Transformative Media Pedagogies

CARE

COMFORT ZONES

This essay probes and challenges the assumptions that lie behind their perspectives, which tend to obstruct students from reaching their full potential as thinkers and change-makers.
—Roman Gerodimos

AUTHENTIC ENCOUNTERS

This essay details how the Human Library programming services to create a safe space in which people from all walks of life can open up and share their stories.
—Roman Gerodimos

EMBODIMENT, SPACE, & EMPATHY

This essay engages the notions of imagined and experienced space and place as a crucial dimension of learning.
—Sangita Shresthova

DESTABILIZING BELIEFS IN SEARCH OF CARE & FREEDOM

This essay explores how students are asked to reconceptualize freedom, human rights and their global responsibilities by shifting their mindset from a relational obligation to an ethical impetus.
—Megan Fromm

THE POWER OF THE INVISIBLE CURRICULUM

This essay explores the concept of an "invisible curriculum" and how it is often in the seemingly small, informal spaces that transformation truly occurs.
—Carol Reese

IMAGINATION

ART & MEMORY

This essay questions the bonds between media arts and the narratives of memory under the lens of a critical pedagogy. It takes the notion of experimental practice as the basis of design and implementation of creative strategies at the service of media makers and artists.
—Pablo Martinez Zarate

WAYS OF SEEING/REASONS TO SEE

This essay details visual exercises that demonstrate that seemingly like-minded students may evaluate visual information differently from each other, while distinctive "others," who appear to have little in common, may in fact share common ways of seeing.
—Susan Moeller

IMAGINATION, CIVICS, AND WORLD-BUILDING

This essay introduces future worldbuilding as an approach that frees participants from the constraints on the imagination which are posed by a relentless focus on existing constraints which limit the possibilities for change.
—Sangita Shresthova

PALACE OF THE MIND

This essay engages the notion of game design. By thinking about big problems through the construct of a game, learners are encouraged to understand problem solving as a process, one that is fun, engaging and even delightful.
—Eric Gordon

IMMERSIVE STORYTELLING

This essay outlines the design for a new approach to journalism education, with a focus on the importance of listening, the primacy of voice and the value of empathy.
—Karen Fowler Watt

EXPERIMENTAL DESIGN

This essay illuminates the pathways and methods of collective production necessary to empower students to create media that inspire social change and civic connectivity while simultaneously raising critical awareness.
—Jamie Cohen

AGENCY

LEARNING TO THINK LIKE YOUR USERS

This essay articulates why it's vital for media education to include user-centered design in order to train the next generation of media producers on how to design products and services with the user in mind.
—Anthony Ioannides

RESEARCH AS POWER

This essay articulates how to approach research not as a rigid tool of the privileged elites but as a practical approach that empowers all individuals in society.
—Claudia Kozman

CULTURAL & CREATIVE INSTITUTIONS AS INTERVENTIONS

This essay builds from applied research developed with art and culture institutions, where through critical design, innovation in curatorial work, technological solutions and audiovisual production, we use art and culture to explore how institutions can renovate, embrace transformation and challenge power structures to foster civic agency.
—Isabel Gil

THE EVOLVING EDUCATOR

This essay reflects on how exposure to a range of educational styles from diverse institutional and international traditions affects the development of faculty participants.
—Stephen Reese

EVOKING JOY

This essay explores how joy and militancy offer a lens within which we may perceive environments for transformation, necessitated by a struggle against the structures that maintain and reify the social, civic, and political inequities within which transformation exists.
—Paul Mihailidis

COLLABORATIVE CURATION & RADICAL PERSISTENCE

This essay introduces how the Militant Mixtape projects and its focus on soulful interaction and generative introspection make music a potentially valuable contributor in the project of relationship building and identity/standpoint formation.
—Chris Harris

About the Editors

Paul Mihailidis, PhD, is Associate Professor of Civic Media and Journalism in the School of Communication at Emerson College, Boston, where he teaches media literacy, civic media, and community activism. He is founding Program Director of the MA in Media Design, Senior Fellow of the Emerson Engagement Lab, and Faculty Chair and Director of the Salzburg Academy on Media and Global Change. He sits on the advisory board for iCivics.

Sangita Shresthova, PhD, is the Director of Research of the Civic Imagination Project@CivicPaths, which taps the civic imagination to help diverse communities harness creativity for real world change. Her work has been presented in academic and creative venues around the world including the Schaubuehne (Berlin), the Other Festival (Chennai), and the EBS International Documentary Festival (Seoul). She is the co-author of Practicing Futures: A Civic Imagination Action Handbook (2020) and co-editor of Popular Culture and the Civic Imagination (2020).

Megan Fromm, PhD, is the education manager for the National Association for Media Literacy Education. She is a former high school journalism teacher, a journalism education expert and the curriculum lead for the Salzburg Academy on Media and Global Change. She is a former journalist and spent 11 years in higher education before transitioning to secondary education and media literacy advocacy. She was the 2019 National Media Literacy Teacher of the Year and is also the co-author of Student Journalism and Media Literacy (2014).

Sanjeev Chatterjee is an award-winning documentary filmmaker and professor of cinematic arts and journalism at the School of Communication, University of Miami. Best known for his feature global documentary One Water – about our changing relationship to freshwater on the planet, his work focuses on wellness of the earth and its inhabitants. His latest film Sweet Malady (2020) focuses on the love of sweets in Kolkata, India where type II diabetes has reached endemic levels. Chatterjee is a two-time Fulbright scholar and has been on the faculty of Salzburg Academy on Media and Global Change since 2008.

Jamie Cohen is a digital culture researcher and writer and a digital producer specializing in multimodal project design. He holds a PhD in Cultural and Media Studies with a focus on immersive spaces, memes and visual culture. Jamie founded and directed the New Media program at Molloy College, led teams of students on media archaeology projects in Italy and Ireland, and is the author of the guidebook Producing New and Digital Media: Your Guide to Savvy Use of the Web (2020). Jamie is a fellow of both The Academy of Television Arts and Sciences and the Salzburg Academy on Media and Global Change. He teaches at CUNY Queens College.

Karen Fowler-Watt is a senior principal academic at Bournemouth University where she is research theme lead for journalism education in the Centre for Excellence in Media Practice (CEMP). A former BBC journalist, she is committed to linking the academy to industry. Karen is a fellow of the Salzburg Academy on Media and Global Change, and is co-editor (with Professor Stephen Jukes) of New Journalisms: Rethinking Practice, Theory and Pedagogy (2020). She is a co-organiser of the international Media Education Summit, hosted most recently in Hong Kong (2018) and Leeds, UK (2021). Over the past few years, Karen has been working on a pedagogic project with Dutch non-profit Global Voices, which embraces her research interests in marginalised voices and storytelling; she also writes about reporting conflict, authorial voice and auto/biographical journalism.

Roman Gerodimos is an associate professor of global current affairs in the Faculty of Media and Communication at Bournemouth University, UK. He is the founder of the Greek Politics Specialist Group (GPSG) and a faculty member at the Salzburg Academy on Media and Global Change. His research focuses on the challenges facing democracy and global security, and the role of civic engagement, media literacy and public space in bridging divides. He has led research projects funded by NATO, the UK Department for International Development, and the ISRF. Gerodimos has co-edited books on The Media, Political Participation and Empowerment (Routledge 2013) and The Politics of Extreme Austerity: Greece in the Eurozone Crisis (Palgrave Macmillan 2015), while his next book is on Interdisciplinary Applications of Shame/Violence Theory (Palgrave Macmillan 2022). He is the writer, director and producer of five award-winning short and documentary films.

Isabel Gil is a creative economy consultant and cultural entrepreneur based in Mexico City. As a consultant, she has worked with corporate organizations, entrepreneurs and seed capital funds, public cultural institutions, federal and state government offices, and international agencies.
Since 2015 she is Managing Partner of Aura, a creative firm working to transform realities by making culture more accessible. She was named one of the top 10 creative leaders in Mexico by the British Council in 2019, and recently launched USO (uso.mx), an online arts and culture marketplace to match artistic communities and cultural institutions with emerging markets.

Eric Gordon is a visiting professor in the Comparative Media Studies department at MIT. He is also a professor at Emerson College and the director of the Engagement Lab. His current research focuses on emergent, values-based governance structures in the smart city and the ethics of data access and sharing. Additionally, for the last ten years, Professor Gordon has explored how game systems and playful processes can augment traditional modes of civic participation. He is the author of two books about media and cities (The Urban Spectator (2010) and Net Locality of Civic Media: Technology, Design, Practice (MIT Press, 2016) and Ludics: Play as Humanistic Inquiry (Palgrave, 2021). His most recent monograph (with Gabriel Mugar), Meaningful Inefficiencies: Civic Design in an Age of Digital Expediency (Oxford University Press, 2020) examines practices in government, journalism and NGOs that reimagine civic innovation beyond efficiency.

Manuel Alejandro Guerrero is Director of the Department of Communication at Iberoamericana University in Mexico City, member of the National System of Researchers, of the Executive Committee of UNESCO Chairs in Communication, and of the Mexican Academy of Sciences. He holds a Ph.D. in Political and Social Science from the European University Institute in Florence, Italy, and an M.Phil. in Latin American Studies from the University of Cambridge. His research focuses on media in new democracies, media & civic participation, and on the role of emotions in digital media and its effects on participation. He has several book chapters, journal articles, and books on these topics

Christopher S. Harris is a Professor of Communication in the Department of Data, Media, & Design at Nevada State College. His research interests include fine-de-siècle rap music and neo-soul, critical pedagogy, media literacy, and power and discourse in contemporary society. Additionally, he is a founding co-director of NSC's Social Justice Collaborative.

Anthony Ioannidis earned his BSc. in Computer Science from University of Crete. Upon careful experimentation, he determined that most humans don't really understand computers and vice versa. To fix that, he pursued an MSc. in Human-Computer Interaction with Ergonomics at University College London, his ultimate goal being to help computers and humans understand each other a little bit better. He has over fifteen years of experience in user-centred design and corporate training, having worked with clients in Government, Defence, Education, Media, Finance and the Third Sector. Anthony joined the Salzburg Academy on Media & Global Change in 2012.

Henry Jenkins is the Provost Professor of Communication, Journalism, Cinematic Arts and Education at the University of Southern California. He arrived at USC in Fall 2009 after spending more than a decade as the Director of the MIT Comparative Media Studies Program and the Peter de Florez Professor of Humanities. He is the author and/or editor of twenty books on various aspects of media and popular culture, including Textual Poachers: Television Fans and Participatory Culture, Hop on Pop: The Politics and Pleasures of Popular Culture, From Barbie to Mortal Kombat: Gender and Computer Games, Convergence Culture: Where Old and New Media Collide, Spreadable Media: Creating Meaning and Value in a Networked Culture, and By Any Media Necessary: The New Youth Activism. His most recent books are Participatory Culture: Interviews (based on material originally published on this blog), Popular Culture and the Civic Imagination: Case Studies of Creative Social Change, and Comics and Stuff. He is currently writing a book on changes in children's culture and media during the post-World War II era. He has written for Technology Review, Computer Games, Salon, and The Huffington Post.

Claudia Kozman (Ph.D., Indiana University) is an assistant professor of multimedia journalism and the director of research at the Institute of Media and Training (IMRT) at the Lebanese American University. Her research primarily focuses on news content, with particular attention to news values, sourcing, and framing in Arab media. She is interested in media coverage of conflict in the Middle East as well as public opinion and perceptions during political turmoil. Kozman teaches courses in research methods, media theory, and media systems, which complement her focus on the importance of incorporating scientific research and inquiry in pedagogy.

Pablo Martinez-Zarate is a Mexican artist and researcher working in the intersection of documentary film, interactive narrative and experimental media. He is professor of film and photography at the Communications Department of Iberoamericana University in Mexico City, where in 2016 he founded the Ibero-American Documentary Lab. His work has screened internationally and he has exhibited in some of the main museums in Mexico. His latest book is called "Machines to See and Listen Beyond Time. Towards a practical critique of communication."

Jad Melki, Ph.D., is associate professor of journalism and media studies and chairperson of the Department of Communication Arts at the Lebanese American University (LAU), where he also directs the Institute of Media Research and Training. His research is at the intersection of digital media literacy, journalism, war, and gender studies, and focuses on Arab media. Previously, Melki was founding director of Media Studies at the American University of Beirut (AUB) and has taught at the University of Maryland, Johns Hopkins, and Towson University. In 2015, he won the UNESCO-UNAoC International Media and Information Literacy Award for advancing media literacy education in the Arab region through founding the Media and Digital Literacy Academy of Beirut (MDLAB). As a former journalist, Melki was part of a team that won a Webby Award and a National Press Club Award for covering the 2006 Lebanon-Israel war.

Susan Moeller is Professor of Media & International Affairs at the Philip Merrill College of Journalism at the University of Maryland, College Park and director of the International Center for Media and the Public Agenda (ICMPA). She has been a fellow in the International Security Program at the Belfer Center for Science and International Affairs and at the Joan Shorenstein Center for the Press, Politics and Public Policy both at the Harvard Kennedy School of Government. She has twice been a Fulbright Professor in international relations, in Pakistan and in Thailand, and has been on the faculties of Princeton and Brandeis universities. She is the author of multiple books on media and international affairs. In 2008, she was named a Carnegie Scholar for her work on Islam and also named a Teacher of the Year by the State of Maryland. Moeller received her PhD and MA from Harvard and her BA from Yale.

Carol Reese, a veteran classroom teacher and educational consultant to the Salzburg Academy for Media and Global Change , is the campus coordinator for the Gifted and Talented Program in the Eanes Independent School District in Austin, Texas. Her areas of leadership include sponsoring Model UN, Future City Engineering Club, the Student Stock Tournament, serving as district coordinator and regional board member for the Destination Imagination International Creative Problem Solving Organization, and serving as the lead mentor for TEDxYouth@Austin for secondary level students. She has been honored as campus Teacher of the Year, twice as regional Gifted and Talented Teacher of the Year, District Employee of the Year, Gifted and Talented Teacher of the Year for the State of Texas, and as a finalist in the State HEB Excellence in Education Awards program.

Stephen D. Reese is the Jesse H. Jones Professor at the University of Texas at Austin, former director of the School of Journalism & Media and associate dean for academic affairs for the Moody College of Communication. His research focuses on questions of press performance, including the sociology of news, media framing of public issues, and the globalization of journalism. A fellow of the International Communication Association, his Ph.D. is from the University of Wisconsin, from which he received the Harold L. Nelson Award in 2015 for distinguished contribution to research and education in journalism and mass communication. On the faculty of the Salzburg Academy for Media and Global Change since 2008, his edited volumes, Framing Public Life (Erlbaum, 2001) and, more recently, Networked China: Global Dynamics of Digital Media and Civic Engagement (Routledge, 2015), have been widely cited. His most recent book is The Crisis of the Institutional Press (Polity, 2021)

Stephen L. Salyer became the eighth president of Salzburg Global Seminar in September 2005. Under his leadership, Salzburg Global's program has become more policy-oriented, including long-term initiatives to promote the rule of law across diverse societies, to foster global economic growth and stability, and to create civic media for social change. Mr. Salyer was president of Public Radio International from 1988 to 2005, and under his leadership the US network's affiliate structure expanded from 200 to more than 800 stations and became a major supplier of international and financial news programming. He co-founded in 1999 and chaired until 2005 a nationwide web service company for public television and radio stations-Public Interactive, LLC. He was senior vice-president of WNET/Thirteen, the PBS flagship program producer, and associate-in-charge of Public Issues at The Population Council in New York City. His career began as a speech writer for the philanthropist, John D. Rockefeller 3rd, for whom he managed grant-making in women's health, family planning and sex education. He is a graduate of Davidson College and Harvard University's Kennedy School of Government. He spent a Thomas J. Watson Fellowship year investigating population and development policy in Sub-Saharan Africa, and was a Root-Tilden Scholar at New York University School of Law. He serves on the boards of Salzburg Global Seminar, Guidestar USA and Davidson College, from which he received an honorary doctor of laws degree in 2003.