

# Video remix and political participation: A concept for critical media education

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With the design of digital media technologies becoming simple enough to be handled by children, it has also become easier to participate in media production. For many smartphone users it is a common routine to film and post videos on respective social media platforms. Others make use of digital media technologies to explicitly express themselves through audio-visual presentations such as vlogs or self-made video clips on topics they are interested in.

I understand the internet as technologically created public space and as a political arena, thus any online contribution can be seen as political statement. So every time a video or another media product is put online, their creators participate in a public and political discourse – be it intentionally or unintentionally.

With these considerations in mind I examine how recipients of pop culture franchises engage in a public discourse on gender relations and sexual orientation by creating videos in answer to what they have been presented with in books, movies and the like. In my case study of “The Twilight Saga” I take a look at how contents related to gender and sexuality are reproduced or even condensed or subverted by recipients.

To take this rather analytical question to a more practical level, the second research question I am concerned with is how this way of media participation can be used as a pedagogical and didactical instrument in school to train media-technological competences and political awareness. In the ongoing project transFAIRmation young teenagers examine their favourite TV-series in regard to how ‘fair’ they are, looking for forms of discrimination and social injustice. As a consequence of their findings they remix the original audio-visual material and ‘transform’ the story according to their understanding of a ‘fair’, non-discriminatory story-line.