



ReDM²⁶
MIL
SUMMER
SCHOOL

RESEARCH ON
/DIGITAL
/MEDIA
/INFORMATION
LITERACY

Literacies in the middle

5th edition - September 1-4, 2026

UCLouvain (BE)

PROGRAM

Welcome to ReDMIL 2026!

Dear Participants,

We are delighted to welcome you to the 5th edition of the ReDMIL Summer School. It is an honor to have you join us for this exciting and enriching experience.

We would like to thank this edition's guests:

- Hyeon-Seon Jeong, Gyeongin National University of Education (South Korea)
- Jad Melki, Lebanese American University (Lebanon)
- Maarit Jaakkola, University of Gothenburg (Sweden)
- Normand Landry, Université TELUQ (Canada)
- Renee Hobbs, University of Rhode Island (United States)

This summer school is more than just a series of lectures and workshops; it aims at contributing to the convergence between digital, media and information literacy research by bringing together researchers from all three communities, to foster the scientific debate and explore connections between them.

In this leaflet, you will find the following information:

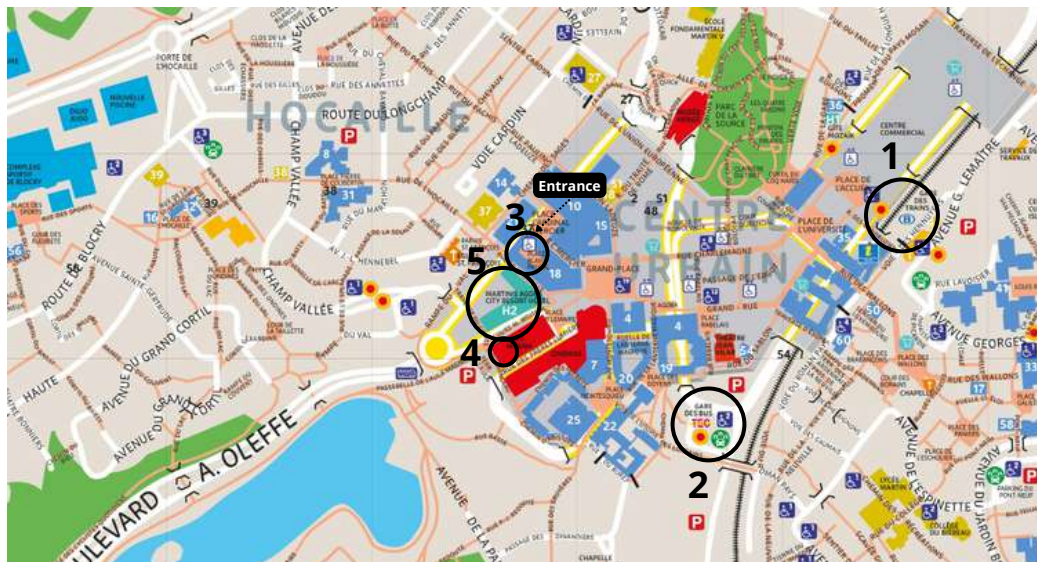
- practical information regarding the venue ;
- overview of the programme ;
- detailed program of every day's schedule.

We encourage you to make the most of every moment. Ask questions, share your perspectives, and build connections that will last beyond the duration of this summer school.

Once again, welcome to ReDMIL2026 !

The organizing committee

Practical Information



Transport

1. Train station
2. Bus Station

Check out our
interactive map!



Venue

3. All activities will take place at the Christine de Pizan Learning Center. This building has multiple entrances; we recommend using the entrance at 31 Place Cardinal Mercier.

We will be using 2 rooms in the building : the 'main room' and the room 'ERAS 57'. We will also be using the Hall (for lunches, coffee breaks, etc.). Directions will be provided with signs from the indicated entrance.

Social dinner

4. Louvain House
Traverse Comte Yves du Monceau, 1348 Ottignies-Louvain-la-Neuve. (Third floor)
The GPS will lead you to the entrance where you'll find the elevator.

Hotel for Guests & Keynotes

5. Martin's Hotel
Rue de l'Hocaille 1, 1348 Ottignies-Louvain-la-Neuve

DAY 1 Tuesday

10:00
10:40 —  **Registration & Welcome coffee**
📍 *Main room*

10:40
11:00 —  **Welcome remarks**
📍 *Main room*

11:00
13:00 —  **Poster session**
📍 *Main room & Hall*

13:00
14:00 —  **Lunch**
📍 *Hall*

14:00
16:00 —  **Parallel sessions (1A & 1B)**
📍 *Main room & ERAS 57*

16:00
16:30 —  **Coffee break**
📍 *Hall*

16:30
17:30 —  **Introductory workshop**
Bridging research & creative practices
— Normand Landry —
📍 *Main room*

17:30
19:30 —  **Welcome party**
Photograph exhibition & beer tasting
📍 *Main room*

DAY 2 Wednesday

09:00
10:00 —  **Plenary talk**
— Renee Hobbs —
📍 *Main room*

10:00
10:30 —  **Coffee break**
📍 *Hall*

10:30
12:30 —  **Parallel sessions (2A & 2B)**
📍 *Main room & ERAS 57*

12:30
14:00 —  **Lunch**
📍 *Hall*

14:00
15:00 —  **Plenary talk**
— Jad Melki —
📍 *Main room*

15:00
15:30 —  **Coffee break**
📍 *Hall*

15:30
17:30 —  **Parallel sessions (3A & 3B)**
📍 *Main room & ERAS 57*

18:30
19:30 —  **City run/walk**
📍 *Main room*

DAY 3 Thursday

09:00



Plenary talk

10:00

— Maarit Jaakkola —

Main room

10:00



Coffee break

10:30

Hall

10:30



Parallel session (4A & 4B)

12:30

Main room & ERAS 57

12:30



Lunch

14:00

Hall

14:00



Plenary talk

15:00

— Hyeon-Seon Jeong —

Main room

15:00



Coffee break

15:30

Hall

15:30



Parallel sessions (5A & 5B)

16:30

Main room & ERAS 57

19:00



Social dinner

21:00

Louvain House

DAY 4 Friday

09:00



Parallel sessions (6A & 6B)

11:00

Main room & ERAS 57

11:00



Coffee break

11:30

Hall

11:30



Hands-on workshop

12:30

*A critical media
literacy chatbot*

— Laura Zander, Jerry Jacques,
Raoni Schmitt Huapaya,
Douglas Almonfrey —

Main room

12:30



Lunch

14:00

Hall

14:00



Exhibition and wrap-up workshop

16:00

*Bridging research
& creative practices*

— Normand Landry —

Main room

16:00



Plenary debrief

16:15

Main room

16:15



Concluding remarks

16:30

Main room

Day 1 (Tuesday)

10:00-10:40



Registration - Welcome coffee

 **Main room**

10:40-11:00



Welcome remarks

 **Main room**



Pierre Fastrez - UCLouvain



Jerry Jacques - UCLouvain

Pierre Fastrez and Jerry Jacques will open the summer school with brief remarks, setting the stage for the days ahead. They will provide an overview of the program and offer insights into what participants can expect during the event.

11:00-13:00



Poster Session

 **Main room & Hall**

The objective of this session is to allow all participants to the summer school to gain a shared basic knowledge of the doctoral research work presented in the sessions. The posters will be put on display and each PhD student will be available to answer the questions of the participants regarding their own poster.

13:00-14:00



Lunch

 Hall

14:00-16:00



Parallel sessions

 Main room

Session 1A	Chair : Jerry Jacques (UCLouvain)
Mila Re (University of California)	Co-Designing Toward Justice: Early Career Teachers' Learning and the Development of Critical Media Pedagogies
Wong Lai Cheng (Universiti Sains Malaysia)	A Mixed-Method Study of Pre-Service Teachers' Digital Media Literacy Knowledge, Skills, and Critical Media Understanding Towards A Competency Framework

 ERAS 57

Session 1B	Chair : Caroline Robbeets (UCLouvain)
Ines Boeckxstaens (KU Leuven)	Empowering Autistic Adolescents and Adolescents with a lower Socioeconomic Status with Social Media Literacy
Rawat Aabha (Dr. B. R. Ambedkar University Delhi)	Local literacies: Ethnographic case studies of emergent readers and writers

16:00-16:30



Coffee break

 Hall

16:30-17:30



Introductory workshop

 **Main room**

Bridging research and creative practices



Normand Landry - Université TELUQ

This workshop will provide an opportunity to reflect collectively on the place and potential of individual expressive practices within academic work. Participants will be invited to consider their positioning as researchers, as well as their professional aspirations, particularly regarding the reach, significance, and impact of their work.

Building on this reflection, participants will undertake a creative challenge. Over the course of three days, they will engage in a daily expressive practice inspired by their research activities or broader academic experience. Each exercise will result in a brief creative output documenting their reflections, such as a text, image, sound piece, creative object, or any other medium of their choice.

Participants will be invited to share and discuss their work during the closing workshop.

17:30-19:30



Welcome party



 **Main room**



Photograph exhibition and beer tasting



Day 2 (Wednesday)

09:00-10:00



Plenary talk

 **Main room**

Whose Values Count? Assessment as a Mirror of What We Prize in Media Literacy



Renee Hobbs - University of Rhode Island

Every assessment of a media literacy program answers one question but reveals another: what is valued by whom, and for what end? Policymakers use assessment to justify legislation and demonstrate public return. State departments of education use them to monitor compliance and guide instruction.

Philanthropies use assessment to validate their investments. Academic researchers use assessment to advance theory and stimulate debate. Each stakeholder brings a distinct agenda, and that agenda quietly governs what gets measured, how, and to what end, long before any data are collected. Assessing media literacy competencies, skills, knowledge, and programs is not a neutral technical exercise but a reflection of competing values.

Drawing on my own work, I walk through the full arc of an assessment: defining a goal, developing or selecting instruments, collecting data, and analyzing and presenting findings for specific audiences. At each stage, I show how seemingly methodological decisions are deeply value-laden, and how program assessment can create opportunities to communicate "what counts" to the many stakeholders who are ultimately responsible for making media literacy education a reality.

10:00-10:30



Coffee break

Hall

10:30-12:30



Parallel sessions

Main room

Session 2A	Chair : Laureline Marc (UCLouvain)
Seijin Kim (Gyeongin National University of Education)	Children's Literacy Practices in AI Companion Interactions: A Qualitative Study of Patterns, Limits, and Platform Constraints
Yixi Zhao (Queensland University of Technology)	A Critical Investigation of Australian Children's Everyday Use of Video Platforms and Emerging Algorithmic Literacies

ERAS 57

Session 2B	Chair : Thibault Philippette (UCLouvain)
Xinyu Zhang (Griffith University)	Mutual Benefits of an Intergenerational Digital Literacy Training Program for Older Adults and University Students
Nico Hornig (TU Dortmund University)	Fact-Checking and Media Literacy in Germany: Professional Practices, Structural Challenges, and Educational Interventions

12:30-14:00



Lunch

Hall

14:00-15:00



Plenary talk

 **Main room**

Media Literacy of Genocide, War and Colonialism



Jad Melki - Lebanese American University

The presentation summarizes an alternative approach to media literacy pedagogies for marginalized communities and postcolonial countries, especially in the Global South, tackling unexplored issues such as media literacy of war, terrorism, pandemics, infodemics, populism, colonialism, genocide, and intersectional feminism.

With an emphasis on developing critical and emotive consciousness, it provides a unique perspective that fits the needs of people at the margins and challenges mainstream media literacy approaches mainly designed for the Global North. It offers a framework for designing curricula at and with the margins through an emancipatory media literacy approach. This approach directs energy toward resistance and praxis, focuses on local priorities of the margins, contextualizes issues within a postcolonial historical moment, and concentrates on fighting oppression structures and social injustice.

The lecture will use the Gaza genocide as a case study.

15:00-15:30



Coffee break

 **Hall**

15:30-17:30



Parallel sessions

Main room

Session 3A	Chair : Jad Melki (Lebanese American University)
Amber Bartlett (Radboud University)	Gendering Refugees' Digital Practices: On the Potential and Challenges of Digitalisation for Refugee Women in the Netherlands
Olena Poburko (University of Groningen)	Media Literacy as Resilience for Ukrainian Refugees

ERAS 57

Session 3B	Chair : Normand Landry (TELUQ)
Nina Demoustier (Université de Namur)	Audiovisual fiction as a tool for teaching digital citizenship in the classroom: a critical analysis
Elena Balseiro Sollano (UCLouvain)	Twitch Streams as a Tool for Promoting Civic Awareness Among Young People

18:30-19:30



City run/walk

Main room



Come and discover Louvain-la-Neuve during a guided walk or run!

Day 3 (Thursday)

09:00-10:00



Plenary talk

 **Main room**

How to Capture Media and Information Literacy (MIL)? Two Paths of Operationalisation



Maarit Jaakkola - University of Gothenburg

Media and information literacy (MIL), as promoted by UNESCO and adapted by many national states across the world, is a broad, multidimensional, and context-dependent concept. Its breadth is one of its strengths, but also poses a persistent challenge: how can MIL be operationalised in ways that make it analytically meaningful and practically actionable without reducing its complexity? This presentation explores this question through two distinct but complementary paths of operationalisation: research and policy.

In terms of research-based operationalisation, I examine how researchers can conceptualise, delimit, and operationalise MIL as an object of empirical inquiry. I will present the case of a systematic literature review of MIL research conducted at Swedish universities between 2021 and 2025, that provides a basis for identifying which dimensions of MIL become visible through research and which remain peripheral or implicit.

The second path concerns policy-based operationalisation. Drawing on my work in developing a national MIL strategy for a Central Asian country of approximately 37 million inhabitants, I examine how the conceptual breadth of MIL is translated into a national policy architecture. This involves defining priorities, identifying stakeholders and responsibilities, formulating outcomes and indicators, and translating an overarching concept into sector-specific areas of action.

By bringing these two paths together, my presentation considers operationalisation as an act of selection and boundary-making. Finally, I discuss whether a set of core elements of MIL can be identified across these different forms of operationalisation, and how frameworks can remain sufficiently precise to guide research and action while retaining sensitivity to the complexity and contextuality of contemporary media and information environments.

10:00-10:30



Coffee break

 **Hall**

10:30-12:30



Parallel sessions

Main room

Session 4A	Chair : Maarit Jaakkola (University of Gothenburg)
Kawtar Arahmouch (Ibn Zohr University)	Empowering Adolescents through Media Literacy Education: Towards the Implementation of Media Literacy Programs in High Schools in the Region of Agadir Ida Outanane
Mariana Grépinet (Université Paris-Panthéon-Assas)	When Journalists Engage in Media and Information Literacy (MIL): Investigating the Individual and Collective Involvement of a Profession in an Emerging "MIL Market"

ERAS 57

Session 4B	Chair : Renee Hobbs (University of Rhode Island)
Marie Mac Donough (UCLouvain)	Procedural rhetoric and gender in video games: a study of gendered power relations in the Mario Bros. Universe
Daniel Berjano (Universitat Autònoma de Barcelona)	A study of LGBT+ film production during the Spanish transition to democracy (1975-1983) from the perspective of Media Production Studies, Queer Production Studies and Critical Media Literacy

12:30-14:00



Lunch

Hall

14:00-15:00



Plenary talk

 **Main room**

What Research Makes Possible: Children's Digital Media Literacy across Media Education, Platformised Childhood, and the Making of Researchers



Hyeon-Seon Jeong -
Gyeongin National University of Education

This plenary traces a research journey through children's digital media literacy — not as a finished body of work, but as a process of questioning, revisiting, and collaboration. Beginning with doctoral research on empowerment and media education at UCL Institute of Education, it follows a recurring question: how can children's lived media experiences be recognised, theorised, and connected to education that supports critical agency?

Across three decades, this question has expanded across different scales of inquiry: from classroom pedagogy and multiliteracies to platformised childhood, critical algorithm literacy, EdTech production cultures, and, most recently, Media and AI Literacy policy development. In doing so, the talk considers how changing media realities require us to revisit not only our theories, but also our methods — because methods make some experiences visible while leaving others unseen.

Drawing on published and ongoing work with doctoral students and domestic and international colleagues, I reflect on how research can move from describing lived realities, to critiquing the structures that shape them, to imagining and informing alternatives in education and policy.

The talk also considers research as a process of formation. Research makes possible not only new knowledge, but new researchers: scholars who learn to identify questions that have not yet been asked, create data that do not yet exist, and locate local realities within wider scholarly conversations. The relationships formed through inquiry are therefore not incidental to research, but part of its scholarly contribution.

15:00-15:30



Coffee break

 **Hall**

15:30-16:30



Parallel sessions

Main room

Session 5A	Chair : Renee Hobbs (University of Rhode Island)
Lemonie De Moortel (VUB)	How the impact of media literacy interventions can be more meaningfully assessed in practice

ERAS 57

Session 5B	Chair : Arnaud Claes (UCLouvain)
Hannah Bauer (Ludwig-Maximilians-Universität Munich)	Mental Illness Content in Algorithmic Environments: Understanding Social Media-Inspired Self-Diagnoses Among Adolescents



19:00-21:00



Social dinner

Louvain House



Day 4 (Friday)

09:00-11:00



Parallel sessions



Main room

Session 6A	Chair : Hyeon-Seon Jeong (Gyeongin National University of Education)
Joseph Di Vincenti (ULB)	From Information Saturation to Epistemic Uncertainty: Trust in the Age of Generative AI
Laura Zander (UCLouvain)	Towards a critical and reflective media education of conversational and generative artificial intelligence technologies - Designing and evaluating the effects of an educational chatbot



ERAS 57

Session 6B	Chair : Pierre Fastrez (UCLouvain)
Shannon Burth (Syracuse University)	Exploring Today's Critical Media Literacy Landscape in Higher Education
Julianna Kowlessar (York & Toronto Metropolitan Universities)	Building a Foundation for Critical Media Literacy in Ontario

11:00-11:30



Coffee break



Hall

11:30-12:30



Hands-on workshop

 **Main room**

A critical media literacy chatbot



Laura ZANDER, Jerry JACQUES - UCLouvain
Raoni SCHIMITT HUAPAYA, Douglas ALMONFREY - Federal
Institute of Espírito Santo

Meet SACHA!

During this workshop, you will be introduced to SACHA, a chatbot designed to develop media literacy skills on AI and chatbots among teens users. Developed as part of an international project between IFES (Brazil) and UCLouvain (Belgium), SACHA is intended to introduce many technical concepts and support users into questioning social consequences of AI use. Come and discover this project, and discuss the use of a chatbot in a media education activity.

12:30-14:00



Lunch

 **Hall**

14:00-16:00



Exhibition and wrap-up workshop

Main room

Bridging research and creative practices



Normand Landry - Université TELUQ

This workshop will begin with an informal presentation and discussion of the expressive works produced by participants. Together, we will reflect on the experience, exploring what participants learned from the process, the challenges they encountered, and the insights gained regarding the role of expressive practices in academic work.

The workshop will conclude with a presentation on the opportunities, benefits, and challenges associated with integrating expressive practices into research and scholarly activities.

16:00-16:15



Plenary debrief

Main room

Shared thoughts on the afternoon workshops.

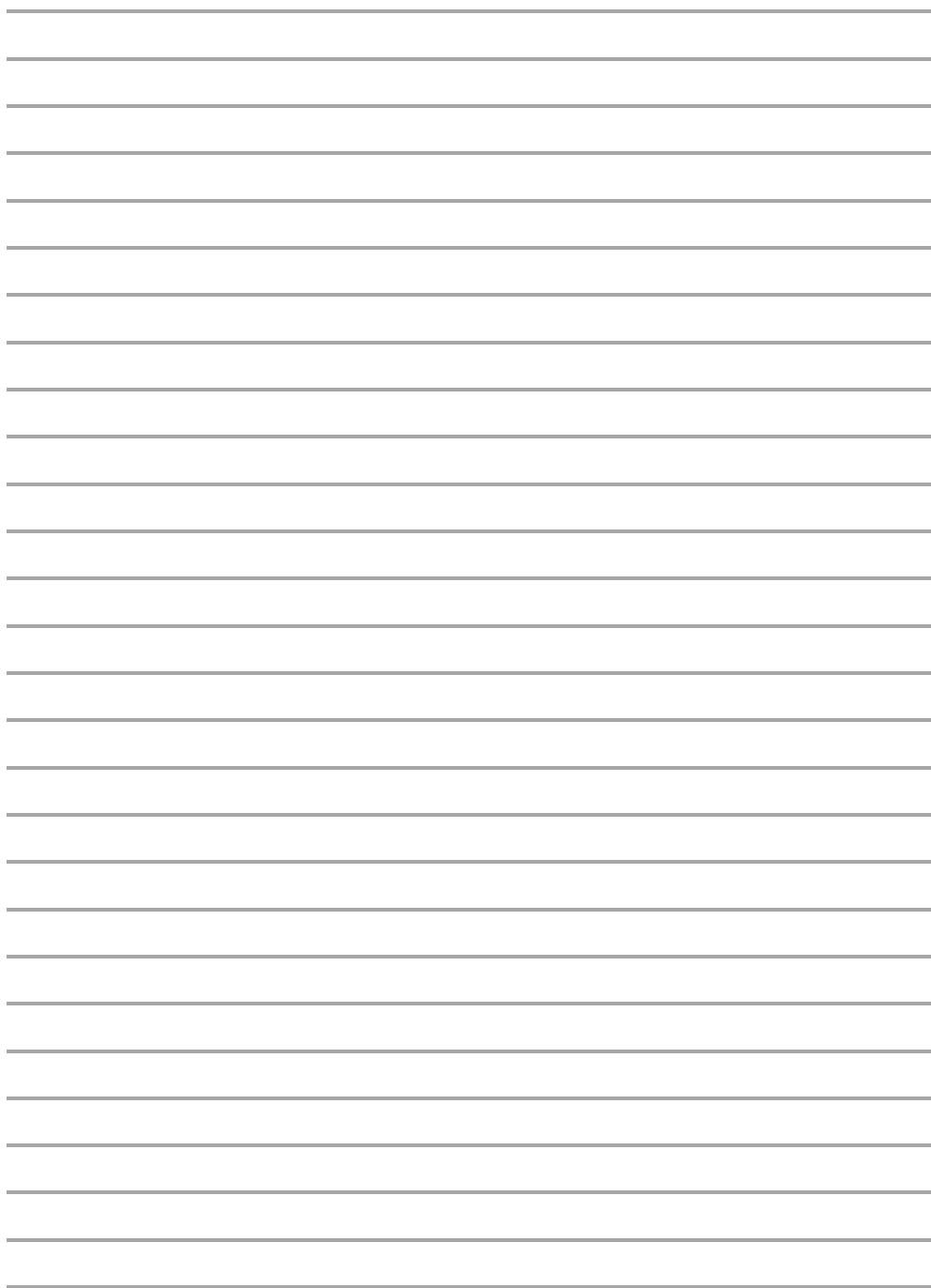
16:15-16:30

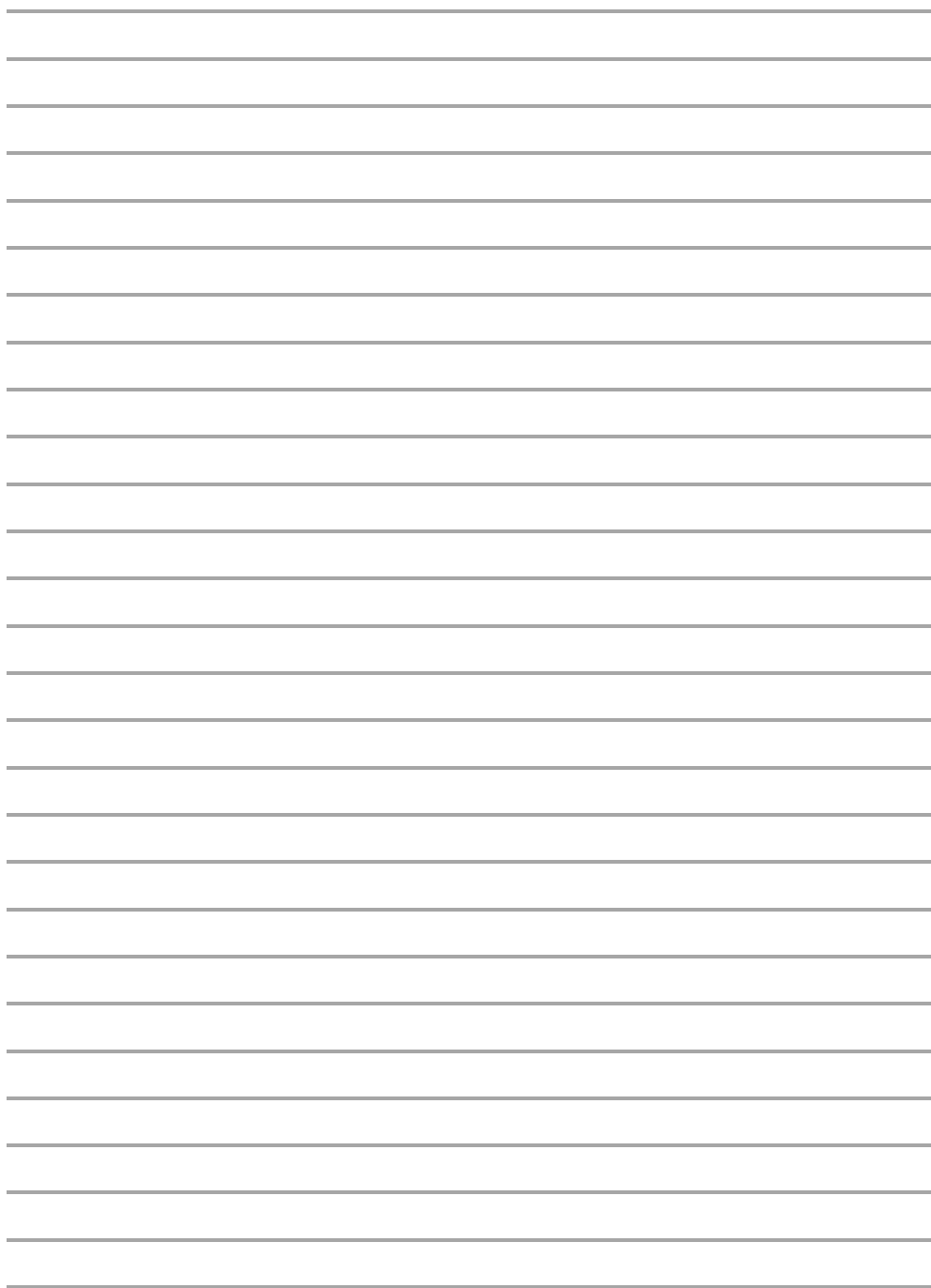


Plenary debrief

Main room

Evaluation of the summer school as a method.







The ReDMIL 2026 doctoral summer school aims at contributing to the convergence between digital, media and information literacy research by bringing together researchers from all three communities, to foster the scientific debate and explore connections between them.

Organizing committee:

- Arnaud Claes
- Caroline Robbeets
- Laura Zander
- Laureline Marc
- Ling Leung
- Louis Amant
- Marie Mac Donough
- Jerry Jacques
- Pierre Fastrez

<https://www.redmil.info>