



RESEARCH EXCHANGE DAY (RED) 1

“Digitality and Normativity in Informal and Formal Learning Contexts”

A Digital Symposium on Zoom:

<https://fau.zoom.us/j/93231356249?pwd=cVlSVTIYbExzeW91ZmlxcnZvQU0zdz09>

Meeting-ID: 932 3135 6249, Code: 258112

Thursday, 31 March 2022			
CEST	Brisbane	Melbourne	Program
8:00	16:00	17:00	Welcome Introduction of the RTG research group and the project Q & A / Discussion
9:00	17:00	18:00	Keynote 1: “Digital sexual citizenship and sexual ethics” Kath Albury , Swinburne University of Technology, Australia Q & A / Discussion
10:00	18:00	19:00	Break
10:15	18:15	19:15	Keynote 2: “Towards a Better Measurement of Digital Skills: Focus on Inequalities and Vulnerabilities” Leen d’Haenens , Katholieke Universiteit Leuven, Belgium Q & A / Discussion
11:15	19:15	20:15	Keynote 3: “The Future of the Digital Turn in New Literacy Studies” Kathy Ann Mills , Australian Catholic University, Australia Q & A / Discussion
12:15	20:15	21:15	Farewell

Keynote Speakers



Professor Kath Albury, Media Studies, Swinburne University of Technology, Australia
ARC Future Fellow, leading the 'Digital and data literacies for sexual health policy and practice' research project. She is an Associate Investigator in the Swinburne Node of the Australian Research Council Centre of Excellence for Automated Decision-Making and Society (ADMS), and co-leads the Digital Inclusion Program in Swinburne's Social Innovation Research Institute (SIRI). [More information](#)



Professor Leen d’Haenens, Media Studies, University of Leuven (KU Leuven)
Co-ordinator for Belgium in the Europe-wide *EUKIDS Online* network and the *Net Children Go Mobile* cross-country research team; advisor of the Flemish government as well as the European Commission about the role of governments in steering media literacy on ways to foster the development of online resilience and online coping strategies targeted at children at risk. [More information](#)



Professor Kathy Ann Mills, Literacies and Digital Cultures at the Institute for Learning Science & Teacher Education, Australian Catholic University
Australia ARC Future Fellow for developing multimodal literacy learning in primary education; chief investigator of an ARC Discovery grant, Coding Animated Narratives as Contemporary Multimodal Authorship in Schools; PI in an international research project on critical digital literacies with USN, Norway (NRC). [More information](#)

Abstracts

Keynote 1: “Digital sexual citizenship and sexual ethics”

Kath Albury

Professor of Media and Communication, Swinburne University of Technology, Australia

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While youth educators are often eager to develop a self-reflexive practice in respect to sexuality, ethics and digital media, they are not always well-supported to do so within professional environments. Most Australian educators and health promotion professionals do not receive comprehensive pre-service training in either sexuality or media, and may have very little opportunity to pursue further education once they are in the classroom. This means they may also have limited opportunities to develop critical frameworks that might support nuanced classroom discussions of sensitive topics such as pornography and sexting.

This paper introduces the concept of ‘digital sexual citizenship’ – a framework that has been valuable for my thinking around issues relating to young people’s expression of gender and sexuality in digital cultures. As a sensitizing concept, ‘digital sexual citizenship’ shifts adult inquiries into young people’s digital sexual cultures away from abstract categories of ‘good’ and ‘bad’ media, while avoiding both universalising theories of child development, and a de-politicised focus on individual psychology. Instead, a consideration of ‘digital sexual citizenship’ invites adults to attend to young people’s ‘positive rights’ or ‘freedoms to’ access and participate in digital cultures – and to recognise that both participation and non-participation in specific media practices can be ethical acts.

Suggested reading:

Albury, K., & Byron, P. (2018). Taking off the risk goggles. Exploring the intersection of young people’s sexual and digital citizenship in sexual health promotion. In P. Aggleton, R. Cover, D. Leahy, D. Marshall & M. L. Rasmussen (Eds.), *Youth, Sexuality and Sexual Citizenship* (pp. 168–183). London: Routledge.

Albury, K. (2017). Just because it’s public doesn’t mean it’s any of your business: Adults’ and children’s sexual rights in digitally mediated spaces. *New Media and Society*, 19(5), 1–13.

<https://doi.org/10.1177/1461444816686322>

Keynote 2: “Towards a Better Measurement of Digital Skills: Focus on Inequalities and Vulnerabilities”

Leen d’Haenens

Professor of Media Studies, Katholieke Universiteit Leuven, Belgium

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The media landscape is changing very rapidly through the smartphone and through a wide variety of platforms. Platforms are not neutral. One of the central issues in ySKILLS is the validation of a method to measure young people’s digital skills and to examine how proficient children and young people in Europe are, when facing misinformation. Our ySKILLS research will enable us to understand how they digest information and to equip young people with tools that enable them to reflect on their own news and information use. Based on **predefined and timely risks**, three at-risk groups (i.e. children from low socio-economic homes, migrant and refugee children, and children experiencing internet-related mental health difficulties) and one at-risk situation (coping with misinformation in the online media) will be studied in ySKILLS. All of these **terms are hotly contested** in the literature on childhood social policy, so throughout the project we will discuss the labels ‘at risk’, ‘vulnerable’ and ‘disadvantaged’ with reflexivity and care.

Suggested reading:

D’Haenens, L. (2021). Youth Skills Policy Brief 2 – Towards a better understanding of digital skills: On inequalities and their impact. <https://yskills.eu/publications/>

Keynote 3: “The Future of the Digital Turn in New Literacy Studies”

Kathy Ann Mills,

Professor of Literacies and Digital Cultures, Australian Catholic University, Australia

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A decade ago, Professor Mills argued in *Review of Educational Research* that digital communication has transformed literacy practices and assumed immense importance in the functioning of workplace, recreational, and community contexts. Now, ten years on, Professor Mills directs our attention again to New Literacy Studies and anticipates the future of the digital turn in recent global shifts and the pandemic. She engages with key debates: What are the boundaries of what counts as literacy? Is it helpful to speak to in-school and out-of-school literacies? Has there been a destabilising of traditional authority in online practices? Do new literacies of youth have any weight on schooled literacy achievement? Are there local or community literacy practices or global skills that are common across contexts? What will be the hybrid multimodal practices that students encounter in the future? Are children and youth making new media online or are the new media making them? Are new literacies merely exotic practices of the middle class? Recommendations are given to advance English and literacy curriculum and research in the 21st century.

Suggested reading:

Mills, K. A. (2010). A Review of the “Digital Turn” in the New Literacy Studies. *Review of Educational Research*, 80(2), 246–271. <http://www.jstor.org/stable/40658463>