

<<无国界媒体教育>>

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内容概要

This volume collects the papers presented at the China-Italy Symposium on Youth Learning and the Media , hosted by College of Education ; Sponsored by Dr.Winter Foundation , Germany , Seeco Human Resources Ltd.during March 27-28,2008.For two days scholars and media professionals confronted each other about the complex relationship between media , children and learning processes.

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章节摘录

possibility that an individual has of becoming a free and independent user of such a medium, depends on the education to the act of reading that such an individual has experienced. Just like it is for mathematical language, education to the act of reading takes place by means of a process of initiation at an early stage of childhood; for this reason, the school becomes its first place of reference, than it develops in an ordered and progressive way all along puberty. Not only that: to learn how to read (just like to learn how to carry out the first mathematical operations) constitutes the first important intellectual effort in a child's life. It is not the same for the more modern audiovisual media: children get to "learn" them and to "read" them through a process of self-education, on the basis of a direct relationship, day by day, encouraged by the medium friendly accessibility and by the pleasure derived by the chiro-aesthetic stimulus of the audiovisual. The relation that audiovisual media establish with the child is a playful one; and, since to play is one of the fundamental activities which characterises childhood and leads to the development of skills, knowledge and expertise in relation to the type of game being played, the same educational process takes place in relation to mass-media. Children develop a "media Koine" through self-education and by means of the mechanisms of spontaneous association which include interaction and exchange among peers. In other words, nobody teaches a child how to "watch TV" or how to "read comics" before the child starts to acquire a meaningful relation with these media. The power of image lays especially in such a process: "Word detaches, image attacks", wrote Régis Debray (1992). If we want to further point out the difference, we can say that audiovisual mass-media, in their various technological and communicative forms, constitute a real "life environment" which is quite a "natural" one for our children today. It is not by chance that the expression "media ecology", created by the American scholar Neil Postman (1979), is now of common use in media education. After all, today it would appear as a "non-natural" thing to think of our environment as if completely deprived of either technologies or media. It is an idea which, today, we can only associate to the beginning of a science fiction short-story by Ray Bradbury or Philip Dick... It is not the same thing for the book as a medium: in its case, it is the individuals who must create or go in search for an environment suitable for their reading, no matter if the act of reading is carried out alone or with another child to whom one can read or tell a story. Generally speaking, such a situation has some resemblances with what children do when they want to create in their own room, or somewhere else, the right environment where to play: they prepare the right space, they set their toys or the tools they need for their play, they do not want to be interrupted by those who are not playing with them. ……

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