701/digitale-spaltung-reproduktion-sozialer-ungleichheiten-im-internet> (retrieved on 30.10.2016).

³³ Cf. KLEIN, ALEXANDRA / KUTSCHER, NADIA / ISKE, STEFAN / OTTO, HANS-UWE: Virtual Inequality and Informal Education: An Empirical Analysis of Young Peoples' Internet Use and its Significance for Education and Social Participation. In: Technology, Pedagogy and Education 17 (2008). Issue 2, 131-141.

³⁴ Cf. WAGNER, ULRIKE: Heranwachsen in der Teilhabe-Kultur [Adolescents in the Participating Culture]. In: medien+erziehung (2015). Issue 5, 11-18, 14.

³⁵ Cf. KOMMER, SVEN / BIERMANN, RALF: Der mediale Habitus von (angehenden) Lehrer/innen. Medienbezogene Dispositionen und Medienhandeln von Lehramtsstudierenden [The Medial Habitus of (prospective) Teachers. Media-related Dispositions and Media Behaviour by students studying to become teachers]. In: SCHULZ-ZANDER, RE-

influences of the media-socialisation, individual patterns of behaviour and societal-media offer structures all in view, and which views the people's processing performance (personal, inner resources) in conjunction with the respective social circumstances and stimulating environments (outer resources). People's daily media-experience should be always be the basis for taking educational action in order to develop subsequently related media pedagogical offers.

6. Media Pedagogy in Educationally Disadvantaged Social Milieus – Media-education and Inclusion

Media pedagogy furthers the actively productive, critical and socially responsible interaction with media in contrast to culturally pessimist media criticism which recommends “media-free” activities as an alternative to problematic media-developments and forms of media-use (cf. ch. 1 this article). Basic approaches to action-oriented media pedagogy are tied to the existing media-competence of children, adolescents and adults and develop educational arrangements in order to broaden and deepen them. Therefore learning situations are necessary which open up sufficient time and scopes of action for the experimentation with and playful testing of media.

Activity oriented media-work is far more than artisan technical productions with media. Media-work in the arrangement of themes, situations and media means to offer possibilities for reflection and for the broadening of experience in a pedagogical context. The analysis of media-messages and their aesthetically symbolic dimensions, the recognition of media-influence on one's own orientation and identity formation and the reflection of societal aspects of digital communication (e.g. the responsible dealings with personal pictures and data) all appertain to this end. Media-production without reflection of one's own intentional statement, design and presentation would miss out on the educational chance of a critically reflexive media-education.

Experience from several practical and model projects which has been gathered with children and adolescents from educationally disadvantaged social milieus at the intersection of the curricular and extra-curricular media-education exist in Germany.³⁶ Amongst others, the following points are noteworthy:

- *Experience and environment orientation*: Contact with the existing strengths and topics which children and adolescents have which are central and activity leading.
- *Greater integration of images, music, body-language*: This is especially important for children and the youth who have difficulty with spoken and written language. Integrated

NATE / EICKELMANN, BIRGIT / GRELL, PETRA / MOSER, HEINZ / NIESYTO, HORST (eds.), Jahrbuch Medienpädagogik 9. Qualitätsentwicklung in der Schule und medienpädagogische Professionalisierung [Annual Media Pedagogy 9. Quality Developments in School and Media Pedagogical Professionalisation], Wiesbaden 2012, 81-108.

³⁶ Cf. MAURER, BJÖRN: Medienarbeit mit Kindern aus Migrationskontexten. Grundlagen und Praxisbausteine [Media Work with Children from Migrational Contexts. Fundamentals and Practice Building Blocks], München 2010; Holzwarth, Peter / Niesyto, Horst: Präsentativer und diskursiver Selbstausdruck junger Migranten und Migrantinnen im Kontext verschiedener (medien-)kultureller Ressourcen [Presentative and Discursive Self-Expression of Young Migrants in the Context of Different (media-)Cultural Resources]. In: Forum Qualitative Sozialforschung 9 (2008). Issue 3, Art 10, accessible on: <http://www.qualitative-research.net/index.php/fqs/article/view/1167/2577> (retrieved on 30.10.2016); KUTSCHER, NADIA / KLEIN, ALEXANDRA / LOJEWSKI, JOHANNA / SCHÄFER, MIRIAM: Medienkompetenzförderung für Kinder und Jugendliche in benachteiligten Lebenslagen [Media-competence Encouragement for Children and Adolescents in Underprivileged Circumstances], Düsseldorf 2009; WAGNER, ULRIKE: Medienhandeln in Hauptschulmilieus [Media Action in Secondary Modern School], München 2008.

concepts which bring vocabulary and written language into balance with vivid and multi-medial expression and communication forms are necessary.

- *Promote aesthetically reflexivity*: This means in the area of photography and film for example, starting from rendered images, to look at these together, to compare, to give each other advice for improvement, and to discover audio production and image processing possibilities. The self-rendered material and the related intentions of expression are the basis and object of reflections; perception and reflexive processing are linked together as symbolic understanding.
- *Promote playful and experimental procedures*: Today we live in a time in which we are confronted with an enormous wealth of the most diverse types of information. It is necessary to develop one's own criteria for selection and simultaneously to be open for a variety of perspectives in order to expand one's horizons. In educational contexts, a mix of playful procedures has established itself to a frame and to situation specific inputs for this purpose.
- “Frame” means that educators offer a structure which allows alongside standards (e.g. a film genre) likewise enough time for playfully experimental expressions. These also include small stepped exercises and production possibilities which neither under-challenge nor overwhelm.
- *Learning presentation and communication*: These are the so-called key competencies which are continuously becoming more important: not only to produce but rather to show and introduce the self-configured to others, to reflect on the handling of personal data in photo and video portals and to receive feedback. Presentation enables one to stand by one's own product, to endure criticism, to respond to criticism – and thereby build up self-confidence.

The media-educator Jan-René Schluchter clarifies this practical value in a current article which reveals the potential of media relations for inclusive media-education. Assuming the understanding that inclusion does not only relate to handicapped people, but rather realises inclusion as a fundamental developmental task by the society, media distinctive production's potential for cultural self-expression, social communication, the expansion of individual experience and fields of action for the participation in public communications processes and the society's co-determination are worked out (Schluchter 2015).³⁷ Further innovative approaches which for example link speech facilitation and active filming to each other and integrate the potential of digital media in this would be worth mentioning.³⁸

³⁷ SCHLUCHTER, JAN-RENÉ: Medienpädagogische Empowermentpraxis als Beitrag zur politischen Bildung [Media-pedagogical Empowerment Practice as input into the political education]. In: DÖNGES, CHRISTOPH / HILPERT, WOLFRAM / ZURSTRASSEN, BETTINA (eds.), *Didaktik der inklusiven politischen Bildung* [Didactics of inclusive political education], Bonn 2015, 143-154. Cf. also SCHLUCHTER, JAN-RENÉ (ed.): *Medienbildung als Perspektive für Inklusion. Modelle und Reflexionen für die pädagogische Praxis* [Media-education as a Perspective for Inclusion. Models and Reflections for the Pedagogical Practice], München 2015.

³⁸ Cf. *das interkulturelle Projekt: Sprachförderung durch aktive Filmarbeit* [the inter-cultural project “Speech Promotion by Active Filmmaking”], accessible on: <http://filme-foerdern-sprache.org> (retrieved on 30.10.2016) plus LAUFFER, JÜRGEN / RÖLLECKE, RENATE (eds.): *Bewegte Bilder – bewegende Pädagogik* [The Manual of Moving Images – Moving Pedagogy], Bielefeld 2015.

7. Perspectives of Media-education at School

A comprehensive media-education in the framework of academic culture is required since media-competence can neither be acquired alone through family upbringing nor through individual use in leisure time. The goal of media-education is so to strengthen children and adolescents that the requirements and challenges can confidently and autonomously meet each other in a media-society. A needs-oriented, reflected, ethically and socially responsible use of the media as well as the ability to learn with analogue and digital media and to design and communicate creatively. Media-education also intends to make learning enjoyable for students and school children as well as to make it possible for them to experience school as a place which captures their needs, experiences, and interests. Academic media-education should underlay a comprehensive understanding of media-formation and not reduce itself to media-didactical and media-formation issues. Nevertheless it is necessary that teaching staff possesses profound knowledge of the value that media use can add to didactics³⁹ as well as profound structural knowledge to be able to competently make use of digital media in teaching.⁴⁰

There is no agreement about minimum standards in media-competence for school children after primary school, secondary school 1 and secondary school 2 completion at federal level to date in Germany. Background: responsibility for educational issues in Germany's federal system lay primarily in the hands of the individual federal states. A cross-border, federal-wide agreement is however urgently required in terms of educational justice. Referring to a position paper of the Media-education State Conference⁴¹ and other contributions to the media-competence dimensions the following central fields of competence for academic media-education highlight themselves:

³⁹ Cf. HERZIG, BARDO: Wie wirksam sind digitale Medien im Unterricht? [How effective is digital media in lessons?], Gütersloh 2014. Zum Lernen und Lehren mit digitalen Medien gibt es u.a. die Zeitschrift *computer+unterricht* [For learning and teaching with digital media there is a.o. the magazine *computer+unterricht*], accessible on: www.friedrich-verlag.de/sekundarstufe/medienpaedagogik/computer-unterricht/ (retrieved on 30.10.2016). Approaches of design, development and practice oriented media-education research in discussion are in research for this purpose (cf. a.o. HARTUNG, ANJA et. al. (eds.): *Jahrbuch Medienpädagogik 10. Methodologie und Methoden medienpädagogischer Forschung* [Annual Media Pedagogy 10. Methodology and Methods of media-pedagogical research], Wiesbaden 2014).

⁴⁰ Bundesministerium für Bildung und Forschung (ed.): *Kompetenzen in einer digital geprägten Kultur. Medienbildung für die Persönlichkeitsentwicklung, für die gesellschaftliche Teilhabe und für die Entwicklung von Ausbildungs- und Erwerbsfähigkeit* [Competence in a digitally shaped culture. Media-education for personality formation, for social participation and for the development of educational and livelihood abilities]. Berlin 2010, accessible on: http://www.bmbf.de/pub/kompetenzen_in_digitaler_kultur.pdf (retrieved on 30.10.2016); cf. Also the statement of the initiative, "No Education without Media!" for relevance to the contention about informatics processes and structures, accessible on: <http://www.keinebildung-ohne-medien.de/publications/medienbildung-und-informatik/> (retrieved on 30.10.2016); about the topic Media-education and informatics education – quo vadis? see online newspaper's magazine *MedienPädagogik*, accessible on: <http://www.medienpaed.com/issue/view/31> (retrieved on 30.10.2016).

⁴¹ Länderkonferenz Medienbildung (ed.): *Kompetenzorientiertes Konzept für die schulische Medienbildung* [Competence oriented concept for media-education at school], 2008, accessible on: <http://www.laenderkonferenz-medienbildung.de/LKM-Positionspapier.pdf> (retrieved on 30.10.2016).

- *Media knowledge*: Especially knowledge of use and structure, knowledge of specific aesthetic media forms and qualities for digital-media development, for social media-development (technological, legal, ethical, economical and political aspects), e.g. recognising chances and risks of digitally automated processes.
- *Information competence*: Especially recognising demands for information and information needs using different sources of information and estimating their quality, knowledge of search strategies, criteria for targeted selection and the use of information for different purposes, the observation of legal conditions and ethical aspects.
- *Personal development*: Especially stimuli for reflection of one's own conduct in the media in leisure time and in social groups, for discussion with media-roles and philosophies in media, for media-related potential and risks for self-expression, social communication and identity formation, and for a relationship to the virtual and physical world.
- *Communication and cooperation with media*: Especially knowledge of the principles of communication, the principles of medial/digital communication ways and platforms in order to be able to use digital media for education, learning and for reaching mutual goals, to estimate the risks of digital communication and to conduct oneself appropriately.
- *Production and presentation*: Especially knowledge and abilities in order to be able to aesthetically design different media, compile and publish digital media-products, differentiate between various audiences, observe copyright and data-protection guidelines and reflectively deal with feedback.

Issues of media-reflection and media censure, supplemented by data protection issues, self-determined information as well as questions of contemporary child and adolescent media-protection, have a very important implication in all of these fields of competencies. Academic media-education in the subject's scope and topics are to be engagingly integrated in order to promote competence in all of these areas.⁴² At the same time there is the need for *special learning centres and times* in school so that school children can acquire activity-oriented and project-oriented media-competence. These are not to be isolated and additionally “executed”, but rather to be related to both topics and also to the respective childhood and youth development tasks. In doing so, it is of special importance to offer project-oriented and production-oriented processes and additional project groups in the afternoon, to strengthen the peer-to-peer learning, to promote the transfer of what has been learned to everyday life and to involve parents, extracurricular partners and the socio-environment in media-education of children and the youth (cf. Niesyto 2015).⁴³ Overall, it is necessary to shift more into the focus of academically educational considerations in connection with the potential for digital media forms

⁴² Cf. The resolution of the minister of education's 2012 conference for this purpose, accessible on: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2012/2012_03_08_Medienbildung.pdf (retrieved on 30.10.2016). For pedagogical concepts for subject integration cf. a.o. PIRNER, MANFRED / PFEIFFER, WOLFGANG / UPHUES, RAINER (eds.): Medienbildung in schulischen Kontexten. Erziehungswissenschaftliche und fachdidaktische Perspektiven [Media-education in academic contexts. Educational Scientific and subject-didactical perspectives. Series Interdisciplinary Media Pedagogy], München 2013.

⁴³ NIESYTO, HORST: Keine Bildung ohne Medien! Perspektiven schulischer Medienbildung [No Education without Media! Perspectives of media-education at school]. In: ULBRICH, HANS-JOACHIM / HARTMANN, JAN / ROSENSTOCK, ROLAND (eds.), Katalysator Medienbildung. Auf dem Weg zur Medienschule in Mecklenburg-Vorpommern [Media-education catalyst. On the way to media-school in Mecklenburg-Vorpommern], München 2015, 13-32.

of individualised and cooperative learning.⁴⁴ Furthermore, a big demand for action is required here and academic education can gain from the extracurricular education here too: the educator as navigator, as coach/mentor who does not define goals, but rather more stimulates, advises and supports – and who also realises themselves also as learner.⁴⁵

8. Media pedagogical basics for professional educational personnel

A bunch of factors are necessary for the establishment of media-education in schools: from an institutional entrenchment in educational schemes and school curricula, a solid media pedagogical training, advanced training and further education of the pedagogic skilled personnel to a contemporary and functioning media-technical infrastructure in schools would suffice. Professional organisations of the media pedagogy published the *Media Pedagogic Manifest* and established the initiative *No Education without Media!* (KBoM) – [in German: *Keine Bildung ohne Medien!*] federal-wide already in 2009. The professional organisations hosted a federal-wide media-pedagogical congress in Berlin in 2011 to provide more emphasis on the concerns and demands of the media pedagogy in the political area.⁴⁶

The demand for some basic training in media pedagogy for all pedagogic skilled personnel occupies an exceptional status currently. The basic training demand's further development process is documented on the KBoM (*No Education without Media!*) initiative's internet portal.⁴⁷ Meanwhile, conceptual substantiation and initial experience exist in university areas. The collective volume *Grundbildung Medien für alle pädagogischen Fachkräfte*⁴⁸ lists central substantial dimensions of media pedagogical basics and gives a current glimpse into the state of the conceptual discussion and into the teaching practice at different universities and courses of study.⁴⁹

Media pedagogical basics for all professional educational personnel would respectively ensure that prospective teaching staff in all subjects has a media-pedagogical orientation and basic knowledge at its disposal. This is a decisive prerequisite for a subject inclusive entrenchment of media related topics and competencies. Basics of media education in the framework of tertiary education puts scientific fundamentals into the spotlight. The practical relevance to various spheres of activity is important, e.g. in order to get to know pedagogical everyday situations and instructional settings and in order to be able to better comprehend in the framework of casuistically theoretical deliberations. Academically established medial basic training must not limit itself to conveying application-oriented concepts and methods, but rather to promote media-pedagogically oriented knowledge and reflexive educational and instructional processes in relation to media in complex ways.

⁴⁴ Cf. ALBERS, CARSTEN / MAGENHEIM, JOHANNES / MEISTER, DOROTHEE M. (eds.): *Schule in der digitalen Welt. Medienpädagogische Ansätze und schulpädagogische Perspektiven* [School in the digital world. Media-pedagogical approaches and academically pedagogical perspectives], Wiesbaden 2011.

⁴⁵ Cf. RÖLL, FRANZ-JOSEF: *Medienkommunikation und Web 2.0* [Media communication and Web 2.0]. In: BOCKHORST, HILDEGARD / REINWAND, VANESSA-ISABELLE / ZACHARIAS, WOLFGANG (eds.), *Handbuch kulturelle Bildung* [Manual of Cultural Education], München 2012, 534-536.

⁴⁶ Cf. Initiative *Keine Bildung ohne Medien!*, accessible on: <http://www.keine-bildung-ohne-medien.de> (retrieved on 30.10.2016); a similar initiative also developed in Austria: *Medienbildung Jetzt!*, accessible on: <http://www.medienbildungjetzt.at> (retrieved on 30.10.2016).

⁴⁷ Cf. *Initiative Keine Bildung ohne Medien!*

⁴⁸ Translated: *Media pedagogical basics for all professional educational Personnel.*

⁴⁹ Cf. IMORT, PETER / NIESYTO, HORST (eds.): *Grundbildung Medien in pädagogischen Studiengängen* [Basic Media Education in pedagogical Courses of Study], München 2014.

Basic knowledge in further topics are necessary along side fundamentally content-related dimensions (one's own media-competence; media-educational-upbringing, media-didactic and socialisation related competence; media-related, school developmental competence). Various media-theories, fundamental structural knowledge about the current, complex media-systems, about the underlying algorithmic and digital networked processes, knowledge of the different media-aesthetic sign and symbol system (sound, image, video, multi medial links) as well as basic knowledge in issues of media-law, of data-protection and of child and youth protection. A particular importance is to be assigned to the information competence in an action-related perspective (especially in the interests of a reflected choice, a quality-oriented assessment and dealing with data in a socially responsible way), to the proficiency in linking informal and formal educational processes and to the actively productive composition competence. The ability (pedagogical) for media-criticism and for media-related reflections and educational processes is an over-lapping task – also in the interest of the ability to critically self-reflection one's own (personal and subject culturally pedagogic) media practice, to reflect aspects of socio-cultural differences and social imbalance in media-acquisition and to develop target-group-sensitive media-pedagogical action.

With a view to the implementation of media-pedagogical basic training in Germany, it becomes clear that there has so far been media-pedagogical offers at few universities which are compulsory for all students studying to become a teacher. This situation requires universities to heed budgeting sufficient resources in their structural and developmental plans to be able to guarantee both media-pedagogical basic training for the students and broadening media-pedagogical courses and degree courses. It has recently been indeed successful in Germany to receive support for various media-pedagogical matters beyond the sphere of the media-pedagogy in science, the society and politics. The 2012 conference of the minister of education and cultural affairs resolved to establish media-education in a comprehensive sense subject inclusive and compulsory in schools.⁵⁰ The commission of enquiry *Internet und digitale Gesellschaft*⁵¹ of the German Federal Parliament (Deutscher Bundestag) addressed itself to different ideas.⁵² In July 2015 the German Federal Parliament adopted a resolution to strengthen digital education (*Stärkung der Digitalen Bildung*).⁵³

The outlined activities and developments show that the media pedagogy is reacting to new challenges and is also committed to the (education) political sphere. Nevertheless, there are bigger educational-political problem areas, especially concerning the widespread and binding implementation of educationally political declarations and resolutions. The political will to substantiate the respective resolutions, to allocate sufficient financial resources and to continually

⁵⁰ KULTUSMINISTERKONFERENZ: Medienbildung in der Schule, accessible on: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2012/2012_03_08_Medienbildung.pdf (retrieved on 30.10.2016).

⁵¹ Translated: Internet and Digital Society

⁵² Cf. e.g. PROJEKTGRUPPE BILDUNG UND FORSCHUNG [Project Group Education and Research]: 6. Zwischenbericht [6. Interim Report] der Enquete-Kommision, accessible on: http://www.bundestag.de/internetenquete/dokumentation/Bildung_und_Forschung/Zwischenbericht_BuF/Zwischenbericht_Bildung-Forschung.pdf (retrieved on 30.10.2016); especially p. 90.

⁵³ The proposal (cf. <http://dipbt.bundestag.de/extrakt/ba/WP18/660/66045.html>) is to be differentially evaluated. Statements about the funding of the measures and an orientation to computer science classes from primary school a.o were insufficiently criticised (cf. statement of the initiative "No education without media education!", accessible on: <http://www.keine-bildung-ohne-medien.de/bundestag-verabschiedet-antrag-der-regierungsfraktionen-zur-digitalen-bildung> (retrieved on 30.10.2016)).

asses the measures is lacking with almost all political parties which hold respective government responsibility.⁵⁴

Precisely in a historical epoch in which the digitalisation is sustainably altering virtually every societal area, media-education will become a core task of education. In a situation in which the global playing media corporations, business enterprises, secret services and other establishments are always spying out data and employing it for their own purposes, it is important to hold on to the right to informational self-determination.⁵⁵ It is important to pose questions of sense and meaning beyond this quantifying process structure in the face of an all encompassing quantification and survey of life and society. Therefore a critically reflexive and politically cultural media-education opportunities should open up and should empower children, adolescents and adults to a self-determining and competent use of digital media.

⁵⁴ The current 2016 curriculum reform in Baden-Württemberg is a current example for a halfhearted establishment of media in the academic media-education. Cf. for this NIESTYO, HORST / IMORT, PETER / REINHARD-HAUK, PETRA: purpose issue 18 of the online newspaper Ludwigsburger articles about media-pedagogy, accessible on: <https://www.ph-ludwigsburg.de/2081.html> (retrieved on 30.10.2016).

⁵⁵ Cf. also in this context HELBING, DIRK / FREY, BRUNO S. / GIGERENZER, GERD / HAFEN, ERNST / HAGNER, MICHAEL / HOFSTETTER, YVONNE / VAN DEN HOVEN, JEROEN / ZICARI, ROBERTO V. / ZWITTER, ANDREJ: Das Digital-Manifest – Digitale Demokratie statt Datendiktatur [The Digital Manifesto - "Digital Democracy instead of Data Dictatorship"], accessible on: www.spektrum.de/news/wie-algorithmen-und-big-data-unsere-zukunft-bestimmen/1375933 (retrieved on 30.10.2016).