

## SEVENTH FRAMEWORK PROGRAMME

Marie Curie Actions/ International Research Staff Exchange Scheme



Global Perspectives on Learning and Development  
with Digital Video-Editing Media: A Qualitative Inquiry  
in Everyday Lives of Marginalized Young People:  
[digitmed.wordpress.com](http://digitmed.wordpress.com)

## Summary of Findings & Results

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**Free University Berlin**  
**Institute of Education/University of London**  
**Jawaharlal Nehru University**  
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PROJECT: “Global Perspectives on Learning and Development with Digital Video-Editing Media.” (ACRONYM: DIGIT-M-ED)

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WEBSITE: [digitmed.wordpress.com](http://digitmed.wordpress.com)



## **Brief summary of the scope and aims of the project:**

Social networks, online games, video-sharing sites, and gadgets such as mobile phones with videotape applications are now fixtures of youth culture. They have permeated young lives and have certainly changed the ways how young people learn, play, socialize, and participate in civic life. All this has transpired in the past few years and young people are developing along with these changes. Empirical research from around the world has not kept up with such trends however, and there are many questions that remain unanswered regarding how new media is being integrated in young people's lives around the world. What is the potential of digital filming and multimedia use for school, youth development and community life across the globe? Answers to this and other questions regarding the use of digital media by youth are critical to developing educational and other social institutions that can meet the needs of this and future generations.

Trying to address these timely issues, the Marie Curie People's Program international research staff exchange scheme *Global Perspectives on Learning and Development with Digital Video-Editing Media* ('DIGIT-M-ED') took a critical stance towards technological determinism: through a series of workshops, small-scale research projects and training and data-analysis sessions, senior and early-career scholars from UK, Germany, Greece, Brazil, India, and Russia came together not to explore digital media as such, but to develop understandings regarding the various and diverse practices that involve digital media in young people's everyday life activities in these different contexts.

The focus of the DIGIT-M-ED investigation was on the digital capturing, editing and circulating of audio-visual data employed by young people. The various research teams investigated media practices such as tubing, filmmaking and gaming. Each team explored how young people, in their respective countries, employ these technologies as means for self-expression and communication with others. A specific focus concerned youth experiencing difficult situations such as: economic crisis in urban Greece, marginality in the outskirts of São Paulo, and disability in Moscow. Another focus concerned emerging youth protest cultures in India and Brazil. In all these practices digital technologies played a significant facilitating role in the dynamics of youth self-expression, communication, learning, and negotiating authoritative knowledge.

## **Outcomes:**

Although, DIGIT-M-ED was a small-scale project (with total expenditures of less than 100.000 Euro) the goals and objectives set-forth at the outset of the project were met. Namely, we elaborated an interdisciplinary, cross-level methodology for cross-analyzing a) psychological processes, b) the design of media interfaces and c) the on- and off-line collaboration among users while taking under consideration the broader social, cultural and historical contexts of media use and collected relevant timely data from empirical case studies in all participating countries (to be presented in a collective volume, see project deliverables).<sup>1</sup> Ancillary to this, being that working an interdisciplinary fashion and international with youth and digital media is a relatively new area of research, ethical guidelines were collaboratively written, disseminated and applied in all the countries where the research protocols were implemented.<sup>2</sup>

In addition, along with the innovative methodology and the results of the various case studies many implications for education and policy-making have successfully been presented and discussed in a series of workshops as well as in international conferences

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<sup>1</sup> The whole volume is submitted in SESAM. First versions of the chapters can be openly accessed through the project webpage: <http://digitmed.wordpress.com/readings/>.

<sup>2</sup> See: [http://digitmed.files.wordpress.com/2013/05/digitmed-d9\\_1.pdf](http://digitmed.files.wordpress.com/2013/05/digitmed-d9_1.pdf)

that took place within the confines of the project and at other congresses focusing on youth, their education and their development.



Photo 1: DIGIT-M-ED Meeting with local and international researchers, teachers, students, pupils & interested public, São Paulo, May 17, 2014.

Furthermore, solid research synergies between German and Indian traditions of anthropological and sociological youth research, British scholarship in media analysis, Greek and Brazilian educational and youth research and Russian learning theories were established – which offer a fruitful ground for further research and long lasting collaboration between European and third country partners, in particular in view of setting-up joint research projects and research training activities. By bringing some senior researchers together with talented early career scholars from Europe, Brazil, India and Russia, DIGIT-M-ED offered advanced training in innovative approaches and research methodologies and created the much needed space for a network of early-career researchers to hone their skills and develop rich repertoires in conducting empirical studies. This network is now preparing the next project: HyperConnecting Schools. This is the second major outcome of the project and a first draft proposal has already been edited and circulated among the partners.<sup>3</sup>

Essentially, the project addressed directly the following issues which are of high priority both as seen from a European perspective and on a global level: 1) media and competitiveness in a knowledge society, 2) media, youth policies and social exclusion, 3) well-being of democracies and political participation, and 4) promoting sensitization to cultural diversity and social justice through media. There are thus important implications for educational policy makers, legal institutions, non-government organisations, web-designers and teachers. Dissemination strategies have covered several levels and tools:

- a) the project webpage and blog, which includes a lot of videos:  
<http://digitmed.wordpress.com>
- b) conference papers and joint publications (see SESAM)
- c) public lectures and discussion meetings for the broader interested audience (from such a meeting is the photo above).
- d) integration of the produced knowledge into post-graduate teaching at the Summer University of Cultural-Historical Psychology in Moscow, Russia and the London Lab at the Institute of Education in London, UK.

### **In Summary:**

Taking into account the complexity of the subject matter of the research, the fragmentation of media studies and the existence of various research traditions in the

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<sup>3</sup> See SESAM and also: <http://digitmed.wordpress.com/hyperconnecting-schools/>

different countries and regions, the DIGIT-M-ED project accomplished a first step in developing collaborative research practice and in establishing understandings of how young people in diverse countries are using new media technologies in their everyday lives. Through the dialectical interchange that the exchange project afforded, the various local teams rethought and revised their approaches, theories, and data sources. Overall, the project served to promote the dialogue between various people, disciplines and approaches that have recently emerged in the field of youth digital media research – an outcome which is materialized in a collective volume and draft proposals for further research.

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