Synopsis

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Media Education in Autumn Colors

Authors thowing autumn leaves in the air. Photo: Ville Rinne, University of Lapland

The 2021 Media Education Conference (MEC 2021 [ulapland.fi]) took place on top of Ounasvaara Hill in Rovaniemi from September 28–October 1, 2021. MEC (formerly NBE) is an informal and friendly conference that participants attend to exchange ideas and information dealing with media education, educational use of ICTs, and learning environments. MEC 2021 was organized by the Media Education Hub at the University of Lapland. The theme of MEC 2021 was "Media Education in Autumn Colors." MEC 2021 also celebrated the 20th birthday of the Media Education Hub. MEC 2021 participants were invited to submit paper proposals to be published in this special issue of seminar.net.

Participants of the ninth MEC conference. Photo: Ville Rinne, University of Lapland

The themes and topics of the ninth MEC conference dealt with a) media, digital, and information literacies; b) digital media in teaching and learning; c) playful learning; and d) media education, participation, and well-being.

Heli Ruokamo (guest editor) and Yngve Nordkvelle (chief editor)

The articles

Learning Outcomes and Learning Motivation in HMD-VR: A Literature Review

In the first article, Antti Lähtevänoja of the University of Helsinki, Mikko Vesisenaho and Kati Vasalampi of the University of Jyväskylä, Jani Holopainen of the University of Eastern Finland, and Päivi Häkkinen of the University of Jyväskylä present the results of a

literature review dealing with learning outcomes and learning motivation regarding the use of head-mounted displays in the field of immersive virtual reality (HMD-VR). Based on their review, the authors argue that HMD-based VR learning environments may not be better than other technologies at enhancing direct learning, but they indicate that HMD-VR may result in increased learning motivation and engagement.

Assessing university students' study-related burnout and academic well-being in digital learning environments: A systematic literature review

The second article is a literature review written by Katri Koivuneva and Heli Ruokamo of the University of Lapland. They assessed university students' study-related burnout and academic well-being in digital learning environments. Their research results indicate that some studies have focused on the dimensions of study-related burnout, but students' well-being in digital learning environments has been less studied. Digital assessments of students' academic well-being are mostly formative assessments and are moving toward incorporating artificial intelligence and game-based assessments.

University students' Autonomous Sensory Meridian Response (ASMR) experiences in the light of a well-being theory

Chan Ko Wai and Satu Uusiautti of the University of Lapland explored university students' autonomous sensory meridian response (ASMR) experiences through a *positive emotions, engagement, relationships, meaning, and accomplishment (PERMA) model*. They found that ASMR videos may enhance participants' well-being by providing a mindfulness-like experience. Their research provided new knowledge of ASMR experiences and their meaning.

Students' perspectives on the functionality of the flipped classroom approach in a master's thesis seminar

Erkko Sointu of the University of Eastern Finland, Hanna Vuojärvi of the University of Lapland, and Aino Äikäs of the University of Eastern Finland examined university students' perspectives on the functionality of the flipped classroom (FC) approach in a master's thesis seminar. Their research results show that the students were satisfied with the FC approach and corresponding guidance. In fact, the FC was well-suited to and preferred by the students. The approach was also seen as functional, goal-oriented, and flexible. Students experienced the team spirit and supervisor's presence as positive aspects of the FC experience, although some negative aspects were also identified, such as time usage and opportunities for peer feedback.

Learning analytics and flipped learning in online teaching for supporting preservice teachers' learning of quantitative research methods

Erkko Sointu, Teemu Valtonen, Susanne Hallberg, Jenni Kankaanpää, Sanna Väisänen, Lasse Heikkinen, Mohammed Saqr, Ville Tuominen, and Laura Hirsto of the University of Eastern Finland studied the use of flipped learning and learning analytics in online teaching to support preservice teachers' learning of quantitative research methods. They found that preservice teachers' time management skills improved and that their task avoidance, anxiety, and boredom toward quantitative methods decreased.

Teacher Students' Designing of Media Education for Older People: Creative and Need-Based Pedagogies Emphasized

Susanna Rivinen, Päivi Rasi-Heikkinen, Hanna Vuojärvi, and Sirpa Purtilo-Nieminen of the University of Lapland studied teacher students' designing of media education for older people. They focused on students' designs and presentations regarding how media education should be implemented for older people and on stakeholders' written and oral feedback in response to the students' presentations. Their findings emphasize the need for creative and need-based pedagogies and the further development of courses.

Fact-checking as digital media literacy in higher education

Siling Tekoniemi of the University of Lapland, Sirkku Kotilainen of Tampere University, and Mari Maasilta and Kirsti Lempiäinen of Lapland University studied fact checking as digital media literacy in a higher education context. They identified a need to develop fact-checking teaching as digital media literacy while integrating pragmatic and critical approaches (e.g. digital design and other hands-on educational practices) with culture-based contextualization. The study suggests that the contents of digital media literacy need updating with fact-checking and algorithm-based communication for the recognition of technology as a counterpart in the development of information disorders.

Teachers' Experiences and Role in the Design Process of Online Degree Programmes in Higher Education

Marjo Joshi and Mauri Kantola of the Turku University of Applied Sciences examined teachers' experiences and roles during the process of designing online degree programs in higher education. Their results show the teachers' positive and negative experiences related to the importance of management support, collegial collaboration, and different teaching environments. Design principles are presented based on the teachers' experiences at various organizational, pedagogical, and online degree program levels.

Digital Youth Work in Flanders: practices, challenges, and the impact of COVID-19

Lotte Vermeire, Wendy Van den Broeck, Leo Van Audenhove, and Ilse Mariën of Vrije Universiteit Brussel studied digital youth work in Flanders from the perspectives of practices, challenges, and the impact of COVID-19. They identified opportunities that improved participants' and youth workers' digital competences, combated social isolation, increased accessibility and room to experiment, and blended teaching methods to strengthen youth work. They also identified barriers, such as limited know-how among youth workers, digital exclusion, high cost of hardware and software, and the importance of using the correct working method to achieve the desired goals.

Young people as empirical experts of participatory research in the age of information disorder

Guna Spurava and Sirkku Kotilainen of Tampere University explored the use of young people as empirical experts in participatory research in the age of information disorders. They used the results of the youth consultations in their study to provide recommendations to researchers. Information on young people's lack of understanding of algorithm-based communication and commercialization on social media was seen as particularly useful. Their findings suggest that young people may serve as empirical experts and advisors, particularly during the planning stages of research.

Pupils' experiences of learning analytics visualizations in supporting self-regulated learning in an elementary school classroom

Sanna Väisänen, Susanne Hallberg, Teemu Valtonen, Ida-Auroora Tervo, Jenni Kankaanpää, Erkko Sointu, and Laura Hirsto of the University of Eastern Finland examined pupils' experiences with using learning analytics visualizations to support self-regulated learning in an elementary school classroom. Their research results show that pupils' experience of self-regulated learning and learning analytics was positive; the learning analytics were functional and motivating for the students and helped advance their learning. Pupils' self-directedness also increased, although many pupils found goal setting and pursuing their goals to be difficult.