

International Conference on Strategic Innovative Marketing, IC-SIM 2014, September 1-4, 2014,  
Madrid, Spain

## Incorporation of the university practice medium and its transformation into the community medium

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### Abstract

The contribution comprehensively describes an eight-year research process of incorporation of the university television broadcasting into the educational university process. The result is the implementation of a practice and community medium into the university structure. The sample process is verified on the basis of triangulation in a theoretical and empirical research with the analysis of a three-year operation of a university television broadcasting called the NEON TV on the ground of Tomas Bata University in Zlin. The research results become the basis for implementation of a community medium operating within the academic environment synergically at two levels. First, at the level of a practice medium on the basis of an audiovisual laboratory; second, at the level of a community medium with informative, educational and community functions.

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Peer-review under responsibility of I-DAS- Institute for the Dissemination of Arts and Science.

**Keywords:** community medium; the Internet; television; education

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### 1. Introduction

At the beginning of the research in 2005 there was a grant (FRVŠ, 2010) for the purposes to technically equip audiovisual laboratories. The objective of the grant was to educate students by means of the AV technologies.

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In connection with the development of a narrowly segmented videocontent on demand (VOD), the project of incorporating the community medium (CMFE, 2013) into the university structure in order to educate by means of the VOD and live video streaming of a popular-scientific content.

Synergic utilization of technologies via the community media within the academic ground becomes an original extension to the project. The AV lab technology background is used to educate students of audiovisual studies and media communications. Their outcomes then create the content of the university television broadcasting station that serves as an educational and informative medium of the academics with an overlap to the public.

The research subsequently verifies the project of incorporating practice-community media into the academic ground with the emphasis on education of content creators in the AV labs and on education and informing the recipients via the NEON TV community channel. The contribution brings an innovation in the management of audiovisual communication focused on the faculties in the form of transformation of their outcomes into a four-dimensional content. The community, educational, academic and rhizomatic one (Carpentier, Lie, Servaes, 2003; Cammaerts, Carpentier, 2007).

## **2. Community and practice media**

The community media are locally focused media activities devoted to the principles of freedom of speech and of participatory democracy (Howley, 2005). Tabink (Tabink, 2002) defines the community media as the media operating within a community for the community, about the community and by the community. The European Parliament's Report on Community Media in Europe (European parliament resolution on Community Media in Europe, 2008) attributes the community media with the role of local sources enhancing the awareness, creativity and diversity of a content, and at the same time as a support of the community media as an effective means for enhancing cultural and linguistic diversity, social integration and local identity. The Council of Europe (Council of Europe, 2008) also emphasizes the role of the community media in supporting the social cohesion and intercultural discourse. The Council of Europe also stresses the role of the community media in guaranting freedom of speech for effective participation of groups and individuals in democratic processes.

In the countries such as the UK, Ireland, Austria, the Netherlands, Hungary and Australia and many countries of Latin America, the community media are regarded as the third media sector alongside the commercial and public media (Carpentier, 2013). The social role of the community media is described by four basic dimensions (Carpentier, Lie, 2003; Cammaerts, Carpentier, 2007). A community dimension, alternative dimension, human dimension, rhizomatic dimension.

Content production on the academic ground takes place in an audiovisual laboratory that is a HW basis on which the media content is created. The AV lab represents a technological prerequisite for a practice medium which is a platform providing students with its technological background for practical workshop education. Based on The Media Practice Model (Brown, Steel, 2001) student creating activities are in our case put on a higher level as a consequence of the technological and educational development from a practice medium into the community medium of four factors.

Tomas Bata University and the Faculty of Multimedia Communications (Thomas Bata University, 2013) initiated the process of creating a community student medium in 2005. The objective of the contribution is to offer the project of incorporation of the community medium on the academic ground to more similarly-oriented educational institutions, to which we thus offer an effective tool for communication and education of the four-dimensional content: Community, educational, academic and rhizomatic.

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