

UNESCO-UNAOC

MILID Yearbook 2017

Media and Information Literacy in Critical Times:

Re-imagining Ways of Learning

Call for Papers

Deadline for proposals: 10, April 2017



United Nations
Educational, Scientific and
Cultural Organization



United Nations Alliance of Civilizations



• UNITWIN Cooperation Programme on
• Media and Information Literacy and Intercultural Dialogue
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The Media and Information Literacy and Intercultural Dialogue (MILID) Yearbook 2017 is currently seeking proposals of articles. The MILID Yearbook is a peer reviewed academic publication and a joint initiative of the UNESCO-UNAOC University Cooperation Programme on Media and Information Literacy and Intercultural Dialogue. The cooperation programme was launched in 2011 within the framework of the UNESCO University Twinning Programme (UNITWIN). The MILID University Network now consists of 19 universities from all regions of the world. The MILID Yearbooks 2013, 2014 and 2015 were published in cooperation with the Nordic Information Centre for Media and Communication Research (NORDICOM) and since 2016 directly by UNESCO.

The objectives of the Yearbook are to:

- Strengthen and deepen the knowledge concerning MILID on global, regional and national levels including in the frame human rights, dialogue, democracy and peace
- Widen and deepen the collaboration and exchange between academics and partners on media and information literacy
- Visualize and stimulate research and practices within as well as outside the UNITWIN Network in the field of MILID while promoting a more holistic perspective of MIL

Theme of the Yearbook 2017:

The year 2017 comes with a lot of challenges and major alterations taking place worldwide in the realms of politics, economy and social life. It has become more challenging than ever before to make sense of the abundance of information charged with agendas, hidden messages, fake news and leading frames. This does not concern only media but all forms of information including research findings on which important policy and decisions are based. Thus, understanding the media and making meaning of the information environments become an essential constituent of the learning process.

Perceived as a fundamental citizenship competency in the 21st century, MIL contributes to helping people understand how they come to know or learn, transforming information into acquired knowledge based on which decisions can be made.

Learning and information environments are giving more autonomy to learners, and all people, coupled with flood of information which is hard to verify. This difficulty of verification calls attention to the major issue of the immediacy of dissemination opposed to the quality of information. This challenge is further amplified when taking into account the interplay of sensationalism and propaganda, fake news and alternate facts for influence. The implementation of corrective measures through MIL for all necessitates equal access of women and men to MIL related capacity building.

We live in an era in which traditional approaches to learning and education are outdated. Synchronization between the rapid technological evolution, which shapes the environments of children and youth, and how they perceive and learn, has proven itself existent. Current education should prepare tomorrow's critical citizens who are to make informed decisions. Hence, acclimation of the mindsets of teachers, educators and academics emerges as a

precondition to reinvent and transform the ways of learning in the current information environment. With the massive alterations educational frames are undergoing in our current societies, tweaking curricula and teaching methodologies accordingly to integrate the required skills becomes a necessity. With the objectives of and competencies provided by Media and Information Literacy, and the significance of its pedagogy, its integration to education comes to be inevitable as demonstrated impactful in the learning route.

Hence, MIL is believed to be transforming, reforming and reinventing the dynamics of learning in many countries and contexts. Intending to delve deeper and explore the main aspects of this change, **“Media and Information Literacy in Critical Times: Re-imagining Ways of Learning”** has been selected as the main theme for the MILID Yearbook 2017.

Proposed articles should be seeking response to one or more of the following questions which are regarded as a guide to the topics sought by the Yearbook 2017:

- How has MIL introduced changes to the information environment and its different actors (individuals, organizations, content...etc)?
- What role does MIL play in helping citizens make sense of information combating phenomena such as fake news?
- What impact can MIL have on addressing the issues of quality of information, sensationalism and the use of propaganda?
- What is the influence of MIL on lifelong learning and other types of learning?
- How can curricula in schools be altered to further integrate MIL?
- How prepared are teachers and educators for such integration? And what type(s) of competences should teachers acquire to deliver tweaked curricula that have MIL as a core?
- What are the best teaching and learning methodologies to be sought?
- What are the new policies that should be adopted and implemented by educational institutions? And what type of alterations can be introduced to existing policies?
- What kind(s) of research should be implemented in order to support MIL practices in and out of schools?
- What evaluation tools and methodologies are essential to assess endeavors and interventions of MIL in learning?

Maintaining Relevance:

This Yearbook seeks to bring together research and experience related to various fields; reform and reinvention of educational curricula, transformation of teacher training, new approaches to teaching new competences, ways of evaluating both individual and collective progress in the field of MIL, the general impact of MIL in lifelong learning, the potential institutional and social changes that can be introduced in this context.

The focus of this Yearbook is plural; targeting combining research as well as practical experiences. The main objective is to put forward critical debates and theories and recapitulate the status of the issue in the global world. Special weight will be placed on emphasizing the significance of MIL in the future, and in targeted transformation policies

which aim at building a bridge between learning outside of the classroom and learning inside the classroom; contributing to making learning a process of social change, which fosters human rights online and offline and constructs new citizenship based on critical civic participation and intercultural dialogue.

Accordingly, all articles submitted must be of pertinence to one or more of the following **subthemes**:

- **MIL and the different actors in the information environment**
 - Organizations and Institutions
 - Individual Content Creators
 - Content, Form, and Platforms

- **MIL augmenting information freedom and knowledge status**
 - Fake Information and News – New Waves of Response through MIL and News Literacy
 - Stimulating Critical Thinking and Civic Engagement in Democracy through MIL
 - Information Dissemination and Use

- **MIL and the Different Actors and Situations of Learning**
 - Education: the Formal Learning Situation
 - Toward Curricula that integrates MIL
 - MIL and Educators (teachers training...etc)
 - Global Citizenship Education

- **MIL Providing New Opportunities**
 - Incorporating MIL in Education Policies
 - Enlisting MIL as a tool for Gender Equality and Advocacy in Information Environments
 - MIL and Life-long Learning

All papers must demonstrate a connection with at least three of the following components:

1. Yearbook theme and sub-themes
2. Relevant dimensions of the Global Alliance for Partnerships on MIL (GAPMIL) Framework and Plan of Action
3. Content includes research findings, theories, or reflects learned experiences and best practices in either application of MIL, teaching, curriculum design, or how individual or groups use MIL competencies
4. A topic of global interest that helps to increase visibility for the MILID Yearbook
5. Author's academic, professional or experiential leadership in the field

To ensure originality and avoid repetition, all prospective authors are encouraged to browse the previous editions of the MILID Yearbook on this link:

<http://www.unesco.org/new/en/communication-and-information/media->

development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/milid-network/

Target Recipients of this Call for Papers:

The Yearbook will include articles from MILID university network (called partners or member universities) as well as experts or practitioners outside of the network. Equal value is placed on both the groups.

Submissions

All submissions must be in English following the format stated below:

- Title
- Author
- Abstract (200-300 words) with the essential aspects of the work.
- Keywords (between 4 and 6)

Articles

All articles must be in English following the format stated below:

- All sent papers must include the following information:
 - Title
 - Abstract (200-300 words) with the essential aspects of the work.
 - Keywords (between 4 and 6).
 - Body of the paper, organized in sections and subsections.
 - Bibliography.
- Guidelines:
 - Abstract: 300 words
 - Article Length: maximum 3,000 words
 - Authors are responsible for securing the necessary permits for any images that are subject to copyright.
 - Articles may include notes, whenever essential, which should be placed as footnotes.
 - Quotes should be inserted in the text following the American Psychological Association (APA) style (6th Ed.), e.g. (Sartori, 1998: 123). Letters (a, b, c...) should be used to distinguish different works by the same author in the same year. Information can be extended at: <http://www.apastyle.org/>
 - Figures, tables and pictures within the text should also be sent in a separate file. These should be numbered and must include a caption that identifies the content, as well as the page to be set. We recommend not using more than ten figures/tables/pictures. Tables should be numbered using Roman numerals (Table I) and figures with Arabic numerals (Figure 1).
 - All Bibliography used should follow the APA Style
- Format:
 - Times New Roman, size 12
 - Single spaced

- Margins: at least 2.54 cm on the top, bottom, left, and right of every page

Please use the APA Style for the purpose of articles

The proposal should include the following information:

- Title
- Author(s)´ name and surname
- Keywords (3-5)
- The subtheme(s) to which the article is of pertinence
- Institution, city and country
- Email(s) of the author(s)

Delivering Abstracts

Abstracts should be sent to the following email address: cg.comunicacion.educacion@uab.cat

Important Dates:

Deadline for submitting abstracts: April 10th, 2017

Notification of acceptance: April 30th, 2017

Deadline for submitting full articles: June 1st, 2017

Please address questions to:

The Editors:

Esther Hamburger, University Sao Paulo, Brazil

Guillermo Orozco, University of Guadalajara, Mexico

Jose Manuel Perez Tornero, Autonomous University of Barcelona, Spain

MILID 2017 Yearbook will be peer reviewed by an editorial board which will include the Executive editors as well as:

1. Prof. Omwoyo Bosire Onyancha, University of South Africa, South Africa
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