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## **Reinforcing Media Education in Milieus of Lower-secondary School and Migration!**

Notwithstanding the significance to complement formal educational structures by informal and non-formal arrangements it is decisive to fortify concepts and activities of media education particularly in schools in order to reach young person from so called 'educationally deprived milieus'. Own experiences derived from media education projects in lower secondary schools ('Hauptschule') and migration milieus show that following aspects are crucial:

- Experience- and life-world orientation: To tie in with existing strengths and thematic issues of young people, which are relevant for their action.
- Reinforced integration of music and pictures: It is not sufficient to put more effort to convey competences in literary language to unprivileged children and youth. An integrated concept of comprehensive "literacy" is needed, which balances literary language with pictorial and multi-medial forms of expression and communication – in particular for internet-communication.
- Encourage aesthetic reflexivity: Self-made pictures and sounds are viewed and heard together, mutually suggesting how it might be improved. Reflexivity is more than a permanent discussion which is detached from concrete and vivid references.
- Encourage playful and non-linear modes of operation: Appropriate time and flexibility, enabling maneuverability in terms of experimentation and exploration of new perspectives.
- Real life contacts: Children and youth do not only seek contacts within the internet, they also want to get to know other young people in real life. Offers – especially in the realm of inter-cultural media education - should provide possibilities of face-to-face meetings.

Overall, in order to get more insights for the development of life-world- and subject-oriented modes of operation, it is necessary to reinforce practice-based research in the field of media education with respect to the milieus of lower secondary schools and migration.