CALL FOR SUBMISSIONS

Book chapters for a Book on
Digital Media, Transformative Education and Democratic Praxis

BOOK TITLE:
Media Literacy 2.0: From techno-fetishism and moral panic to critical democratic classroom praxis

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Description

New digital communication technologies offer great promise as tools, platforms and spaces for the cultivation of empowering, liberatory educational practices as well as for the development and circulation of diverse and counter-hegemonic perspectives. These same technologies have provoked a terrific amount of confusion and contestation in education settings. On the surface, the emergence and adoption of new communication technologies in education present unique and potentially transformative challenges and opportunities to educators that allow us to either carry on as usual or to creatively rethink educations practices and purposes. The challenges have ranged from scrambling to adapt technologies to classroom purposes, to providing pre-service and in-service professional development to teachers, and to deciding what is worth knowing and teaching and what can be left to chance. Early adopters put the focus on technical proficiency (ICT literacy) and prevention of harm (cyberbullying, in particular), which further mystified the new tools as belonging to a realm that required technical mastery and extreme caution. This, in turn, caused the tools to remain in the control of local experts and techno-pros, often those whose biography involved considerable hobbyist interest in communications technologies. As the work with new digital technologies has mainstreamed into the heart of diverse cultures of teaching and learning, it has been picked up piecemeal and still luck-of-the-draw: the notion being that good teaching and learning with the new tools still tends to rely on an inspired teacher, a thoughtful program launched locally or internationally, or a technology or platform that draws interest in a particular space and time. At the same time, production-oriented pedagogies in contemporary participatory media 2.0 offer emancipatory opportunities to provide individuals and communities the tools to speak with and back to power through alternative and social media forms. Democracy requires a functioning, critically-engaged and literate populace, one that can participate, cultivate and shape, in meaningful and critical ways, the discourses and forms of the society in which it exists. Education for democracy, therefore, requires not only political literacy but also media and digital literacies, given the immersive ubiquity of new communications technologies and their prolific consumption, interplay and use by students and citizens of all ages today. Thus, the focus of this book is to develop frameworks that locate the new digital literacies and technologies in relation to education and democracy, and, particularly, education for democracy. The theoretical core of this volume crosses the fences between Media Studies and Education, both of which cover interdisciplinary and epistemologically diverse spaces and traditions. Media Studies examines a range of issues, concerns, methods, and concepts related to the history, political economy, production, textual properties, reception, influence, and impact of old and new media. The role of education within the broad formal and informal senses is fundamental in relation to frameworks of media and digital literacies

that support both how we teach and learn about the media and how we produce and disseminate it. Moreover, formal education can play an important role in preparing students as citizens and potentially activists to engage with communication technologies in a critical way. Thus, this book aims to bring together, in a critical manner, the media, education and democracy, and offers educators, students, researchers, scholars, and others in the media, the government, the non-governmental and other sectors an interwoven and dynamic collection of texts that present both a scholarly and practical resource that will fill the gap in the literature related to the salience of the media as a force for building a more vibrant, inclusive, participatory and counter-hegemonic democracy.

Statement of Aims

It is virtually impossible to imagine contemporary education without a robust role for digital communication technologies and hence new digital literacies. The question is not *if* we should integrate digital technologies and literacies into teaching and learning but rather *how* we do so and to *what* ends? Over the last decade, we have witnessed a profound transformation in how and who shapes the knowledge(s). The emergence and consolidation of Web 2.0 has ruptured the one-way flow of knowledge(s) filtering persons and institutions, such as experts, scholars, teachers, publishers, broadcasters, education resource writers, etc.. Today, alongside these older, authoritative producers of knowledge, has emerged a fledgling and highly uneven new fabric of prosumers, citizen bloggers, videographers, "makers," creators, and active audiences. The new knowledge workers complement and challenge traditional gatekeepers of knowledge by opening up new and radically different spaces for the production and circulation of previously excluded, counter- hegemonic perspectives and world-views. While schools and universities are slow-moving, highly constrained institutional settings, the potential of Web 2.0 for liberatory, praxis-oriented pedagogy is great. Web 2.0 has opened spaces where anyone with a video-camera, a computer and Internet access can become a global change-maker. Activist media in the era of citizen participation inside and outside of the mainstream, hegemonic, representative, electoralist democracy have flourished, sometimes resulting in profound new alliances and social change though often transforming into superficial forms of "clicktivism" that are feel-good but relatively ineffectual forms of social activism. With the exponential growth in technological platforms and social media, the need to understand, contextualize, and problematize the meaning of Web 2.0 in and through education, especially as it relates to liberatory praxis, is increasingly necessary. This book examines Media 2.0 in education within a broad and critical lens, seeking to build more meaningful perspectives and frameworks for imagining democratic praxis as central to the purposes and practices of teaching and learning.

This books aims to do the following:

1) demonstrate the potentials and opportunities afforded by new digital communication technologies to enable democratic praxis in education settings, practices and purposes;
2) develop an analytical and conceptual framework to critically understand and develop the connection between media/digital literacies and democratic praxis;
3) provide a range of case studies and theoretical and conceptual frameworks and analyses to more fully frame the developing field of media/digital literacies and democracy;
4) explicate and problematize the multi- inter and trans-disciplinary fields of media studies, educational studies and democracy studies, developing unique and critical perspectives;
5) offer suggestions and proposals for the development, usage and comprehension of the digital media in classrooms (and other spaces of teaching and learning) that enable critical engagement that forges more robust, dynamic, responsive and participatory forms of Education that consider social justice, political literacy and power relations;
6) connect digital and media literacy with education and democracy, and, particularly, education for democracy, which we believe is innovative, critically-engaged, hinged on transformative

education, and necessary to enhance and cultivate meaningful citizen participation and engagement.

I – Digital Literacies

- Flipped and blended classrooms: Classroom democracy
- Prosumers and creative media arts
- Networked classrooms and global education
- Coding, gaming and maker movements

II – Media literacy, teaching and learning
- Media as pedagogy
- Media and cultural studies
- Media literacy in schools
- Media literacy in community organizations and programs

III – Media/social activism and democracy
- Youth voice
- Alternative and activist media in/and education
- Social and participatory media as instruments for change
- Education for democracy, the media and transformative education

There will be roughly 20 6,000-word chapters in the book.

The book would appeal to a wide audience, particularly students and scholars in education (educational technology, curriculum, foundations, teacher education, sociology of education, educational change), sociology, political science and media studies, and also civil society groups, activists, non-governmental organizations and the broader public to a certain extent. The book should also be of some interest to educational organizations and the media as well as interested citizens.

Those interested in submitting a chapter proposal should do so by September 1, 2017, by sending the proposal in Word to Michael Hoechsmann at medialiteracytwopointzero@gmail.com

The proposal should include the following:

1) name(s), affiliation, mailing and email address for the proposed contributor(s);

2) a 150-word biography for each proposed contributor;

3) proposed title of the chapter;

4) 7 keywords for the proposed chapter;

5) a 300-word abstract for the proposed chapter, including focus, theoretical and conceptual approach, methods, where applicable, findings, main arguments, etc.;

6)   acknowledgement that the proposed chapter has not been previously published or submitted elsewhere;

7)   identification of connection to one of the potential themes of the book or a new, proposed category.

Calendar

1)   Call for Proposals sent out by June 1, 2017;

2)   Proposals received by September 1, 2017;

3)   Review of proposals, and confirmation of first-level contributions made by September 30, 2017, and contributors informed of decisions at this stage;

4)   First drafts submitted by November 30, 2017;

5)   Evaluation and peer-review of first drafts, and feedback sent to contributors by January 31, 2018;

6)   Second and final drafts submitted by March 1, 2018;

7)   Review of second drafts, and follow-up with contributors, where applicable, by March 30, 2018;

8)   Completion of manuscript (introduction, index, copyediting, formatting, etc.) by April 30, 2018, and then submitted to the Publisher.

9) The book should be published in the late Summer/early Fall 2018.