

# **Post Industrial Media**

**an introduction**

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# A PIM Probe

## Post Industrial Media: an introduction

De Certeau's tactical and strategic practice provides a useful heuristic for examining what media literacy may be for an age of networked media production and consumption. Existing approaches to media literacy still retain or emphasise the legacy of traditional, institutional and broadcast models of media consumption and struggle to theorise the new relations between old and 'new' media. By defining institutional media as strategic in its use of technology and its appropriation of audiences, and 2.0 generation technologies as tactical, a structure for theorising and describing modern media practice is established. This allows the differences between these media to be described in terms of a context of practice and provides a language for what remains and what is different that is outside of the specificities of media technologies.



What?

a history

major review of the Bachelor of Arts (Media) c. 2000

opportunity to change curriculum in terms of content and practice

reconsideration of media education and practice

development of scholarship of teaching

school funding for three day research retreat



What?

some preliminary definitions

post industrial media and:

- ▶ education and media theory
- ▶ network literacy
- ▶ film & TV practice
- ▶ industry

What?

education and media theory

theory is practical

post industrial media is not about the death of media

we teach the processes of learning

The background of the slide is a photograph of an airport control tower and a runway. The control tower is a tall, cylindrical structure with a glass-enclosed observation deck at the top. The runway is a long, straight path that recedes into the distance. The sky is overcast and grey. The overall tone is somewhat somber and industrial.

What?

network literacy

network literacy describes the general group of practices and theories that let us be 'digital natives'

it is as significant today as print literacy was for the 20th century

it includes knowing how (technical skills), knowing why (critical skills), knowing where (harvesting skills) and knowing when (contribution skills)



What?

film & TV practice

screen production literacy complements network literacy

screen production literacy

- ▶ practice that involves being able to understand and challenge screen narrative and production paradigms (fiction and non fiction)

process based pedagogy: it is how we teach as much as what we teach

What?

industry

change in work and technological practices

emergence of new industrial models of employment,  
production, and distribution

how to conceive of themselves as professionals in such a media  
context and environment



Why?

from our point of view towards the students

students require a variety of literacies

these integrate theory & practice

new media practices complicate earlier, industrial definitions of media forms and practices (prosumer, amateur professionalism, 'everyday' media, professional media, etc)

students move from consumers to producers of media and knowledge/research

provides a resource for the students and it makes the curriculum philosophy visible and concrete for students

## Why?

from the point of view of staff

staff require a variety of literacies

PiM is one of our communities of practice

combines research with teaching

the wiki is a resource for

- ▶ new staff
- ▶ others who teach in these areas
- ▶ developing a dialogue around these practices

it allows (forces) us to model the same sorts of collaborative, reflective and process orientated practices we expect and teach within the curriculum

# How?

## PiM in practice

These are some of the ways PiM happens:

- ▶ through an integrated curriculum across years 1, 2, and 3
- ▶ the use of a combination of process and problem based learning
- ▶ extensive use of self and peer assessment
- ▶ the teaching of collaboration & reflective practice as acquired skills
- ▶ the integrated use of blogs across all year levels
- ▶ ourselves as a community of practice

## Artefacts

things the staff try to do

the majority of staff have individual blogs that combine research and teaching

a variety of subject based blogs are used

reblogging is sometimes implemented

several wikis are used, some for students, some for staff (miki, siki, iiki)

the PIM wiki

in the process of co-writing essays about our teaching practice

efforts to explore other forms of collaborative knowledge production within the PIM group

## Artefacts

things the students try to do

all students have individual blogs

they write in a common wiki, and sometimes create new wikis for new projects

a wide variety of work is made in response to specific constraints, these works either require or get expressed as a variety of media outcomes

students are taught to be knowledge producers rather than consumers

move from naive to informed practice

## Problems

PiM is conceived of as a work in progress

difficult to find and make the time to meet, collaborate, write and make together

we are still finding a common language amongst ourselves to describe our individual practices, and our understandings of much of the pedagogy

staff & students often regard media as a series of silos & come into the program with an expectation that we will teach within an industrial model of media practice & form

staff and students need appropriate scaffolding for all activities and ideas (discussion, modeling, support, professional development, workshops, reflection)

thanks

<http://media.rmit.edu.au/projects/pim>