

Introduction: Investigating the Everyday Presence of Media

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1. About the book

Media practice has evolved from taking fleeting looks at the work of media professionals to an everyday experience for everybody. We experience every day that the transformation of culture and society is related to the change of media communication: being almost constantly available by mobile phone impacts on our habits and lives. Our social relationships are organized in new ways through the use of the Internet. The way politics is performed has been transformed as digital media exert a structural impact on political communication, strategies and organizational matters. Furthermore, entire industries are undergoing change as media technologies become increasingly important for the production and distribution of commodities, not to forget the dynamic development of the ‘creative industries’.

Recent research has shown that it is not simply a matter of individual media contents: for instance, mediatization research demonstrates that the growing significance of technical communication media as a whole and the resulting change of the ‘production’ of our reality are core moments of this transformation. Communication and media research – especially in Europe – has consequently picked up the fundamental question: How is this transformation of media related to the everyday agency and sense making practices of people in Europe? With increasing mediatization, more and more kinds of human action are related to the media. For example, nowadays an increasing number of people manage their relations via social media, organise the flow of daily life with their smart phones, play in their spare time with computers instead of face-to-face games, do their daily work using IT systems and various kinds of office software etc. Therefore, the distinction between “everyday practice” and “media practice” becomes blurred, presenting a major challenge for media and communication research as well as for culture and society (Livingstone, 2009; Lundby, 2009; Couldry, 2012). Of course at the same time, the strong

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emphasis on cultural and societal change, intimately connected to the use of a variety of media technologies, should not blind us for the stabilities and continuities that also characterise the contemporary configuration with its dominant (and further encroaching) capitalist model and its many equalities driven by clustered elite hegemonies. This book focuses on the role of media within this cultural and societal configuration, promoting a dialogue between different approaches that aim to analyse the interrelated transformations and stabilities of communication and media, as well as of society and culture.

This book can be understood as a distillate of a broad commitment to excellence in research on media and communication, generated in affiliation with the annual European Media and Communication Doctoral Summer School, and organised, promoted and invigorated by both junior and senior researchers from all over Europe and beyond. Likewise, the book is much more than a reflection of the intellectual outcome of the summer school and cannot be reduced to conference proceedings: most of the chapters reach significantly beyond the work presented at the Summer School. The book picks up on the underlying idea of promoting pluralism of theoretical and methodological approaches for studying contemporary (mediated and mediatized) communication and establishing transnational dialogue(s) with these diverse and often still culturally enclosed approaches. As part of the Researching and Teaching Communication Series, this edited volume occupies a liminal position in the field of academic books as it presents both conceptual insights of ongoing research as well as results of completed research. “Media Practice and Everyday Agency in Europe” is a thoroughly peer reviewed book, a result of collective endeavour of its many editors, who paid particular attention to supporting the five chapters provided by emerging scholars, all of whom were Summer School participants.

The first part of the book is structured into four main thematic focuses – “Dynamics of Mediatization”, “Transformations”, “Methods”, and “The Social” – however most of the chapters published in this volume cut across various disciplines and consequently reveal not only the richness of contemporary perspectives on media and communication. At the same time, they also highlight the growing need for a more thorough theoretical understanding of the analysed phenomena and clear definitions of theoretical frameworks and concepts.

The seven chapters of the first section focus on the “dynamics of mediatization”. Nick Couldry (LSE) opens the section with a close up problem-centred chapter and asks the basic questions: “Mediatization: What is it?” Couldry assesses the resiliency of the mediatization concept, relates it to its alternatives, and illustrates the challenges and opportunities that the concept is facing. Knut Lundby (U Oslo) focuses on the interrelationship between the (meta-) process of mediatization and social interaction, questioning the appropriateness of the conceptual orientation towards distinct ‘logics’ of the media. Following the

theoretical discourses on symbolic, institutional and networked interaction, Lundby pleads for an orientation towards an understanding of how the concept of mediatization can be filled with an understanding of ‘meaningful interaction’. Sonia Livingstone (LSE) addresses this plea in a way by presenting results of insights into the mediatization of classroom and family interaction based on studying the habits of children in the United Kingdom. Friedrich Krotz (U Bremen) puts an emphasis on the concept of ‘mediatized worlds’ for building upon and developing mediatization research even further, referring to the social world concept of the symbolic interaction theory as it was created by Tamotsu Shibutani and frequently used and further developed by Anselm Strauss and his colleagues. Andreas Hepp (U Bremen) introduces a transmedia perspective that makes it possible to analyse actors and their interdependencies by their communicative figurations, i.e. “patterns of processes of communicative interweaving that exist across different forms of media and have a ‘thematic framing’ that orients communicative action and sense-making.” Risto Kunelius (U Tampere) searches for underlying versus outspoken tendencies of lamentation about the media within mediatization research and debunks it as a symptom of a rationalization of discourse and not necessarily justified critique. With these differentiated yet intertwined theoretical and conceptual propositions and outlines, the section rounds off with Dorothee Meier’s (U Bremen) investigation of the presumed mediatization of the doctor-patient relationship, offering relevant insights from the emerging field of health communication.

The second section presents five chapters that centre on the “transformations” of media, communication, and everyday life. Ebba Sundin (U Jönköping) deals with the role of the media in everyday life, one of the core questions in media and communication studies. In her chapter, two classic assumptions of media’s content are in focus: the first one is about media content related to individuals’ experiences and how this content confirms and assures the ‘state of reality’. The second assumption is about media content related to how individuals can experience ‘reality’ beyond their own reach. Minna Saariketo (U Helsinki) approaches the implications of digitisation for media education that has to consider (invisible) techno-structures, technologically mediated power relations as well as software and algorithm experiences and also new possibilities of agency for individuals and society as a whole. Auksė Balčytienė (U Kaunas) argues that media structures in the transitional societies of Central and Eastern Europe can be examined as specific social systems where various controversies of contemporary life, such as increasing individualisation and mounting (political) consumerism, can be observed and tested. She introduces the concept of the ‘alchemy of media transformations’, addressing the effects of distinctive politico-economic and social changes that have notably affected the development of media and communications in the region. Irena Reifová (Charles U in Prague) contributes to this book with a theoretical framework

that helps to understand the interrelationships between new media, the use of new media by elderly people, and the management of (accompanying) social risks. Reifová's interest is centred on generational aspects of the transformation of intentional media use by elderly recipients. In her chapter, Svenja Ottovordemgentschenfelde (LSE) asks how the nature of professionalism in journalism is being changed in the wake of social and technological transformations. She explores how the BBC's engagement with Twitter points towards changing journalistic practices and argues that, while the study of practices is useful, it is only the point of entry for understanding the more complex, non-observable dimensions of professionalism in journalism.

In the third section, seven chapters thematise methodological questions, issues and perspectives that are highly relevant for communication and media studies, especially when researching media practice and everyday agency: Bertrand Cabedoche (U Stendhal-Grenoble 3) argues that textual or content analysis does not suffice for the investigation of tactical and strategic considerations among social actors, especially when it comes to the concept of cultural diversity. Rosa Franquet (UAB) explains the complexity of organisational structures that researchers face when they want to analyse the creation, production and distribution of content at the heart of broadcasting companies. This contribution is based on the problems arising from the choice of a particular case study and the advantages and limitations that the ethnographic method offers for the study of multiplatform production. Erik Knudsen (U Bergen) compares theories and research in two areas of communication studies – framing and agenda setting – to find his way into the methodological challenges that arise while studying media effects. Knudsen describes it as a two-sided field, dealing with the attributes of both agenda setting and framing theory, demanding the integration of different approaches in media effects research. Ilja Tomanić Trivundža (U Ljubljana) asks whether photographic images incorporate factuality or whether they are mere records of mystification. He advocates the 'surplus value' of photography for the study of visual communication, stressing that the photographic image has experienced a steep increase in popularity because of the processes related to digitization. Leif Kramp (U Bremen) turns towards moving images as a source for media and communication research, especially television programmes that – once aired – in many countries become locked-up archival treasures virtually beyond the reach of members of the public or researchers. Kramp emphasizes the necessity of access models, reliable structures and regulations to pave the way to what is understood not only as media but also cultural heritage. Maria Murumaa-Mengel and Andra Siibak (U Kaunas) analyse the different roles and relationships researchers might have with the participants involved in a study when doing research on a sensitive topic. They describe experiences from a qualitative case study that looked at how Estonian teenagers perceive a person whose sexual

online behaviour is regarded as abnormal and unacceptable. This case study is used in order to deliberate on the relationship between the interviewer and interviewees. By way of scrutinizing the researchers' experiences in an auto-ethnographical approach, the authors discuss two different researcher roles that emerged during the course of the study: the 'researcher-friend(ly adult)' and the 'researcher-confidant'. Reacting to the growing economic pressure and imminent casualization of academic labour at many European universities, Francois Heinderyckx (ULB) addresses the changing working conditions and expectations (e.g. of public authorities and the labour market) that affect both established researchers and students trying to find their way into the academic world. The author cannot present an effective method to ease the resulting academic schizophrenia but enough reasons to look for one.

Section Four consists of five chapters that investigate "The Social" as an area of research that is traditionally a source of uncertainty, controversy and challenges for media actors and researchers: Riitta Perälä (Aalto U) analyses how teenagers and middle-agers engage with media in a cross-media environment, especially in relation to magazines. In this chapter, Perälä understands 'engagement' as the readers' experiences with media titles – such as relaxing or seeking practical tips. For her, this also includes spatial and actual media practices as a part of the media experiences. Hannu Nieminen and Anna-Laura Markkanen (U Helsinki) explore how user rights have changed with regards to analogue (printed books) and digital media (e-books). The main claim is that the balance between the rights of the copyright holder and the user has changed since the advent of the electronic book, restricting the efficiency of copyright limitations in respect of user rights – and social sharing of cultural commodities – in many ways. Fausto Colombo (U Sacred Heart Milan) takes a look into the blogosphere and carves out paradoxes of authenticity, oscillating between private articulation and self mass communication as public acting. Building on a single case study, Colombo substantiates the complexity of the blogosphere as a contested space between conflict and discourse, trust and identity for both bloggers and readers. Tobias Olsson (U Jönköping) takes a critical look at the commodification of the social in social media, questioning the so-called 'communitization' function of social phenomena on the Internet based on digital media technology. The business emphasis of the sociality of social network services makes it hard to believe that the expectations of users and operators can meet. Nico Carpentier (VUB and Charles U Prague) expresses also doubts on the participation potential of the social web and the mediascape but follows a different theoretical path. By elaborating the notion of the 'participatory fantasy', Carpentier uses the psychoanalytical concept of fantasy as an instrument to strengthen the theoretical foundation of the term and concept of participation, something which is very much needed to understand the social practices with and in the media that we often simplistically label 'participation'. Finally,

Ane Möller Gabrielsen and Ingvild Kvale Sörenssen invite the reader to participate in a melodic, yet academically inspired performance: “Reassembling the Social”.

The second part of the book contains the abstracts of the doctoral projects of all 41 students that participated in the 2013 Summer School. Throughout the book, a series of photographs taken during the programme are also included. Our special thanks goes to François Heinderyckx, Leif Kramp and Ilija Tomanić Trivundža for the photographic material.

2. The Background of the European Media and Communication Doctoral Summer School

The Summer School was established in the early 1990s by a consortium of ten (Western) European universities, initiated by the Universities of Stendhal-Grenoble 3 (Grenoble, France) and Westminster (UK). From then on, these participating universities have organised annual summer schools for media and communication studies PhD students, which lasted for one or two weeks and took place in a wide range of locations, including Grenoble, Lund, Barcelona, London, Helsinki, Tartu and Ljubljana. In 2013, the Summer School moved for the first time to the ZeMKI, Centre for Media, Communication and Information Research at the University of Bremen, Germany, where it took place from August 11 to 24.

Including the University of Bremen, 22 universities participate in the consortium: Autonomous University of Barcelona (ES), Charles University in Prague (CZ), Eötvös Loránd University (ELTE) (HU), Jönköping University (SE), London School of Economics & Political Science (UK), Lund University (SE), University of Ankara (TR), University of Bergen (NO), University of Ljubljana (SI), University of Erfurt (DE), University of Roskilde (DK), University of Sacred Heart Milan (IT), University of Stirling (UK), University of Tampere (FI), University of Tartu (EE), University of Westminster (UK), University on Helsinki (FI), University Stendhal-Grenoble 3 (FR), Vrije Universiteit Brussel (BE), Vytautas Magnus University (VMU) (LT), and Loughborough University (UK). In 2013, affiliated partners of the programme were the European Communication Research and Education Association (ECREA), the Finnish National Research School, and the COST Action ISO906 Transforming Audiences, Transforming Societies. The main funding institution was the German Academic Exchange Service (DAAD) with additional support from the Bremen International Graduate School of Social Sciences (BIGSSS), the Graduate Centre of the University of Bremen, and the Otto-Brenner-Foundation (OBS).

The central goals of the Summer School are:

- a. to provide innovative mutual support for doctoral studies in the field of media and communication with additional support of the European Communication Research and Education Association (ECREA),
- b. to stimulate bilateral and multilateral cooperation between consortium partner universities in the areas of doctoral studies, teaching and research,
- c. to provide critical dialogue between academics on the cultural and technological challenges posed by media globalisation and convergence, focusing on socio-political as well as cultural implication of these challenges,
- d. to promote a respectful but critical dialogue between academic researchers and representatives of civil society, the media industry and government institutions.

The Summer School follows a number of principles, of which student-orientedness is the most important one. The PhD projects of the participating students are at the centre of the Summer School, and its main aim is to enhance the academic quality of each individual project. In contrast to many other summer schools, the main task of the instructional staff is not to lecture but to provide support to the participants in their PhD trajectories.

The Summer School provides this support through structured, high-quality and multi-voiced feedback on the work of each individual PhD student combined with numerous opportunities for informal dialogues. The feedback consists of a series of extensively elaborated analysis of the strengths and weaknesses of the PhD projects, which allow PhD students to structurally improve the quality of their academic work. Although the feedback is provided by experts in the field of media and communication studies, these authoritative voices never become authoritarian, and the autonomy of the participants is never ignored. Moreover, feedback is always multi-voiced: different lecturers and participants contribute to the analysis of each individual PhD project, which enhancing the richness of the feedback and allowing a diversity of perspectives to become articulated.

The Summer School combines a constructive-supportive nature with a critical perspective. During the feedback sessions, the evaluation consists of a balanced overview of the qualities and problems of a doctoral research and publication project in combination with the options that can be used to overcome these problems. Moreover, the workshops and the lectures are aimed to support the future academic careers of the participants by allowing them to acquire very necessary academic and self-management skills. The atmosphere of the Summer School is fundamentally non-competitive, as the talents of all participants will be acknowledged, and participants and lecturers act as peers, cherishing academic collegiality and collaborative work.

The Summer School also expresses the utmost respect for academic diversity. We recognize the existence of a plurality of schools, approaches, theories, paradigms, methods and cultures in academia, which makes the Summer School predestined for conversation and dialogue and not for conversion and conflict. Its commitment to diversity in approaches can only be made possible through an equally strong commitment to academic rigueur, thoroughness, responsibility, honesty and quality.

Finally, the Summer School aims to stimulate connectedness. First of all, the Summer School is aimed at the building of long-term academic networks, enabling future collaborations at the international/European level. We recognize the necessary nature of intellectual exchange for academia and the importance of transcending frontiers. But the Summer School also wants to remain respectful towards the localized context in which it operates, at the urban and national level of the hosting city, avoiding disconnections with civil society, business and state.

In order to realise these principles, the fourteen-day 2013 Summer School was based on a combination of lectures, training workshops, student-workshops and working visits. The core format of the Summer School is based on the so-called feedback-workshops, which are oriented towards providing the doctoral students with the structured, high-quality and multi-voiced feedback mentioned above. For this purpose, the following specific procedure was used: After their application is approved, participating doctoral students each upload their 10-page papers onto the intranet of the Summer School website. On the basis of the papers, the doctoral students are then divided into three groups ('flows') and each student is attributed a lecturer-respondent and a fellow participant-respondent. Moreover, a so-called 'flow-manager' (a member of the academic Summer School staff) is also attributed to each of the flows. These flow-managers coordinate the activities of the feedback-workshops' flows for the entire duration of the Summer School.

During the feedback-workshops, each doctoral student presents his or her project, which is then commented upon by the fellow participant-respondent, the lecturer-respondent and the flow-manager and finally discussed by all participants. At the end of the series of feedback-workshops, a joint workshop is organised, where the diversity of paradigmatic, theoretical and methodological approaches is discussed, combined with the intellectual lessons learned at the Summer School.

In addition, the training workshops are a crucial pedagogical tool for the Summer School. These workshops provide the doctoral students with practical training on issues related to making posters, publishing, abstract-writing, comparative research, literature review, oral presentation skills, communication of scientific topics to lay audiences, interactive teaching to larger groups, interrogating sources and creative online writing. They are combined with a number

of lectures which aim to deal with specific content, focussing on specific theories or concepts. Finally, the working visits give the participants more insights into Germany's media structures, politics, cultures and histories.

3. The scholars involved in the Summer School

In 2013, 41 doctoral students participated in the European Media and Communication Doctoral Summer School, originating from 20 countries: Belgium (2), Bulgaria (1), Canada (1), Cyprus (2), Czech Republic (1), Denmark (1), Estonia (1), Finland (6), France (2), Germany (7), Hungary (1), Italy (1), Latvia (1), Norway (2), Poland (1), Slovenia (1), Spain (1), Sweden (1), Switzerland (2) and the United Kingdom (6). All of their abstracts and a selection of five chapters based on their work are included in this book.

The blue flow consisted of Ilze Berzina, Roman Hájek, Lisette Johnston, Erik Knudsen, Cassandre Molinari, Anne Mollen, Svenja Ottovordemgentschenfelde, Sanne Margrethe de Fine Licht Raith, Dana Schurmans, Katarzyna Sobieraj, Neil Stevenson, Mariola Tarrega, Irene Sarrano Vázquez and Wenyao Zhao.

The yellow flow was joined by Gabor Bernath, Erna Bodström, Yiannis Christidis, Michael Cotter, Joanna Doona, Nele Heise, Slavka Karakusheva, Tatyana Muzyukina, Gina Plana, Miia Rantala, Minna Saariketo (née Vigren), Nanna Särkkä, Melodine Sommer and Khaël Velders.

The green flow grouped Jan Babnik, Victoria Estevez, Katharina Fritsche, Dorothee Christina Meier, Venia Papa, Mari-Liisa Parder, Riitta Perälä, Cindy Roitsch, Ulrike Roth, Natalie Schwarz, Ingvild Kvale Sørenssen, Zhan Zhang and Elisabetta Zuvorac.

The number of lecturers was 25, including 22 permanent lecturers from partner institutions and three guest lecturers from Norway and the UK. The permanent lecturers from the partner universities were: Michael Bruun Andersen, Stephanie Averbek-Lietz, Auksė Balčytienė, Bertrand Cabedoche, Nico Carpentier, Fausto Colombo, Rosa Franquet, François Heinderyckx, Maria Heller, Andreas Hepp, Anastasia Kavada, Richard Kilborn, Friedrich Krotz, Risto Kunelius, Ole Mjös, Hannu Nieminen, Irena Reifová, Tobias Olsson, Heiner Stahl, Ebba Sundin, Burcu Sümer and Ilija Tomanić Trivundža.

Additionally, three guest lectures took centre stage with:

- Nick Couldry on “Mediatization: What is it?”
- Sonia Livingstone on the “Mediatization of the childhood”
- Knut Lundby on “Mediatization and interaction”

In addition to the activities of the Summer School lecturers, the programme also included a study visit to the public broadcaster Radio Bremen (www.radiobremen.de). During this extended study visit, Radio Bremen programme director Jan Weyrauch welcomed the summer school participants, followed by Helge Haas, head of the unit “Digital Garage”, as well as Karsten Binder, head of the programme “Funkhaus Europa”, entering into constructive discussions about broadcast innovations and European dimensions when planning contemporary programmes. The conceptual idea of this initiative was also to build a bridge between the doctoral research and media practice.

Andreas Hepp was the local director of the Summer School, Leif Kramp the local organizer, both supported by the international director Nico Carpentier. In addition, François Heinderyckx acted as the ECREA liaison. Hannu Nieminen, Nico Carpentier, Richard Kilborn, Risto Kunelius, Ebba Sundin and Tobias Olsson acted as the Summer School’s flow-managers.

4. Assessment and perspectives

The evaluation was conducted in the form of a workshop including a half-standardised, anonymous survey at the end of the Summer School. All participants filled out an evaluation form to give a grade to and comment on the lectures and workshops held during the previous two weeks. Additionally, the participants formed four evaluation groups and discussed as well as presented feedback on: lectures, workshops and student-workshops; individual discussions with lecturers, discussions and networking opportunities with other students; scheduling of the programme, composition of the programme; accommodation, food and coffee (during breaks); visits in Bremen, social activities; website, pre-summer school communication, summer school book; the flow-managers / summer school staff.

The evaluation generated very positive feedback and constructive suggestions for improving some of the conceptual and scheduling aspects for future summer schools: The reputation and experience of lecturers present at the summer school 2013 as well as their approachability was appreciated a lot by the participants. Also, the summer school management was given high marks. It was further highly appreciated that the lectures were prepared especially for the summer school. In the view of the participants, the mixture of workshops and lectures in the summer school programme was very well-balanced. The interactivity of workshops was appreciated; the organisers were encouraged to even extend it next year. The workshops should also occupy more time in the programme in the eyes of most of the participants. One of the conceptual changes grounded in this evaluation is the organisation of a series of roundtable discussions instead of only using individual lectures. Therefore, the program-

me will be complemented by a further discourse-centred and highly interactive element, which offers the participants even more options to discuss questions which crop up while working on their doctoral projects. Additionally, as of 2014, the summer school will offer scholarships for participants from Southern Europe that cover the registration fees. This is very necessary because of the continuing economic crisis in countries like Greece, Italy, Cyprus, Portugal and Spain and aims to provide access to more participants from these parts of Europe who would otherwise not be able attend and to benefit from the learning and networking opportunities of the European Media and Communication Doctoral Summer School.

The overall positive and encouraging feedback was complemented by numerous comments on the social network platforms that were used together with the Summer School website as complementary discussion and networking instruments. The “SuSo13” Facebook group, which is available exclusively to the participants and instructional staff of the Summer School of 2013, has 53 members that consist of nearly all participants and some of the Summer School staff. From June 7 – two months before the Summer School started – to October 10, 245 posts and much more than 1,000 comments were published in this group. On average, 45 members saw each post. After the Summer School, many participants left (positive) comments on the website of the summer school Facebook group, e.g.:

“Finally an opportunity to sit at my computer. Thank you all so much for making the summer school one of the best experiences I’ve had. I hope you all got home safely and that I’ll see you in the future. Much love x”

“Thanks once again for every-every-everything. For all these small things and details you did (probably most of them invisible for us) to make it feel like home in Bremen.”

“Dear all, came back home to Copenhagen last night, already missing you all very much! Looking forward to seeing you all again (I wonder if it will be possible to get funding to go on an academic, European interrail?). Thanks so much for these past two weeks!!!”

“The sunflower in the early morning of the last day in Lidice Haus ...it was so beautiful to know you all this summer, I will carry you all with me in my heart, like Nico said, from now on..... A big hug!”

“Thank you so much to everyone. Coming to Bremen was the best thing I could possibly have done. Please visit me in London for a BBC tour! x”

“Well, just woke up after an epic 11 hour sleep. I felt really melancholic last night coming home, which was odd. Thanks for a phenomenal experience. You guys and girls rocked my world and gave me some much needed rejuvenation. If anyone is ever London, look me up! Cheers.”

“It was weird coming home to an empty apartment last night and being alone for the first time in two weeks... You are already missed! Thank you all for such a wonderful experience that leaves me with so much inspiration and new friends.”

5. Final acknowledgments

The Summer School is supported by a wide range of individuals and institutions. The consortium partners, ECREA and the DAAD all provided invaluable support to this long-standing initiative. Over the past years, lecturers and flow managers have invested a lot of energy in lecturing and providing support. The doctoral students themselves have shown a tremendous eagerness, which can only be admired and applauded. The organisers also wish to thank Susanne Mindermann and Heide Pawlik from the secretariat of the ZeMKI, Centre for Media, Communication and Information Research, Dr. Diana Ebersberger from the Graduate Centre and Barbara Hasenmüller from the International Office of the University of Bremen, for their strategic and operational support. Additional thanks goes to the executive team of the Bremen International Graduate School of Social Sciences, to the ‘Communicative Figurations’ research network and to the Otto-Brenner-Foundation for ancillary support. We are also grateful for the smooth cooperation with Radio Bremen, especially to Michael Glöckner from public relations, Helge Haas from the innovation incubator “Digitale Garage” as well as Karsten Binder and Dorothea Hartz from the intercultural radio programme “Funkhaus Europa”.

This edited volume investigates how media and social transformations are intertwined (and how to deal with them research-wise) but also provides insight into the richness of approaches in European media and communication research, and the high potentials for research cooperation, especially among young scholars, pursuing excellence in their doctoral projects. This is it what makes the Summer School a unique learning and networking experience, bringing together the less experienced and the more experienced from all over Europe and even beyond in order to discuss what is on their research agendas. To preserve this experience, remember (in many of the Summer School languages): stay connected, rester connecté, bleibt in Kontakt, останете във връзка, 保持联系, zůstat ve spojení, forblive tilsluttet, peatada ühendatud, pysy yhteydessä, μείνετε συνδεδεμένοι, maradjon képesolatban, resta connesso, palikt savienotas, palaikyti ryšį, holde kontakten, bądź w kontakcie, ostanejo povezani, permanezca conectado, hålla kontakten, bağlı kalmak, blijf verbonden – and drive forth collaborative research.

Websites

The European Media and Communication Doctoral Summer School
<http://www.comsummerschool.org/>

The Researching and Teaching Communication Book Series
<http://www.researchingcommunication.eu/>

The European Communication Research and Education Association
<http://www.ecrea.eu/>

The ECREA Young Scholars Network
<http://yecrea.eu/>

The ZeMKI, Centre for Media, Communication and Information Research
<http://www.zemki.uni-bremen.de>

The 'Communicative Figurations' research network
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