



# VII International Media Summit LeaDMe 2020

February 13-15, 2020

## Pre-Conference Proceedings

Volume I

**EDITORS:**

**Ms. Manjula Srinivas**

**Dr. Sangeeta Bagga-Gupta**



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**Principal's Message**

Achieving and sustaining excellence in research and innovation is the only roadmap to any society's growth. We, at Kishinchand Chellaram College, believe that exposure to ongoing research and interactions with the leading researchers will help our students gain new perspective about their field of study ultimately resulting in their contribution to the growth of our society. To promote this temperament, we take up various initiatives related to all streams of studies. One of the most prestigious initiatives of those is the annual media conference, International Media Summit, organised by the Department of Mass Media.

This one-of-its-kind conference was conceptualized and initiated in the year 2014, and has evolved to create impact in every sphere of media, year after year. It gives me immense pleasure to explore one more and better than ever such facet in the 7th International Media Summit, this year.

The conference has grown bigger this time as we associate with two other leading academic institutions, Jonkoping University (JU), Sweden and Bombay Teacher's Training College (BTTC). We are hopeful that this association will lead to opening of some exciting avenues in research and education for our students.

The Department of Mass Media, since its inception in 2000, has grown exponentially. It was listed among the Top 10 Mass Communication Departments in the country by India Today Magazine for three years in a row. We focus on the progress of each student, as we believe that we cannot build the future for the youth, but we can build the youth for the future.

We try to imbibe entrepreneurial skills so that the students are not just industry-ready but ready to create jobs for people. The department has always prepared students to study and innovate in the media industry. In the times of corporatization of media industry, we take pride in saying that our students and alumni are committed to pro-people outlook in their work. This department adds glory to our institution by organizing such initiatives for the students.

The 7th International Media Summit provides grand platform to students, academicians and researchers across the world to explore new ideas and research within the industry. I thank all the students and faculty who have worked enthusiastically for this conference. I also thank JU and BTTC for associating with us and hope that this association will grow further.

I extend my best wishes to the Department of Mass Media and to all the participants. Let us work together to make this conference a testimonial of learning, growth and transformation.

*- Dr. Hemlata Bagla, Principal, KC College*



## **Hyderabad (Sind) National Collegiate Board**

The Hyderabad (Sind) National Collegiate Board or H(S)NC Board was founded in the year 1921 in Hyderabad (Sind) situated in undivided India. Behind its formation, there was a strategic vision, a hope for the future and a changed socio-political situation. Today, a reputed chain of well-managed colleges come under the H(S)NC Board.

The Founder Principal K. M. Kundnani realised the need for the present and futuristic academic development of the displaced Sindhi community. Along with Late Barrister Hotchand G. Advani, he started the Hyderabad (Sind) National Collegiate Board in Mumbai in 1949.

The first college under the aegis of the board was named Rishi Dayaram National College, Bandra. The founding fathers soon opened their second college of the H(S)NC Board, KishinchandChellaram College in 1954.

This was followed by a chain of educational institutions committed to teaching and research in various fields such as Arts, Science, Commerce, Management, Education, Law, Pharmacy, Engineering and Technology.

Today, the H(S)NC Board manages 25 educational institutions with an approximate combined strength of 40,000 students.

The President Kishu Mansukhani currently heads the H(S)NC Board. He envisions the Board to be an international centre of value-based education, nurturing students with innovative skills and preparing them to become persons of integrity and commitment who shall make a difference to the profession, nation and humanity.

With the blessings of Late Padmabhushan Patron Trustee Dr L H Hiranandani, the Board aims to continue working towards fulfilling his goal of education for all blended with service to the broader community. The other eminent members of the Board include Immediate Past President Anil Harish, Past President Dr. Niranjana Hiranandani and Secretary Dinesh Panjwani.

Over the years, several international exchanges, visits, tie-ups and programmes have been initiated by the Board. The modernisation, consolidation and expansion of all programmes are also being carried out to enhance the learning experience of students.

Government of India has recently approved a cluster university status for the board. KC College, HR College and Bombay Teacher's Training College will be the constituent colleges of this new university. The university, to be named as H(S)NCB university, will start functioning in the academic year 2020-21.



## **Kishinchand Chellaram College**

The vision and pioneering spirit of Vidyasagar Late Professor K.M.Kundnani spearheaded the establishment of Kishinchand Chellaram College in 1954, under the aegis of the H(S) NC Board. Over the years KC College, has evolved as a premier institution of South Mumbai which believes in imparting holistic education to students through its academic and extracurricular activities. True to its motto of “Salvation through Knowledge”, the College has constantly initiated a wide range of courses over the years.

The numerous accolades and prizes won by the College testify the vision and sterling leadership of its capable and proactive Principals and supportive Management. Their zealous efforts have enabled the College to get the coveted “A” Grade thrice in succession from NAAC and helped secure the Best College in the Urban Region Award, of the University of Mumbai. In 2015, KC was conferred with the Star Status Award by DBT, Government of India, followed by the FIST Award by DST, Government of India, in 2016.

Every year KC students feature in the University list of Rank Holders. They qualify in top level competitive examinations and many attend renowned universities abroad. India Today has listed KC amongst the Top 10 Colleges for Sciences in Mumbai. The BMM course at KC has been ranked Best in Mumbai and amongst the Top 10 in India.

Apart from regular main-stream courses in Arts, Science and Commerce faculties, new self-financed courses, like Bachelor of Arts in Mass Media, Master of Arts in Communication and Journalism, Master of Arts in Entertainment, Media and Advertising. Courses like B.A in Film, Television and New Media Production were introduced and were well received. KC also offers doctoral programmes in several disciplines.

Research is integral to KC. The college has its own recognized interdisciplinary annual Research Publication - Srujan. An intercollegiate research seminar, Anubhav, is conducted, wherein participants share research experiences.

KC organises Vidyasagar Late Principal K.M.Kundnani Lecture series which offers students a platform to interact with stalwarts. KC also organises literary and cultural festivals, and other co-curricular activities.

As part of its outreach activities, KC College has encouraged both the NSS and Rotaract Club to actively organize programmes to support and help the needy. NSS has been sensitizing students to the needs of society through adoption of a village at Karvale.

The Placement Cell successfully recommends students to top ranking organizations in India and abroad. Scientific Research collaborations with Indian organizations like Saha Institute of Nuclear Physics and others have facilitated quality research. KC College has also achieved a global profile through international linkages with Deakin University, Australia, Jönköping University, Sweden and Pennsylvania State University, U.S.A.



## **Bombay Teachers' Training College**

Bombay Teachers' Training College is a premier college of education located in South Mumbai. It was established as a grant-in aid, linguistic (Sindhi) minority institution by the Hyderabad (Sindh) National Collegiate Board. It is affiliated to the University of Mumbai and recognized by the National Council for Teacher Education (NCTE). The college has been re-accredited A Grade in all three cycles by NAAC and it aims to keep working to maintain this benchmark.

Since its inception in 1969, the college has been consistently providing quality education to all the students who enroll in it. With a vision to emerge as a center of excellence in teacher education, BTTC provides experience-based learning for multifaceted development of students. BTTC has become a central resource center in education due to its prominent achievements in teacher preparation, in-service training, research, extension services, co-curricular activities and add-on courses. It has provided a platform to hone the skills required to be effective teachers. The college also imparts value-added courses to bridge the gap between the prescribed curriculum and the skills needed in current times.

The placement cell of the college is very active and works hard towards ensuring that their students get the best job opportunities. The alumni of the college are well-placed in esteemed educational institutions, both locally as well as globally.

BTTC has grown from strength to strength in varied academic spheres during the 50 years of its existence. It started with a B.Ed. course and now it has programs from pre-primary to Post Graduation level. It continues to be a catalyst and contributes significantly to changing the scenario of education.





## **Jönköping University**

Jönköping University (JU) is a young professional-oriented university characterized by its international standards, entrepreneurial spirit, and extensive collaboration with its surrounding society. It is one of the three Swedish private and non-profit schools who have the right to award doctorates.

The School of Education and Communication (where the CCD - Communication, Culture, and Diversity Research Group is situated) has a creative and an inspiring study environment. It prides itself in creating a bridge between students and teachers in order to aid students have discussions without any barriers. The School of Education and Communication offers programs in communication and marketing, international work, human resources, and teacher education.

Jönköping University has signed Memorandums of Understanding (MOUs) with KC College, University of Mumbai, and SNTU University with the aim of establishing sustainable exchanges of the staff and students. It is in the process of establishing a similar partnership with BTTC. Currently JU and KC College have an on-going staff exchange project funded by the Swedish grant Linnaeus Palme 2019-2021.

They provide an array of courses which include about 80 programs/specializations at an undergraduate and advanced levels. It prepares students by honing their skills and readying them in international context. At the university, the conditions for a state-funded higher education and research are regulated through a long-term framework agreement with the Swedish state and through annual agreements on education and research assignments. In addition, the institute conducts various assignment training and research.

Jönköping University aims at building future-ready individuals to match the international standards. Entrepreneurship, innovation, and ownership are considered very crucial in building the leaders of tomorrow by them. They also have preparatory educational programs for international students.

# **Communication, CultureAnd Diversity (CCD) Research Group, Jönköping University, Sweden**

CCD, Communication, Culture and Diversity ([www.ju.se/ccd](http://www.ju.se/ccd)) is a multi-disciplinary and international network-based research group. It focuses on issues of learning and communication inside and outside institutional educational settings (preschool, compulsory school, upper secondary school and adult education) and places of work (government agencies, health care sector, nonprofit establishments etc.). CCD was established during the second half of the 1990s at Örebro University, Sweden. In 2016 CCD was relocated to the School of Education and Communication at Jönköping University, Sweden.

The CCD network-based group established, together with Örebro länsteater, Örebro and Riksteatern in Hallunda, Stockholm, the think tank DoIT, Participation and Inclusion Think Tank (Delaktighet och Inkluderings Tankesmedja, [www.ju.se/ccd/doit](http://www.ju.se/ccd/doit)) established in 2016. DoIT regularly organizes cross-sectoral seminars and workshops at CCD, Jönköping University, Jönköping, Örebro länsteater, Örebro and Riksteatern in Hallunda, Stockholm. Representatives from various sectors of society, such as theatre and culture, civil society, police, politicians, local and national NGOs, entrepreneurs, the Employment Service, the Social Insurance Office, researchers etc. participate in workshops in these activities. These seminars and workshops address practices and research through thematic agendas where researchers, professionals and clients discuss contemporary issues.

Communication, Culture and Diversity are the three central terms in CCD. These terms form a perspective and a point of departure for research on communication in analogue-digital-virtual-real settings. Each term functions as an object of study as well as methodological and theoretical point of departure. Research and societal developmental projects that focus on communication, diversity, identity and learning have been on the agenda at CCD since the mid-1990s.

Since early 2019, the Department of Mass Media, KC College in Mumbai, India, the Bombay Teacher Training College, Mumbai, India and CCD, Communication, Culture and Diversity in Jönköping University, Sweden have been conceptualizing the the LeADMe2020, Learning, Digitalization, and Media International Conference.

## **LeaDMe 2020**

As the world is stepping forward into the future, Media is continually shaping everything around us and giving us a broader sense of understanding. However, Media is not only framing the information that we have around us; it is becoming an integral part of our lives. We cannot imagine ourselves without Mass Media, especially New Media. This interaction with media is has been giving rise to Media research, and it is this Media research that helps the industry experts to have a better understanding of the current scenario and frame things likewise. Media research also helps the academia frame and structure their coursework and theories in such a way that the students can have a better understanding of the concepts.

While Media research studies the effects of Media theories on different samples and under various scenarios, Media is always present even in interdisciplinary research and studies. When we look closely, Media is involved in every day to day subject, and activities right from the communication carried out using different mediums such as mobile phones, or things of more considerable significance such as political developments.

In scenarios like that of today, only the understanding of the things around us, the practices of Media personnel and the knowledge of Media studies and Media research are not enough. We need a platform where academia can meet with the industry and discuss the contemporary scenario for a better perspective of things around. The Industry-academia interaction does not only provide the students with a much better understanding of the situation and the area of study, but it also serves as a platform where they can hone their skills under the guidance and fellowship of some of the most experienced personnel of the business.

### **Department of Mass Media, KC College – Conference Series**

LeaDMe 2020 is the seventh instalment of the two series conference/workshops that have been organised by the Department of Mass Media, KC College, Mumbai. Since its inception in 2013, the international media summit has been held by the Department of Mass Media at KC College, to provide for a platform where the industry meets the academia and discusses significant applications and research perspectives of Mass Media research and developments in the field of Mass Media. The conference comprises a mix of panel discussions, paper presentations, and keynote speeches. Some the areas that have been touched by the conference include Media Integrity, Globalisation and Media, and other such significant areas of study. LeaDMe 2020 has been hosted by two disciplinary institutions based in Mumbai – KC College and Bombay Teachers Training College; and one multi-disciplinary institute – Jonkoping University, Sweden.

### **About LeaDMe 2020**

Learning, Digitalization and Media (LeaDMe) is an international conference that has been conceptualised as a strategic initiative for a theoretical research-oriented meeting scheduled for February 13 and 14, 2020, and a cross-sectoral platform for discussion bringing together various sectors and its actors that are engaged in the enterprise of education, digitisation and media held on February 15, 2020. Three institutions jointly host LeaDMe 2020 – Department of Mass Media, Kishinchand Chellaram College, Mumbai, India, The Bombay Teachers Training College, Mumbai, India and Communication, Culture, Diversity Network-based Research Group, School of Education and Communication, Jonkoping University, Sweden.

## **The Conference Theme**

Issues related to Digitization, Globalisation, the Glocal Village, Virtual learning, Customised Media for entertainment and Education for the future have come up in recent times or have been through significant changes as the world entered the third decade of the millennium. These issues are not confined to the research endeavours of the global-North anymore. Nor are they ideas that can remain as the dimensions of imagination for a few sci-fi and fantasy writers.

These issues of learning, digitalisation and media are closely intertwined and need recognition in terms of the opening of a Pandora's Box that enables new possibilities for generating glocal knowledge with the collaboration of multidisciplinary oriented scholars across the global-North and global-South.

A multidisciplinary point of departure allows for approaching digitalisation from a learning perspective across perspectives such as Pedagogy, Language and Literature, and Media and Communication. It enables the cross-pollination of theories and methods with the potential to grasp the problems in an accelerated time of innovation and technological transformations.

Professionals and students across different fields of study require a knowledge base that can support the development of relevant digital uses in different situations. Here the discipline of education has the most crucial role of working as a facilitator and fond for illuminating the significance of learning across micro, meso and macro scales. Here the objective is not only to look at the formalised, informal and semi-formal components of institutional education but also the everyday nature of learning. This perspective is highly relevant given the ordinary nature of the socialisation processes whereby individuals – adults and children – ‘Learn’ in and through digitalisation. The role of media and the analogue-digital interface require being illuminated both in the research and cross-sectoral collaborations across the academia and industry.

### **LeaDMe 2020 Subthemes:**

While the theme of LeaDMe 2020 has its focus on exploring new dimensions in the spaces of Learning, Digitalization and Media, it also tries to explore a few subthemes that constitute to form the central theme of the conference. The academia and industry experts explore and talk about these subthemes and the crux of LeaDMe during the three days of the conference. These conference subthemes can be divided into three major categories based on their nature; they are:

- Communication and Media Interaction
- Digital Media and Exploring new dimensions of Media
- Learning through Media
- Media for the Marginalised sections of the society
- Challenges Faced by Media

### **Communication and Media Interaction**

Communication is essential, and so is media. Media acts as the platform that can be used by humans think tanks or influential people to interact with their peer groups, social groups and masses. Every vital information piece is communicated using one of the existing mediums, i.e. traditional media or new media; in many instances, communication also takes place using multiple mediums to reach the larger masses.

With the advent of Digitalisation and the introduction of new forms of media, the Mass communication models have changed for the good. Earlier, all the communication that took place was a one-sided affair with the masses having a comparatively less significant role in the process. However, with the introduction of the Internet, Digital Media and Social Media, this communication has changed into being a more interactive process.

Media and communication have been working together towards improving the social aspects and helping humans express whatever in their minds. This ongoing exchange of communication and media vaguely dates back to the time when media came into existence. When we talk about the communication and media interaction, it does not only confine itself to the mediums that exist in the modern-day, i.e. broadcast media, print media and the new media.

The communication and media interaction started with the early forms of media such as the drama, music and dance of the Shakespearean era, or probably even earlier than that.

While this communication and media interaction takes place, there is room for error. The errors can be caused due to reasons related to media or communication. The conference series aims to identify these errors or to be precise the lapses in the communication and media interaction, and also try to come up with possible solutions for those lapses. Through the intellectual discourse that takes place during the paper presentations and the industry-academia interaction, students and industry experts alike are trying to come on common grounds and solve the communication and media interaction issues of the global-North and the global-south.

### **Learning Through Media**

Learning through media is one of the most effective ways of communication in contemporary times. It was all started in 1912 when the American psychologist Edward L. Thorndike recommended pictures as a labour-saving device for instruction. Media are generally defined as a way of communication or sharing ideas and information from place to another place. There are a variety of mediums that have been used to support learning such as traditional means of learning (Chalkboards, textbooks and teachers), Mass Media (Newspaper, Movies, Radio and Television) and then Electronic Media (Computers, Multimedia and Interactive Video).

Media is an element of active learning strategies, such as group discussions or case studies. Podcast nowadays has become an effective means of learning through media. The use of media for learning is to foster teaching and learning complements the traditional approach to learning. Using media for learning engage students, aids student retention of knowledge and motivates their interests.

Traditional means of learning is teacher-centric, where a teacher passes the information to students. New means of education is Media-centric, where the data is given to students through different mediums, primarily electronic media. Existing media resources can be used to stimulate interest in and develop knowledge of what's being taught. It can even be used to interact with students and facilitate active learning strategies which push and promote deeper learning. Media is arguably one of the most dynamic, useful and influential platforms for online learning, cooperative learning and problem learning. Digital storytelling is also one of the effective means of communication for learning through media.

## **Digital Media and Exploring the New Dimensions of Media**

Through the lens of digital media, we have seen how media can be viewed, distributed and modified. A complete new circus which makes work much more comfortable and quick were we excel through a set of our smart skills in the viewer's eyes using a much more advanced set of technologies. Digital media has brought innovation in learning, were we expand all set of possibilities and meet new expectations by influencing society with a new era of education.

The advent of new media has created a new spark among internet users closing in the window on a wide plethora of unexplored myths, all available now on our fingertips, all we need is an access to computers, smartphones or laptops which has made our life much more comfortable, where people connect with the world sitting on to their home, where people interact and feel fulfilment, nurture relationships and stay in touch with others, were they share valuable information and feel more involved in what's happening around the world.

Digital media is changing the dimensions of how work gets done, and it has boosted productivity and enhanced flexibility for its users, Digital media can facilitate education and life-long learning to build and source the skills of the future By selecting what information reaches which users, digital media can also alter human decisions and pose risks to civil society,

Digital media consumption may facilitate bullying, harassment and social defamation, Excessive digital media consumption may increase vulnerability to addiction and harm mental and physical health. When used extensively and without guidelines, the benefits of Digital Media are limited among children.

Those days are gone where people had an age limit to learning and exploring new things in life. Digital media has made learning possible across ages, and this learning can be attained from homes where any other work does not surround people. Whether it is a mother who is pursuing a psychology masters online as she nurses her baby or a middle school child who is learning algebra from home, digital media has revolutionalised not only where we learn but also how we learn. Virtual classrooms enable collaboration between people from totally different backgrounds who share common interests. Teachers can reach a wider audience of students as well.

Digital media allows people to social standpoints, showcase their work, and more. Student's work can reach a more massive crowd and get comments and criticism. Platforms like Reddit, YouTube, Vimeo, and pages like these allow the public display of ideas and works of individuals. This feedback also gives students perception about how the real world will perceive the work. Students who are looking for work or internships to build their resume and also find opportunity online through websites like LinkedIn, which is a social networking platform that allows people to network and develop their professional portfolio. It also enables anyone to search for a work opportunity.

## **Media for the Marginalised Sections of the Society**

People say that media is meant to be consumed by everyone without any restrictions. However, this scenario is like the utopian imagination of a world where media acts as the fourth estate. In reality, media has never truly existed for the marginalised sections of the society, and only the elite have vested their interests in media and controlled the flow of information in the media. Marginal communities are like third world countries that have been deprived of the luxuries that the common man enjoys in his daily life.



However, things have changed with the changing times, and media is no matter a commodity meant for usage by the elite and the intellectuals only. Media is being made available to the marginalised sections of the society as well. Efforts by technological companies like Google, telecom giants like Reliance Jio and NGO's that work for the overall improvement of the marginalised sections of the society are contributing towards making the world a better place and educating the masses about the importance of media literacy. With media being available for the marginalised sections of society, they would learn the working of the media and other functions that they never experienced.

LeaDMe 2020 also aims to prove as a platform for increasing awareness about making media available to the marginalised sections of the society. Through the paper presentations and the discussions that take place in the conference, intellectuals and academia would understand the perspectives of the marginalised sections and what is their stand on media and issues surrounding media. These Media issues are a global concern and should be made known to every social stratum of society. LeaDMe 2020 aims to address these issues and also make them known to every section of society.

### **Challenges Faced by Media**

Though media is meant to be the fourth pillar of democracy and also have a voice of its own, it has never reached its purest form. Media continually faces challenges on the social, economic and political levels that do not let media function as an individual entity. These problems have become challenges for both the global-North as well as the global-South. It is these problems of media that are to be questioned when media does not function effectively, and not the media as a whole.

Censorship stands as the most significant challenge that has been faced by media throughout the years. It is censorship that gave rise to theories like Agenda Setting, Framing, Gatekeeping, Priming and other

such practices that lead media to filter all the issues and also sometimes manufacturing content. When media is free from censorship, it will have nothing to stop it from functioning freely as an individual institution.

At the conference series 2020 i.e. LeaDMe 2020, the delegation and the hosting parties will come together to try and find the possible solutions to all the existing challenges faced by media. It is through the three-day interaction between the industry and the academia that the underlying issues will come forth and lead into an intellectual discourse to help find all the probable solutions to those issues. The cross-sectoral interaction will also prove as a platform for understanding the challenges faced by Media in the cross-sectoral studies, the reasons as to why have these challenges arisen, the impact of all such difficulties on the industries, and the solutions to overcome or at least curb the effect of all such issues faced by media.

## Editors' Message

Canadian Philosopher Marshall McLuhan coined the popular phrase, 'Medium is the message.' McLuhan suggested that medium and the characteristics of the medium should be focused in addition to the content. Medium plays an important role in informing, educating and entertaining the audience. It has the power to give a perspective to the content and is an essential element of communication processes. The media has the power to influence the greatest of the minds and as collaborators and creators of the media, we hold power and are responsible for how media is engaged with optimally.

Jean Baudrillard, a French Sociologist had predicted way back in 1987 that the world will rapidly move towards screen-based communication and now, in 2020, we can experience the world digitally. This year, we explore the theme of 'Learning through Digitisation/Digitalization using an appropriate Medium/Media- LeaDMe.

LeaDMe, the theme of this year's conference emerges from the above as well as from the strategic development project called LeaDMe, Learning, Digitalization and Media ([www.ju.se/ccd/leadme](http://www.ju.se/ccd/leadme)), awarded to the CCD research environment by the Board of Jönköping University, Sweden for the period 2018-2020. . This strategic development project aims to build an international multidisciplinary Master program that brings together the areas of Educational Sciences and Media and Communication sciences. Education is a keytool that holds promise for leading the work towards societal and global development and digitization/digitalization of media plays a key role in this pursuit. It promises to help in shaping up personalities and encouraging innovations. Today we cannot imagine society without media, especially new media. In this internet era, new media has changed the definitions of both education and mass media.

We are in the seventh year of this conference series at KC College, Mumbai, India and every year we have aimed at doing something newer and better. The CCD research group has been organizing thematized international conferences since the end of the 1990s. This year, the Department of Mass Media, K.C. College has collaborated with two other institutions Bombay Teacher's Training College, Mumbai, India and the CCD research group from Sweden to create this first international conference to the platter at KC college, Mumbai, India.

The Media Research and the Communication Journal Volume VII tries to cover the plethora of themes which will be presented during the three-day conference starting from the 13<sup>th</sup> of February, 2020 to 15<sup>th</sup> of February, 2020. While the first two days focus upon research discussions, the third day of this year's conference focuses upon both a cross-sectorial focus as well as cross-sectorial discussions, The theme for this year's conference across all three days covers a wide array of topics and opens up critical spaces for the study of digitalization where in predictions suggest that the future will be increasingly internet based. This edition of the journal brings to you research that aims to understand different facets within the areas of education, media and digital platforms. Learning, Digitization/Digitalization and Media are the key words of the conference and the journal tries to connect the dots between these three points; it tries to explore various dimensions in these spaces. It contains within itself the research that aims to understand at a deeper level approaches towards digitalisation from a learning perspective across Pedagogy, Language and Literature, and Media and Communication.

The journal tries to cover various sub-themes like Communication and Media Interaction, Digital Media and Exploring new dimensions of Media, Learning through Media, Media for the Marginalised, Challenges Faced by Media and so on.



The journal also involves the reader by relating these concepts to prominent examples from popular public sphere to add a greater measure of relevance. The availability of such diverse examples from various familiar environments have led to this year's journal being more contemporary and thorough than before.

We hope that the issues raised and discussed at the conference will enrich your experience.

## **List of Abstracts**

1. Analysis of Phones, Peers and Perceptions as Moderators
2. Exploring synergies between Film Education & Skills Training
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23. Handling language during empirical research. Ethnography as action in and across time and physical-virtual sites
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25. Exploring the parameters and issues of media content creation by practitioners in the Global-North about subjects in the Global-South through the form of an international feature documentary

26. Topicalizations of posting and sharing content in Facebook – studying and practicing a new language in the digital wilds
27. Decolonising Digital Pedagogy: Transformative Work, Popular Culture and Open Access Media
28. Popularization of Dalit Literature via blogging
29. Understanding the English textbook – a crucial step to efficient use of e-resources for Quality English teaching
30. EdIndia: A Case of Innovation in the Indian EdTech space
31. The story event “The Beauty and the Beast” in Second Life. Literature studies and the (non)-adoption of virtual worlds.

## **Analysis of Phones, Peers and Perceptions as Moderators**

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With the ubiquity of smartphones, sexting—sharing of sexually-suggestive texts, images, and videos—can be perceived to be copiously prevalent. Though a small section of experts wants to believe sexting isn't a risky sexual behavior, the popular view is highly critical of it, associating mental health issues, promiscuity among teens and substance abuse with it. Also, there are instances of leaked personal-sexual content and the potential threat of violence, abuse, and blackmail. Studies have also linked sexting with promiscuity among teens and substance abuse. Personal-sexual content, when leaked, could have negative consequences, leading to psychological, social and reputational harm. Studies have also observed higher levels of stress among males who sext. In this backdrop, the present study analyses the extent of usage of smartphones, peer-driven perspectives and attitudes related to sexting as potential moderators affecting the indulgence in sexting. An online survey of 408 Indian millennials—chosen using a referral sampling procedure during August-September 2019—is performed to test the web of relationships among smartphone usage, the extent of sexting, peer influence and a set of perceptions, including that on the motivations, safety, and consequences of sexting. Results of this study, grounded in the diffusion of innovation and social-learning theories, indicate that smartphone usage contributes to sexting and also identifies peer influence as a major contributing factor among millennials. People in relationships tend to believe that sexting is an expression of love and inevitable and those attitudes increase engagement in this behavior. While a section of smartphone users recognize the consequences of sexting, it doesn't matter. Even the thought that sexting is immoral and considered a taboo increases indulgence in sexting. Study results are used to theorize on the rationale behind texting and the interactive nature of the factors that are tested. Barring the attitudes that sexting is lawful and personal, all the other attitudes and sexting among peers were found to moderate the relationship between smartphone usage and engagement in sexting. Sexting among peers and the attitudes that sexting is love and inevitable were the strongest moderators, strengthening the relationship between smartphone usage and the extent of sexting. It also leads to the conclusion that to bring down the levels of sexting, campaigns highlighting the consequences of indulging in sexting and terming it as an unlawful behavior may not work on the millennials, who

believe that it is an inevitable expression of love in this era of smartphones and social media.

**Keywords:** *Sexting, Smartphone usage, Peer influence, Perceptions, Communication*

## **Exploring synergies between Film Education & Skills Training**

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**AIM:** To rethink how to improve education & training nationwide for film related industries.

**The theoretical orientation** of this paper though primarily experiential comes from being a Master Trainer for Film Direction & Scriptwriting for the Media & Entertainment Skills Council, a Skill India initiative & studying their programmes & their impact. In addition to which I have been in the Film industry for over 30 years and have been an academic for over 20 and it has indeed been a privilege to have been a part of both worlds simultaneously. I have had the advantage of effectively writing film & media courses over the years which are tailor made for industry. I am a perpetual student of life and have always been on a learning curve thus my experience & observation has resulted in all my postulates.

**The methodology** used is an in depth study of the Media Entertainment Skills Council's training programmes implemented in association with the Film Industry.

### **Possible solutions for improving Film Education.**

India produces around 1300 feature films a year. There are around 800 channels on television not to mention the ever burgeoning OTT / digital space. However, the film related industries face a severe, crippling shortage of professionally skilled man power.

**Nearly 200 institutions** across the country offer Film related Courses to students which are mostly theory based with hardly any practical hands on training.

90 percent of the human resource in the industry has learnt its skills hand on / on the job & are linked to producers, technicians, actors or directors working in the industry and hence get work. These skills are handed down generation to generation like any other traditional craft or trade.

Despite there being tremendous growth in education for Film related courses in India in the recent past, the sector hasn't been able to provide a comprehensive understanding of the needs of industry & seems by far ill equipped to train students with effective skill sets. This is primarily due to the pedagogy relying too heavily on unnecessary and outdated theoretical constructs rather than focusing on practical hands on film making.

**What does the future hold for film related industries?**

The future of Film & its practitioners will be determined by the way it is consumed. We live in a market driven industry which is going completely digital & we are hooked to our smart phones wherein everything is an App: WhatsApp, Instagram, Facebook, Snapchat etc. have replaced letters, telegrams, newspapers, magazines, Television, Radio & even Cinema. Appointment viewing is on its way out & it is only a matter of time before all stories whether information, education or entertainment based shall be consumed digitally as Internet penetration & connectivity increases so will our consumption patterns. The number of views are determining the monetization of video content on platforms such as YouTube which is changing the way marketing & sales are done. Everyone is a “film maker” today eagerly waiting for their video to go viral & the present formalised education nor educators seem equipped to handle this reality.

The top ten to fifteen Film related course pass outs who have senior alumni in the industry are assured of entry level jobs because they are well equipped with hands on practical knowledge & skillsets. Whereas the rest of the students with primarily theoretical knowledge, lacking in awareness & belonging to weaker sections struggle to find employment.

#### **What can we do to bridge this hiatus?**

One of the initiatives by the Government has taken cognizance of this problem & set up the Media and Entertainment Skill Council a part of Skill India & colleges are now affiliated to this council. They have identified various Film related professions to train students in. The Relearning initiative has helped in certifying & formalizing various skilled employees within the Film Industry. This endeavor shall go a long way in upgrading skillsets for students & preparing them effectively for industry in these digital times.

**Keywords:** *Film, Education, Government, OTT, Digital space, Traditional Media*

## **Telling stories – family storytelling in the digital home**

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Humans narrate in order to find their place in the world, interrogate and understand the realities they inhabit.

This study follows an earlier study conducted by the researcher where parents of children between 3-7 years said while their own exposure to stories came from their family, personal anecdotes and parables in their early years, their childrens' exposure to stories was limited in comparison and came mostly from digital media. It was also previously noted that the children weren't being narrated to resulting to a distance from the elders in the family and inhabitation of a virtual space.

The aim of the present study is to chiefly answer the question what are parents bonding with children over if not telling and listening to each other's stories, the place occupied by the digital device along with the quality and quantity of the interaction.

The study is framed within the context of family storytelling and attachment theory. Storytelling by a parent in the security of the home can provide an ideal situation for the child to confront demons such as the threat of abandonment. Attachment theory suggests that storytelling by a key attachment figure is especially powerful and that storytelling may strengthen attachment relationships in important ways. (Frude& Killick, 2011)

On the other hand, digitisation of the media is a phenomenon that has been central to the reshaping of the media landscapes over the past two decades. The process of digitisation has affected all areas of the media industries from production practices, over distribution technologies and audience reception and has in turn made the media more mobile, increasingly interactive and overwhelmingly versatile. This mobility, interactivity and versatility have their roots in the fact that the media are involved in a process of convergence, where the borders between different media technologies are becoming blurred. (Bolin, G., 2007).

The approach of the study is qualitative and descriptive. The researcher seeks to explore and describe the situation from the point of view of parents of children between the ages of three and seven years. In-depth, detailed interview methods using unstructured questions will be used.

**Keywords:** *Storytelling, Children, Digitisation, Attachment theory, Parents, Family Communication*



## Adding Missing Parts: Re-working the Classic *Anne of Green Gables*

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*Anne of Green Gables* by L. M. Montgomery is a classic piece of youth literature. Anyone who has read the novels about Anne from Avonlea has been introduced to a beautiful Canadian landscape. First published in 1908, the story has been adapted into films and tv-series several times, most recently into the tv-series *Anne with an E*, currently on its third season. Adding to these adaptations, *Anne of Green Gables* is also the source text in, for example, fan fiction, and has been represented as theatre performances, web-series, and manga. Every story offers infinite possibilities to be expanded through, for example, prequels and sequels, as well as through web pages and merchandise. Every medium adds a unique contribution by developing the story further, Henry Jenkins (2006) claims.

All the above mentioned re-presentations construct an *Anne of Green Gables* text universe. Hence, a text universe consists of a source text and numerous re-presentations of various shapes and forms. These re-presentations can be divided into three different categories; *remakes*, where the story is made again – a repetition of the same story but in new and/or different fashion (which might be achieved through the transfer of the story to a new medium, an adaptation), *makeovers*, where the story is made anew – an alteration of the story to fit a new audience (through for example variation novels and fan fiction), and *factions*, where (parts of) the fictional story is made non-fictional or made to appear as real (examples of this category are Facebook pages and vlogs) (Svensson, 2013).

Taking a closer look at various fan productions, Jenkins (1992) claims that they are created not only in relation to a source text, but also in relation to other fans. Discussing fan fiction in particular, Jenkins describes fans' treatment of the source text as "stretching its boundaries to incorporate their concerns, [and] remolding its characters to better suit their desires" (1992, p.156). The aim of this study is to analyse the *Anne of Green Gables* text universe, with a particular focus on the most recent tv-series *Anne with an E*, in order to see how the story, produced for an audience in 2017-2019, is, in Jenkins' words, 'stretching the boundaries to incorporate their concerns' by re-claiming a place in the literary tradition for groups of people who have been marginalized or silenced in classical literary texts including Montgomery's *Anne of Green Gables*.

The applied method is close-reading analyses of typographic as well as audio-visual texts that are part of the *Anne of Green Gables* text universe. The analyses focus on adding missing parts, that is themes or topics that have been closeted in real life and hence omitted in literary texts. Hence, this presentation will use intersectionality as an analytical framework (Harris & Leonardo, 2018). According to Paulina de los Reyes and Diana Mulinari (2005), this perspective challenges hegemonic linguistic and cultural constructions and boundaries by showing how social identity is an intersection of, for example, ethnicity,

class, gender, age, religion, and sexuality. This perspective can also be applied to institutionalized cultural productions, where cultural heritage and literary classics belong.

The analysis shows that *Anne with an E*, though following the basic plot of Montgomery's novel, contributes to a more politicized version of the story as it brings up themes of homosexuality, first nation characters as well as characters from other countries affected by colonialism. Thus, this adaptation can be seen as an example of a makeover, that is transmedia storytelling, and thus breaks from the tradition of adaptations as remakes, that is cross-media storytelling. This view of transmedia storytelling can also be applied to institutionalized cultural productions, where cultural heritage and literary classics belong. Hence, this study contributes to a politicization of a literary classic that can be used in a learning context.

School education has a long tradition of neglecting needs and desires of individuals in favour of teaching traditions as *knowledge-out-of-context*, for example a classic as a sequential catalogue of "true visions" instead of alternative perspectives of the world (Applebee, 1996). This results in an education that does not develop tools to make new interpretations or to analyse new situations. These are instead skills of *knowledge-in-action*, generated through dialogue where the conversation is more than just finding the "correct" interpretation of the text (Applebee, 1996). Since the media landscape is changing with digitalization processes, the use of fictional stories tends to change outside of school. The learning ambition in relation to literary representations needs to adhere to a dynamic and changing learning environment that is adapted to the present and future, where focus is on re-claiming a place in the literary tradition by adding missing parts.

**Keywords:** *L M Montgomery, Anne of Green Gables, Digitalisation, Literary Classics, Cultural Heritage*

## **Revisiting usage of internet memes in socio-political context between 2010 and 2019: A case of geo-economic grouping ‘BRICS’ and Global North**

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The word ‘Meme’ began as a neologism conveying a completely different meaning than the one prevalent now. Richard Dawkins, who coined the word in his 1976 book, *The Selfish Gene*, defines a meme as a noun that conveys the idea of a unit of cultural transmission or a unit of imitation. However, his definition pertained to the realm of biological sciences. It is, however, not until the introduction of the internet in the mid-1990s that memes as we know today was reborn. Dazdarević, Fijuljanin (2014) note that internet memes are reproductions of popular media contents, which often have comical connotations. Shifman (2014) divides memes into three broad categories: memes as persuasion, memes as grassroots action, and memes as models of expression. Moreover, the expansion of the internet around the world has given rise to the use of memes as a tool of political communication.

Ross and Rivers (2017) note that the rise of social media platforms like Facebook and Twitter have provided individuals the organic and inexpensive ways of political participation and engagement. While Internet memes undoubtedly originated in the Global North, they have also penetrated the digital spaces in the Global South. Global South constitute nation-states which are considered ‘developing economies’ by the World Bank. The study focuses on internet memes used in the socio-political context in the nation-states of India, Brazil, China and South Africa. These four countries not only are part of the geo-economic grouping ‘BRICS’, but also one of the fastest growing Internet markets in the world, according to a UNIDO and International Trade Centre (ITC) report.

The proliferation of internet in the geo-economic grouping under study is reflected in how political parties in India focused on building social media strategies, which also entailed memes, during the 2014 Lok Sabha elections (Patel, 2014). Memes, similarly, also played a major role during campaigning for the presidential elections in Brazil in 2014 (Chagas, Freire, Rios, & Magalhaes, 2019).

The paper maps the research undertaken on the usage of Internet memes in the socio-political context since 2009 in the nation-states comprising ‘BRICS’ and the Global North. The paper, in the form of a narrative review, studies the previously published studies to establish the existing knowledge on the subject area. The theoretical framework will particularly be focused on the ritual view of communication, which focuses on creating shared beliefs and values through common symbols (Wihbey, 2018), and the theory of vernacular creativity that entails taking cultural politics under consideration (Burgess, 2007).

The study will look at the usage of Internet memes across the Global North and the four nation-states of 'BRICS' from the perspective of 'cultural diffusion'. Xu, Park, Kim & Park (2016) define 'cultural diffusion' as the process of recreating old cultural components. As a phenomenon which began in the Global North, the study will be a commentary on the evolution of the meme culture and its spread to the Global South. Through a narrative review, the study will also reflect upon the use of Internet memes as a creative tool to express socio-political ideas.

**Keywords:** *Internet memes, internet, BRICS, Global North, Global South, political communication*

## **The Inclusion of the Humanities in E-Learning**

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The presentation is divided into three sections. Section 1, entitled *Should we give the Humanities and the Arts a graceful burial?* deals with the dire need for the Humanities and the Arts to enable learners to make thoughtful, nuanced and ethical choices in what some thinkers refer to as, our 'Posthuman' world. Section 2, *Is Stem education not enough?*, critically evaluates the current emphasis on STEM education in our knowledge society. The undeniable fact is that while individualistic, discipline-centred STEM curriculum prepares students only for JOBS, relational, H-TEAMS curriculum prepares students for LIFE. The final section, *How E-Learning can marry STEM with H-TEAMS* suggests some basic ways in which e-learning can bring about the merging of STEM and Humanities in far more creative and cost-effective ways than in regular classrooms.

**Keywords:** *Jobs, Education, Posthuman, E-Learning, Humanities and the Arts*

## **Education via different forms of Media**

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The Department of Communication and Journalism has had a dynamic change in the teacher student relationship. Ever since its inception, it has seen students slowly and steadily adapt to education via different forms of media. The evolution of the media has changed the way the teachers have approached education in the department. From notes and using the early methods of photocopies and books, the modern system of approaching the space has largely been a digital transformation of ideas, information and interactivity. (Kemp, 2020) found out in his Digital 2020 reports that digital, mobile, and social media have become an indispensable part of everyday life for people all over the world.

The researchers are interested to know if an online platform such as WhatsApp can be used to inform and educate the participants on a social networking space. A WhatsApp was created for any participant who were interested or were participating for the competitive exam i.e. National Eligibility Test (NET) for Lectureship which were to be conducted in December 2019. This group was created three months before the exams were scheduled. A total of 74 participants voluntarily joined the group. The researchers who were also the group moderators started presenting information in the form of photos of handwritten notes and questions typed on WhatsApp for the participants. Updates regarding the NET exams were also given to participant's and they were consistently motivated to be aware of the updates. The purpose of this system was to look at the learning patterns of students who were appearing for NET. The goal is to study learning outcomes of the students in a virtual space, understand group dynamics and examine the participatory learning process of the members of the group.

This goal will be achieved by administering a survey by questionnaire method to the group participants using purposive sampling technique. The researchers being the part of the group as moderators are continuously observing the group behaviour as ethnographers. The members are also observed on how they respond to various stimulus given to them by the moderators.

Constructivist Learning Theory is used as a theoretical framework. The paper intends to understand whether learning is an active process of constructing knowledge instead of acquiring it and how are these learners interpreting text to construct the knowledge process.

**Keywords:** *e-learning, WhatsApp, group participation, Group dynamics, Constructivist learning theory*

## **Impact of Multi Media Learning Technology for Academic Achievement among Students with Deafness**

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Multimedia has increased interaction between teachers and the taught wherein it imparts innovative ways to make learning more dynamic using technology that invests and empowers the educational process beyond the classroom. Using Engelkamp's (1998) multimodal theory, the present study investigates role of multimedia in multiple rule-based problems solving and academic achievement of students with deafness.

One of the most demanding challenges faced by current educational system for students with deafness is the absence of need based educational response to degree and type of intervention to diversity in various educational contexts. Technology is a dynamic construct which continues to change the world around us and the academic field is no exception. Students and teachers everywhere are discovering exciting and innovative ways to make learning more dynamic, longer-lasting, and more applicable to the world outside the classroom. Using a survey method in an attempt to identify learning that mediates between multimedia and learners' problem solving and academic achievement, this study seeks to demonstrate impact of usage of multimedia for children with deafness in special schools settings in Mumbai. The study also seeks to offer solutions to enhance learning outcomes of students with deafness by multimedia usage. A research tool was designed, developed and validated for the study before data collection from teachers (n=40) proficient in English language and working in special schools for the deaf in Mumbai. The data gathered was analyzed in terms of descriptive and inferential methods, using SPSS. The findings of the study demonstrated that the usage of multimedia technology is said to be a good alternative platform for bringing all educators with different backgrounds together to help and improve academic achievement and learning outcomes in school settings. This research has implications for better understanding of changing role of education which is currently being reinforced with integration of multimedia technology in teaching practice.

***Keywords:Multimedia learning, Learning Outcomes, Academic Achievement, Students with deafness, teacher attitude***

## **Cross-sectorial efforts and common goals for education, participation and inclusion**

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The Swedish state's primary objectives are to support activities that contribute to strengthening and developing democracy, helping to enable an increased diversity of people to influence their living situation and create commitment to participate in social development. The state's mandate for national education includes an assignment to reach participants who are short-term educated, foreign-born or who a disability.

Fellingsbro Folk High School, which is operated by the region of Örebro, has a profile in language and disability with courses and education both for persons with disabilities and for prospective professionals in the disability area. Concerning the language profile, there are sign language courses in Swedish sign language (SSL) and courses in sign language, as well as courses in Swedish as a second language and courses aimed specifically at people with Swedish as a second language. Fellingsbro folk high school is also one of three actors in Sweden that has a four-year education for sign language interpreters and deafblind interpreters. The school graduates around ten highly qualified interpreters every year and those students are often offered work immediately after completing their education.

For people who have difficulties studying in a normal school environment, the school offers distance education. It can be a matter of people having a medical barrier, social phobia, a neuropsychiatric disability or other reasons that entails difficulties with traditional studies. This gives the opportunity to obtain basic qualifications for further studies at the university level. The participants work from home with their own computer with webcam and communication takes place via computer, mail, telephone, text and calls.

Concerning migrants and asylum seekers, the folkbildning have always been an important part of the Swedish education and integration process. This also includes participants that are deaf, hearing-impaired or persons with deaf blindness. Within three of the country's 156 folk high schools: there are several deaf persons, who participates in language developmental courses. In this work, mobile phones and apps are used to navigate between the new languages. In this assignment, extensive collaboration takes place with the Swedish Migration Board, the respective home municipality and the employment service.

In this workshop, we will present some short film clips from three different folk high schools and different learning situations, where these digital tools are used. These film clips will show some classroom situations where digital technology is used as a collective, visual tool to engage a whole group of deaf participants and also situations where a mobile phone with sign language dictionary becomes an individual and adaptive tool that creates a bridge between languages. We will also show how Swedish spoken language, Swedish written



language, Swedish sign language are used in these settings. And finally, we will show how some of the participants from our distance education can experience the opportunity to learn and develop with the assistance of digital tools. Our ambition is also to create dialogical groupings, to give the participants in the workshop a possibility to experience this kind of learning situations.

**Keywords:** *Education, Inclusion, Participation*

## **English Language Teaching in the 21<sup>st</sup> Century: A Paradigm Shift towards E-learning**

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21<sup>st</sup> Century has transformed the traditional modes of communication in the wake of science and technological revolution and truly globalized the human learning experience. The increased accessibility to the vast knowledge across the world and the new avenues of information have started indicating an inevitable shift from the traditional teaching learning methods to the new approaches. This shift can be seen partly as a response to the changing teaching-learning environment and partly as a consequence of the globalized world potentially fading the logic of the North-South divide, at least in the educational field. The new teaching-learning approaches focus on students taking greater responsibility and ownership of their learning and thereby, building knowledge in a constructivist learning setting with the teacher as a facilitator and supervisor.

English Language Teaching (ELT) in schools, too, must go beyond straitjacketed thinking. In the present context, there are many opportunities and some challenges to English Language Teaching such as motivating students to communicate and express themselves fluently in a language that may not be their mother-tongue. The use of different digital tools allows teachers to blend instruction by ‘flipping’ the traditional learning environment. Social constructivism is seen as the preferred delivery solution for computer supported learning environments. English language pedagogy must focus on the achievement of a basic proficiency such as acquired in native language learning and ensure development of the language as an instrument for abstract thought and knowledge-acquisition (literacy). The flipped learning model provides wider opportunities to English language learners to further develop their language skills, acquire greater proficiency and confidence in using the language. The Flipped Learning Model leads to a transformation in the role of teachers from that of knowledge-owners and knowledge-givers to being a facilitator of knowledge acquisition by inviting students to attempt to pre-learn a topic prior to the in-class instruction. In a flipped classroom the students engage in more interactive and collaborative learning activities. Social interaction and dialogue lead to the construction of knowledge, wherein language is used as a tool to construct meaning.

Rethinking Bloom’s Taxonomy will allow for better sequencing of flipped learning activities. In a traditional classroom, the focus is often on introducing and explaining the topic and assigning the application-based tasks for outside the classroom. In a blended classroom, the traditional approach is “flipped”, and the class time is no longer focused on the bottom half of Bloom’s Taxonomy. Instead, students build higher order thinking skills in the classroom. Students can learn the concepts that require less cognitive load (remembering) outside the classroom using some readily available digital tools.

The term blended learning, combining online learning resources with face-to-face classroom interaction, has been looked at as a promising alternative to traditional classroom teaching. Blended learning uses online resources during class time along with face-to-face student-teacher interaction while the online exercises of the flipped classroom occurs separately from the classroom time. However, certain questions do arise, for instance, does blended learning ensure an effective teaching-learning process? What changes would blended learning bring to the educational environment and learning experience? It is with this objective that this paper analyses the roles of blended learning in education.

The paper relies on secondary sources and is primarily based on qualitative method of analysis. The paper attempts to explore the alternative modes of teaching English language to cater to the changing needs of teaching and learning environment in the contemporary world by applying different models of blended learning as a teaching approach. E-learning acts as a means of providing equal quality education to all students by bringing learning resources through the internet into the classrooms, thereby connecting the global North with the global South. The paper further attempts to assess the theoretical groundings for the application of these new models of teaching.

**Key Words:** *Blended learning, English Language Teaching/Learning Strategies, E-learning Pedagogy, Constructivism, Educational Technology*

## **Silence of silent languages on a social media platform: A study of Marwari language**

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The aim of this study is to examine young, multilingual students' selection of language and languaging, on social media platform. The study focuses on exploring the use of 'silent languages' by young, native language users. The study examines if the Marwari, a silent language, is used in communication on Facebook, a social networking site by its young native users.

The term 'silent languages' is specifically designed and used for languages used in different regions of India but having no or negligible presence in broadcast news mediascape. These languages are not used, heard or written on broadcast news channels. Thus, users of these languages need to acquire new language/s in order to access news and information. Marwari, a language under study in this paper, is used by around seven million members of Marwari community spread across seven odd districts of Rajasthan (a state in India) and different parts of India. The language is majorly used in oral mode and is not an official language of Rajasthan. The young native Marwari speakers use Marwari as their mother tongue, Hindi as medium of instruction and English and Sanskrit as other languages in school.

Language choice and languaging becomes a pertinent issue on social networking sites that involve participants from different language communities (Androutsoulou, 2014). Drawing upon sociocultural perspective on languaging (Bagga-Gupta & Rao, 2018) this study however focuses upon language choice and language by young multilingual students from the same language community. This ethnographic study draws on empirical data from social networks among young native Marwari users on Facebook.

The study finds that young native Marwari students don't or very rarely use Marwari in their communication on Facebook. Marwari, silenced by broadcast news media, is also silenced by its young native users. The results emphasize the need for studies investigating the reasons of silence of silent languages on different media platforms as they are far more in number than the 'speaking languages' and also because their prolonged silence could lead to weaken India's decorative language diversity.

**Keywords:** *Language, Marwari, Facebook, Silent Languages, Social Media Platform*

## **Identity-positioning, technological artefacts and languaging in a global-North setting. Headphones as demarcations**

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In this study, which is part of project DIP<sup>1</sup>, I scrutinize *languaging*, i.e. the mundane language-in-use, in a secondary school classroom in a global-North setting infused by technology. As a part of a comprehensive ethnography, the specific data I focus upon are video recordings of an 8<sup>th</sup> grade history class<sup>2</sup>. Taking a point of departure in Nexus Analysis (Scollon&Scollon, 2004), a branch of sociocultural perspectives (Wertsch, 1998), I have conducted a microanalysis (based on Conversation Analysis, Sacks, 1995), that focuses upon a transition between a self-study phase and a discussion phase of the history lesson.

Classrooms in the global-North, including the nation-state of Sweden, are characterized by ethnic, functional, language, etc. diversity. They are also (comparatively) highly digitalized. However, human diversity and various tools are framed by a discourse of equity and the one-school-for-all ethos, characterized by a mono-linguistic hegemony (Bagga-Gupta, 2017). Research in global-North settings is mono-linguistically framed (Bagga-Gupta 2018). The concept of languaging challenges the mono-linguistic hegemony by analytically taking all dimensions related to communication into consideration. In social sciences, there is a renewed focus regarding what constitutes the boundaries between language and identity-positioning, i.e. languaging, a focus that demands a global-South perspective (Bagga-Gupta 2017).

The pupils in the specific data focused in this study are allowed to use headphones during the self-study phase as headphones can be considered (digital) *literacy-tools* (Bagga-Gupta, 2017) in that they potentially could facilitate learning, e.g. in text-to-speech features. However, the pupils also use headphones for blocking out the noisy environment or for mere entertainment. These pupils use Spotify or YouTube on their individual laptops, provided by the school, for listening to music. One pupil uses headphones provided by school. The rest use their own private headphones.

As a part of the transition between the self-study phase and the discussion phase, the teacher urges the pupils to take off their headphones. This is accepted by most pupils, but not all. This causes an interruption in the classroom routines, as the teacher attempts to find out which pupils who have disobeyed her instructions.

The analysis allows me to argue that technological artefacts could be considered as *demarcations* in the classroom in three different ways. 1) *Spatially* as a demarcation appears between the pupil and the rest of the classroom as the headphones isolate them from the

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<sup>1</sup> Digitalization Initiatives, and Practices, [www.ju.se/ccd/dip](http://www.ju.se/ccd/dip)

<sup>2</sup> More information regarding the data and analytical choices made are available in Almén forthcoming.

surroundings; they cannot take part in discussions and other interactions. 2) *Temporally* as a demarcation appears between the self-study and the discussion phases. When headphones are used as tools for entertainment, rather than literacy-tools, the transition between these two phases is drawn out due to pupils' unwillingness to take off their headphones. 3) *Socioeconomically* as a demarcation appears in the pupils' choice of headphones, where most pupils use their own, expensive, headphones, while one pupil uses headphones provided by the school.

The role of technological artefacts as demarcations is closely intertwined with their role as semiotic resources. The analysis suggests that technological artefacts function as tools for identity-positioning and self-expression, i.e. languaging. Therefore, it could be argued that headphones also function as tools for marginalization of those who can't afford different status marked artefacts. In this study I highlight how global-North spaces mono-linguistic hegemonies are challenged by non-named language identity-positioning technological artefacts. These artefacts analytically are integrated in the pupils', but not in the teachers', historical bodies. Hence, they shape the interaction order, evoke discourses of allowance and prohibition, and become demarcations.

**Keywords:** *Global-North, Technology, Ethnography, Global-South, Self-expression, Languaging*

## **Digitalization of Story Telling: Case Study of Indian Schools**

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India is considered as one of the world's top terminus for education. With the digital revolution and transformation, radical alterations can take place on both fronts: how we learn and what we learn. India is waking up to the realization that education will need to focus on smart technology, artificial intelligence in alignment with the changing needs. Digitalization of education is a revolutionary method of imparting knowledge. With this view in mind, the classroom teaching and the role of teachers has changed in the digital world.

The aim of education in India is not just to impart knowledge but to create more radiant communicators that would add a hallmark in the characteristic of each student. In this way they enlighten and awaken the inner potentiality of every student they encounter. Teachers are facilitators, they encourage and inspire learning, and they make the students excited about the same. In Mumbai, at pre-primary and elementary level innovative methodologies are used such as project method, story-telling, play-way method, field trips and sensorial learning. These traditional methods are modified by the use of media and other educational digital gadgets. The modern equipment act as perfect hands for the teacher. The employment of media in the Indian curriculum is the new trend. It helps to make the learning environment engaging, interactive and refreshing. The digital world has unlocked many avenues in the technological world through the use of open educational resources (OER's) and the use of free apps for storytelling such as Adobe Slate, Puppet Pals and WeVideo.

The present research is an attempt to throw light on the use of media in story-telling which is commonly used as strategy to impart values and concepts at the pre-primary level in Indian schools. The researcher will study how storytelling strategy is used in the Indian classroom from diverse strata. The research will also focus on the use of media in story-telling in the main languages of the region. The study will be conducted with the following research questions. What forms of media are used in the story-telling strategy? What is the impact of media as compared to non- use of media? The researcher will use the case study approach of multiple types in the study. The researcher will gather qualitative data by interviewing the pre-primary teachers. The data will be collected through semi-structured interviews with an interview schedule. The analysis of the data will be done by cross case analysis and content analysis with rich description of the unique contexts and situation.

The findings may reveal that the teachers may be using the traditional approach while narrating the stories in some schools with few teaching aids like charts, pictures and puppets. Teachers teaching in International schools may be totally relying upon

digitalization of story-telling strategy. The findings may also show that the use of media such as audio – videos, podcast, editable pictures and videos are used by teachers while narrating stories. This may be a blend of traditional as well as digitalization of story-telling. This study will contribute by providing insight into the competencies of 21st century teachers and their updated knowledge in digitalization of education. This study will provide new perspectives to the policy-makers and principles on effective use of digital tools in teaching story-telling. The efficiency of teachers can be enhanced by organizing practical training sessions on use of media in story-telling.

**Keywords:** *Digitalization, story-telling strategy, media, Indian schools, pre-primary teachers.*



## **Goodbye linear learning - Posthumanism in dialogue with Indian Communication theory on online education**

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The popularity of Massive Online Open Courses (MOOCs) has given rise to the establishment of virtual universities. While online learning is preferred because of its ability to address issues of access, inclusion, flexibility and costs, it shapes conceptualizations of knowledge and dissemination patterns related to what is meant by knowledge. This means that the use of open education resources and practices are seen as potentially revolutionizing contemporary teaching and learning, wherein the promise is universal access to knowledge. This can be seen in the ongoing shifts in research, curriculum design, and pedagogical practices that are conceptualized popularly as digital learning.

This paper builds upon a recently initiated empirical study that focuses upon online learning and virtual universities as key spaces for contemporary learning. Its overarching aim is to understand these spaces in relation to the utopian promises with regards to virtual sites for learning. The study's first aim is to present the analytical assumptions embedded in global-North post human theories in relation to a global-South Indian communication theory of Sadharanikaran within the framework of online learning. A second aim is to explicate a study design, including different types of data that can be relevant for analyzing some key spaces for contemporary learning. Finally, this study presents some preliminary findings on issues, challenges and pedagogical models in online learning sites.

Two complementary theoretical perspectives, post human theories and Indian communication theory of Sadharanikaran, emphasize the “relational” as opposed to the “individual”. We argue that these theories are relevant for illuminating collaborative learning in online networked communities. Deploying a comparative stance highlights that online learning pedagogies regarding self-learning share principles related to the ancient Indian philosophy of education as acquisition of knowledge through self-realization and self-fulfillment. Taking these as points of departure, the study makes an attempt to analyze learning models as explicated by different virtual sites. These theoretical perspectives are used to illuminate directions in curriculum design, pedagogical practices and how nonlinear

pedagogy of peer learning in online communities is conceptualized for preparing learners for lifelong learning through networks.

The study design builds upon self-ethnography and non-participant online ethnography. The database that is being established in 2019 consists of official policy materials of different online courses and a university, online focus group discussions conducted in asynchronous modes in different platforms and student testimonials provided to the virtual university in focus. A scrutiny of pedagogical models of five popular MOOCs: Coursera, edX, XuetangX, Udacity and FutureLearn, are used to illuminate the basic assumptions that underlie the wider context of digitalization and open/distance learning. This together with a detailed case study of the University of the People, an online virtual institution of higher learning that operates using open educational resources and networks, enables examining how contemporary spaces of higher education address issues of access, equity and mobility through the prism of their institutional policies.

The preliminary findings identify the types of changes in the organization and formats of learning through a scrutiny of student profiles and how learning is experienced in networks; this is done specifically by focusing on peer learning and self-directed learning as an emerging and critical pedagogy. They also highlight issues and challenges faced in virtual learning sites and present practical inferences regarding policies based on the integration of Indian communication theories and post humanist approaches to education. Based on the empirical analysis, the study suggests pedagogical practices in institutional models wherein digitalization can be used to create and sustain the learning communities' scholarship. The study thus highlights implications of policies and future directives in virtual learning sites with emphasis on collaborative networks to address the changing role of higher education globally.

**Key words:** *Posthumanism, Online Peer learning, Sadharanikaran, University of the People*

## Vision 20/20- Looking back & into the future

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**Aim:** To showcase the stories of students who were /are students of the Department of Mass Media, K.C.College between 2000 & 2020. We would like to see in retrospect how students have benefitted from the course in terms of knowledge, skill sets & their journey from being a student to a leader in their profession. It would also show the evolution & growth of the Department of mass media at KC College over the years.

**Methodology of presentation:** A short film showcasing all our students with inputs from the HOD we shall then invite some current students on stage for them to share on how it will be 20 years hence.

**2020** is a landmark year for the undergraduate course in Mass Media (BMM) at KC College. It marks 20 years since the inception of the course at Mumbai University – KC College has had the privilege of being one of the premier institutions in which this course was introduced. A lot has changed in the Media landscape in the last two decades – internet becoming more accessible and media convergence has become a reality, be it viewership of content across TV and OTT platforms, print outlets expanding to other media activation points, the simultaneous boom of radio and digital audio platforms.

The mass media course at KC College has evolved to keep up with the times. When this course started, it was interesting, intriguing and challenging. Back in the day, it was difficult to source quality material, qualified faculty was hard to get, and students were selected after a written test & interview. However, by the time, the pilot batch graduated the demand for the course, increased manifold & the course was successfully on track. Today, the Department of Mass Media of KC College is ranked amongst the top ten colleges for Mass media in India by a General Interest magazine in India for seven times over the past ten years.

BMM has interdisciplinary course content –spanning 36 subjects over six semesters. The teaching pedagogies changed. Our course has evolved to keep up with the times- leading to analytical thinking and deeper insights; innovative assignments; creative and out of the box presentations & well designed projects. Hands on learning through mandatory summer internships & the Contemporary Issues documentary film making projects have enhanced our students' skill set beyond the traditional classroom.

One of the significant outcomes, of the course is the creation & sustenance of Student-Academia & Industry interface & interaction- one which goes beyond college- where

faculty from the industry not merely mentor students, but absorb some of them into their organizations. Presently, our alumni do come back to teach the current batch of students, mentor them & offer them work opportunities as well.

To meet the growing demand of postgraduate studies in Media, K.C. College started two Post graduate courses - Master of Arts in Communication & Journalism in 2011 and later in 2014, Master of Arts in Entertainment, Media & Advertising. The courses are doing well, attracting students from different faculties & from different parts of India.

Our Student progression after graduation has been commendable. Many of our students have gone for higher studies to Indian & International Universities /Institutions including IIM (Indore), IIM (Shillong), ACJ, SIMC, MICA, NIFD and FTII.

Our students have also got placed in well-known Media Research and Advertising agencies, Public Relation firms, Film Production companies, Television channels, Radio stations, Think tanks, Social Media organizations including Google, Facebook & Linked in.

Today as Media Academicians, we are proud to see how our present students & alumni have:

1. Imbined academic learning
2. Acquired technical skills
3. Learnt the fine nuances of their profession & have made great strides in their area of work-be it entrepreneurial or working in an organization.

Storytelling is a compelling narrative & has always been an effective media tool. In this cross sectorial session it is our privilege to showcase the story of our department & our students those who have made significant contributions in the Indian & Global media.

Our stories will be from the following media fields.

1. Films
2. Advertising & Branding
3. Journalism- Print & Broadcast
4. Public Relations
5. Photography
6. Music & Dance
7. Social Media

**Key Words:** *(20 Years of BMM, Interdisciplinary Course, Teaching Pedagogies, Student- Industry- academia interface, storytelling)*

## **A critique and future directions for research on NGDOs and positive social change**

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The aim of this study is to conduct a critical literature review of the research into non-governmental development organizations' (NGDOs) ability to bring about positive social change. In doing so, it seeks to contribute to the advancement of the field by identifying gaps in existing literature and providing future directions for research. It also proposes various digital and media strategies for spreading contextual knowledge of how NGDOs have learned to solve the problems facing them.

NGOs and especially NGDO have become increasingly prominent in development discourse and practice. NGDOs, as a theoretical category, are founded on the assumption that some NGO's goals go beyond mere service delivery to more transformative aims of, for example, empowerment, creating social justice, and even contributing to learning. However, NGDOs have made limited progress in the arena of social change (Banks, Hulme & Edwards 2015). Why is that and what could be done better?

Early analyses of NDGOs focused on the idea that they were non-governmental and non-profit, and therefore they were believed to offer an efficient alternative where states had failed to bring about positive social change. The increased interest in NDGOs led to a large number of primarily case studies revealing that NDGOs seldom lived up to the idealized assertions of their being efficient development alternatives (Bebbington, 2004). Several findings underlined the disparity between theory and reality, giving rise to worries that NDGOs were out of touch with the grassroots in developing countries (Edwards & Hulme, 1997), had turned into agents of globalization and were not independent of government or donor interests in their practice (Wallace, 2004). As a result, from the mid-2000s, a growing number of studies have questioned the tendency to conceptualize NDGOs' strengths in terms of what distinguishes them from other sectors. This work emerged in part from a shift away from using case studies toward studies that cover a larger number of organizations and how NDGOs interact with the rest of society (Jakimow, 2011).

By conducting a critical literature review, this study will provide an in-depth analysis of the methods, theories and implicit assumptions guiding this literature. Out of the many different methods, the most appropriate one for such a critical approach is the integrative literature review. It seeks to assess, critique, and synthesize the literature on a research topic in a way that enables new theoretical frameworks and perspectives to emerge. Thus, it not only overviews the knowledge base, but also critically reviews, re-conceptualizes, and potentially expands the conceptional and theoretical foundation of the research topic.

The expected result of the study is that the literature has not succeed in adequately increasing our understanding of how NGDOs can solve the problems facing them. For example, some of the literature has rightly pointed out that many NDGOs are steered from the top down and their work is hampered by both international and local political dynamics. But the literature has failed to offer constructive solutions to these problems, especially from the NGDOs own grassroots perspective. More specifically, there is a dearth of studies delving into how NGDOs themselves have learned to solve their problems. Moreover, there are no studies that, in cooperation with NGDOs, have considered different strategies for spreading contextual knowledge created by such learning experiences to other NGDOs for the betterment of the entire development sector. This requires a new conceptual focus on learning processes and how knowledge can be proliferated in future research. To that end, the study suggests possible digital and media strategies that will increase NGDOs ability to learn from the experiences of other NGDOs. First, social media platforms such as YouTube allow researchers, in collaboration with NGDOs, to spread contextual knowledge in a structured and easily accessible fashion. Second, this contextual knowledge becomes more applicable to other contexts if individuals working for various NGDOs can reflect on it while interacting socially with other NGDO representatives through social media networking sites such as Facebook and Twitter.

**Keywords:** *NGDOs, Social Media Networking Sites, Non-Governmental, Non-Profit, Developing Countries*

## Resisting Commodification: The Importance of Education in Today's Media Landscape

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“We share non-personal data publicly and with our partners, for instance publishers and connected websites.... we might share information publicly in order to show trends in how our services are being used generally.” (G Suite for Education Privacy Notice, Swedish version, *my translation*)

Although Google, which provides the G Suite for Education service, abides by the European Union GDPR regulations in promising to safeguard personal data, the sentences above indicate the loophole facilitating the company's data harvesting from children using Google's services all over the world. Data mining, using "surplus" data extracted from various online services, may impact positively as well as negatively from a democracy and human rights viewpoint (Gehl 2014; Harcourt 2015; Hayles 2016; Cheney-Lippold 2017; Mau 2017; Salganik 2017; Pötzsch 2018). The Facebook-Cambridge Analytica data scandal (March 2018) highlighted the harvesting and selling of user data to influence attitudes in society, as it transformed users of social media into commodities. Today, corporations like Facebook and Google gain much of their profits from the behavioral data generated "for free" by the users of their services (Zuboff). As a result of their ubiquitousness in society, questions of agency, transparency, dissemination of learning and power need to be asked. Who knows? Who decides? Who decides who decides? The control of information, knowledge and learning become issues of power.

Digitization brings convenient solutions in society and in teaching. It is one of the buzz words in education all over the world. What digitization in schools means is not always clear, however. In Sweden, digitization has traditionally equalled the number of computers available, whereas the focus is on digital teaching material in Denmark (Ahlqvist). In countries where connectivity has been poor, for instance India, the focus is on improving connectivity and computer literacy (Banerjee, *Digital India*). Studies have shown that one major hurdle is the investment in digital teaching materials (CLIO). For many schools, 32% in Denmark and 40% in Sweden, Google Chrome books and Google Education services thus become convenient and relatively inexpensive solutions. In the U.S., more than "half the [U.S.'s] primary- and secondary-school students — more than 30 million children — use Google education apps like Gmail and Docs" (Singer) and this large market share has left American parents worried as "[s]chools may be giving Google more than [users] are getting: generations of future customers" (Singer). In addition, parents are wary "that Google could profit by using personal details from their children's school email to build more powerful marketing profiles of them as young adults" (Singer). In Sweden, the reaction to Google Education has been less guarded. Few voices have so far been heard

raising fears about harvesting of non-personal data for analysis to predict, modify or sell, i.e. the commodification of users online. It is in Google's interest that these aspects are kept in the dark, since this secures future revenue (Zuboff). Google is of course not the only company to take advantage of their users' surplus data to gain knowledge, but, since the company is specifically targeting children through some of their services and has such a large market share, it may be worth studying from an educational point of view. In this pilot study, I am using Deleuze and Guattari's concept of smooth and striate space to analyze the power structures found in documents regarding digitization in schools, taking the aspects of data mining and commodification and their potential impact into account, and hopefully point to ways to safeguard children from exploitation and commodification in the school context.

**Keywords:** *Google, Educational Apps, Digitization, Schools, G-Suite for Education.*



## **Digitization of Mindfulness for the Youth: Today's Reality**

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We live in a reality where we assume an ever-evolving role. We constantly shift from screen to off-screen tasks. However, what remains constant is, that most of the time we spend while being awake is with gadgets and technological tools. Research has proved that digital world that we live in, consumes us, drains away our energy and rips off our dynamism. We feel we are busy all the time and hence often ignore the more relevant matters pertaining to physical life that we are living.

The digital world is taking away a lot of the time that earlier was spent in the company of humans and also with oneself. The youth seem to be paying a price by becoming so hyper in a world that is full of illusions that many a times, instead of engaging in meaningful conversations with people around them, they only fiddle with their devices to constantly check for something more attractive and engaging. The lack of beep sound in the device they carry leads to buzzers in their mind. Life is on such a fast track that sometimes it seems this rapidity is leading us to nowhere. The scene is severe in the urban metros.

This is where the role of mindfulness through technology can be highlighted. There is plentiful opportunity to practice mindful moments through those very devices that are blamed to have a negative effect on health and life- the smartphones.

According to mindfulness expert Jon-Kabat-Zinn, "Mindfulness means paying attention in a particular way: on purpose, in the present moment, and non-judgmentally." The basic assumption for this study is that mindfulness is essential to deal with everyday challenges of life and helps in strengthening overall wellbeing, thereby enhancing performance and achievement. There is ample research in this regard. Mindfulness practices have been proved to increase the ability to regulate emotions, decrease stress, anxiety and depression among people. Since smartphones and computers are a common possession of students, it may be possible to make mindfulness training a part of the curriculum through empirically based content for enhancement of wellbeing.

This paper aims at creation and testing of a guided intervention programme on mindfulness that can be imparted to participants through smartphones. The participants for this study would be pre-service teachers from B.Ed. colleges. Though there are numerous self-help apps available for mindfulness, but the researcher will develop an outline, especially for the teacher participants, compiling topics like breathing with the mindfulness bell, listening meditation- poems, stories, sounds, in-breath, out-breath, videos, embracing emotions and recognizing feelings through meditation with e-cards, etc. Reminders for the activities to all the participants (N=50) in the study would be sent through a social networking platform like Messenger or WhatsApp.

The study would be a single group experimental design. The pre-test scores of mindfulness on Five Facet Mindfulness Questionnaire (2006) and Psychological Wellbeing on Ryff's Psychological Well-being Scales (1989) would be compared with post test scores after the intervention. This study will be conducted in three phases with collection of quantitative data. The first Exploratory Phase will explore and assess mindfulness and wellbeing as a pre intervention measure. The second Intervention Phase will deal with developing and trying out an intervention programme to enhance mindfulness and wellbeing. The third Closure phase will deal with testing the effectiveness of the intervention module.

The preliminary results indicate towards more mindful students after the intervention programme. With a mindful disposition and better well-being, students can well attain the skills required to lead a successful life in today's tech-oriented world. Mindfulness through technology is the key that'll lead to cognizant and progressive generation.

**Key Words:** *Mindfulness, Digital World, Smartphones, Intervention Programme.*

## How “ways of working” in performing arts can contribute to development of educational materials

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Art is a powerful element in the human web of ideas. The performing arts often mirror or portray dominant inter-subjective beliefs – not seldom in an attempt to effect and challenge the norms and values that support these beliefs. Arts can reveal new possibilities along the pathway of life including persons with disabilities. *But how do performing arts develop in Sweden today regardless of dis/abilities of artist, within audience or organizer? And how can artistic perspectives contribute to development in educational materials?*

The project DoT (*Participation and Theatre*) ran from 2012 - 2015 under the auspices of Örebro county theatre, The Swedish National Touring Theatre and The research group *Communication, Culture and Diversity (CCD)* at Jönköping University. One goal was to involve Swedish sign-language users as audience, co-creators and initiators of cultural projects - based on Sweden's national cultural policy goal that every citizen in Sweden, should have access to professional performing arts.

The Think-Tank DoIT (Participation and Inclusion Think-Tank) developed from DoT and aims to, in cross sectorial meetings (1) put the spotlight on challenges in contemporary society and (2) discuss different perspectives on participation, inclusion, equity and learning that goes beyond issues related to separate bounded categories like gender, ethnic background, class, functional disability, etc..

The National Agency for Special Needs Education and Schools (SPSM) has as its task to ensure that people – regardless of functional ability – have adequate conditions to fulfil their educational goals. This is done through special needs support, education in special needs schools, accessible teaching materials and government funding.

Our workshop will show how artistic knowledge can develop ways of producing educational materials, and how discussing this within the frame of DoIT offers a possibility to highlight norms and change “ways of working” in different sectors.

In this workshop we (A) present, in a short way, a theoretical foundation (conceptual system), *A Third Position on Language, Communication and Identity*, for discussing participation, inclusion, equity and learning - built up by Sangeeta Bagga-Gupta, professor, School of Education and Communication, Jönköping university, Sweden & CCD research network. Multilingual communication, visual learning are two key concepts in this

foundation. From this we will reflect on how changing the meeting places and conditions for participation can foster the development of new forms of cultural expression and performance language, becoming relevant for a greater number of people. This will be done by using examples from the project DoT. We also want to (B) present how performing arts can contribute to developing educational materials, for example texts, video sequences, role playing etc. Being more specific we will show how an artistic script make possible alternative ways of integrating the development of pedagogical digital tools for learning. We will give some characteristics of artist scripts and discuss their potential for learning. Furthermore we discuss how a cross-sector dialogue, i.e. a dialogue between different sectors, institutions, organizations etc of and in society, is a strategy for changing norms and changes in societal arenas towards a more equal society.

**Keywords:** *Think-Tank, Performing Arts, Art, Communication, Contemporary Society*

## The Transmedia Effect: The Handmaid's Tale Case

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In the “age of plenty” (Ellis, 2000, p. 39) in which content is accessible through a myriad of technologies, we can see the growth of transmedia storytelling in detriment of the repurposing of content across multiple media platforms. The term transmedia storytelling was coined by Henry Jenkins (2003) and refers to the integrated media experiences that occur in a variety of media platforms and are able to attract audience engagement. Transmedia storytelling is characterized by the involvement of (a) multiple media platforms, (b) content expansion, and (c) audience engagement. Transmedia stories can take advantage of different media platforms such as television, radio, print media, and, above all, the Internet and mobile media to tell deeper stories. Content expansion, as opposed to the repetition of the same message across multiple platforms, is the essence of transmedia storytelling. Audience engagement involves mechanisms of interactivity, such as the selection of the elements to be explored, the option to read a text, watch a video, enlarge photographs, access maps, click on hyperlinks, and share information through social networks. Audience engagement deals with participation via, for instance, remixing content and creating original user-generated content.

Although we are historically used to the adaptation of books, comic books, and plays into films, nowadays we are progressively living in the time of dilatation of content (Freeman & Gambarato, 2018). Considering recent critically and publicly acclaimed cases such as *Big Little Lies*, *The Sinner*, and *The Handmaid's Tale* we can foresee the impact of this transmedia effect. The theoretical framework embraces transmedia studies (Freeman & Gambarato, 2018; Klasttrup & Tosca, 2014) and methodologically, the paper applies the analytical model by Gambarato (2013) to the case study of *The Handmaid's Tale* (Bacci, 2017). This is an intricate transmedia project which represents the idea of the transmedia effect.

The notorious Canadian writer Margaret Atwood published the book entitled *The Handmaid's Tale* in 1985. The book tells the story of Offred, a handmaid in the Republic of Gilead, which is a totalitarian and theocratic state that replaced part of the United States. Gilead—plagued by environmental issues, toxic wastelands, and pollution—has dangerously low reproduction rates and, consequently, the handmaids (the fertile caste in this dystopian society) are assigned to bear children for the elite families that cannot conceive. Atwood created not just the world of Gilead but also worked on its evolution first in conjunction with Bruce Miller, the showrunner of the Hulu series *The Handmaid's Tale* launched in 2017 and currently in the fourth season production phase, and in 2019 with the launch of the original's book sequel *The Testaments*.

The research findings point into the direction that the most recent developments of Atwood's story world contribute not just to the expansion of its transmedia characteristics

but also to the relevance of disseminating its core political criticism, the amplification of audience reach and penetration, and the empowerment in favor of collective change amid social relationships and the institutions and discourses of inequality. The launch of the TV series in early 2017, right after the election of Donald Trump as the president of the United States, gained critic and public accolades and rapidly became a social phenomenon: a symbol of the new resistance, with the handmaids' uniform co-opted by protesters on marches in countries such as the US, Argentina, Ireland, and England.

**Keywords:** *The Handmaid's Tale, Age of Plenty, Transmedia, Content, Stories.*

## Transmedia Education

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The proposition for this presentation is to discuss how transmedia storytelling can enhance education. The idea is to introduce the concept of transmedia education, mention diversified examples, and present my own research on the topic together with other researchers. Transmedia storytelling involves the unfolding of a storyworld (Jenkins, 2006) in which installments of the narrative are distributed across different media platforms in order to engage the audience and offer a more meaningful experience. The transmedia approach activates the human affinity toward shared experience (Bernardo, 2014). Education has been affected by the impact of immersive technology and the corresponding sociocultural changes in participatory culture. Under these circumstances, transmedia storytelling can potentially serve as a powerful tool for enhancing education. Transmedia storytelling provides a large space for learners to produce content, construct meanings and worlds, as well as build communities and networks. Stories convey not only information and facts; they also evoke emotions and construct certain connections between the author and the audience. The non-linear nature of transmedia stories provides exposure to multiple and diverse perspectives, which enables students to envision the existence of new paths and new ways of searching the answers. Thus, the transmedia experience fosters deeper communication with a text as well as developing learning and literacy skills.

I have been working on the exploration of novel advancements in the realm of transmedia studies in the past decade. Together with researchers from the Federal University of Minas Gerais, in Brazil, we are currently developing specific practices and methodologies related to transmedia education. Our transmedia educational initiatives involve school settings in addition to various learning environments and different socio-economic realities (Alzamora et al., 2020; Gambarato&Debagian, 2016; Tárzia 2018). Based on our experience applying multiplatform communication precepts in support of education in social contexts, with low digital connectivity rates, such as low-income communities in Brazil, East Timor, and Mozambique, we discuss transmediality beyond digital environments and consider the resources of diverse audiences and the available media channels.

**Keywords:** *Transmediality, Digital Environments, Transmedia Storytelling, Socio-cultural Changes, Transmedia Education*

## **A Study of Relationship between Learner's Perception towards Self Directed Learning, Constructive Learning Environment, Problem Solving and Teamwork Skills**

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Self Directed Learning (SDL) is broadly defined as a process in which a learner takes an initiative (with or without the help of others) to formulate his or her learning goals, to identify resources (both human and material) for learning, to choose and implement appropriate learning strategies and evaluate learning outcomes (Knowles, 1975). The learning environment of the 21st century is a combination of various pedagogies and different technologies in order to provide ample opportunities to promote Self Directed Learning (Fanhoie and Mishra, 2013). SDL and Problem Solving both have common components thus they are associated with each other. Teamwork Skills is a skill possessed by the learners to work collaboratively in a team where they share knowledge and skills in order to solve any given problem. Problem solving is most effective when it is done in teams. (Lin, 2003). As the variables have most of the components common and associated with each other therefore it is essential to examine the relationship between all the four variables. The present research has its focus on studying relationship between Self-directed learning, Constructive learning environment, Problem solving and Teamwork skills as per learners perception. The present study is a correlational study and the sample consists of 58 high school students (30 girls and 28 Boys) of Greater Mumbai and to select it random sampling was done. The tool used to assess the perception of learners towards SDL, Constructive learning environment, Problem solving skills and Teamwork Skills is a five pointlikert scale which is valid and reliable. The Cronbach alpha reliability for CLE was ranged from 0.79 to 0.98. The Cronbach alpha coefficient for SDL, Problem solving skills and teamwork was 0.92, 0.86, 0.89 respectively. Descriptive analysis was carried out in order to obtain mean, median, mode and standard deviation. Pearson r was also calculated by using Microsoft Excel. The finding of the research revealed that the mean value of girls were higher for CLE, SDL and Team work compared to boys. But the mean value of boys was slightly higher for problem solving skills compared to girls. Mean scores for girls were found to be higher for Learning about technology, Learning to speak out and Learning to communicate, whereas for Learning to learn mean score of boys were found to be higher compared to girls. Standard deviation of girls were found to be higher for CLE compared to boys while for SDL, Problem Solving and Teamwork skills Standard deviation for boys were higher compared to girls. The findings of the study also revealed that there is substantial correlation between CLE and SDL, Teamwork and SDL, Problem solving and Teamwork. Moderate correlation is found between CLE and Problem solving, CLE and Teamwork, Problem solving and SDL. As there was significant relationship between all the



four variables null hypothesis was rejected. The study signifies that if learners are provided with a constructive learning environment they can improve their problem solving and teamwork skills as well as for self-directed learning.

***Keywords: Self-Directed Learning, Constructive Learning Environment, Problem Solving, Team Work Skills***

## Handling language during empirical research. Ethnography as action in and across time and physical-virtual sites

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This paper builds upon an Open Access published study in the new volume *Virtual Sites as Learning Spaces. Critical issues on languaging research in changing escapes in the 21<sup>st</sup> century*. (Chapter 12, 2019, Palgrave Macmillan). The study aims to illuminate crucial dimensions related to how methodological and concomitant epistemological stances are formed when researchers have access to increasingly sophisticated digital technologies to create, analyse and store data.

This study highlights the need for ethnographically inclined researchers working in domains such as communication, culture and diversity to pay more considerable reflexive attention to their fieldwork, analysis and writing collaborative practices. To this end, we attend to three epistemological and practical challenges that reflect significant methodological issues in doing (n) ethnographic fieldwork. These challenges constitute the aims of this study. *First*, we analytically frame ethnographic methods and data in terms of where, when and what is the field and data by discussing how (and for what purposes) the boundaries of the field(s) are constructed; this includes ethical issues that arise when the possibilities afforded by participants' trajectories across physical-virtual spaces change the kinds of (ethnographic) research that are possible to conduct. *Second*, by using a range of representational techniques, we illustrate how multimodal analysis across physical-virtual sites can contribute to meeting challenges related to research methodological practices. *Finally*, we explicitly illustrate and discuss the role of the researcher as well as *beyond* fieldwork phases. Focusing reflexivity, we discuss the choices and challenges we (continue

to) face, during fieldwork, analysis and writing phases (both during collaborative as well as during individual writing).

The study builds upon data from different multisite (n) ethnographic projects at the CCD research environment across the last three decades that have been conducted and are ongoing in different geopolitical and digital spaces. The study is framed within socio-cultural, dialogical and de-colonial perspectives which highlight that learning is a situated and distributed process where communication is collaboratively achieved. In these traditions, while the rich potentials and dimensions of human communication in concert with intellectual and material tools are recognized, attention in analysis has tended to be dominated over the decades by an “oral language” and a “monolingual” bias.

By bringing together data from different (n) ethnographic projects where participants use more than one named language-variety and more than one named modality, the findings make visible the complexities of languaging inside, outside and across (virtual) learning sites. Related to the study’s first challenge, having access to multi-sited and multiple projects brings forth the issue of boundary framings of the field(s), data, a participant and researcher trajectories. The second challenge attended to relates to the representational techniques in scholarly writing; stretching the boundaries of interaction analysis and reporting, we highlight the diversity of human languaging and identity-positionings. Discussing the challenges involved in conducting fieldwork, analysis and reporting where the data is multifaceted and complex, involves making visible the dynamics of languaging itself. The third challenge attended to in this study deals with the very issues related to reflexivity, including creativity, in the various phases of (n)ethnography. Examining these by juxtaposing experiences across projects opens up for meta-analytical framings that can transgress monodisciplinary framed analysis and reporting. This means that analytical issues by default call for attending to and engaging with the specificities of a number of different individual academic domains (for instance, literacy, bilingualism, signed communication, foreign languages, etc.) in the language and educational sciences simultaneously.

Our findings raise epistemological and pragmatic challenges of significance to theoretical-methodological issues in the very doing of ethnographic fieldwork in general and specifically in settings where linguistic heterogeneity is the norm.

**Keywords:** *ethnography, socio-cultural, monolingual, literacy, bilingualism*

## **Leveraging Voice, Vernacular and Video to generate digital dialogue in semi-urban and rural India**

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**Aim:** To understand the potential of Voice and Video to engage and dialogue with semi-urban and rural audiences in the language that they would be most familiar with

**Objective:** Across India, the rise of the internet is attributed largely to crashing Data prices & device costs. This boom of internet growth has been due to three factors known as three Vs- Voice, Vernacular & Video by which we are able to bridge the differences across sections of society & communicate effectively. The objective is to understand how the three Vs can be better leveraged to drive Digital dialogue in semi-urban and rural India.

### **Theoretical framework:**

Sadharanikaran model of Communication

Defleur's Taste differentiated Audience

### **Communication & Media theories & Theories in Cultural studies:**

Uses & Gratification theory, Diffusion of Innovation, Merton's Paradigm Shift, Semiotics - Raymond Barthes & Stuart Hall's Circuit of Culture. Marshall McLuhan's Technological Determinism & Global Village

### **Research Methodology:**

Qualitative research with interviews from people working technology platforms.

### **Likely Outcome:**

Given that there are over 500 languages in India, only 0.02% (2011 Census) speak English as a first language and more than 70% of the population live in semi-urban and rural areas, it will be crucial to understand how majority of Indians can benefit from the Internet and leverage the three Vs to give them a platform to not just consume information but also dialogue with services and organizations that are directly impacting their lives.

This study will look at how the three Vs will impact the three Cs – Consumer, Culture and Communication.

### **Abstract:**

Voice technologies have always been a part of facilitating any communication process. Today there are many voice-enabled gadgets that are available but are expensive and cater to a limited urban population. Google in their annual report has stated that Digital dialogues can be made affordable & effective using the three Vs that of Voice, Vernacular & Video. It aims at bridging gaps in communication, knowledge & entertainment, to name a few. It may bring in a change in conveying government policies perhaps.

It is interesting to note how effectively the Sadharanikaran model of communication has enabled simplified digital dialogue, Using DeFleur's taste differentiated Audience model we can cater to different audiences in the language of their convenience & also keep in perspective their

socio economic class. This helps in encoding the message & choose the channel, which in this case is the mobile.

The uses & gratification theory helps us to learn how consumers /users find this technology-driven dialogue useful. It caters to audiences across genders, income groups, ethnic & cultural groups & enable the differently-abled audience to communicate better.

This research study will use Qualitative research, to enable us to understand how technology platforms will be developing these three aspects to reach out to a larger audience and enable digital dialogue.

**Keywords:** *consumer, culture, communication, voice, video, vernacular*

**Exploring the parameters and issues of media content creation by practitioners in the Global-North about subjects in the Global-South through the form of an international feature documentary**

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The production of, and dissemination of, media artefacts are one way in which we understand each other's worlds. However, frequently media practitioners in the Global-North conceive and edit stories about people's lives in the Global-South. This paper will ask what constitutes a genuine digital dialogue and can an 'outsider' possibly understand another person's culture. Media content creation is challenging regardless of where the authors are coming from. Are these universal challenges for all practitioners or specific to the Global-North/South divide? Through screening to the delegates the feature documentary, *Indian Space Dreams* 77 mins <https://vimeo.com/337735086> conceived and edited in the Global-North about subjects in the Global-South, the presenter, and producer and director of this film, invites participation from delegates to consider and question these aspects of the content and its creation. Would the story-telling and aesthetics in this film have differed if made by a filmmaker from the Global-South? Sudbury will examine both her aesthetic and production choices and give her own thoughts to these questions and open up the debate to the delegates. The film will premiere in London in December and screen in Italy but this will be the first time it is screened in India. It is hoped that some of the participants in the film will be able to be present and add to the debate.

**Keywords:** *documentary, content creation in the Global-North about the Global-South*

## **Topicalizations of posting and sharing content in Facebook – studying and practicing a new language in the digital wilds**

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Social network sites have received a lot of attention as potential spaces for teaching and learning, and as hybrid spaces that can bridge instructional learning contexts and non-instructionally oriented learning contexts (Manca & Ranieri, 2016). Less attention has, however, been given to members' agency and multimodal productions in these virtual sites. Of particular interest for the present study is production of content as part of members' languaging, as ways-of-being-with-words (Bagga-Gupta, 2014). The study explores two teacher-led Facebook groups as examples of non-instructionally oriented language learning contexts and language learners' meaning-making multimodal production and use of semiotic resources. Both Fb groups, "We study Swedish" and "Practice Swedish", are dedicated to Swedish as an additional and new language. In their mission statements respectively there are no explicit connections to formal schooling and curricula for learning Swedish as a new language though their mission statements indicate contrasting points of departures concerning what is being center-staged. While the aim of both Fb groups is to learn a language practiced in the global-North, the majority of members of both Fb groups learning Swedish as a new/additional language, bring their own languages practiced in the global-South.

Thus, the specific aim is to investigate how the different framings of the two Fb groups impact members' postings and how these play out in relation to their production of digital multimodal content. More specifically, the study focuses on what distinguishes the created, posted and shared content, what literacy and media genres, what modalities are represented in members' postings. Theoretically the study is underpinned by a socio-cultural perspective, with communication and languaging as situated, multi-layered and multifaceted meaning-making processes. The notion of "digital wilds" is applied to situate language use in non-instructionally oriented contexts, and dimensions of diversity in cultural and language background (Thorne, Sauro, Smith, 2015).

Online scraping for web data has been argued to be not only "a technique", but also as an "*analytical practice*" (Marres & Weltevrede 2013, p. 317). In this ethnographic study, the notion of scraping as part of the analysis of data found on websites, i.e. a "multifaceted phenomenon" (p. 319), is applied. In dealing with online scraping, it is crucial to consider the boundaries of the field (and its questions) that provide opportunities to incorporate what is interesting as compared to what can potentially disturb the analytical process.

The posted and shared multimodal content is analysed according to thematic analysis (Braun & Clarke, 2006), to identify what is being topicalized in the two different points of

departure in the Fb groups, as framed in the statements. The inductive analyses of created, posted and shared content also explore dimensions of global-South and global-North as emerging in the thematic analysis of Fb members' topicalization.

Preliminary findings from the thematical analysis of content, what becomes topicalized in the two Fb groups, indicate differences regarding what is center-staged by the members in their postings. The findings are presented and critically discussed as situated in the digital wilds in non-instructionally oriented contexts, and as reflecting dimensions of global-South and global-North. The framing of the mission statement in the two Fb groups, and the administrating teachers monitoring the interaction and communication accordingly, impact the space and agency taken by members and is reflected in their ways-of-being-with-words.

**Keywords :** *context, practice Swedish, topicalization, multifaceted phenomenon, digital wilds*



## **Decolonising Digital Pedagogy: Transformative Work, Popular Culture and Open Access Media**

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The word ‘transformative work’ has emerged within the domain of digital humanities from a juridico-ethical discourse of rights to access, creativity and copyright/profit-making. Transformativeworks.org defines a transformative work as one that ‘takes something extant and turns it into something with a new purpose, sensibility, or mode of expression. Transformative works include, but are not limited to, fan-fiction, fan-videos, and fan-art.’ Standardized definitions of fannish work are still primarily accessed from law books and court case ruling. This makes the fannish domain a disenfranchised one that is only beginning to be legitimized-- if not always morally supported-- and mark it as the subaltern space of hermeneutic and cultural activism. However, this space is no more a monolith/homogeneous one than the range of communities, cultures, sources of media-- pictorial, audio-visual, oral, literary-- sources that participate in and produce it.

There is a general trend to normalize the idea that transformative fandom is located primarily in the Global North, visible even in arguments by Global South media and law critics like Lawrence Liang that position replication as also being transformative. This further strengthens the notion that replication is the primary though not only kind of transformative work that happens in the deeply heterogeneous popular cultural domains of countries like India.

The notion of a transformative fandom has emerged relatively recently as a site of contestations around questions of copyright, creativity and stake-holding in that broad and deeply complex word: culture. While fannish productions happen across texts from different genres, media and countries of origin (consequently cultures, ethnicities and spatial-temporal problematics), online domains have fast emerged as the singular repositories and open-access archives of fannish transformative work. The discourse of fandom is heavily dictated in terms of Global North knowledge systems. Participation from Global South countries is either minimized due to the logistics of access to the internet or cheap technology, or occluded in politics of representation that make fan productions and structures that facilitate the circulation of fanwork appear Global North centric. Fanwork is expected to be oriented towards, if not always physically located in, the Global North, with passive acceptance and limited access in Global South cultures. There is a need to destabilize this convention by both examining the ways in which fannish networks create and sustain themselves across national borders, and also the ways in which localized adaptations and transformations of cultural productions take place.

This paper takes up the ways in which fannish/transformative networks address the dearth of support, resources and pedagogical needs of disenfranchised communities within mainstream cultural productions. It then uses this to examine the non-monetised

circulations from the digital platform *Agents of Ishq* that uses idioms of Bollywood films and film-music heavily in its production and circulation of digital pedagogical resources that encourage open, healthy discussions and information gathering on sex, sexuality and gendered interactions. It then takes up the local film industry of Malegaon, Uttar Pradesh, especially through the film *Yeh Hai Malegaon Ka Superman*, which also offers entertainment and pedagogical resources through transformative ventures that deliberately mix popular cultural idioms and stories with locally relevant concerns.

**Keywords :** *copyrights, audio-visual, media pictorial, fan-fiction, fan videos, fan-art*

## **Popularization of Dalit Literature via blogging**

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Mainstream literature encompasses genuine problems of modern life. But they are not the issues which interest Dalit writers. Dalit Literature therefore is a new outlook which is intended to give a new society. It is a movement to bring a change in society. Dalit literature is a new literature with fresh concern. Through Dalit literature Dalits are determined to narrate their agony, pain, resistance, strength and path of liberation from age long sufferings. Dalit Literature has proved to be an avenue for educated Dalits to sensitize the world with their agonies. Thus it can be said that if a fourth world emerges on the world map then its literature would be Dalit literature.

In India, Dalit population comprises of more than 200 million. But their socio, political and economic issues noticed by the mainstream media are miniscule in numbers. Thus, there is a need for the educated Dalit population to find an alternative media through which they can express and respond with outside world.

In this milieu of the negligence of the mainstream media in representing Dalit issues, Dalits have taken shelter under the alternative media like websites, social networks, online forums, and especially blogging.

Blogging as a media platform, enables access and participation by the members of the community and acts as a channel of communication for the stigmatized community. Further, blogging as an alternative media can be considered as the media which can stand on par with the mainstream media and can offer a counter-hegemonic representation of Dalits. Digital blogging is acting as focal point for the members of the Dalit community to inform others about the day to day issues on Dalits and to get connected with each other. Blogging therefore becomes an effective medium of modern Dalit literature which strives to establish social equality to the people neglected in the society.

This paper analyses in detail about how the digital platform such as blogs by Dalit writers are an alternative media to verbalize the issues of Dalits in India. With immense potentials, blogging has paved way for Dalits to have their own media to speak and discuss the issues concerning Dalit community freely and openly. This paper thus outlines the new opportunities for Dalits in the cyber space-online networks which accommodates the voice of the subaltern people and also maps the discriminatory approaches of mainstream media towards the issues of Dalits.

**Keywords:** *Dalits, blog, literature, alternative media, mainstream media, cast*

## Understanding the English textbook – a crucial step to efficient use of e-resources for Quality English teaching

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Only 27.2% of grade III students in India in 2018 could read a text meant to be read at their grade level. Besides the first language, introduction of English as a language to be learnt in schools at the primary level has a major impact on student's learning outcomes. On the other hand, English is a language of aspiration indicated through increasing enrolment rates in English medium schools across India, whether private or government.

The government of India has initiated a number of online and e- platforms for teachers to access open educational resources to improve the quality of the teaching-learning process. National Council of Educational Research & Training has made an innovative digitized attempt to make online resources accessible by setting up a National Repository of Open Educational resources (NROER) in 29 languages on *e-pathshala*, a joint initiative by MHRD & NCERT. It consists of 10,066 files available in the form of documents, audios, videos, interactive games which can be used by both teachers and students. The Diksha mobile app is another government initiative, consists of lesson plans, worksheets and activities that add charm to mere textual matter and can support the teacher in easy and interactive execution of the lessons.

However there is a large gap between the number of user registrations on NROER & *e-pathshala* and the optimal use of resources by registered users. NROER centrally operated website shows a registration count of 125 workspaces and 14,200 users on 9<sup>th</sup> of September 2019. However, the registered users and workspaces seem to have held a small number of 460 discussions on the NROER Dashboard. NCERT report on *e-pathshala* shows a total visitor list of 4,06,95,355 visitors on the website till the 2019 and around 2 million app downloads across the country. But the portal shows a maximum use of YouTube views of 25,001,195 in number than that of the other available e-resources.

This paper hypothetically points at teachers' understanding of the English textbook itself as a major barrier to their use of online resources to plan and execute the lessons in class. Though the resources are creative and spoon feed the teachers with the teaching-learning process, a major glitch between the availability and the use of these online resources is the primary understanding of the textbook.

The researcher has used semi-structured interviews through a telephonic conversation and a teacher assessment based on teacher's proficiency in English and thematic understanding of the textual content. The teacher assessment questionnaire consists of 3 kinds of questions. The first set of questions tests teacher's English proficiency through simple grammar based questions. The second set is directly from the textbook; while the third set of questions is

based on how the teachers teaching methods/ activities that they might use for lesson transaction. The last set focuses on knowing teacher's conceptual and thematic understanding of the textual literature.

50 teachers from the district of Dhamtari in Chhattisgarh were chosen as a sample for the study. The district of Dhamtari has a representation of rural, urban and tribal teacher population while Chhattisgarh is a state in the Hindi belt of North India.

The paper investigates the primary factors that may be affecting the use of online resources for English teaching. It is suggestive of e-resources that could be created or modifications to available e-resources by the government to first address basic problems faced by the teachers teaching English as the third or the second language across the country for them to then access creative open source resources.

**Keywords:** *e-pathshala, digitized, Government, Representation, open sources*

## **EdIndia: A Case of Innovation in the Indian EdTech space**

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A peculiar feature of the 21<sup>st</sup> century educational aims, across borders is the use of Information and Communication technology (ICT) as an integral part of the education system. Though one can see an increasing trend of development and use of ICT tools and resources in schools; a report on the development of ICT by UNICEF points at the invisibility of marginalized schools on this front.

In India, the National Curriculum Framework for Education 2005 urges the use of educational technology (ET) to cater to the problem of quality education. It stresses on technology that provides an opportunity to its key stakeholders to produce and participate in content creation and decision making.

EdIndia's initiatives in the Indian EdTech space, in sync with UNESCO's and NCF's aims, work towards making ICT resources accessible and provide innovative solutions to impact the quality of education in India at scale. EdIndia is a section 8 Not for Profit Company has been provided incubation support by Sterlite Power Transmission Ltd. (SPTL) and its group of companies.

This paper elaborates on the need and model of EdIndia's innovative initiative called the Data Support Projects (DSP). Projects under this banner are currently running in 1500 Municipal Corporation of Greater Mumbai (MCGM) schools in Mumbai, Maharashtra.

Department of Education collects data from schools in digital form under U-DISE. At State level, data is collected via SARAL, from all schools. This data is primarily used for administrative purposes, to know about infrastructural facilities, number of teachers, enrolment rates and such. MCGM decided on leveraging data analytics to further effectiveness of its education interventions. It collaborated with EdIndia which led to the creation of Data Support Projects (DSP).

DSP reviewed the nature of the data collected and the process of its collection and highlighted the following points:

- a) Data collection portal showed information on subject based proficiency of students but had no scope to provide headmasters and teachers with guidance on how they could work on improving students' learning outcomes. Thus, the cost in terms of time invested in data collection was very high and benefit in terms of valuable information was low.

- b) Manual data filling on excel sheets increased the chance of errors in data input. Teachers made errors in filling in the students' details and marks. Also some teachers were not comfortable using excel sheets. Hence, there was a problem of misinformation or incomplete information.

Based on the review, DSP piloted with 644 MCGM schools in grade 6:

- It remodeled the data collection process. A common template and a central e-mail system were developed for data collection. Guidelines to fill the template and submit it was developed and ground support was provided to the teachers by EdIndia's field staff on school visits.
- It provided the stakeholders with report cards at the school, ward and city levels. It analyzed data with reference to the expected learning outcomes prescribed by the state curriculum. At the school level the report card helps teachers understand student vulnerabilities that need to be worked on. For stakeholders at the ward and the city levels, it provides rankings of schools with respect to their performance. It thus becomes a point of reference for supervisors on their visits to schools and also helps officials plan on teacher capacity building.
- Report cards and recommendations are available to the stakeholders on a mobile dashboard which makes important analysis accessible whenever needed.

DSP enhances efficiency of data analysis and management for quality education and makes it easily accessible for optimal use in public education system.

**Keywords:** *EdTech, Ed India, Information, marginalized, data support projects*

#### [List of Abbreviations:](#)

NCERT: National Council of Educational Research and Training

UNICEF: United Nations Children's Fund

ICT: Information and Communication Technology

ET: Educational Technology

NCF: National Curriculum Framework

SPTL: Sterlite Power Transmission Ltd.

DSP: Data Support Projects

MCGM: Municipal Corporation of Greater Mumbai

U-DISE: Unified District Information System for Education

SARAL: Systematic Administrative Reforms for Achieving Learning by Students

## **The story event “The Beauty and the Beast” in Second Life. Literature studies and the (non)-adoption of virtual worlds**

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This study is delimited to digital uses in the humanities, more specifically to language and literature learning with and through digital resources and tools. An investigation of digital practices in the virtual world Second Life forms the empirical ground for tentatively answering the question how virtual worlds can support literary competences and ways of reading and making meaning across languaging modalities. Reading and interpreting literary fiction in multimodal genres are common areas in connection to literary studies. However, how are literary competences established (Culler 1980. Todorov 1971), such as understanding the function of a *récit*, characters, milieus, as well as a narrative voice and an author? How are these concepts conceived of and learnt in digital virtual worlds, where events often are produced and consumed – “written” and “read” – simultaneously?

These questions have guided the design of the present explorative and empirical study. The methodology is inspired by ethnography for digital environments (Jong 2016. Kozinet 2010), and the conception of the researcher as an individual experiencing and embodying, in a unique way, the surrounding virtual world (Hine 2015). In order to orient the study towards data with potential relevance for literature teaching and learning, a thematic selection has been made from the environment of Second Life. The chosen theme is “Amor and Eros”, since love is a common thematic content addressed in literature, and indirectly inscribed in the Swedish curriculum for secondary school. Nine romantic places in Second Life that had been liked by more than 50 users on the destination guide website were visited a Monday afternoon and a Friday afternoon in the same week, in order to explore which ones were the most visited. The location Intimate Romance Garden scored highest in the test and was chosen for data collection during one week of one to two hours daily sessions. The methods for data collection consist of personal notes, in-world snapshots, and interviews with residents.

The study is theoretically framed by a research overview that contextualizes virtual worlds in education and in relation to literature, as well as through a problematization of aspects that prevent virtual worlds from being widely used as teaching and learning tools. The empirical data offer insight into how the concept of *story* becomes transformed into *event* through the means of digital mediation. Ryan’s (2001. 2006) theoretical development of narratological concepts in digital environments are critically adopted in the analysis of the findings. In the observed processes of narratological change, intertextual theories are adopted in the analysis of ways in which literary storytelling is intervening with languaging practices between avatars in Second Life (Genette 1982. Kristeva 1969). The results present affordances of



virtual worlds in literature studies, as well as challenges that prevent these to be widely used in the learning of literary competences. The digitalization of the humanities is at the core of the reflection in the current study, contributing to ways of rethinking LeADMe 2020 themes, such as storytelling, creativity, and inclusive practices, in language and literature learning and instruction in the 21<sup>st</sup> century.

**Keywords:** *literature studies, literary competences, digitalization, virtual worlds, narratology*



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