

## Call for Papers

### **Media literacy as intergenerational project: skills, norms, and mediation**

ICA Pre-Conference, 23 May 2018

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Today's information society is characterized by its permeation of multifunctional and ubiquitous media. Since a diverse set of media is most often habitually integrated in daily routines, media literacy is an "important prerequisite" to deal with media risks and opportunities (UNESCO, 2016, 26). Even more, media literacy has become a key competence for societal, political, and civic engagement and participation in the 21<sup>st</sup> century (Hobbs, 2011; Erstad & Amdam, 2013). Its acquirement is most often discussed as a long-term process during life cycle (Potter, 2010), since individuals need to adjust their media literacy to media changes and also to the main challenges of the developmental tasks during the different stages of their lives (Pfaff-Ruediger, Riesmeyer & Kuempel, 2012) and the turning points of their biographies. Furthermore, the socialization of media literacy is shaped by diverse socialization agents, i.e. parents, teachers, peers, and the individual itself (Hobbs, 2011).

However, research on media generations demonstrates that living in different media landscapes and corresponding socializing environment leads to diverse media experiences (Naab & Schwarzenegger, 2017) and therefore highly individual sets of media literacy with "differing levels and uses of literacy competencies according to [...] environments, needs, and available resources" (UNESCO, 2016, 25). The idea of an entanglement of media changes, lifelong acquirement of media literacy, and exchange processes between media generations is at the core of our preconference. We aim at:

- (1) Answering following research questions: Which generation owns which media literacy skills and norms for media use? Who mediates media literacy at which turning point in life cycle? How could media literacy be characterized as intergenerational project, since changing media use and media access induce the connection of different generations (and socialization agents) and also promotes reverse socialization (e.g. from children to parents)?
- (2) Bringing together international scholars that study media literacy and implications of this conceptualization as intergenerational project.

Submissions should address the following aspects:

- media generation specific media literacy skills and norms
- normative, social, political, and civic implications of (missing) media literacy
- mediation (and reverse mediation) of media literacy and influencing factors
- inter- and transgenerational exchange of media literacy and media practices
- influence of turning points within media biographies and media generations

**Submissions:** Extended Abstracts (max. 1.000 words plus references) should be sent to Claudia Riesmeyer ([riesmeyer@ifkw.lmu.de](mailto:riesmeyer@ifkw.lmu.de)). The deadline for submission is 30 November 2017. Notification of acceptance will be sent to authors before 15 January 2018. The preconference will take place on 23 May 2018 (9 a.m. to 4 p.m.) at LMU Munich. Self-organized transport from Munich to Prague via multiple ways on 24 May 2018 (plane, bus, train, rental car; travel duration: 1 to 5 hrs).

If you have any questions, please feel free to contact the organizers Claudia Riesmeyer ([riesmeyer@ifkw.lmu.de](mailto:riesmeyer@ifkw.lmu.de)), Thorsten Naab ([thorsten.naab@phil.uni-augsburg.de](mailto:thorsten.naab@phil.uni-augsburg.de)), or Ruth Festl ([festl@dji.de](mailto:festl@dji.de)).