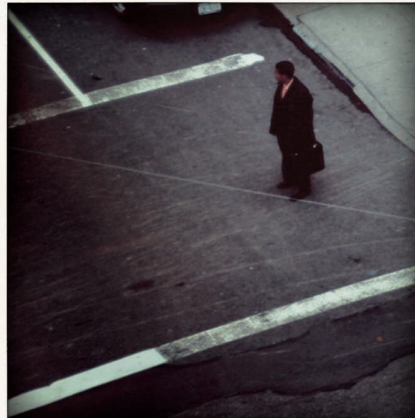


# Critical Perspectives on the European Mediasphere



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THE RESEARCHING AND TEACHING COMMUNICATION SERIES

# CRITICAL PERSPECTIVES ON THE EUROPEAN MEDIASPHERE

THE INTELLECTUAL WORK OF THE 2011 ECREA EUROPEAN  
MEDIA AND COMMUNICATION DOCTORAL SUMMER SCHOOL

Ljubljana, 2011

CRITICAL PERSPECTIVES ON THE EUROPEAN MEDIASPHERE.

The Intellectual Work of the 2011 ECREA European Media and Communication Doctoral Summer School.

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# Introduction:

## The intellectual work of the 2011 ECREA European media and communication doctoral Summer School in Ljubljana

Ilija Tomanić Trivundža and Nico Carpentier

### 1. THE SUMMER SCHOOL'S HISTORY

The Summer School was established in the early 1990s by a consortium of ten (Western) European universities, initiated by the Universities of Stendhal (Grenoble, France) and Westminster (UK). From then on, these participating universities have organised annual summer schools for communication studies PhD students, which lasted for one or two weeks and took place in a wide range of locations, including Grenoble, Lund, Barcelona, London Helsinki and Tartu. In 2010, the Summer School moved for the first time to the Department of Media and Communication Studies of the University of Ljubljana. In 2011, it ran from 14 to 27 August. Together with the University of Ljubljana, 22 universities participated in the consortium: Autonomous University of Barcelona (ES), Charles University (CZ), Eötvös Loránd University (ELTE) (HU), Jönköping University (SE), London School of Economics & Political Science (UK), Lund University (SE), University of Ankara (TR), University of Arts Berlin (DE), University of Bergen (NO), University of Bremen (DE), University of Erfurt (DE), University of Roskilde (DK), University of Sacred Heart Milano (IT), University of Stirling (UK), University of Tampere (FI), University of Tartu (EE), University of Westminster (UK), University on Helsinki (FI), University Stendhal, Grenoble 3 (FR), Vrije Universiteit Brussel (BE), Vytautas Magnus University (VMU) (LT). Additionally, the European Communication Research and Education Association (ECREA), the Finnish National Research School, and COST Action IS0906 Transforming Audiences, Transforming Societies were affiliated partners of the programme.

In line with this process of expansion, the following four objectives were selected for the 2011 Summer School:

- a) to provide innovative mutual support for doctoral studies in the field of media and communication, with additional support of the European Communication Research and Education Association (ECREA),
- b) to stimulate bilateral and multilateral cooperation between consortium partner universities in the areas of doctoral studies, teaching and research,
- c) to provide critical dialogue between academics on cultural and technological challenges posed by media globalisation and convergence, focusing on socio-political as well as cultural implication of these challenges,
- d) to promote a respectful but critical dialogue between academic researchers, and representatives of civil society, media industry and government institutions.

## 2. THE PEDAGOGICAL AND DIDACTICAL APPROACH OF THE SUMMER SCHOOL

The Summer School is based on a number of principles, of which the **student-orientedness** is the most important one. The PhD projects of the participating students are at the centre of the Summer School, and its main aim is to enhance the academic quality of each individual project. In contrast to many other summer schools, the lecturers' main task is not to lecture, but to provide support to the participants in their PhD trajectories.

The Summer School provides this support through **structured, high-quality and multi-voiced feedback** on the work of each individual PhD student, combined with numerous opportunities for informal dialogues. The feedback consists of a series of extensively elaborated analysis of the strengths and weaknesses of the PhD projects, which allow PhD students to structurally improve the quality of their academic work. Although the feedback is provided by experts in the field of Communication and Media Studies, these authoritative voices never become authoritarian and the autonomy of the participants is never ignored. Moreover, feedback is always multi-voiced: Different lecturers and participants always contribute to the analysis of a specific PhD project, enhancing the richness of the feedback and allowing a diversity of perspectives to become articulated.

The Summer School combines **a constructive-supportive nature with a critical perspective**. During the feedback sessions, the evaluation consists of a balanced overview of the qualities and problems of a PhD project, in

combination with the options that can be used to overcome these problems. Moreover, the workshops and the lectures are aimed to support the future academic careers of the participants by allowing them to acquire very necessary academic skills. The atmosphere of the Summer School is fundamentally non-competitive, as the talents of all participants will be acknowledged, and participants and lecturers act as peers, cherishing academic collegiality and collaborative work.

The Summer School also expresses the utmost respect for **academic diversity**. We recognize the existence of a plurality of schools, approaches, theories, paradigms, methods, and cultures in academia, which makes the Summer School choose for conversation and dialogue, and not for conversion and conflict. Its commitment to diversity in approaches can only be made possible through an evenly strong commitment to academic rigour, thoroughness, responsibility, honesty and quality.

Finally, the Summer School aims to **stimulate connectedness**. First of all, the Summer School is aimed at the construction of long-term academic networks, enabling future collaborations at the international/European level. We recognize the necessary nature of intellectual exchange for academia and the importance of transcending frontiers. But the Summer School also wants to remain respectful towards the localized context in which it operates, at the urban and national level of the city, avoiding disconnections with civil society, business and state.

In order to realise these principles, the thirteen-day 2011 Summer School was based on a combination of lectures, training workshops, student-workshops and working visits. The core format of the Summer School is based on the so-called student-workshops, which are oriented towards providing the PhD students with the structured, high-quality and multi-voiced feedback that was mentioned above. For this purpose, the following specific procedure was used. After their application is approved, participating PhD students each send in their 10-page papers. On the basis of the papers, the PhD students are then divided into three groups or flows, and each student is attributed a lecturer-respondent and a student-respondent. Moreover, a so-called flow-manager (a member of the academic Summer School staff) is also attributed to each of the flows. These flow-managers coordinate the activities of the student-workshops' flows for the entire duration of the Summer School.

During the student-workshops, each PhD student presents his or her project, which is then commented upon by the student-respondent, the

lecturer-respondent and the flow-manager, and finally discussed by all participants. At the end of the series of student-workshops, a joint workshop is organised, where the diversity of paradigmatic, theoretical and methodological approaches is discussed, combined with the intellectual lessons learned at the Summer School.

In addition, the training workshops are a crucial pedagogical tool for the Summer School. These workshops provided the PhD students with more practical training on issues related to making posters, publishing, abstract-writing, comparative research, literature review, oral presentation skills, communication of scientific topics to non-scientific audiences, interactive teaching to larger groups, interrogating sources, and creative on-line writing. They were combined with a number of lectures, which aimed to deal with specific content, focussing on specific theories or concepts. Finally, the working visits gave the participants more insights in Slovenia's media structures, politics, cultures and histories.

### 3. THE PEOPLE / THE HALL OF FAME

At the 2011 Summer School, 46 PhD students participated.

The yellow flow group consisted of Agnes Aljas, Andrea Davide Cuman, Antonija Čuvalo, Caroline Didier, Dalma Lőrincz, Hatice Çoban Keneş, Heidi Frank Svømmekjær, Leen Van Brussel, Marta Orsini, Michael Rüb-samen, Nilyufer Hamid-Turksoy, Pinar Yıldız, Tal Morse, and Viorela Dan.

Ana Castillo, Francis Shennan, Ilse Mariën, Jelena Dzakula, Jernej Prodnik, Joergen Skrubbeltrang, Juho Vesa, Lilly Korpiola, Maria Jufereva, Marius Gurskas, Niina Niskala, Nina Kvalheim, Patrick Fitzgerald, Rasa Laurinavičiūtė, Trisha Meyer, and Tuomas Näveri were the blue flow group.

Alexandre Kondratov, Ferielle Podgorski, Guiquan Xu, Janis Juzefovics, Jaroslav Svelch, Jeoffrey Gaspard, Julia Roll, Katleen Gabriels, Lorenzo Coretti, Luchino Sívori, Martina Mahnke, Ödül A. Gursimsek, Pika Založnik, Sylvie Fiserova, Ulli Samuelsson, and Wibke Duwe formed the green flow group.

All of their abstracts, and a selection of six chapters based on their work, are included in this publication.

The 2011 Summer School also had 21 academic lecturers: Anthony Mc-Nicholas, Aukse Balčytienė, Bart Cammaerts, Bertrand Cabedoche, Burcu Sümer, Ebba Sundin, Fausto Colombo, François Heinderyckx, Friedrich Krotz, Hannu Nieminen, Heiner Stahl, Ilija Tomanić Trivundža, Jan Jiráček, Jens E. Kjeldsen, Maria Heller, Michael Bruun Andersen, Nico Carpentier, Pille Pruulmann-Vengerfeldt, Richard Kilborn, Risto Kunelius, and Tobias Olsson.

In addition to the activities of the Summer School lecturers, the programme also included a study visit to student radio station *Radio Študent* ([www.radiostudent.si/](http://www.radiostudent.si/)), visit to autonomous social centre *Metelkova mesto* ([www.metelkovamesto.org/](http://www.metelkovamesto.org/)) and a guided tour of *Slovene Ethnographic Museum* ([www.etno-muzej.si/](http://www.etno-muzej.si/)). Additionally, a guest lecture on European and Balkan cultural identities by Aleš Debeljak and a round table with Slovene journalists Lenart Kučič, Seku M. Konde, and Jernej Verbič, moderated by Igor Vobič on media ownership in Slovenia were also organised as a part of the supplementary programme, provided by the *Slovene Communication Association*.

Ilija Tomanić Trivundža was the local director of the Summer School, supported by the international director and ECREA liaison, Nico Carpentier. Ebba Sundin, Hannu Nieminen, Nico Carpentier, Pille Pruulmann-Vengerfeldt, Richard Kilborn, and Tobias Olsson acted as the Summer School's flow-managers.

#### 4. THE EVALUATION

The 2011 Summer School was again characterised by a high level of student (and lecturer) satisfaction. During the evaluation workshop at the end of the Summer School and in the (written) individual evaluations, the participants expressed their enthusiasm about their Summer School experience. The following citations from the individual feedback forms provide us with a good overview of the most common reactions to the general (evaluative) questions:

*It's been an excellent experience! Thank you very much!*

*Summer school is good, no major changes needed.*

*Make incremental improvements but don't lose the spirit of the summer school.*

*Keep on with the great job.*



The Summer School remains a rewarding but very intensive experience because of its duration, which is a reoccurring topic in the evaluations. But the Summer School evaluations have also produced quite some critical advice for future improvements of the Summer School format. For the most part, the advice focused on allocating more workshops or time to workshops which deal with generic topics of PhD research, such as for example on selection of theories and paradigms. Improved time management of the lecturers was repeatedly emphasised, as was the preference for lectures tied not with specific research cases but with broader theoretical or methodological aspects.

In addition to the positive internal evaluation, the Summer School has received a reward for excellence from Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS). The Summer School programme was awarded second place among Erasmus Lifelong Learning Programme – Intensive Learning Projects, funded by CMEPIUS in 2009 and 2010. The awarded programmes are promoted as cases of best practice since they excel in their content and in promotion of international cooperation.

## 5. THE SUMMER SCHOOL BOOK

A significant part of intellectual work of the 2011 Summer School is included in this book, which takes a liminal position in the field of academic books, oscillating between conference proceedings and a reader, and containing chapters about work in progress and completed research. It remains a reviewed book, but the review process is aimed at improvement and inclusion (without giving up on quality), and less at merciless critique and selection.

The main part of the book has four sections, which provide a general overview into the diversity of the topics addressed at the summer school and indicate one of the main strengths of the summer school and academic research published in this volume – the pluralism of both theoretical and methodological approaches in studying the nature of contemporary (mediated) communication. Most of the chapters, published in this volume, cut across various disciplines and consequently reveal not only the richness of contemporary perspectives on media and communication, but at the same time also highlight the growing need for thorough theoretical understanding of the analysed phenomena and clear definitions of theoretical frameworks and concepts.

The chapters of the first section address precisely this pressing concern. Friedrich Krotz's chapter explores the theory of mediatization in the light of communicative action while Bart Cammaerts' chapter looks at mediation and resistance, connecting the field of political science with that of media and communication studies. Nico Carpentier's and Leen van Brussel's chapter presents how discourse theoretical analysis can be used for development of a secondary theoretical framework. Similarly, Ilija Tomanić Trivundža's chapter on the *flâneur* draws on discourse theory in order to develop a structured understanding of a much contested theoretical concept. Viorela Dan's chapter addresses the popular analytical concept of framing and relates the frame to similar analytical concepts, such as narratives and discourses, while the closing chapter of this section by Michael Rübsamen is devoted to outlining an analytical framework for analysis of celebrities as reflections or embodiments of cultural ideals and values.

The five chapters of the second section address pressing issues of contemporary journalism by addressing topics of the quality of journalistic reporting through the concept of noise (François Heinderyckx), global news flows and news values through odd and bizarre news stories (Ebba Sundin), legal protection of professional journalists and non-professional news reporters (Francis Shennan), strategies of political actors seeking to avoid publicity in the media (Juho Vesa), and through questioning the role of journalistic work in enabling the functioning of democratic political systems (Manuel Parés i Maicas).

The third section reveals the complexity of the contemporary approaches to the analysis of European mediasphere through five cases that scrutinise the societal and cultural dimension of the analysed phenomena. They range from Jens E. Kjeldsen's and Anders Johansen's analysis of televised political speeches in contemporary Norwegian politics and Janis Juzefovics' analysis of public broadcasting in post-Communist societies with a focus on Latvia, to Heiner Stahl's application of the concept of acoustic space to the work of foley artists and Pika Založnik's and Jeffrey Gaspard's reflection on the consequences of "marketisation" of the European University that is changing academic practices and conceptions of the public role and missions of the university as well as academics.

Section four consists of four chapters on methodological and pedagogical approaches. Burcu Sümer's chapter offers much welcomed clear guidelines for doing a thorough literature review for PhD projects and Bertrand Cabedoche's chapter provides an insight into the backyard of a research

process and its stages of gradual development and maturing. Pille Pruulman-Vengerfeldt offers an insight into a different backyard – that of lecturing – focusing on a pressing issue for many lecturer's in today's academia, that of ensuring interactivensness while lecturing to a large audience while Jan Jiráková's chapter focuses on the challenges that media studies face *vis-à-vis* their readiness to provide a specific programme of media literacy education.

The second part of the book contains the abstracts of the projects of all 46 PhD students that participated in the 2011 Summer School. In the third part of the book, the text of the most creative joint workshop presentation summarising the paradigms, theories and methods used in the yellow flow is published because it very clearly represents the true spirit of the Summer School – a mixture of academic seriousness, playfulness and creativity. Throughout the book, a series of pictures selected from the immense Summer School archive are also included. Ilija Tomanić Trivundža produced the cover. Our special thanks to our photographers: François Heinderyckx, Jeoffrey Gaspard, Andrea Davide Cuman, and Ilija Tomanić Trivundža.

## 6. A FINAL WORD OF THANKS

The Summer School is supported by a wide range of individuals and institutions. The (old and new) consortium partners, ECREA and the EC all provide invaluable support to this long-standing initiative. Lecturers and flow managers have over the years invested a lot of energy in lecturing and providing PhD support. The PhD students themselves have shown an eagerness which can only be admired and applauded. Of course, most of the credit goes to the organisers: the Department of Media and Communication Studies of the University of Ljubljana and especially to the Summer School director, Ilija Tomanić Trivundža, who made it all possible, and to Maja Turnšek Hančič, Igor Vobič and Kaja Pogačar for their enthusiastic support. Additional thanks goes to Irena Brinar from the Faculty of Social Sciences, University of Ljubljana, Maja Kostric from Slovene Ethnographic Museum, Jasna Babič from Peace Institute and Tomaž Zaniuk from Radio Študent.

Even this book illustrates the intensity of the ongoing collaborations, with its many contributors and editors.<sup>1</sup> Being produced within an almost im-

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<sup>1</sup> Also our thanks to our language editor, Kyrill Dissanayke and book designer Vasja Lebarič, for their much appreciated work.

possible time frame just after the end of the Summer School, this book bears witness of the Summer School spirit, which every year creates a unique learning experience. For this, all involved are thanked (in many of the Summer School languages) for their intellectual investment and the (learning) pleasure they have generated: thanks to you all, merci pour vous tous, danke euch allen, bedankt aan iedereen, aitäh kõigile, paldies visiem, gracias a todos, gràcies a tots, tack till er alla, tak til jer alle, kiitos teille kaikille, grazie a tutti voi, kærar þakkir til ykkar allra, köszönöm mindnyájatoknak, takk til alle sammen, obrigado a todos, go raibh míle maith agaibh, shukran, ačiū jums, dziękuję bardzo Wam wszystkim, asante sana and hepinize teşekkürler, and najlepša hvala vsem.

### Websites

The European Media and Communication Doctoral Summer School  
<http://www.comsummerschool.org/>

The Researching and Teaching Communication Book Series  
<http://www.researchingcommunication.eu/>

The European Communication Research and Education Association  
<http://www.ecrea.eu/>

The ECREA Young Scholars Network  
<http://yecrea.eu/>

The Centre for Educational Programmes in Archimedes Foundation  
<http://www.archimedes.ee/hkk/>

The Faculty of Social Sciences, University of Ljubljana  
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The Slovene Communication Association  
<http://www.kom-drustvo.si/>