



CALL FOR PAPERS

MEDIA EDUCATION

SPECIAL ISSUE

Journal

Media Education aims to increase knowledge and understanding of ways in which digital technology can enhance education, through the publication of high-quality research, which extends theory and practice.

The Editors welcome research papers on the pedagogical uses of digital technology, where the focus is broad enough to be of interest to a wider education community.

It is open to established and emerging scholars, media professionals, teachers and educators.

The journal adopts a double-blind peer review process to foster a multidisciplinary and intellectually rigorous debate on both the theory and practice of interactive media in education.

Editors in chief:

Gianna Cappello, University of Palermo, Italy

Maria Ranieri, University of Florence

Media Education and inclusion of people with disability

In recent years, the literature relating to the issues of technology and inclusion has constantly increased. Studies in this area are mainly related to the use of technologies for school and social inclusion. In this context, studies focus on assistive and compensatory technologies, and recently also on Artificial Intelligence (AI).

However, there are few international contributions focusing on media education and disability. Images and stories in the media can deeply influence public opinion and establish societal norms on how people with disabilities are viewed. A critical understanding of media representations of disabilities and the promotion of a responsible use of media technologies may favour an inclusive media culture and reduce cyberbullying as well as other deviant online phenomena.

The intersection between media and education can be articulated according to three perspectives: *education to the media*, *education with the media* and *education for the media*.

The first expression refers to the critical understanding of the media, understood not as tools, but as languages imbued with values and cultures. From this point of view, the media play a crucial role in the dissemination of certain images of people with disabilities.

The second expression concerns education *with the media* considered as tools to be used in general educational processes; this includes education and training supported by media technologies in inclusive contexts.

Finally, the third expression relates to education *for the media*, addressing professional training and development, in particular teachers and educators acquiring greater awareness of how media represent disabilities and how they can be used to promote inclusive values.

This special issue intends to address these topics both through scientific articles and best practices in the education and school field in order to:

- offer to educators and teachers a theoretical and practical overview on the importance of media literacy for inclusion,
- promote a better quality of the media and their contribution to the creation of an inclusive culture.

Descriptors

1. Specific adaptations used to make cybersecurity accessible to students with disabilities
2. Media literacy to contrast cyberbullying
3. Media education in informal educational contexts (at all ages)
4. Educational interventions in school in the presence of pupils with disabilities
5. Media representations of people with disability
6. Media as a resource for people with disabilities
7. Artificial intelligence and disability

Important dates

31 December 2021: Articles submission deadline

15 February 2022: Notification of acceptance of the article (with any requested changes)

15 April 2022: Final article due (with any changes)

31 May 2022: Publication of the issue

Guest Editors:

Prof. Fabio Bocci, University of Roma Tre

Prof. George Anthony Giannoumis, University of Oslo

Dott.ssa Cristina Gaggioli, University of Florence

Languages accepted for this invitation: **English, Italian.**