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

- Broader digital world
- Online study groups
- The core learning platform
• 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

Matrix of Student Activity

- Social
- Solitary

- Low Context
- High Context

- Low Practice
- High Practice

- Low Level of External Activeness
- High Level of External Activeness

- Low Level of Internal Activeness
- High Level of Internal Activeness

Meaning Making
Measured user actions in social media engagement discussion

- Social
- Solitary

Level of Internal Activeness
- High
- Low

Level of External Activeness
- Low
- High

Reach as prerequisite

Click
Hover
Share
Comment
Don't understand

• Noise

Don't fully understand

• Different codification

Don't want to understand

• Refusal

Eco’s aberrant reading
### Composite model (Michelle et al. 2012)

#### Denotative Level of Meaning

<table>
<thead>
<tr>
<th>Transparent Mode: Text as life</th>
<th>Referential Mode: Text as like life</th>
<th>Mediated Mode: Text as a production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-fiction texts: perceived as a “mirror” of reality</td>
<td>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</td>
<td>Heightened attunement to: i) Textual aesthetics, ii) Generic form, iii) Intentionality: Textual, Generic, Professional/Industry-based</td>
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</tbody>
</table>

- **Don’t understand**
- **Don’t fully understand**
- **Don’t want to understand**

#### Connotative Level of Meaning

**Discursive Mode: Text as a message**

- **Analytical** (Comprehension of message): Identification, Motivation, Implication
- **Positional** (Response to that message): Dominant/Preferred, Negotiated, Oppositional

#### Evaluation

- Hegemonic Reading
- Contesting Reading
- Counter-Hegemonic Reading

- **Noise**
- **Different codification**
- **Refusal**
Matrix of Student Activity

- Solitary
- Social
- Invisible
- Independent
- Modest
- Debater
- Absent
- Multi-Tasker
- Attendee
- Socialiser

Levels:
- Level of Internal Activeness
- High
- Low
- Level of External Activeness
- High
- Low

States of Student Activity

Vanderbeke and Meyer zu Hörste, 2018
The core learning platform

Online study groups

Broader digital world
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?