

Students as audiences in the cross-media learning world

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With the supporting materials from
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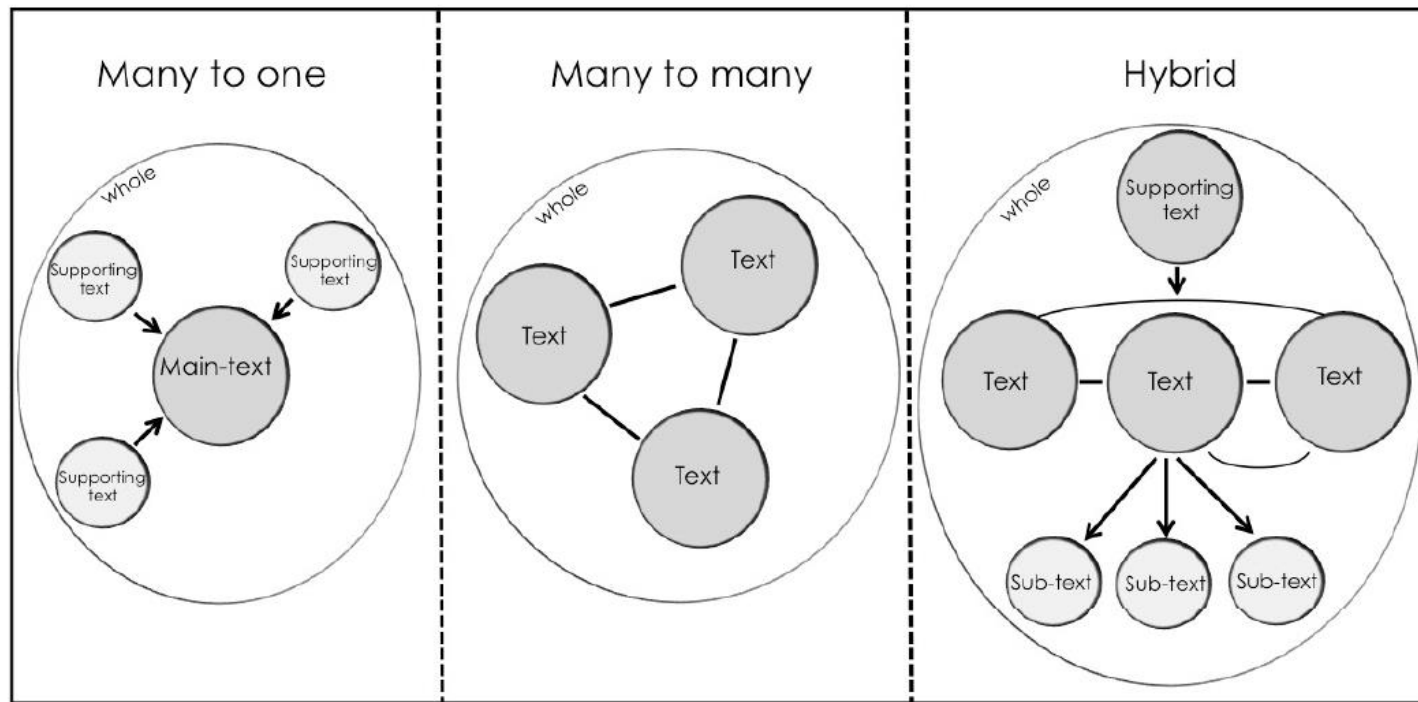
Topics for today



- A few words about me
- What I see to be a cross-media learning world
- What value could audience studies give to the discussions about education
- What audience studies can say about reception process
- Understanding student engagement
- Way forward?

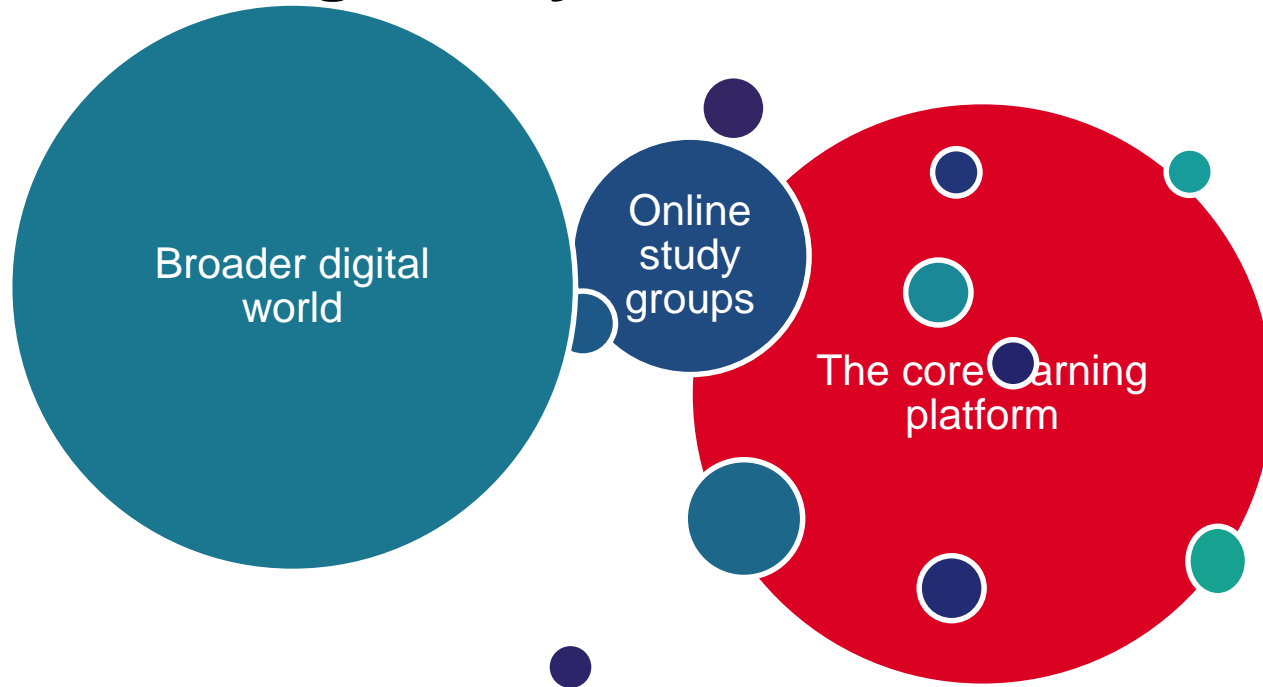


What is cross-media



(Nani, 2018)

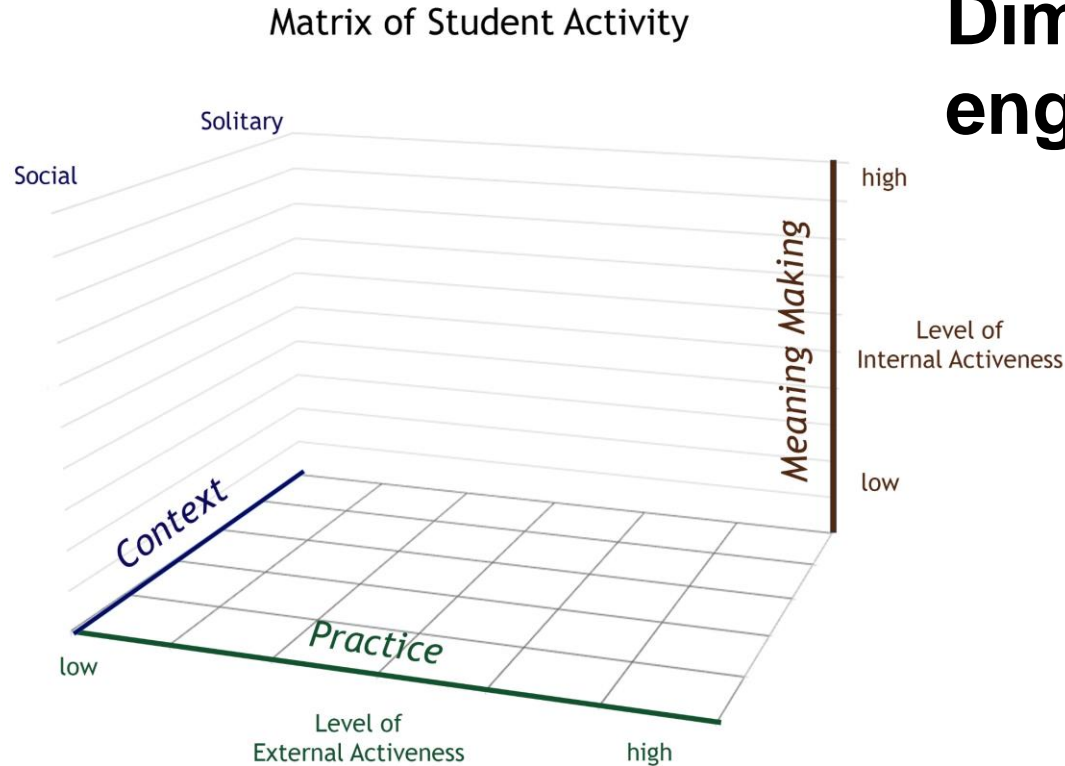
Cross-media learning world or digital learning ecosystems



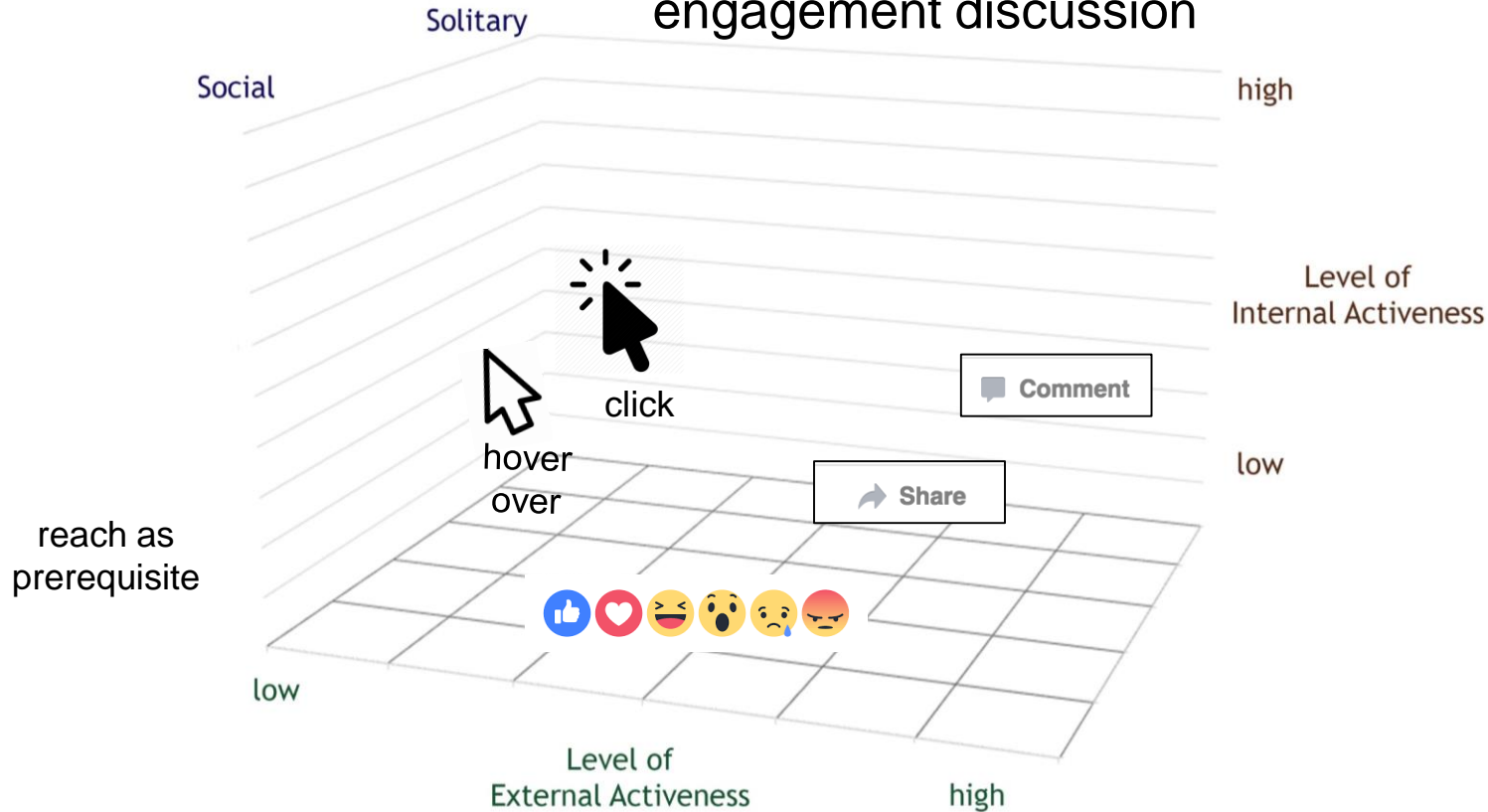
- *In today's heady climate of media panics—over so-called fake news, election hacking, Internet and smartphone addiction, the algorithmic amplification of hate speech, viral scams, filter bubbles and echo chambers, discriminatory data profiling and data breaches, the crisis in quality journalism, the demise of face-to-face conversation, and a host of digital anxieties about youth—fears about audience gullibility, ignorance, and exploitation are again heightened in popular and academic debate.*
- Livingstone (2018, p.2)

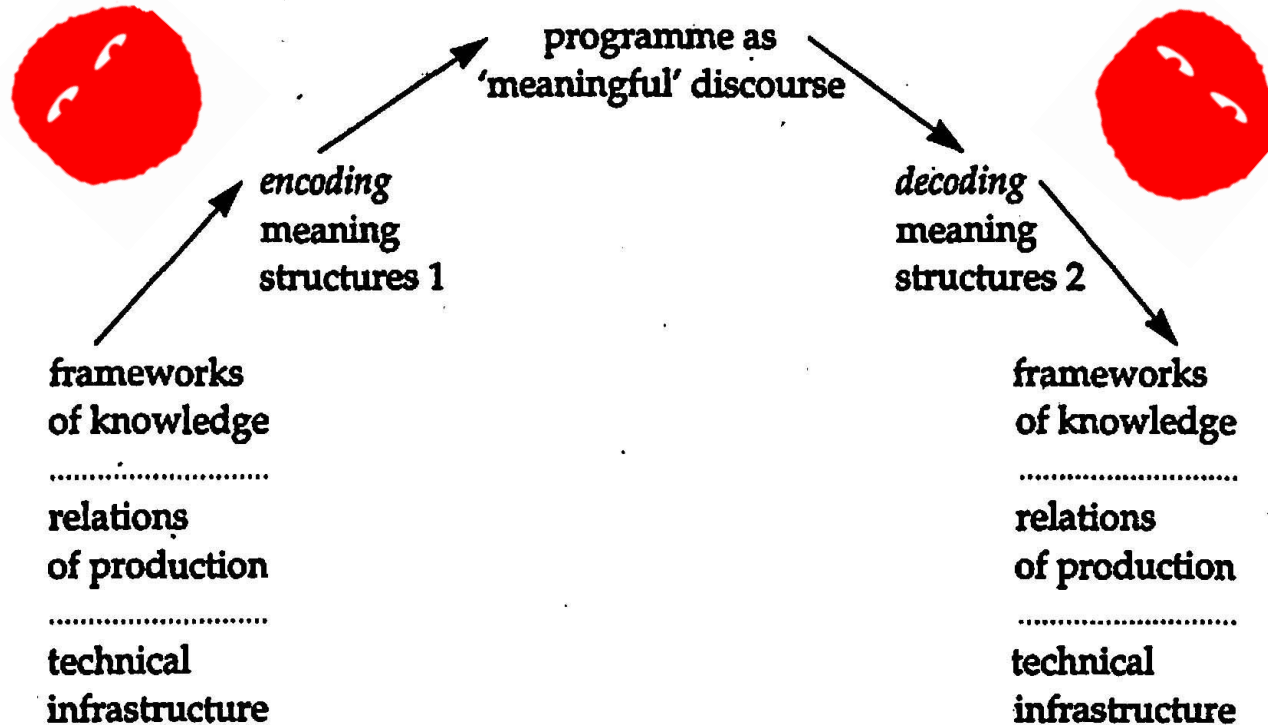
- *“Research once again risks celebrating an excessive notion of agency. It still struggles to keep in its sights both users’ engagement with texts on the screen and the real-world social contexts that shape that engagement. And we are witnessing the inadvertent return of the singular, closed authoritative text (and text analyst), forgetting the insight that texts (online and offline) are subtly open to multiple interpretations and leave gaps for users to fill, preferring instead readings that shape users’ responses (Burbules 1998).”*
- Livingstone and Das (2013 p.10)

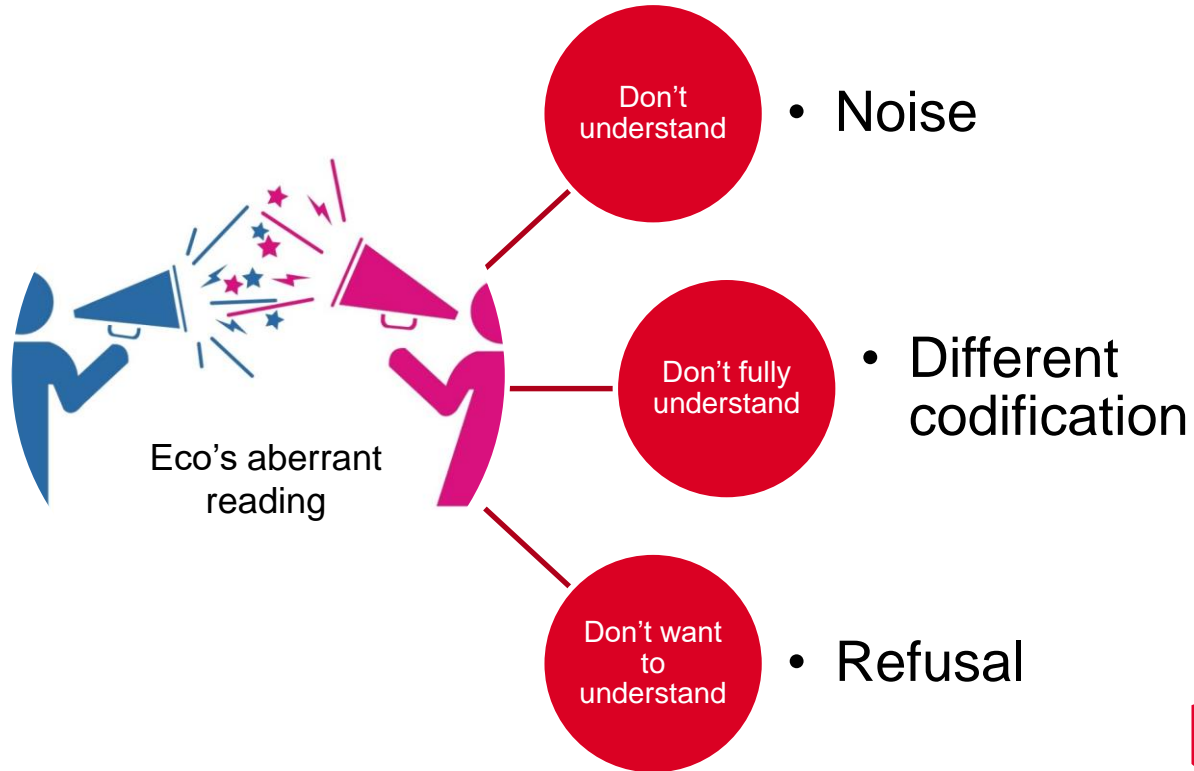
Dimensions of engagement



Measured user actions in social media engagement discussion







DENOTATIVE LEVEL OF MEANING

Transparent Mode: Text as life

- *Non-fiction texts:* perceived as a “mirror” of reality
- *Fiction texts:* “suspension of disbelief”
- Ideological/ discursive content is *implicitly* read “straight” → dominant/preferred decoding

Referential Mode: Text as *like* life

- Comparative sources potentially drawn on:*
- i) Personal experience/ individual biography
 - ii) Immediate life world experience
 - iii) Experience and knowledge of the wider social/ political/ economic/ cultural/ national/ international context of production or reception

Mediated Mode: Text as a *production*

- Heightened attunement to:*
- i) Textual aesthetics
 - ii) Generic form
 - iii) Intentionality
 - Textual
 - Generic
 - Professional/ Industry-based

CONNOTATIVE LEVEL OF MEANING

Discursive Mode: Text as a *message*

- i) *Analytical* (Comprehension of message)
 - Identification
 - Motivation
 - Implication

- ii) *Positional* (Response to that message)

Dominant/Preferred

Negotiated

Oppositional

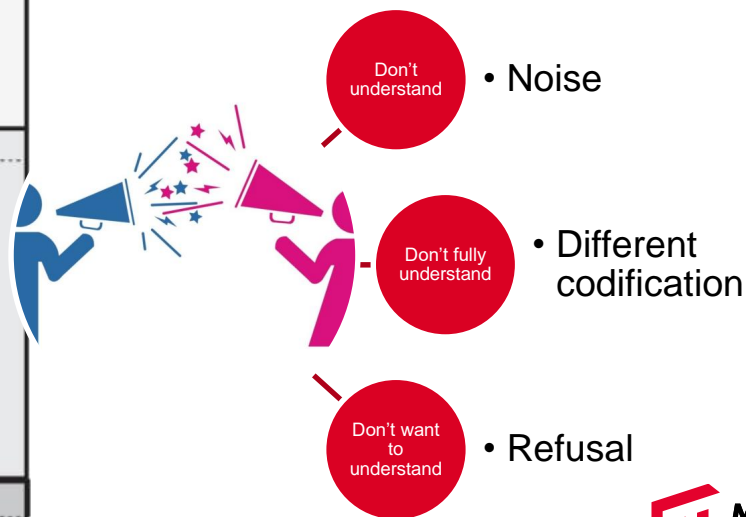
EVALUATION

Hegemonic Reading

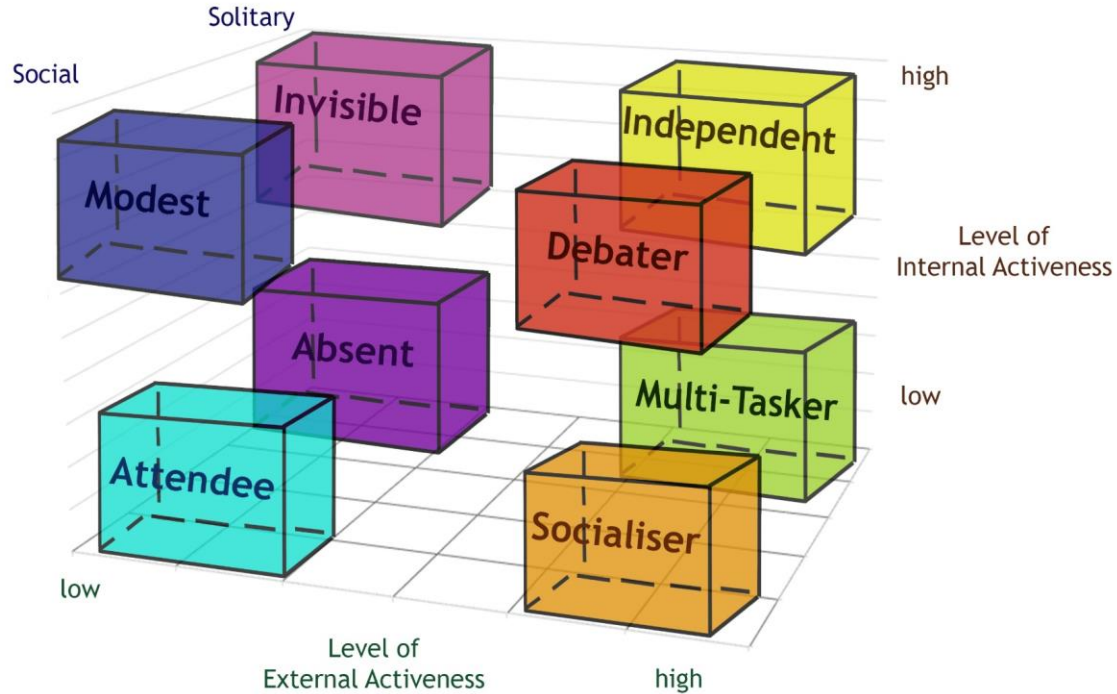
Contesting Reading

Counter-Hegemonic Reading

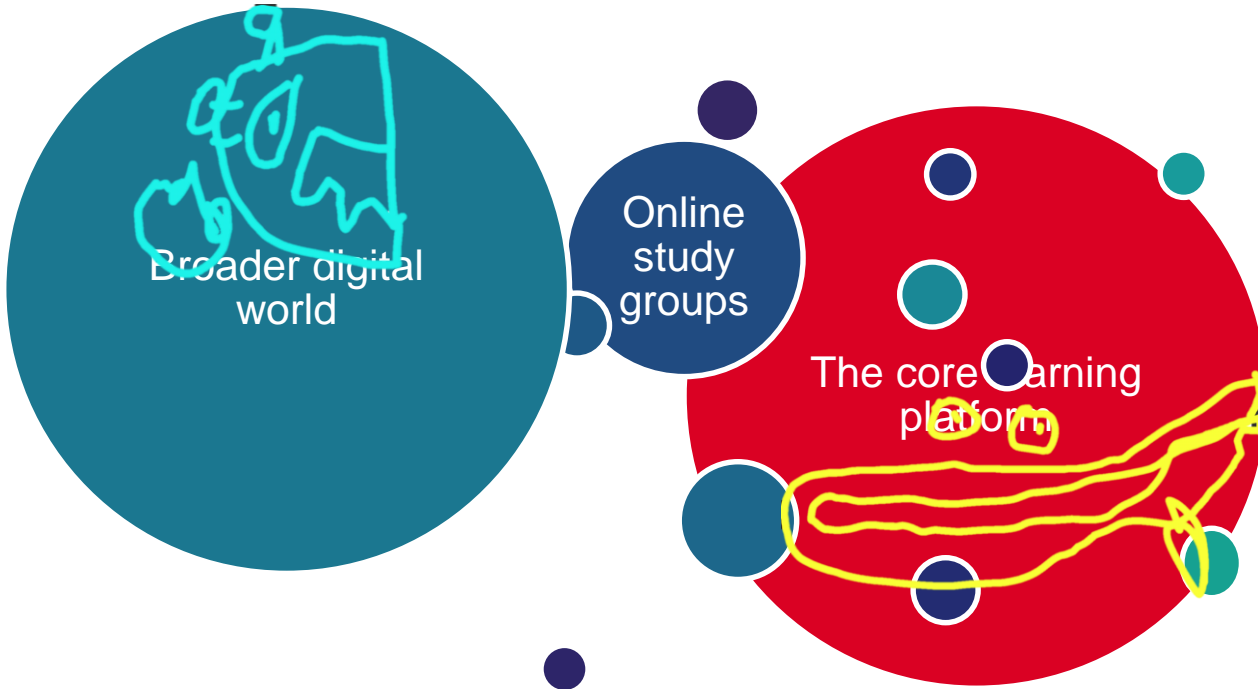
Composite model (Michelle et al. 2012)



Matrix of Student Activity



States of Student Activity



Way forward?

- Would the idea of multiple reception modes be worthy of investigation for education?
- Is there disciplinary differences where the modes of reception would matter?

