

Youth migration, media and transnational education

Digital media plays a relevant role in transnational migration movements. Its uses have been analysed from different approaches, from managing family and keeping social relations from a distance (Madianou & Miller, 2012), to information seeking in the context of migrants fleeing war and conflict (Dekker et al., 2018) and political participation (Gil de Zúñiga et al., 2009). Apart from notable exceptions (Jayadeva, 2019), still little is known about the uses of media to fulfil transnational educational projects. But even beyond that, media use in migratory contexts remains a relevant topic of research. The communicative possibilities brought by “deep mediatisation” (Hepp, 2020) increase the pace and shape of information exchange. On this ground, new circumstances emerge. Social networking sites (SNS) are central, as they allow for quick and comparatively cheap exchanges. Furthermore, they provide a pool of available connections that can be activated through online interactions. In this way, they serve as a source of latent ties (Haythornthwaite, 2002) even for people who would not be otherwise involved in transnational social networks. SNS create other connection opportunities in migratory social networks, namely those established among unknown SNS users solely for information exchange purposes.

Young people are particularly active on SNS and they are more likely to follow migratory projects associated with educational opportunities. This special issue contributes to investigating the use of media in such contexts from different perspectives. We are particularly interested in analyses that account for social inequalities and would provide insights into questions such as: What are the different uses of media among children and young people from different class backgrounds seeking educational opportunities abroad? What are the roles of race and gender in that intersection? What are the entanglements of digital labour and educational attainment among young migrants? How do educational institutions profit from or are affected by the information exchange and informal counselling on SNS among transnational mobile children and young people?

Possible topics can be related to – but not limited to:

- Young migrants’ uses of media for educational purposes
- Young migrants’ digital media literacy in transnational contexts
- Online experiences with racism and discrimination in contexts of formal education/educational institutions
- Migrant students’ platform / digital labour
- Connections of migrant student’s digital labour and educational institutions
- Inequalities in access to digital gadgets/platforms in contexts of formal education

Submission procedure

Please, submit your proposal (200-400 words) until October 17 with the subject line “Proposal: Youth migration, media and transnational education” to helena.dedecek.gertz@uni-hamburg.de.

Timetable

Actions	Dates
<i>Submission of full manuscripts due</i>	15.7.23
Manuscripts returned after peer review	1.10.23
<i>Revised manuscripts due</i>	15.11.24
Final decisions	20.12.23
Edited collection submitted to publisher	15.1.24
Publication	31.3.24

References

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- Haythornthwaite, C. (2002) Strong, Weak, and Latent Ties and the Impact of New Media, *The Information Society*, 18(5), 385-401
- Hepp, A. (2020). *Deep Mediatization*. London: Routledge
- Jayadeva, S. (2020) Keep calm and apply to Germany: how online communities mediate transnational student mobility from India to Germany, *Journal of Ethnic and Migration Studies*, 46(11), 2240-2257
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