María T. Soto Sanfiel, Isabel Villegas-Simón, Ariadna Angulo-Brunet (Universitat Autònoma de Barcelona, Spain): Responses of five European countries secondary school students' to a regional film literacy course.

We present the results of an exploratory study framed within a large film literacy project carried out simultaneously in five European Union countries (Croatia, France, Germany, Italy, Spain and the United Kingdom). The study looks at students' responses to an educational project on cinema designed to be implemented regionally for five months in high schools to increase film literacy and favouring more positive attitudes towards European cinema. The results show that students' film preferences remain stable after the program and change only slightly. Major changes occur in their knowledge about film production and expression. The aspects that change the least are their conceptions about cinema and their preferences. Finally, the student attitudes towards national and European cinema are more positive. However, the results also show that the implementation of a film literacy programme at a cross-cultural level can affect different aspects depending on the cultural context (country) in which it occurs. Indeed, they provide data about the specific impact of the program in each country. The information offered by this study could enhance film literacy and media literacy programmes, inform theory, and nurture the debates about the common European identity and the particular traits of the diverse cultures of the European Union.

Carole Helpiquet (CLEMI, France): Media and Information Literacy: How to become a trainer engineer (blended training – blended learning)?

The idea that school communities might struggle or find themselves at a loose end when faced with the digital imperative in vogue in society as a whole has become a real issue. Schools are seeing their traditional links, both as an institution and with their various associated bodies (teachers, executives, pupils and families) being called into question. Above all, their relationships to knowledge are being redefined. The digital and information cultures that feed into the everyday lives of citizens are turning our values, intellectual territories, experiences and expertise on their heads, shaping a new world where mobility has become the watchword. Out of this protean mobility, the trademark of the contemporary world, we are witnessing the emergence of what we could term self-externalisation (updating our profiles, activating our online selves, migrating these selves from one tool to another, incessantly transferring our personal data under the influence of obsolescence, interoperability and technological and societal innovation). Our acts, actions and identities are, more than ever before, in a state of flux. All this introduces a renewed vision of what Simone Weil terms "uprooting", the counterpart to the "rootedness" the philosopher identifies as essential for human beings. We must identify the echo within this incessant digital mobility that

corresponds to the vital rooting that each individual requires. When it comes to constructing identities, both physical and digital, the stakes are high. Although Divina Frau-Meigs's "cyberist era" represents the educational matrix of the younger generations first and foremost, it also acts by capillarity, working throughout our social fabric. How can we balance thus triumphant mobility (information flows) with the anchorage (in body and space) essential to each individual's existence? How can individuals build their own identity out of this double bind that verges on a paradox, or even an opposition? The School as an institution is being destabilised by the onslaught of such a fundamental shift, which contradicts or disputes its very modes of existence. And yet, although digital cultures are shaking up the school system, they also hold the promise of its modernisation, its structural renewal, representing a new lease of life to ensure its sustainability. For the School is currently playing its role as a reference point in societal terms, and in terms of rootedness.

Mariell Raisma (Tallinn University, Estonia): Student-Generated Content: A Case Study from Estonia.

Social constructivist theory focuses on learner activity and it attributes a very important role to social processes. The social constructivist will affirm "the importance of recognizing and building on students' family and community knowledge" as well as the role of teaching to extend that knowledge (Gregson, Hillier, 2015, 48). Abdal-Haqq emphasizes that there should be more focus on a constructivist perspective, which would lead to integrative projects, more group-work and hands-on opportunities for students, as well as more practical integration of reflection and self-examination during their studies (Abdal-Haqq, 1998, 5). The author describes a real educational experience in 32nd High School in Tallinn, Estonia, focusing on student-generated content. Based on social-constructivist theory, student-generated content is a learning methodology where students participate in the construction and organization of their own knowledge. The objective of this educational practice is to give students an understanding of personal responsibility, to increase their media literacy, and to encourage them to ask questions in order to acquire the information they need. In Journalism lessons 11th Grade students write five real articles (news story, interview, feature, profile feature article, and a reportage) over the course of one school-year. That means that for a news story they need to come up with a relevant topic and choose three different sources. When students are writing articles, it gives them an experience that makes them more responsible about what they do, increases their media literacy, and gives them the ability to contribute to society more. Based on the same principles, creation through other mediums – such as Youtube, comics, or social media – can be done as well. This will allow them to acquire a good grasp of what is involved with each of these mediums.

Ajo Monzó Almirall, Magdalena Soler, Antònia Munar Gomilia (IBJOVE, IES Can Peu Blanc, Spain): Cibermentors network: a peer to peer project for secondary schools in the Balearic Islands.

The Cibermentors network is a peer-to-peer education and mentoring project in the secondary schools of Balearic Island and its part of the "Vida digital project" from IBJOVE (Youth Balearic Island Institut) through a partnership with "Convivèxit". The overall objective of this project is to bring awareness to the young people of ESO on the possible consequences of their actions on the Internet in order to minimize the undesired effects and enhance the positive effects of their presence on the Web. The project also aims to create a network of young people with knowledge about digital citizenship that can be a reference for their colleagues. It also offers a possibility of action and participation to the students that make up the service of mediation and promote the Learning Solidarity Service at he schools. The schools make the selection from volunteer students from 2nd and 3rd course of ESO taking into consideration their leadership skills and ethical behavior. The first activity is participation in a workshop to learn and discuss about behaviors on the Internet and how to promote digital civility and etiquette. The workshop is a meta-learning experience because in the same session students get knowledge about how to guide their peers on this topic.

Pablo Escandón Montenegro (Universidad Andina Simón Bolívar, Ecuador): Transmedia and journalism: three case in higher education in Ecuador.

The collaborative laboratories of creation of transmedia contents are co-creation and prototyping spaces that agglutinate feelings, experiences and diverse knowledge around a communicational problem seen from all angles for its solution. Incorporating them into the curriculum contributes to the collaborative work of students, teachers and researchers so that the educational institution is part of cyberculture. Based on three teaching practices in Ecuadorian universities, it is concluded that group and collaborative work in creation workshops are the best spaces for learning and prototyping of journalistic and communicational experiences for students, as they develop their skills and complement them with the of their peers, and help to improve and change the existing content in the local media landscape.

Ana Serrano Tellería (Universidad de Castilla- La Mancha, Spain): Transmedia Journalism-Communication and Design Thinking.

The aim of this essay is to present how Design Thinking is applied to the specific syllabus of 'Multimedia Journalism' given both a multimedia and/or transmedia theoretical and practical approach. This subject is taught during the first four-month period of the

fourth year in the Journalism Degree and it is conceived as a workshop in which students develop a multimedia and/or transmedia project. The official name of the subject is 'Multimedia Journalism Workshop'; although, since I started teaching it last year 2016/17, I have incorporated the transmedia perspective into it. Why? Because I consider that the projects of the students may also be able to go from the multimedia base to the creation of the transmedia universe. In fact, I highly encourage them to embrace a transmedia development, at least, to try to experiment with it. The main results observed in the process of applying the Design Thinking method to this type of projects are the relevance of developing prior conceptual maps and the ability to be flexible to adapt to the ongoing change. When students were interviewed about the benefits of dedicating the required time to reflect on the conceptual maps, they admitted that these maps assisted them to organize ideas and promote new ones (never imagined). Preliminary conclusions obtained highlight the need for dedicating the required time to let students interiorized and properly understood the necessity and functionality of the conceptual maps before reaching a technology (application, device, platform, etc.). This appreciation is in line with recommendations given by some experts at laboratories such as RTVE.es, BBC.co.uk, Nytimes.com, Washingtonpost.com, Theguardian.es.