

# LITERACIES AND PARTICIPATIONS: FROM PRACTICE TO (CRITICAL) REFLECTION

Maria José Brites | Universidade Lusófona do Porto

ReDMILI 2018 | UCLouvain | September 11-14

<http://www.redmil2018.info>

## WHAT METHODOLOGIES IN DIGITAL LIFE IN CONNECTION WITH PARTICIPATORY METHODOLOGIES?

- **New methods? Old methods? Hybrid?** (Mathieu et al., 2016)
- **Catch up the moment in action?** (Barton, 2007; Takayoshi, 2016)
- **To participate? To be reflective?** (Brites et al, 2018)

# METHODOLOGICAL CHALLENGES

- **Methodological Challenges** in the Transition towards **Online** Audience Research. David Mathieu, Miguel Vicente-Mariño, Maria José Brites, et al., 2016.
- 1) the expansion of online ethnography and the continued importance of contextualization,
- 2) the influence of big data and an emphasis on uses,
- 3) the reliance on mixed methods and the convergence of different rationales of research,
- 4) the ambiguous nature of online data and the ethical considerations for the conduct of research.

# METHODOLOGICAL CHALLENGES

- Net ethnography, Virtual ethnography, Cyber-ethnography, Digital ethnography
  - Ethics

## METHODOLOGICAL CHALLENGES

- On and off ([Sade-Beck, 2004](#))
- *“integration of data-gathering methods online and offline as the key to achieving rich ethnographic material”* ([Sade-Beck, 2004, n/a](#))

## METHODOLOGICAL CHALLENGES

- “growth and variation of information behaviors among youth in social media and the mobile Web, keeping pace with research methods used to capture these behaviors and phenomena continues to be a discussion among scholars.” (Vaugh, 2015, n/a)

# CRITICAL THINKING AND DIGITAL LIFE

- Approach on the the notion of “learning by doing” that is theoretically informed through a synthesis of emancipatory learning through “**lived experience**” that was proposed by Paulo Freire (1970).
- **Connecting daily practices and reflexive** thought is not a new idea since this was developed intensively by Paulo Freire (1977).
- Methodological and theoretical strong
- Interaction/Dialog

## DAILY LIFE

- Dewey (1968/1938) and Freire (2010/1996) stressed **this intimate relationship** among **education, experience and daily life citizenship**, which more recent research also supported by other authors (Mihailidis 2014; Brites 2014, 2015).



## DAILY LIFE

- Hobbs (2010) points out that digital and media literacy programmes must be created with the intention to **construct learning environments where publics can learn how to better ask critical questions, listen well, use collaborative multimedia tools and establish connections between their close environment and the wider world.**

# LEARNING BY DOING

- **Lifelong learning:**
- [Key Competences for Lifelong Learning](#) (2006)
- [Review of the 2006 Recommendation on Key Competences for Lifelong Learning](#) (2018)
- [DigComp](#)

# LEARNING BY DOING

- **Lifelong learning** / [Key Competences for Lifelong Learning](#) (2006)

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

# LEARNING BY DOING

- **Lifelong learning** / [Review of the 2006 Recommendation on Key Competences for Lifelong Learning \(2018\)](#)
- [Literacy and languages](#)
- [Maths, science and engineering](#)
- [Digital competence](#)
- Personal, social and learning competence
- Civic competence
- [Entrepreneurship](#)
- Cultural awareness and expression

# LEARNING BY DOING

- **Lifelong learning** / [DigComp 2.0](#)
- **5 areas:**
  - Information and data literacy
  - Communication and collaboration
  - Digital content creation
  - Safety
  - Problem solving



## CASE STUDIES / LITERACIES AND PARTICIPATIONS: FROM PRACTICE TO (CRITICAL) REFLECTION

- Young people, news and participation (2009-13; FCT) – attitudes and actions
- RadioActive (2013-14; EC) – Competences assessment
- ANLite (2014-17; FCT) – Ecological perspective
- **Media In Action (2018, DGConnect)**
- Digital and civic literacies in juvenile delinquency institutions (2019-2020; Gulbenkian) – Competences development and assessment

## **CASE STUDIES / LITERACIES AND PARTICIPATIONS: FROM PRACTICE TO (CRITICAL) REFLECTION**

- Participatory methods
- Being critical/Curious
- Literacy as a practice

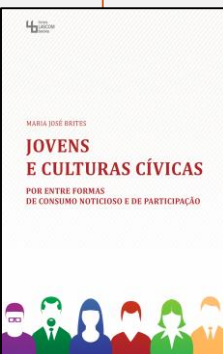


# YOUNG PEOPLE, JOURNALISM AND PARTICIPATION

- N = 35 Young people (32=15-18; 1=14; 2=21; 16 F e 19 M)
  - Different types of participation (Youth parliament, low income assembly, Political parties, School newspapers, *graffiti*, music).
  - *Different Backgrounds: family, education and self motivation.*



- Longitudinal
  - Direct observation
  - Semistructured interviews (2010=35; 2011=30)
  - Traditional focus groups=15; Participatory focus groups=10).
    - *Quasi-researchers.*
  - **Being critical/Curious**



## CASE STUDY

- Specially in low income areas
  - **RadioActive/Digital radio**
    - ❖ School
    - ❖ Talking with strangers
    - ❖ Portuguese
    - ❖ News are edited!
- ❖ **Transposition to daily life**

## CASE STUDY

- **ANLite/media, news and digital literacies:**

- ❖ Journalists

- ❖ Young people

- ❖ Parents

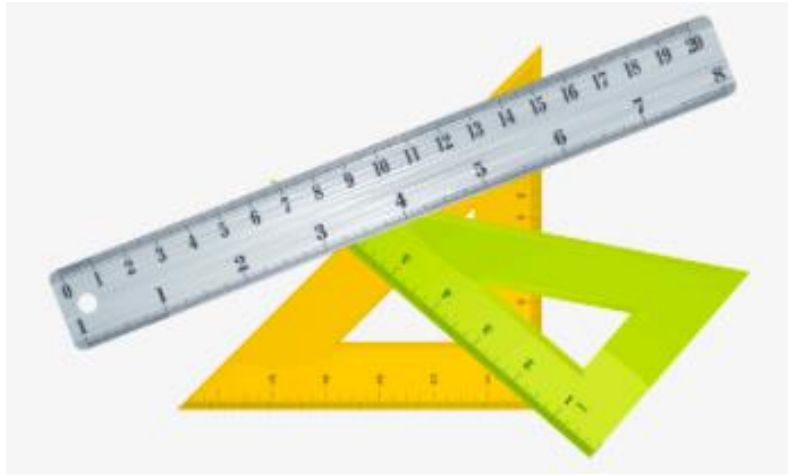
- ❖ Teachers

❖ **Learn by myself** 😞

## CASE STUDY

- **Digital and civic literacies in juvenile delinquency institutions (2019-2020):**
    - ❖ 3 Educative Centres (type of prison for young offenders)
    - ❖ Around 70 young people
    - ❖ Porto, Vila do Conde and Coimbra
- ❖ **Increase competences?**

WHAT TO  
MEASURE?



LIFE

- What methodologies in digital life in connection with participatory methodologies?
- Daily contexts of the digital
- Fragmentation is too much of a fact
- Lifelong improvements
- It is not easy... and difficulty of attending **Literacies and participations: From practice to (critical) reflection** can increase with the context

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Maria José Brites | Universidade Lusófona do Porto

| [britesmariajose@gmail.com](mailto:britesmariajose@gmail.com)

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