

4th International Media Literacy Research Symposium
PYLE CENTER, UW-Madison
June 27-28, 2022

OVERVIEW

DAY 1- June 27th

5:00-5:30pm	Registration	ALUMNI, 1st FL MAIN LOBBY
5:30-6:00pm	Opening <i>Marieli Rowe Award Ceremony</i>	ALUMNI LOUNGE
6:00-7:15pm	Keynote and Q & A **HENRY JENKINS**	
7:00-8:00pm	Cocktail Hour	ALUMNI LOUNGE



DAY 2-June 28th

8:15-10:00am	Registration	MAIN LOBBY, 1st FL
8:15-10:00 am	Continental Breakfast	LOUNGE, 1st FL
8:45-9:30am	Opening Remarks & <i>Jessie McCanse Award Presentation</i>	RM: 325-326
09:30-10:45am	Session I <i>Strands:</i> Strand1: Media & Information Literacy	
10:45-11:00am	<i>Break (Coffee- Refreshments)</i>	
11:00-12:15pm	Session II <i>Strands:</i> Strand 1: Media & Information Literacy	

Strand 3: EcoMedia
Strand 4: Futures: AI and/or Algorithmic Injustice

12:15-1:15pm

Lunch (1st FL Lounge)

1:15-2:30pm

Session III

Strands: Strand 1: Media & Information Literacy
Strand 2: Pandemic Misinformation/Disinformation/
Health Literacy
Strand 3: EcoMedia
Strand 4: Futures: AI and/or Algorithmic Injustice

2:30-2:45pm

Break (Coffee- Refreshments)

2:45-4:00pm

Session IV

Strands: Strand 1: Media & Information Literacy
Strand 2: Pandemic Misinformation/Disinformation/
Health Literacy

4:00-4:15pm

Break (Coffee- Refreshments)

4:15-5:30pm

Session V

Strands: Strand 1: Media & Information Literacy

5:30-6:00pm

Closing Celebration

RM: 325-326



INTERNET ACCESS:

Login: _____

Password: _____

TWITTER HASHTAGS:

#IMLRS22

#medialiteracyresearch

#medialiteracy

PYLE CENTER, UW-Madison

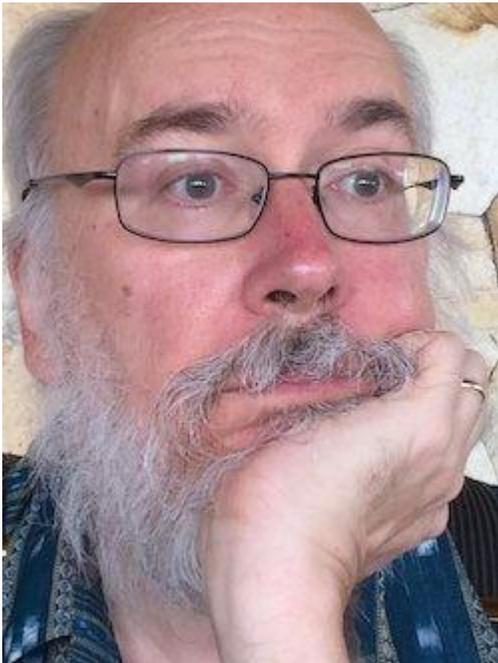
SCHEDULE – DAY 1

June 27th

5:00-5:30pm	Registration	ALUMNI, 1st FL MAIN LOBBY
5:30-6:00pm	Opening <i>Marieli Rowe Award Ceremony</i>	ALUMNI LOUNGE
6:00-7:15pm	Keynote and Q & A	ALUMNI LOUNGE

****HENRY JENKINS****

Topic: “What We Put Into Their Lives Is Far More Important Than What We Take Out “: Josette Frank, the Child Study Association, and Media Literacy



If Josette Frank is remembered today, it is as the primary opposition to Frederic Wetham in the 1950s Comics Scare. Her role there was, however, an extension of the role she had played as the primary advocate for media literacy within the Child Study Association. As early as 1933, the Child Study Association formed subcommittees tasked with making recommendations about the most constructive ways to integrate radio programs into children’s lives, having rejected censorship as impractical and undesirable. The Association soon extended this advice to film, children’s books, comics, and television. As Josette Frank, explained, “What we put into their lives is far more important than what we take out”. Frank was the organization’s key spokesperson for media-related advice. A former secretary for Teddy Roosevelt, Frank, as a young woman, had fought for child labor laws before joining the Child Study movement in 1923 and turning her attention to children’s reading in 1936: “We can best guide our children’s reading if we let our children’s reading guide us. Instead of trying to mold them into preconceived patterns of ‘what the well-read child should read,’ let us rather encourage them to find their way to real experiences of their own in the vast world of books.” The Child Study Association’s ideas about progressive parenting lay the foundation for the post world war idea of permissiveness, which is the focus of my current book project. In this talk, I will explore what the Child Study movement and

Frank in particular might have to teach us as parents and educators today, seeking better ways to integrate media into children's lives. They developed an approach grounded in empathetic introspection, asking core questions which situated media choices into a larger context of the child's everyday life, and watching their play to see how they translated media content into new forms of expression. They saw media as a means into understanding the emotional life of children, recognizing that sometimes darker content allowed them to express darker feelings, which require an outlet (ideas developed further by Bruna Bettelheim.)

Henry Jenkins is the Provost Professor of Communication, Journalism, Cinematic Arts and Education at the University of Southern California. He is the author and/or editor of twenty books on various aspects of media and popular culture, including *Textual Poachers: Television Fans and Participatory Culture*, *Hop on Pop: The Politics and Pleasures of Popular Culture*, and several others. His most recent books are *Participatory Culture: Interviews* (based on material originally published on this blog), *Popular Culture and the Civic Imagination: Case Studies of Creative Social Change*, and *Comics and Stuff*. Jenkins is currently writing a book on changes in children's culture and media during the post-World War II era.

7:00-8:00pm

Cocktail Hour

ALUMNI LOUNGE

SYMPOSIUM STRAND DESCRIPTORS

STRAND 1: MEDIA & INFORMATION LITERACY

Papers/Presentations in this strand consider media and information literacy on a general level and can be based on either new or advanced work in the area.

STRAND 2: PANDEMIC MISINFORMATION / DISINFORMATION and/or HEALTH LITERACY

Papers/Presentations in this strand consider the pandemic and the ways in which it has affected our approach to and/or gathering of information -- from mis/disinformation to health literacy.

STRAND 3: ECOMEDIA

Papers/Presentations in this strand consider an emerging area of media literacy which explores media systems and sustainability, and/or the ecological "footprint" and "mindprint" of media as drivers of environmental problems and solutions.

STRAND 4: FUTURES - AI and/or ALGORITHMIC INJUSTICE

Papers/Presentations in this strand consider bias, manipulation, and the future of media literacy in terms of algorithms and artificial intelligence, while focusing on associated issues of justice/injustice -- from social media platforms, to ways in which data and privacy have been put at risk, and more.

PYLE CENTER, UW-Madison

SCHEDULE -DAY 2

June 28th

8:15-10:00am **Registration** **MAIN LOBBY, 1st FL**

8:30-10:00 am Continental Breakfast **LOUNGE, 1st FL**

9:00-9:30am Opening Remarks: **RM: 325-326**

Belinha De Abreu, PhD. , Founder
International Media Literacy Research Symposium

Karen Ambrosh, Executive Director
International Council for Media Literacy

Jessie McCanse Award Presentation

SESSION I

9:30-10:45am

Presentation 1:

RM: 220

A. Mitigating the spread of online misinformation through metacognition

Sean Gabaree

Montgomery Blair High School-Georgetown University (USA)

When addressing the spread of misinformation, online media literacy programs have mostly emphasized a cognitive (i.e. reason-based) approach that seems to ignore the influences of individual emotions and social goals. However, when online, individual emotions are manipulated and users do seek to fulfill social needs. I am exploring the use of a metacognition tool to help students become aware of the social and emotional basis for their online behaviors, with the goal of becoming mindful of the information they access and share

Strand 1: Media & Information Literacy

B. Critical Questioning, Awareness, and Action: Exploring Educators' Journeys and Practices of Critical Media Literacy During the COVID-19 Era

Andrea Gambino

University of California, Los Angeles (USA)

This presentation details a qualitative collective case study examining twenty California educators' (K-12 and post-secondary) journeys and practices of critical media literacy during the COVID-19 era. Guided by Kellner's & Share's (2019) Critical Media Literacy Framework, critical pedagogy (Freire, 1970), and culturally relevant pedagogy (Ladson-Billings, 1995; 2021), this research seeks to unpack educators' pathways to critical media literacy as an embodied theory and engaged pedagogy (hooks, 1994). Data collection included twenty qualitative semi-structured interviews and teachers' artifacts (lesson plans, curricular texts, student learning examples) analyzed through two rounds of coding: in vivo and thematic (Seidman, 2013; Ravitch & Carl, 2019). Preliminary findings and lesson exemplars will be shared during this session and are depicted through portraiture methodologies (Lawrence-Lightfoot & Harris, 1997). Focusing on dynamic teachers' knowledges and experiences from the field, this session seeks to spark dialogue from researchers and practitioners to envision future directions for critical media literacy research and practice.

Strand 1: Media & Information Literacy

C. Discourse Analysis of Media and Information Literacy Language in Instructional Worksheets.

Anna Kozłowska-Barrios

University of Illinois Chicago (USA)

The focus of this study is discourse analysis of the evaluative criteria and language used by academic librarians in the United States in instructional worksheets aiming at evaluating news information and combating disinformation. The language used in these instructional materials will be analyzed through the lens of Bourdieu's concept of symbolic power and Freire's Pedagogy of the Oppressed. The goal of this research study is to answer the following questions: 1. What type of media and information literacy activities are U.S. academic librarians involved in? 2. How do they describe criteria for evaluation of news sources, and how does this language relate to power, social, and political context? Media (including mass media and social media), and ideas connected to MIL, emerged predominantly within the Anglo-American sphere. By applying them in very different contexts and realities, such education perpetuates hegemonic power relations. According to Carlsson (2019), such a hegemonic perception has a long tradition in research and education. Therefore, it is one of the most critical challenges for researchers, experts, and policymakers to transcend cultural, political, ethnic, and religious boundaries and accommodate regional variations.

Strand 1: Media & Information Literacy

A. Media Literacy Practical Classrooms Teaching Strategies

Neil Andersen & Diana Maliszewski

Association for Media Literacy/Toronto District School Board (CANADA)

Presenting several K - 12 practical classroom Media Literacy teaching strategies, including: Using End User License Agreements to help students understand and appreciate their roles, responsibilities and risks on online environments; Probing algorithms, search and auto-correct etc. to understand and appreciate how they impact our online communications; and Integration of media literacy education into the data analysis, data visualization, data collection/organization and data literacy portions of the math curriculum.

Strand 1: Media & Information Literacy

B. Foundations for the Future: Preparing Students to Examine Biases and Engage in Civil Discourse

Melissa Mallon, Megan Mallon, and Brett Mallon

Vanderbilt University/Bluemont Elementary School/Kansas State University (USA)

Encouraging students to think critically regarding what they see, share, and promote is a crucial task for educators at all levels and disciplines. Students must be provided with the awareness and skills they need to address these issues firsthand and discuss issues of misinformation and disinformation in a civil and productive manner. The presenters will discuss the importance of promoting examination of self-biases and the role of civil discourse in preparing students to become media-literate practitioners and discuss the importance of equipping students with these skills at an early age; examining context within K12 education and how this transfers to higher education. Our presentation will also share strategies to engage students in exercises designed to identify and examine biases, and share a framework for conflict resolution that prepares students to approach difficult conversations in a way that promotes civil discourse and encourages conversants to also begin to interrogate biases.

Strand 1: Media & Information Literacy

C. Teen Informal Information Behavior

Kerry Townsend

Columbia Public Schools/University of Missouri (USA)

Media tools are evolving as are the ways teens are using them. Preliminary findings of a study aimed to understand how teens are utilizing digital tools for everyday life information seeking will be shared. This study intends to explore the informal information behavior of teens. Specifically, information behavior is explored alongside the mass communication theory of Media Uses and Gratifications in order to study how

teens answer the questions of everyday life. Communication and information behavior studies traditionally focus on specific media formats or specific digital tools. However, as media formats evolve, so too should how we study media. The following research questions will guide this work: How do teens gather information from digital media to answer the questions of everyday life? What sources of digital media do they use? How do teens find the digital media sources they use? What motivates teens to use specific digital media sources and in what formats? What do teens do with the information they find?

Strand 1: Media & Information Literacy

Presentation 3:

RM: 226

A. Media Literacy in Peru: Reflections and comparisons on a 10-year journey

Julio-César Mateus & Tessa Jolls

Universidad de Lima (Peru)/Center for Media Literacy (USA)

This work analyses media literacy understanding in three schools in Lima, Peru, through two post-test results applied in 2009 and 2019. These actions were sponsored by Medios Claros, a Civil Association in Lima devoted to advancing media literacy; administered and analyzed by researchers at the University of Lima; with media literacy training for participating teachers provided by the Center for Media Literacy (CML, Los Angeles, CA). To understand study results in this 10-year comparison, the context surrounding the study is examined, including CML's methodology used for training teachers and Peru's approach to national standards and curriculum. The most impact on results in the 10-year period between the student post-tests resulted from the rapid technological changes that influenced the youth's media environment and usage.

Strand 1: Media & Information Literacy

B. Media Evaluation of the Curriculum of Social Media Literacy in Non-Formal Education for Young Influencers in Indonesia with Pre-and Post-Test Program

Lisa Esti Puji Hartanti

University of Vienna -Atma Jaya Catholic University of Indonesia (INDONESIA)

Indonesia is one of the countries with the most significant number of internet users, but it is also among the top seven countries in the world where people accept all messages in social media without proper fact checks. By the effort of the government, Indonesia has already created a program, namely the National Digital Literacy Movement. The Ministry of Communication and Informatics launched four pillars of digital literacy are Digital Skill, Culture, Ethics, and Safety. This research focuses on training programs on social media literacy for young influencers in Indonesia with the curriculum developed from the four pillars. The study uses a quantitative method through a questionnaire pre-and post-test. From these results, this study aims to evaluate the curriculum of social media literacy in non-formal education programs so it can improve youth's skills to influence others and preserve a literate community.

Strand 1: Media & Information Literacy

C. Social media and media literacy in Colombia: an analysis from social protests

Álvaro Duque

Politécnico Grancolombiano (COLOMBIA)

Social media has become the source of information for old and young, and alarming headlines are used to influence readers' opinions and course of action. Using Colombian social protests between 2019 and 2021 -one each year- this presentation aims to show how information distributed through social media became viral, increased the sense of unconformity and difference and served as fuel to social protest, reaching its climax on 2021 protests. The presentation will try to establish how social media misinformation contributed to the generation of violent situations that arose throughout the entire national territory.

Strand 1: Media & Information Literacy

Presentation 4 (PANEL):

RM: 325-326

A. Making Sense of the Field: Categorization Schemes

Michelle Ciccone, Amanda LaTasha Armstrong, Ralph Beliveau, Natasha Casey, Jayne Cabbage, & Yonty Friesem

University of Massachusetts/New Mexico State University/Gaylord College/Lincoln Land Community College/Bowie State University/Columbia College Chicago (USA)

Over the years, leaders in media literacy education have developed different categorization schemes to describe different approaches to media education practice. These categorization schemes have included Kellner and Share's (2007) four approaches, RobbGrieco and Hobbs' (2013) empowerment/protectionist dichotomy, De Abreu et al.'s (2017) five global approaches, and most recently Higdon et al.'s (2021) critical/acritical dichotomy. In this interactive roundtable session, we will consider these different categorizations specifically and categorizations schemes in general, and discuss: Given an ever-shifting media environment, do each remain relevant? Does dividing the field into different categories facilitate or impede collaboration? And do these attempts to categorize help or hinder practitioners doing this work on the ground? Our goal is that this session will be both theoretically and practically useful in imagining together how to move the practice of media literacy education forward and past the persistent debates that have occupied the field.

Strand 1: Media & Information Literacy

10:45-11:00AM

BREAK/TRANSITION

SESSION II
11:00-12:15

Presentation 1:

RM: 220

A. Media Literacy Looks Up: Breaking Climate Silence in Media Literacy Education

Jeff Share, Antonio López, and Theresa Redmond

UCLA (USA)/John Cabot University (ITALY)/Appalachian State University (USA)

Ecomedia literacy recognizes how media technologies we use and teach with/about are deeply embedded in an ecologically destructive system. Media are utilized and manipulated by powerful economic forces to ensure their business model of fossil fuel extraction and burning is not disrupted. This is an epistemological crisis challenging our democratic institutions and rooted in an anti-science disinformation campaign. While these conditions contribute to climate silence, as experts in teaching about how media can empower and manipulate the public, we can break this silence by recognizing the special role of media and communication in how they contribute to the climate crisis and will help solve it. This panel explores how critical media literacy can respond to ecological concerns by advocating for environmental justice through ecomedia literacy. We will explore actions that media literacy educators can take, such as creating a media literacy climate emergency declaration and designing climate-oriented curricula.

Strand 3: EcoMedia

B. Nature by the Book: A Collaborative Program on Ecoliteracy in the Houston Community

James Stancil

Intellect U Well, Inc. (USA)

This presentation will focus on the work of Houston organization Intellect U Well, Inc. and its Nature by the Book ecoliteracy program. Nature by the Book is a partnership between Intellect U Well, Inc. and the Houston network of Outdoor Afro, a national nonprofit geared towards increasing outdoor opportunities for African Americans. The mission of Nature by the Book is to inform the community about the history of nature and the outdoors involving African Americans, to educate participants about issues surrounding toxic racism and environmental justice, and to make reading fun and meaningful again for people of all ages. Uninformed or poorly informed communities often cannot and do not make the best decisions about matters that affect them. Through ecoliteracy, we seek to provide more and better information to our participants so they can gain more local control and agency about the environmental matters that affect them and future generations.

Strand 3: EcoMedia

C. Exploratory Study About The Impact Of A Global Nature Citizenship Network For An Inclusive And Sustainable Planet

Luis Barbosa & Manuel Bogalheiro

Universidade Lusófona do Porto (PORTUGAL)

In spite of all the challenges that the world is facing right now, we are living in an amazing age: the Digital Age leading to a new society model – Society 5.0 – where humans and objects are interconnected is fascinating (even with the inherent risks). The vision that attracts us the most in the Society 5.0 model is the integration of nature as an element that we all should profoundly respect. It's a holistic vision similar to the vision of the Bhutanese society that considers nature as a key element of life for centuries. We have been developing the concept of citizenship applied to nature and new mechanisms to motivate its implementation by global stakeholders. In this exploratory study, we aim at understanding the impact of the implementation of a Nature Citizenship communication network and how it would contribute to an inclusive and sustainable planet.

Strand 3: EcoMedia

Presentation 2:

RM: 225

A. New Directions: McLuhan and Beyond...

Carolyn Wilson, Paolo Granata, Neil Andersen

Western University-McLuhan Foundation/University of Toronto/Association for Media Literacy (CANADA)

This session will explore the influence of Marshall McLuhan and others on media literacy in academia and public education, as they apply to the current realities of our digital world. Algorithms, surveillance structures and social media have created an "environment" of which we are an essential part, and where we have become the content. What are the media literacy concerns and pedagogies that do, or should, inform our practice?

Strand 4: Futures: AI and/or Algorithmic Injustice

Presentation 3:

RM: 226

A. Media and Information Literacy in Journalism: Building Trust in Media Through MIL

Nozima Muratova

University of Journalism and Mass Communications of Uzbekistan (UZBEKISTAN)

Trust in the media is the most fragile or hard to sustain for the media today. A reader/viewer/listener, being guided by information flows, very easily today can change loyalty in relation to various media. However, for the editors, this changeable mood is tantamount to the loss of attention, and hence the loss of trust. One might say that the flux in audience loyalty and trust is perhaps due to an oversupply of information. However, reaching a new benchmark of information consumption and shaping the information culture of the population today can have the opposite effect and serve

journalists in gaining reader's trust dividend. Information culture is an important component of the media and information literacy concept. Media culture is closely connected with it — a set of material and intellectual values in the field of media.

Strand 1: Media & Information Literacy

B. Trained journalists train K-12 teachers: Planning, implementing and monitoring Media Education projects: a Portuguese experiment (2017-2022)

Vitor Tomé, Miguel Crespo, Sofia Branco & Isabel Nery

Autónoma University of Lisbon / CIES-ISCTE-University Institute of Lisbon/Associação Literacia para os Media e Jornalismo (PORTUGAL)

The project 'Media Literacy and Journalism: pedagogic practices with and about media' is focused on training teachers in media education. Since its arrival to the field, in partnership with the Portuguese Ministry of Education, 146 journalists and other media professionals have worked with 230 teachers, who have developed ML activities with around 2000 preschool children and K-12 students. Firstly, journalists helped teachers design projects adapted to their schools and communities. After the training, they continued to offer teachers regular support and monitored the developments. Therefore, some of the projects extended beyond the training course and are still ongoing.

Strand 1: Media & Information Literacy

Presentation 4 (PANEL):

RM: 325-326

A. Hear the Youth Voice: Perspectives of 'Youth Be Heard'

Renee Childs, Carly Zubrzycki, Jordyn Pruitt, & Will Lieber

Youth Be Heard Director (USA)

This panel will introduce perspectives of 'Youth Be Heard' (YBH), an art and media literacy non-profit established in 2018, with a mission to elevate youth writing and art so they can inspire each other and the world. The panel will consist of several youth, interviewed by Renee Childs, who will elicit youth perspectives on media messages and how they shape themselves and society. This group of thought provoking youth will give insight to inner perspectives and lived experiences of 16 - 24 year olds.

Strand 1: Media & Information Literacy

12:15-1:15

LUNCH- LOUNGE, 1st FL

SESSION III

1:15-2:30PM

Presentation 1:

RM: 220

A. A Cultural Studies Approach to Media Education: Cognition and Complexity at the Core

Pamela Goble, Blake Goble, and Ryan Goble

Community Consolidated School District 93/Northwestern University/Irrational Labs (USA)

This presentation will explore media education in light of cultural studies and cognitive research exploring the “power of pop” in media messaging. Resources “for your consideration” from film, TV and advertising will be provided and followed by a discussion to understand “ways in” to thoughtful understanding of media literacy and education. A practical experience and immersion into media education exploration by designing an exercise of “complexity” will be the culmination of the experience for participants. The goal of the presentation and engagement in the activity is to go “beyond the binary” and cultivate conversations that are more civil, cooperative, compassionate, socially just and hopefully transformative.

Strand 1: Media & Information Literacy

B. “Producing Peace”: The Possibilities and Limits of Using Media Literacy to Foster Student Agency

Meredith Baldi & Scott Seraydarian

George School (USA)

This session will present the curriculum of a high school course called “Producing Peace: Civic Media Literacy & Production.” This course surveys historical messaging techniques to demonstrate how various modes of storytelling have the capacity to create conflict, and also peace. Specifically, this session will detail a unit of study on propaganda, in which students were tasked with creating their own propaganda campaign for positive change. This example will highlight media literacy’s role in civic participation, exploring the challenges and successes of teaching media literacy at the high school level and of engaging youth in a participatory culture. It will also emphasize that a significant component of media literacy education should focus not on the media itself, but on the agency students have as active creators of messages, so that media literacy offers more than an evaluative framework, and instead a call to action for our youth.

Strand 1: Media & Information Literacy

C. Media Literacy and Social Justice: Connections, Fissures, and the Future

Spencer Brayton & Natasha Casey

Waubensee Community College/Lincoln Land Community College (USA)

Social justice, broadly defined, has long been central to some variants of media literacy education, especially those in the U.K. (E.P. Thompson, Raymond Williams and Stuart Hall) as cultural studies and media literacy education became intertwined from at least the 1960s on. Meanwhile in the US media literacy scene over much of the past thirty years, social justice was viewed as the purview of left, self identified progressives, and those affiliated with the more marginalized 'critical media literacy' wing. There is suddenly more urgency to incorporate social justice into mainstream media literacy in the US, where once it occupied the outer edges. But what exactly is meant by 'social justice' in relation to media literacy? This presentation will examine the complicated relationship between social justice and media literacy in the US, identifying the connections and fissures, as well as laying out our hopes for the future.

Strand 1: Media & Information Literacy

Presentation 2:

RM: 225

A. Media nationalism, credibility, and claims of representation: Media literacy challenges in India

Shashidhar Nanjundaiah

Southern Illinois University (USA & INDIA)

Media literacy has been seen as a solution to problems, especially those of misinformation and fake news. The concept of misinformation makes presumptions about the pervasiveness of media illiteracy, about availability of truth, and about representations. Media literacy practitioners' efforts may be blindsided notions of truths and media illiteracy that can suppress individuals' efforts to defend and consolidate beliefs. Available media texts are governed by factors such as official sources, belief-solidarity, and bias. Further, in claiming to represent their audiences, media parse stories through structures that include production processes, agendas set by official sources, and ideological positions. This analysis problematizes these factors in an Indian news television context, using examples to examine how media literacy efforts may inform or obfuscate. The presentation also examines the role of a government in media literacy efforts.

Strand 1: Media & Information Literacy

B. Media and Information Literacy as high societal priority in Kosovo

Remzie Shahini Hoxhaj, Arben Fetoshi, and Muhamet Jahiri

University of Prishtina (KOSOVO)

This paper aims to study how in the youngest democracy in Europe, Kosovo, the universities and civil society are committed to change the approach of teaching media and information literacy. As many other countries in Europe, Kosovo has become a battlefield of mal-information, misinformation and manipulation, spread by media, domestic political actors, but also by anti-European external regional powers. This research will show what skills students, teachers, and general public need in order to build media and information literacy, based in field research done during Pandemic on online teaching/ learning process as well as field work that focuses in teaching skills. Journalism Department of Prishtina University

in cooperation with Kosovo's Teachers Association has trained around 3000 teachers in importance of teaching skills and how to integrate media literacy skills into the curriculum for primary and secondary education. In Kosovo, formal education is heavily content-based where students deal with a lot of information, and learn no critical thinking nor how to use, analyze, evaluate or deconstruct information they perceive. This paper tries to find ways to see how media and information literacy will be integrated into school curriculum.

Strand 1: Media & Information Literacy

C. The way to prevent COVID-19 infection: An analysis of messages and local media literacy, from the US and Bulgaria

Barbara Ruth Burke & Nadezhda Sotirova
University of Minnesota, Morris (USA)

This study focuses on online discourse related to COVID-19 local rule implementation, and in particular discussions about rule following: examining cultural beliefs and values as they relate to the establishment and continual negotiations about who, how, when, and why given individuals and groups create and maintain their status as opinion-leaders or information gatekeepers, and how they utilize available means for providing feedback and comments to others, in two contrasted language communities—the United States and Bulgaria. The people in both countries have deeply politicized views about COVID-19 warnings, masking, and vaccines. Our comparative analysis of mediated communication and media literacies offers a framework for understanding the local environment which makes given norms culturally intelligible, and suggests ways in which the flow of information/ disinformation happens.

Strand 2: Pandemic Misinformation/Disinformation and/or Health Literacy

Presentation 3:

RM: 226

A. Reconceptualizing Media Literacy for the Mid-21st Century: A Vision of Media and Society 2022-2040

Renee Cherow-O'Leary
Rutgers University and UCLA (USA)

This presentation examines the vast changes in media platforms, formats, and messaging tools and their enormous social impact and builds an argument for a reconceptualization of the “old” media literacy, which was born almost a century ago in response to the development of radio and television, and no longer serves to define the media landscape of today. Media literacy now must be reconfigured to explore and define the current—and future—mediated landscapes that are emerging. The presentation will discuss places that are centers of invention for the mediated future, some of the theorists and philosophers who are attempting to understand the aesthetic, ethical, epistemological and quintessentially human challenges of our interaction with our technologies including whether our technologies are transforming our own biological capacities and what that might mean for humanity going forward. The presentation will raise questions that must

be considered immediately for the media literacy field but also for our species, “homo sapiens” transforming into “homo deus”, if we are to understand, regulate, and benefit from the new, unprecedented, mediated opportunities transforming our culture. In order to answer these questions, the presenter will propose a convening within the next two years that will include a global conference for all who teach and study media literacy to envision the world of the future holistically, plan for it educationally and even spiritually, and begin to alter practice to accommodate the world that is yet to come and yet very much already here.

Strand 4: Futures: AI and/or Algorithmic Injustice

B. Data Colonialism & Data Poverty

Michael Hoechsmann & Stuart Poyntz

Lakehead University/Simon Fraser University (CANADA)

The algorithmic line dance involves the complex interplay of platforms, apps, and devices on the one hand, and databases, algorithms, and AI on the other. The consumer side of the equation is well known: our movements, actions, and utterances are increasingly traced, tracked, patterned, and repackaged to ourselves and others. Less well considered is the production side: how algorithms are written, adapted for use, and constantly adjusted by everyday actions and reactions by end-users. Media education today must chase the tail of this established and entrenched media production practice which has transformed media into a constantly changing chameleon presence. Two people sitting side by side can be given different descriptions and instructions about the same concept or problem depending on tastes, interests, affiliations, friendship circles and their recent search history. When we discuss the algorithmic dance we are imagining something like a cross between speed dating and a line dance. Structuring the debate of platforms and algorithms too is the distinction between data colonialism and data poverty. If you are on the wrong side of the digital divide - as is roughly 50% of humankind - your preferences, questions, and worries will not feed the AI that determines the next move of the algorithmic dance. The ultimate paradox of the discourse on online privacy is that one must participate to impact the algorithm, thus submitting oneself to the colonialist AI. This is why some are opting for unplugging from the digital public sphere. In this presentation, we will present material from a new chapter written for the 2nd edition of *Media Literacies: A Critical Introduction* (Poyntz/Hoechsmann, Wiley, 2023).

Strand 4: Futures: AI and/or Algorithmic Injustice

C. Tracking Technologies: Student Perspectives

Michelle Ciccone & J.D. Swerzenski

University of Massachusetts (USA)

Concerns over the data collection and online surveillance of younger users on social media platforms have received wide academic and media focus. Less attention, however, has been paid to a different set of tracking technologies, whose use is often required for these same younger users. Learning management systems (LMS) such as Blackboard, Moodle, and Canvas are now embedded in students' everyday college experience, regulating participation, grading, and overall academic performance, and in the process

collecting vast quantities of data on these student users.. In this presentation, we will share early findings from a larger research project that examines how undergraduate students think about privacy, surveillance, and algorithmic decision-making technologies within and between different contexts, namely commercial digital platforms they choose to use out-of-school versus digital platforms they use in connection with their schooling. By developing a more nuanced understanding of how students think about edtech, media literacy education may better meet the needs of young people growing up in an increasingly datafied and automated world.

Strand 4: Futures: AI and/or Algorithmic Injustice

Presentation 4 (PANEL):

RM: 325-326

A. Critical Media Literacy Brings Environmental Justice Into the Classroom

Jeff Share, Andrea Gambino, Melina Melgoza, Amber Medina, and Jennifer Mead
University of California, Los Angeles/Los Angeles Unified School District (USA)

As technology and the climate are changing at an unprecedented pace, and fake news from climate deniers is derailing sustainable actions, we need to reconsider the role of education. This session asserts the importance of teaching critical media literacy to prepare students to analyze and create media that can confront the omissions and misinformation of the climate crisis. The conceptual understandings and questions of critical media literacy provide an inquiry-based framework to promote analysis and production that can challenge dominant ideologies and hierarchies of power. Through this interactive session we will demonstrate lessons and pedagogy to guide students of all ages to explore environmental justice. We will cover a range of approaches from developing biophilia (the love of nature) to investigating greenwashing and disinformation, and ultimately creating alternative media that challenge the myths and constructions of doubt.

Strand 3: EcoMedia

2:30-2:45

BREAK/TRANSITION

SESSION IV

2:45-4:00PM

Presentation 1:

RM: 220

A. Video in the Classroom: 1987-2022

Andrea DeGette

Alamance Community College (USA)

Teaching with video in the classroom has been possible since the 1980s when prosumer cameras became available to artists and educators. The media landscape has changed dramatically since that time, and media literacy foundations have had to evolve along with those advances. Young people have the same human impulses and issues as they had in 1987, however the changes in our media landscape cannot be quantified. Students show resilience as their world has both shrunk to the size of a cell phone and expanded to a global reach. This conundrum brings all the obvious contradictions, with those the inability for students to differentiate documentary from fiction. My presentation will demonstrate the steps which I have designed to shore up those contradictions and to attend to the dearth of resources that students can utilize to navigate our digital world.

Strand 1: Media & Information Literacy

B. Comic Strips, History & Social Trends

Charles Hensey

Clayton High School (USA)

This presentation will focus on the use of comic strips over the ages to help teach students about United States History and social trends while incorporating many of the skills connected with Media and Information Literacy. One part of the presentation will be a brief overview of the history of comic strips in America and how to incorporate them in a classroom setting. This presentation will include a variety of long running strips and a project which has students review current strips to create their own as part of a culminating project at the end of class. Finally, there will be a presentation of resources available for teachers to use in the public domain to assist with obtaining classic and current strips.

Strand 1: Media & Information Literacy

C. Critical Digital Health Literacy In A Chemistry Classroom: Before and After COVID

Joanna Marshall

Buffalo Grove High School

Work will be shared with sophomores in a Chemistry class during the 19-20 school year. Presenter participated in Developing Skills in Health Literacy Efficacy Study with the BCSC organization to create a health literacy curriculum. In doing so, designed five lessons for students during first semester. A discussion on the transition to remote learning allowed for the continued to incorporation of the critical digital health literacy especially as it pertained to misinformation about COVID. Further, there will be a discussion some of the social emotional learning practices used during remote teaching during the 20-21 school year.

Strand 2: Pandemic Misinformation/Disinformation and/or Health Literacy

Presentation 2:

RM: 225

A. Game Based Learning: Helping Students Build Media Literacy Muscle Memory

Dan Choe

Modo News (USA)

In a world where leveraging social media platforms as a news source is now common practice, today's educators are confronted with the challenge on how to help students develop balanced educated perspectives and find alternate sources. Current media literacy methods rely on step by step processes that students find complex and will be unlikely to sustain outside of the classroom. Without better tools, they will resume getting their news from TikTok, Instagram and YouTube without context. Presenting Modo News (modo.org), an app for iOS devices that offers an accessible and interactive news feed free of social media algorithms with expansive access to alternate perspectives and news sources. Modo News facilitates independent analysis by providing easy access to facts and data. As readers use our app, we encourage "scanning headlines" using our slider interface and then diving deeper to compare different stories on a topic from multiple ideologies. We show readers how to easily analyze media coverage "bias" while helping them attain hidden context on the news sources. In the classroom environment, with supplementary materials focused on game-based learning, we get students to think about next level questions about what they read on news and social media sites. While having fun and exploring the news as an adventure, students build muscle memory on how to draw informed independent conclusions from what they read rather than relying on singular points of view.

Strand 1: Media & Information Literacy

B. Play Media Literacy Games: From LAMBOOZLED!, The Medium and More...

Paolo Granata, Abu Abdelbagi

University of Toronto (Canada)/ Columbia University (USA)

Come and play! This session examines the various media literacy games which have been developed in the last few years from LAMBOOZLED! to The Medium as well as others. The game designers will be on site to demonstrate the games and invite audiences to participate in exploring the game and possible uses in the classroom. There will be additional games available for participants to investigate.

Strand 1: Media & Information Literacy

Presentation 3:

RM: 226

A. Highlights of an interactive media literacy and news literacy museum exhibit

Sue Ellen Christian

Western Michigan University (USA)

Wonder Media: Ask the Questions! is a 14-station museum exhibit launched in April 2022 at a free regional museum in Southwest Michigan that provides the opportunity to engage users with media literacy and news literacy concepts in an interactive way. I conceived of and created the exhibit that is founded in media literacy and news literacy scholarship and informed by guidance from an advisory team of university and middle school educators as well as more than 30 middle school students from a variety of racial, ethnic and economic backgrounds in Michigan. The presentation will feature videos and photos sampling the exhibit, and preliminary user assessment data. Sample exhibit kiosks include Escape the Fake, a digital game that mimics an escape room, Construct a Message, a kiosk in which users create their own t-shirt design that they can download and share on social media. Other interactive elements focus on media representation, message analysis, fact-checking skills, media use, the business of media and diversity in media.

Strand 1: Media & Information Literacy

B. Reading the World: Journalism, Communication, and I

Fernanda Bonacho, Ana Filipa Martins, Hália Santos, Lídia Marôpo, Luís Bonixe, Sónia de Sá

Lisbon Polytechnic Institute (ESCS/IPL)/Algarve University (ESEC/UAlg)/Setúbal Polytechnic Institute (ESE/IPS)/Portalegre Polytechnic Institute (ESEC/IPP)/LabCom/Beira Interior University (FAL/UBI) (PORTUGAL)

Scholars and journalists have long hoped that media education could positively tackle the information challenge and enhance social goals such as political and civic engagement particularly among youngsters. This paper seeks to present the way the “Academy for Reading the World: Journalism, Communication and I” promotes an interdisciplinary approach to media literacy amongst young adults (14y-24y) through an immersive media experience for participants, who are supposed to develop critical thinking, self-regulation, and communication competences. Its framework is established in a nationwide network, engages more than 300 high school students, 150 university and polytechnic communication and journalism undergraduates, more than 30 professors, journalists and media and communication studies researchers, and a wide range of partner institutions, such as media outlets (RTP- Rádio e Televisão de Portugal; Lusa; Público) and cultural organizations (News Museum). In this paper, we analyze the experience of this Academy in Faro, Portalegre, Covilhã, Abrantes, Setúbal and Lisboa and assess the youngsters’ engagement in this national collaborative experience, whose media and communication agenda aims at empowering youngsters for a more conscious reading of our demanding world. The goal is also to provide the much-needed data for media literacy and see how knowledge, skills, attitudes, and values can together be mobilized.

Strand 1: Media & Information Literacy

C. Do “Civic On-Ramps” Help Students to Engage with Local News? Combining News and Civic Literacy to Promote Informed Citizenship

Kim Walsh-Childers & Frank LoMonte
University of Florida (USA)

According to a September 2021 poll sponsored by CNN, 56% of Americans said U.S. democracy is “under attack,” while an additional 37% agreed democracy is being “tested.” (Agiesta & Edwards-Levy, 2021). Although numerous factors have contributed to this grim view of American democracy, respondents to a Public Agenda/USA Today survey identified access to accurate, trustworthy news and information as one of the two most critical factors (equal to fair and secure elections) in creating a healthier democracy (Schleifer et al., 2021). We argue that an additional factor influences both the decline in citizen engagement and decreasing news consumption: Many U.S. citizens, particularly young people, lack the “civic vocabulary” to help them make sense of the news. A growing body of research has documented Americans’ lack of civic knowledge (“Americans’ Civics Knowledge,” 2021). This presentation will describe our efforts to develop, and assess the impacts of, college- and high school-level courses designed to accomplish both goals.

Strand 1: Media & Information Literacy

Presentation 4 (PANEL):

RM: 325-326

A. Reviewing the Routledge Handbook of Media Education Futures Post-Pandemic

Yonty Friesem, Natasha Casey, Henry Jenkins, Srividya Ramasubramanian, Vitor Tomé & Amanda LaTasha Armstrong

Columbia College Chicago/Lincoln Land Community College/USC/Syracuse University/
Autónoma University of Lisbon/New Mexico State University

This panel will provide an overview of the Routledge Handbook of Media Education Futures Post-Pandemic with a collection of 48 case studies and 7 intercultural dialogues. The global authors showcase how educators, including teachers, professors, librarians, and practitioners across the world adapted their routine media pedagogies to meet the challenges of the new restrictions put in place by the COVID-19 pandemic, often leading to significant social, economic and cultural hardship. Particularly in education, substantial innovation and new practices developed during the pandemic as educators explored the potential of digital media platforms, tools and social practices. Every culture, country, and community experienced the pandemic differently and each one found their own ways of using digital media or creating alternative means of keeping learners engaged and teachers supported.

Strand 2: Pandemic Misinformation/Disinformation and/or Health Literacy

4:00-4:15PM

BREAK/TRANSITION

SESSION V

4:15-5:30PM

Presentation 1:

RM: 220

A. Teaching Media Literacy to Digitally Limited Learners

Jimmeka Anderson & Keith Burgess

I AM not the MEdia/ UNC Charlotte (USA)

In this presentation, attendees will discover how the Six Sources of Influence Model may be utilized as a conceptual framework for understanding the individual, social, and structural dilemmas for digitally limited learners. Through an interactive activity and conversation, attendees will discuss how each dilemma presented influences the ability and motivation of students to engage with digital learning effectively. Additionally, attendees will explore recommendations for addressing each dilemma experienced by digitally limited learners in the framework. Strategies for building competence and confidence with digitally limited learners through media literacy instruction is provided with a sample lesson plan.

Strand 1: Media & Information Literacy

B. Habits of Inquiry and Skills of Expression Needed to be Critical Thinkers

Fernanda Bonacho

Lisbon Polytechnic Institute (PORTUGAL)

There is a consensus on the literature that the purpose of education and specifically media literacy education is to provide people with the habits of inquiry and skills of expression they need to be critical thinkers, effective communicators, and active citizens in the world. For a long time already, we have been searching for the best ways to promote critical thought, bearing in mind, for example, the phenomenon of disinformation. Additionally, scholars and journalists have long hoped that media education could positively tackle this challenge and enhance social goals such as political and civic engagement particularly among youngsters. This panel seeks to discuss the way the “Academy for Reading the World: Journalism, Communication and I” promotes an interdisciplinary approach to media literacy amongst young adults whilst selecting critical thinking, self-regulation and communication as key competences and an immersive media experience for participants. The goal of this paper is to provide the much-needed structured data about how knowledge, skills, attitudes, and values can together be mobilized, with a reflexive approach to the learning process, to deal with contemporary media challenging contexts that insist on hindering reality readings.

Strand 1: Media & Information Literacy

C. Developing critical inquiry through the practice of design fiction in a media education context

Géraldine Wuyckens

UCLouvain (BELGIUM)

This presentation looks at the first findings of a design-based research project conducted in partnership with teachers and media educators. The project consists in developing a critical

inquiry method using design fiction in media education as well as a method to assess pupils' critical inquiry competence. Design fiction refers to a design practice that uses narrative structures to explore possible futures. We postulate that design fiction can help pupils ask critical questions about digital media and technology. In this context, we developed and tested a teaching module in 2021 for third grade secondary school pupils. We also built an analytical grid to evaluate the type and the complexity of the questions asked by the pupils all along the teaching module. The presentation will introduce the two methods and discuss the relevance of using design fiction for critical media literacy purposes.

Strand 1: Media & Information Literacy

Presentation 2:

RM: 225

A. Leading the Way on Information and Media Literacy from the State Level

Janice Mertes and Chad Kliefoth

Teaching and Learning - Digital Learning team at the Wisconsin DPI (USA)

Wisconsin has created a K-12 vision around Keeping Kids Safe Online and engaged citizens in the information age. Come learn and connect your ideas on how programs can be scaled, resources to lead with in a nonpartisan way, and supporting schools and families.

Strand 1: Media & Information Literacy

B. Making Media Literacy Education a Law

Yonty Friesem, Alicia Haywood, and Maaria Mozaffar

Columbia College Chicago/iSpeakMedia/The Law Office of Maaria Mozaffar, P.C. (USA)

That state of Illinois has recently become the first US state to require media literacy to be taught to young people in schools. Specifically, Illinois HB0234 requires that every public high school in the state include a unit of instruction on media literacy. In this panel, participants involved in the crafting, lobbying, and passage of HB0234 will discuss the processes involved in successfully moving the bill through the state's legislative channels. We will also discuss the importance of clearly defining media literacy as part of the bill. In addition, we will also discuss subsequent actions taken by panelists after the bill's passage, including development of implementation strategies for school districts and actions taken with the state's board of education in steering the 'how' of teaching media literacy education within schools. Lastly, we will discuss our plans for the future, and our hope that Illinois will become a model for media literacy *implementation around the country*.

Strand 1: Media & Information Literacy

C. Media & Culture

Art Silverblatt

Webster University (USA)

Historically, the media have functioned as a conduit for the cultural stories that have informed individuals about their shared history, antecedents, and values. However, our contemporary media system now actually exacerbates fissures in society. The presentation discusses a range of responses and considers ways to anticipate the politicization of the discipline of media literacy.

Strand 1: Media & Information Literacy

D. “Trust Me”: Explore the Documentary and the see the Curricular Connections

Rosemary Smith, Jimmeka Anderson

Getting Better Foundation/I AM not the MEdia (USA)

“TRUST ME” explores manipulation and misinformation at the intersection of human nature and information technology. The documentary gives audiences a front row seat to the efforts of individuals, educators, and government regulators to promote journalistic integrity and media literacy around the world. Drawing on stories from teachers and students in California, Colorado and Nevada schools, parents in Chicago, law enforcement in India and anti-vaxxers in New Zealand, experts share how media literacy can promote trust and help overcome anxiety, depression, violence, and crime. Combating disinformation is one of the most useful educational exercises, a practice that needs to become second nature for all of us. In a country like Romania, where trust and truth are being constantly challenged, “Trust Me” can become a powerful generator of quality debate and teaching.

Strand 1: Media & Information Literacy

Presentation 3:

RM: 226

A. Digital media use of children growing up at foster care networks – action research

Borbála Timár

MOME University/ Digital Child Protection Strategy of Hungary (HUNGARY)

In Hungary, about twenty-three thousand young people live in the child protection system, foster homes and foster parents. This group of children are particularly vulnerable to the risks of using the Internet. That is why it is essential that digital child protection, through various interventions, such as educational programs based on targeted research, contributes to minimizing risks. As we do not have up-to-date information about the digital culture, internet usage habits and communication practices of the target group, it is necessary to independently research their situation and map their basic digital patterns. For this purpose, pilot action research was conducted, which not only developed a special research method, but also tested their validity and usability within the framework of small-sample data collection.

Strand 1: Media & Information Literacy

B. Advancing Media Educational Competencies: Development of a Pedagogical Concept for Initial Teacher Education

Jannis Hahn & Silke Grafe

University of Würzburg (GERMANY)

Promoting media educational competencies of pre-service teachers is decisive to prepare schools for contemporary and future education of adolescents in a digital era. We developed an action-oriented, practice-based, and theory-driven pedagogical concept that was implemented into a course about media literacy education in initial teacher education at a German University. The participants reflected popular social media platforms, video portals, and instant messaging services with a focus on the dissemination of (dis)information, manipulation possibilities, and stereotypical images of roles in society. The pedagogical concept was evaluated in a case study with a convenience sample of 86 pre-service teachers, using a quasi-experimental design with mixed methods. The results indicate that the pedagogical concept was useful for fostering media educational competencies of the respective group of pre-service teachers. Furthermore, there was a significant development in some areas of the participants' media-related beliefs and the media-related self-efficacy.

Strand 1: Media & Information Literacy

C. Crossing STEAM and Media Literacy at Preschool and primary School levels: teacher training, workshop planning, its implementation, monitorization and assessment

Vitor Tomé & Belinha de Abreu

Autónoma University of Lisbon / CIES-ISCTE-University Institute of Lisbon (PORTUGAL)

Sacred Heart University/International Council for Media Literacy (USA)

This presentation focuses on the community project "Digital Citizenship Academy" (2015 - ...; Lisbon outskirts, Portugal), namely on its third phase (March 2020 - June 2022), which begun with the training of 29 teachers who planned and then implemented, monitored and assessed 20 STEAM and Media Literacy workshops involving 500 children and families. All the work, including the training course, was planned to be developed on site, but the schools closed in March 2020 due to the Covid-19 pandemic, and all the plans were adapted to online settings, starting with the training and the methodologies. The workshops allowed the creation and availability of two types of products, some in reflective production of media content, and others associated with STEAM, with a clear focus on the arts, but in which science, technology, engineering and mathematics were present. These indicators point, in our opinion, to the fact that STEAM projects gain in relevance when associated with Media Literacy activities, and vice versa. The products of the workshops were kept in their original versions and were uploaded to a YouTube channel, created for this purpose, and can be accessed directly from the link: <https://bit.ly/3AsnROH>. This presence may also be useful in terms of supporting the exploration of scientific literature and the use of technological resources. In all, the training course was suitable to pedagogical practices, provided an opportunity for sharing of experiences, practices and ideas, fostered cooperation and interdisciplinarity, and resulted in useful resources."

Strand 1: Media & Information Literacy

Presentation 4 (PANEL):

RM: 325-326

A. Media Literacy as a Safeguard to Democracy

Paul Mihailidis, Melissa Tully, Srivi Ramasubramanian, Patrick R. Johnson, Emily Riewestahl, and Bobbie Foster

Emerson College/University of Iowa/Syracuse University (USA)

We assume media literate citizens are the best safeguards for our democracy; however, little attention is paid to defining how media literacy achieves this goal or how it is connected to ongoing inequities within democratic societies like ours. In 2020-21, our research team received a grant to explore impact and equity in media literacy practice in the United States. We developed a multi-method approach to interrogate three assumptions made within media literacy about how impact is defined within the field, what main practices and processes lead to impactful media literacy practices, and the challenges and opportunities for incorporating equity into impactful media literacy practices. In this session, our team will present the findings of this large national study, alongside the full methodology, including the development of new survey measures for equity in media literacy practices. We also share the public-facing, practical, free, and user-friendly resources developed through this project with the community and engage in a workshop on critiquing the work, and on potential spaces for adoption.

Strand 1: Media & Information Literacy

5:30-6:00

Closing Celebration

RM: 325-326

INTERNATIONAL MEDIA LITERACY RESEARCH SYMPOSIUM

PRESENTER BIOS

Abu Abdelbagi

Abu Abdelbagi is a doctoral student in the Communication and Education program at Teachers College, Columbia University. His research interests focus on two related areas: culturally responsive media literacy education, and how popular culture artifacts facilitate youth political and civic engagement.

Neil Andersen

Neil Andersen has taught K - post-graduate media literacy and produced print, audio, video and online media literacy resources. He has presented in North America, Europe and Asia.

Jimmeka Anderson

Jimmeka Anderson is a media literacy educator, author who holds a Ph.D. in Curriculum and Instruction Urban Education program at the University of North Carolina at Charlotte., Her research interests include critical digital media literacy education and equity among historically marginalized students. She is also the founder of I AM not the MEdia, Inc., a media literacy consultant for several national organizations such as 9 Story Media, NAMLE and New America.

Amanda LaTasha Armstrong

Amanda LaTasha Armstrong, M.S. is a New Mexico State University, College of Education doctoral candidate, whose research includes early childhood, learning design and technology, and critical pedagogies. As Games Lab Coordinator, she leads user testing and teaches kids design. She is a New America Research Fellow and CADRE Alum.

Meredith Baldi

Meredith is a history, politics, and media literacy teacher, as well as the service-learning coordinator, at George School, a co-ed Quaker boarding school in Newtown, Pennsylvania. Meredith is a PBS Certified Media Literacy Educator.

Luís Barbosa

PhD researcher in Studies in Communication for Development building a thesis on “Nature Citizenship and Digital Communication Networks”. INSEAD alumnus and an invited Lecturer in Master Degree Programs. Member of the Harvard Business Review Advisory Council and Member of the Jury of the European Innovation Council.

Ralph Beliveau

Ralph Beliveau is an Associate Professor for the Gaylord College, affiliate faculty in Film and Media Studies and Women’s and Gender Studies at the University of Oklahoma. He writes and teaches about media education and literacy, Horror, race, documentary, rhetorical criticism, video production, popular culture, & cultural studies. Recent work includes co-writing Gramsci and Media Literacy (2021), and Digital Literacy: A Primer on Media, Identity, and the Evolution of Technology (2016) and co-editing Screening #MeToo: Rape Culture in Hollywood (2022), and book chapters on Shirley Jackson, Sin-eating, Stephen King, The Wire and Supernatural.

Manuel Bogalheiro

PhD in Communication Sciences, teaches at FCAATI at Universidade Lusófona do Porto Director of the Master in Communication, Networks and Technologies in the same university and, guest professor, at FCSH - Universidade Nova de Lisboa. Researches and publishes in the areas of philosophy of technique, media materiality and cultural theory.

Fernanda Bonacho

Fernanda Bonacho has been a Professor of the Department of Journalism and of the Department of Communication Sciences for more than 22 years at the School of Communication and Media Studies (ESCS) - IPL, Lisbon, Portugal. She has been the Head of the Master's in Journalism since 2021. She is the President of the Institute of Communication and Media of Lisbon (ICML). As a digital media literacy expert, Fernanda has collaborated with the European Council, within the Digital Citizenship Education (DCE) project, and in the last year as ESCS/IPL representative for GILM- Grupo Informal de Literacia Mediática (Informal Group for Media Literacy). Since 2019 she has coordinated the "Academy for Reading the World: Journalism, Communication and I", a project promoting an interdisciplinary approach to media literacy by working key skills for media information consumption among young adults from 14 to 25 years old.

Luís Bonixe

Luís Bonixe holds a PhD in Communication Sciences, with a specialization in Journalism. He is the author of two books on radio journalism. He has published articles in national and international journals on radio, journalism, local journalism, and online journalism. He is a professor of journalism at the Polytechnic Institute of Portalegre and a researcher at ICNova.

Sofia Branco

Journalist (Lusa News Agency), with a master's degree on Human Rights. Several times awarded for journalistic reporting, both national and internationally. Professor of Ethics in universities and journalism training centres. Author of the nonfiction books on female genital mutilation and women during colonial war. Former president of the journalists' union.

Spencer Brayton

Spencer is Director of Library Services at Waubensee Community College. His research focuses on media and information literacy. Together with Natasha Casey, he has co-authored several [articles](#) in this area. He has been active in various capacities with several organizations, including the Association of College and Research Libraries (ACRL).

Keith Burgess

Keith Burgess is a doctoral candidate in the Curriculum and Instruction program at UNC-Charlotte. Keith balances his academic commitments with his duties as a full time middle grades science teacher in Charlotte, NC. His Interest in educational equity for historically underserved communities, along with STEM, are the focus of his research.

Barbara Ruth Burke

Barbara Ruth Burke (Ph.D. Purdue University) is an Associate Professor in the discipline of Communication, Media, and Rhetoric at the University of Minnesota Morris. Her research explores forms of online community building, and the reciprocal nature of media messages and ideas about identity.

Natasha Casey

Natasha Casey (Ph.D. McGill University) is a communication instructor at Lincoln Land Community College (Springfield, Illinois) and is affiliated faculty at the Media Education Lab. Her research interests include critical race theory and critical media and information literacy. She serves on the 'Youth Be Heard' board. Her blog, 'No Silos' is at www.natashacasey.com

Renée Cherow-O'Leary

Dr. Renée Cherow-O'Leary is Adjunct Professor of Arts, Culture and Media at Rutgers Newark and Senior Scholar at the Center for Scholars and Storytellers at UCLA. She designs curriculum for multiple organizations and is a futurist. Her most recent article is "Reconceptualizing Media Literacy for the Mid-21st Century: 2022-2040."

Renee Childs

Renee Childs is a school social worker and the Founder/ Executive Director of Youth Be Heard, a non-profit elevating youth voice through writing and art. She advocates for youth by writing speaking about mental health and media. Her writing has been featured in St. Louis Post Dispatch, HuffPost, and Insider.

Dan Choe

Dan Choe worked in the technology and video game industry as a designer and programmer for close to two decades before focussing on the challenges of Media Literacy and creating Modo News. Modo News is an interactive news app that tackles filter bubbles by offering context and different perspectives on today's stories and helping readers converse across viewpoints. In addition to media behavior analytics, Dan researches the application of games for learning. He earned his degree in Computer Science at UC San Diego (where he met Modo co-founder Nat Haga) and resides in Los Angeles with his wife and daughter.

Sue Ellen Christian

Sue Ellen Christian is a Presidential Innovation Professor at Western Michigan University, where she teaches journalism and media literacy. She is the author of *Overcoming Bias: A Journalist's Guide to Culture and Context* (2e, 2021) and *Everyday Media Literacy: An Analog Guide For Your Digital Life* (2020), both published by Routledge.

Michelle Ciccone

Michelle Ciccone is an educator, curriculum developer, and researcher of digital literacy, media literacy and critical digital citizenship. She is currently a doctoral student in the Department of Communication at the University of Massachusetts Amherst. Prior to graduate work, she was the technology integration specialist at a Massachusetts high school, and previous to that she developed the curriculum for and taught a digital literacy class to 6th, 7th, and 8th graders at a Massachusetts middle school. Michelle is affiliated faculty at the Media Education Lab at the University of Rhode Island, and in 2019 was awarded 3rd place in AEJMC's Best Practices in Teaching Media Literacy competition.

Miguel Crespo

Journalist, editorial consultant, and digital communication teacher @ISCTE-IUL, IPAM, Cenjor & Etic. Media researcher @CIES-IUL & OberCom.pt. Executive manager @ New Media Management MSC @ISCTE-IUL. Interested in media literacy and education, new media innovation and business models & digital storytelling.

Jayne Cabbage

Jayne Cabbage, (Ph.D. Howard University), is Associate Professor in the Department of Communications at Bowie State University where she teaches courses in the Graduate Program in Organizational Communication. She also teaches graduate and undergraduate level courses in broadcast journalism and mass communication including media literacy, broadcast news writing, mass communication theory and television production. Her research interests include media audiences of color, media literacy and social networking. She is the author of numerous book chapters and journal articles on media literacy in higher education and is editor of Handbook of Research on Media Literacy in Higher Education Environments (IGI Global, 2018). A newly released work, Critical Race Media Literacy: Themes and Strategies for Media Education (Routledge, 2022), is also part of the series Routledge Research in Media Literacy and Education. A solo work titled, Business As Usual?: Examining the Need to Reshape News Literacy for Effective Academic and Industry Outcomes with Lexington Books, will be published in 2022.

Andrea DeGette

Andrea DeGette is a filmmaker and educator living in Hillsborough, NC. In 1987 she pioneered her "Video in the Classroom" program in NYC. Currently she teaches videography, as well as consulting, course development, program design, writing, and production. DeGette remains a pioneer in approach, curriculum, and method.

Álvaro Duque

Álvaro E. Duque is a Ph.D. in Political Studies. Professor in the areas of Journalism, Political Communication and Media Education, and a researcher of the impact that Information Technology and Communication (ICT) have on journalism, political communication and political participation.

Lisa Esti Puji Hartanti

She is an Assistant Professor in School of Communication at the Atma Jaya Catholic University of Indonesia who is currently pursuing a doctorate in the Department of Communication Science at the University of Vienna, Austria. She immerses in the fields of study of Digital Literacy, Media Literacy, Communication Education, and Communication Policy. The author can be contacted via email lisa.esti@atmajaya.ac.id.

Arben Fetoshi

Arben is a Professor of Communication in the Department of Journalism at the University of Prishtina "Hasan Prishtina". He is Editor-in-Chief of the Research Journal MEDIA, published by the Department of Journalism of the University of Prishtina. He has a long career in domestic and foreign media as a columnist, editor and managing director, receiving many awards for Journalism. His university education belongs to the field of Law, namely International Law, while he has attended also a short specialization for Journalism at the American University in Bulgaria (2000). He was a lecturer on "Theory of International Relations" and "Theory of Law" at the University of Prizren "Ukshin Hoti" (2010-2016). Dr. Fetoshi completed his Ph.D. in Communication Sciences and Journalism (2017) and his research interests include political communication, media law and media literacy. He has published several research papers in peer-reviewed journals. Fetoshi is a father of two children and fluently speaks Albanian, English and Serbo-Croatian.

Bobbie Foster

Bobbie is a Ph.D. candidate at the Phillip Merrill College of Journalism at the University of Maryland. Before joining the 2017 cohort at Maryland, she worked as the Center for Ethics in Journalism assistant director at the University of Arkansas. Her research interests include Internet memes, digital culture, LGBTQIA media, and cultural heritage studies.

Yonty Friesem

Yonty Friesem is an Assistant Professor of communication and civic media and the graduate programs director in the Communication Department at Columbia College Chicago. He provides professional development for media educators as his role as the Associate Director of the Media Education Lab. His publications in academic and professional journals include theory of empathic dialogs via media he calls digital empathy, evaluation of various civic media programs, and explorations of implementing digital and media literacy in schools.

Sean Gabaree

Sean Gabaree is a social studies teacher at Montgomery Blair HS in Silver Spring, MD and a doctoral student at Georgetown University. As a teacher, Sean has been piloting a high school elective called Political Behavior & Psychology, which will be available to all district high schools beginning Fall 2022. The course examines recent events through social psychology and cognitive science to figure out why we hate, why we are angry, why we are afraid, and why we can't agree. The role of online misinformation is becoming a lynchpin of the pilot class in the 3 semesters it's been taught.

Andrea Gambino

Andrea Gambino served as a secondary English/social studies teacher in North Carolina for ten years. Currently, she is a 4th-year PhD candidate in Education at UCLA and a teaching fellow/graduate student researcher with Dr. Jeff Share. Her research explores educators' journeys and practices of critical media literacy.

Blake Goble

Blake R. Goble M.A. is the Marketing Manager for Kellogg's School of Business at Northwestern University in Evanston, Illinois. He formerly was the Social Media Director for the Booth Review at the University of Chicago. Blake also is Chicago Film Critic and writes film reviews regularly for Consequence of Sound. Blake holds a BFA from University of Michigan where his concentration was on film and graphic design and where he was writer, columnist and film editor for The Michigan Daily. He has an MA in Communications/Media and Film from DePaul University.

Pam Goble

Pam Goble Ed.D is a veteran middle school teacher where she taught ELA, SS and art for 30 years. She is also a veteran adjunct for both undergraduate and graduate students teaching writing, education, and English/literature courses for various Illinois universities. She is also co-author of Making Curriculum Pop; Developing Literacies across Content Areas. Her Ed.D is from Aurora University in adult education and curriculum and instruction. She also has an ABD in leadership and curriculum and instruction from Loyola University, Chicago, where she received her administrative endorsement. Her M.Ed. is in curriculum and instruction and her B.A. is in English and history from Loyola University. She has written numerous articles and has presented at a multitude of conferences about curriculum and instruction.

Ryan Goble

Ryan R. Goble Ed.D is CLO (Chief Learning Officer) at Irrational Labs where he facilitates learning about behavioral economics. He began his teaching career as a high school English teacher in Ann Arbor, MI. Since 1998 he has taught, consulted and presented for a wide variety of students, teachers, schools, colleges, school districts and educational organizations all over the United States including The Rock and Roll Hall and Fame and Museum, Virgin Records and NASA's Goddard Institute for Space Studies. Ryan is the founder of mindblue.com and co-author of Making Curriculum Pop: Developing Literacies across All Content

Areas co-published by the National Council Teachers of English (NCTE) and Free Spirit Press. Ryan holds a Master's Degree in Education and a Bachelor's Degree in English from the University of Michigan and doctoral degree in Interdisciplinary Studies from Teachers College Columbia University in New York City.

Silke Grafe

Silke Grafe is Chair of School Pedagogy and Director of the Media Education and Educational Technology Lab MEET@JMU at the University of Würzburg in Germany. Her research interest includes teaching and learning with and about digital media in schools and in initial teacher education in an international and interdisciplinary perspective.

Paolo Granata

Paolo Granata is an educator, innovator, and a cross-disciplinary media scholar. Over a 20-year academic career in research, teaching, and public engagement, he has held positions at the University of Bologna, the Academy of Fine Arts in Bologna and Turin, and recently at the University of Toronto. He is the director of the Media Ethics Lab.

Jannis Hahn

Jannis Hahn is a Ph.D. student and research assistant at the Chair of School Pedagogy at the University of Würzburg in Germany. His research interests include the development, implementation, and evaluation of teaching concepts and strategies for initial teacher education and schools with particular regard to a critical analysis of media and society.

Alicia Haywood

Alicia Haywood is the Florida Chapter Leader, former Illinois Chapter Leader, and current member of the board of directors for Media Literacy Now. She is an award-winning producer, educator, PhD student, and founder of The iSpeakMedia Foundation, which focuses on advancing media literacy education in communities that need it most.

Charles Hensey

Chuck Hensey is a native of Raleigh, North Carolina who has worked as a teacher and education consultant. Chuck has a degree in American Studies from Tulane University and a Masters in Secondary Education from Campbell University. He currently teaches at Apex Friendship High School.

Michael Hoechsmann

Michael Hoechsmann is an Associate Professor and Program Chair in the Faculty of Education at Lakehead University (Orillia). He is a co-chair of the Media Education Research section of the International Association of Media and Communication Research (IAMCR) and board member of Media Smarts: Canada's Centre for Digital and Media Literacy.

Muhamet Jahiri

Dr. Muhamet Jahiri, In 2006 he completed his studies in the department of Albanian Language and Literature, at the University of Prishtina, earning a Bachelor 's degree. Two years later he completed basic studies in the Department of Journalism, Faculty of Philology, in which case in 2008 he received the Bachelor of Journalism. In 2011, he completed Master studies in the Department of Journalism and Public Relations, where he obtained the degree: Master of Philology, while he PhD in 2018 in the field of Communication Sciences and Journalism, at the University of Prishtina " Hasan Prishtina" Jahiri is the head of the Journalism Department,

and has also contributed in the professional field where he has worked in various media. He has a number of scientific publications published in local and international journals.

Henry Jenkins

Henry Jenkins is the Provost Professor of Communication, Journalism, Cinematic Arts and Education at the University of Southern California. He is the author and/or editor of twenty books on various aspects of media and popular culture, including *Textual Poachers: Television Fans and Participatory Culture*, *Hop on Pop: The Politics and Pleasures of Popular Culture*, and several others. His most recent books are *Participatory Culture: Interviews* (based on material originally published on this blog), *Popular Culture and the Civic Imagination: Case Studies of Creative Social Change*, and *Comics and Stuff*. He is currently writing a book on changes in children's culture and media during the post-World War II era.

Patrick Johnson

Patrick R. Johnson is a Ph.D. candidate at the University of Iowa School of Journalism and Mass Communication. His studies how news literacy, ethics, and deviance intersect with journalism practice, and the institutionalization of democracy and morality in journalism. He also explores issues of sex and sexuality in media.

Tessa Jolls

Tessa Jolls, PhD., is President and CEO of the Center for Media Literacy. She also founded the Consortium for Media Literacy. Honored with the International Media Literacy Award by Gateway Media Literacy Partners and the Jesse McCaule Award for Individual Contribution to Media Literacy by the National Telemedia Council.

Chad Kliefoth

Chad Kliefoth is an innovative educator who has worked to empower students and teachers to enhance the learning experiences in the classroom through the incorporation of technology. He has spent 7 years in the business education classroom (locally and internationally) working with students to help them achieve their academic goals as well as build the skills necessary to be career and college ready. For the last two years, Chad was an Innovation Specialist in the Janesville School District, where he helped teachers enhance their great pedagogy through the use of technology in their lessons. Currently, he is working as the Digital Learning Consultant at DPI and continues to work with leaders throughout the state to enhance the learning experience and move education forward.

Anna Kozłowska-Barrios

Anna Kozłowska-Barrios, MLIS, MA — is Assistant Professor, Reference and Liaison Librarian, Honors College Instructor and Fellow at the University of Illinois-Chicago, and Association of College and Research Libraries (ACRL) Adjunct Consultant. She has published articles and presented on information and media literacy and is active on many national and international committees. She is pursuing a doctorate in education in global studies, with a focus on participatory politics and media and information literacy (MIL).

Frank LoMonte

Frank LoMonte is an attorney and media-law professor who has worked for 15 years on promoting empowered youth voices, first as director of the Student Press Law Center and then as a professor at the University of Florida running the Brechner Center for Freedom of Information.

Antonio López

Antonio López has a research focus on bridging ecojustice and media literacy. His most recent book is *Ecomedia Literacy: Integrating Ecology into Media Education* (Routledge). Currently he is Associate Professor of Communications and Media Studies at John Cabot University in Rome, Italy. (<https://antonio-lopez.com/>)

Diana Maliszewski

Diana has taught K - 8 media literacy and trains new teacher-librarians. She has presented at Canadian and American media literacy conferences.

Brett Mallon

Brett M. Mallon, Ph.D., is the Director of the Conflict Resolution Program and Assistant Professor at Kansas State University in the Department of Applied Human Sciences, and the College of Health and Human Sciences. He teaches courses on organizational conflict, cultural conflict, and peacebuilding and storytelling.

Megan Mallon

Megan Mallon, MS, is a 5th grade teacher at Bluemont School in Manhattan, KS, and a Teaching Assistant Coach in the M.A. in Teaching program at Kansas State University. She has published in education journals and has presented nationally on topics related to assessment, educational technology and media literacy.

Melissa Mallon

Melissa N. Mallon, MLIS, is Associate University Librarian for Teaching & Learning at Vanderbilt University. She has published, presented, and taught professional development courses in the areas of online learning, instructional design, and the impact of information and digital literacies on student learning.

Lidia Marôpo

Lidia Marôpo is assistant professor at the Polytechnic Institute of Setubal and a researcher at the Interdisciplinary Centre for Social Sciences-Nova University (CICS.NOVA). She holds a Ph.D. in Communication Sciences from Nova University (2010) and has published on different aspects of the relationship between children and media: the representation of children in the news, children as media audience, and more recently as content producers in the digital media.

Joanna Marshall

Joanna Marshall is a Science teacher and Media Literacy Educator with over two decades of classroom experience. She teaches students and teachers. She received her Master's Degree in Educational Media with a Media Literacy concentration from Appalachian State in 2008 and her doctorate in Curriculum and Instruction from Loyola University Chicago in 2017. She lives in Chicago with her musician husband and two cats.

Ana Filipa Martins

Graduated in Communication Sciences from Universidade Nova de Lisboa, Ana Filipa Martins has a master's degree in Communication, Culture and Information Technologies at ISCTE. PhD student in Communication (research line Media Literacy), she is an assistant professor in the Communication Sciences degree at ESEC - University of Algarve, and a collaborating researcher at CIAC - Center for Research in Arts and Communication.

Julio-César Mateus

Julio-César Mateus, PhD., is an Associate Professor and researcher at the Universidad de Lima. Head of the Communication, Education and Culture Research Group. Editor-in-chief of the scientific journal *Contratexto*. He has co-edited "Media Education in Latin America" (Routledge, 2019) and published several works on media literacy and digital cultures.

Jennifer Mead

Jennifer Mead is a 6th grade English/History teacher in LA. She received her Masters in Education and Bachelors in Sociology at UCLA. As a social justice educator, Jennifer is passionate about creating spaces where students can unpack their identities and analyze the world through Critical Media Literacy.

Amber Medina

Amber Medina is an elementary school teacher in the Los Angeles Unified School District. She teaches third grade in an inner-city public school where she integrates critical media literacy and environmental justice education into her core curriculum. She has her California Teacher Credential and Master's Degree in Education from UCLA.

Melina Melgoza

Melina Melgoza is a Social Studies and Ethnic Studies educator committed to fostering critical education in the classroom. As an educator, she strives to teach through a humanizing, healing-centered, praxis-driven, and rigorous critical pedagogy.

Janice Mertes

Janice Mertes is the Assistant Director for Teaching and Learning -Digital Learning team at the Wisconsin Department of Public Instruction (DPI). Janice leads the statewide Future Ready and Wisconsin Digital Learning Plan programs in addition to the State Superintendent's Digital Learning Advisory Council (DLAC) focused on policy, practice, funding, and research. Janice coordinates partnership programming with the Wisconsin Digital Learning Collaborative (WDLC) to support online and blended learning along with other partners to support personalized, innovative student learning opportunities. Janice is a CoSN Certified Educator Technology Leader (CETL) and helps to coordinate the statewide credentialing program with the Wisconsin Education Technology Leaders. Janice previously served on the SETDA Board of Directors. She currently serves on the CoSN Driving Innovation workgroup. She was named as one of Ed Scoop's Top 25 State Leaders in 2017.

Paul Mihailidis

Paul Mihailidis is a professor of civic media and journalism and assistant dean in the school of communication at Emerson College in Boston, MA, where he teaches media literacy, civic media, and community activism. He is founding program director of the MA in Media Design, Senior Fellow of the Emerson Engagement Lab, and faculty chair and director of the Salzburg Academy on Media and Global Change.

Maaria Mozaffar

Attorney, legislative drafter, mediator, author, and speaker Maaria Mozaffar crafts groundbreaking legislations spanning over 15 years on a variety of issues centered on equity and inclusiveness institutional change. Her legislative work focuses on various areas including but not limited to equity in social services, healthcare, criminal justice reform, women empowerment, and inclusive schools and institutions for families. Mozaffar's work continues to impact thousands of lives every year. She uses her skills to find solutions to issues many feel cannot be resolved and paves the way for community engagement, education,

and mobilization. Mozaffar was instrumental in pushing legislative advocacy to lead the passage of the Media Literacy Bill in Illinois in 2021.

Nozima Muratova

Nozima is involved in international projects through OSCE, UNESCO, GIZ, ADB, UNDP, and TACIS. She lectures in media literacy and multimedia journalism, and conducts research in the fields of media literacy, multimedia journalism, and AI in media. Her manual “Media and information literacy in journalism: a handbook for journalists and journalism educators” was published in 2019 by UNESCO and is available in 5 languages. She is a fellow of DW Academy (Germany), a certified international journalism mentor of InWent (GIZ, Germany), holds the Diploma of Best Journalism Teacher in Journalism, authored the “Digital Evolution” TV program and has worked as a media consultant for national online media projects.

Shashidhar Nanjundaiah

Shashidhar Nanjundaiah is a media literacy researcher and a Ph.D. student at Southern Illinois University at Carbondale. He has served previously as dean and director of media colleges, and editor of magazines and newspapers. Shashi’s current research seeks to unpack media literacy’s struggles with power imperatives that hamper media literacy efforts.

Isabel Nery

Journalist with several reporting awards and researcher in Literary Journalism, author of the nonfiction books: *The Prisoners – Mothers Behind Bars* (2012), *Death Essay* (2016), both adapted for short film, and the biography *Sophia de Mello Breyner Andresen* (2019). Graduate in International Relations, master’s in communication and PhD in Communication.

Stuart Poyntz

Stuart R. Poyntz is Professor and Director of the School of Communication at Simon Fraser University. His research addresses children’s media cultures, theories of public life, social care and urban youth cultures. He has published four books and is co-author of the forthcoming monograph, *Youthsites: Histories of Creativity, Care and Learning in the City* (Oxford UP).

Srivi Ramasubramanian

Dr. Srividya “Srivi” Ramasubramanian is Newhouse Endowed Chair Professor at the S.I. Newhouse School of Public Comm at Syracuse University. Her scholarship focuses on critical media literacy, decolonizing pedagogy, community-based participatory research, and social justice. She is the Founding Director of the [Difficult Dialogues Project](#), [Media Rise](#) (a nonprofit for meaningful media) and CODE^SHIFT (Collaboratory for Data Equity, Social Healing, Inclusive Futures, and Transformation). She has over 100 publications to her credit and serves as editor-in-chief of *Communication Monographs* and on more than a dozen editorial boards. Her scholarship has been recognized with several awards including the NCA Gerald M. Phillips Distinguished Applied Comm Award, ICA Applied Public Policy Research Award, and the NAMLE Media Researcher Award.

Theresa Redmond

Theresa Redmond is Associate Professor of Media Studies and Teacher Education at Appalachian State University in Boone, North Carolina, USA. Her teaching and scholarship focus on the intersections of multiple professional fields including communications, media studies, literacy studies, educational technology, curriculum studies, and the arts. (<http://theresaredmond.com/>)

Emily Riewestahl

Emily Riewestahl (M.A., Texas A&M University) is a Doctoral Student in the Newhouse School of Public Communication where she is pursuing a Ph.D. in Mass Communication. Her research explores how media is used to perpetuate and resist systems of oppression from an antiracist, decolonial, and trauma-informed perspective.

Sónia de Sá

Sónia de Sá is a Professor at the Communication, Philosophy and Politics Department of the University of Beira Interior. PhD in Communication Sciences, she is a researcher at LabCom. She participates in several pedagogical projects with the United Nations, the CooLabora (Social Intervention Cooperative to support survivors of domestic violence and vulnerable groups), the international applications from Guarda to the European Capital of Culture and UNESCO's Covilhã Creative City in Design.

Hália Costa Santos

Hália Costa Santos holds a PhD in Mass Communications from Leicester University. She was a journalist at Rádio Press and at Público. The main areas of interest are media discourse and journalism. She has been a professor at Polytechnic Institute of Tomar for the last 18 years and was the director of the Mass Communications degree until 2019.

Prescott Seraydarian

Scott is a film and media literacy teacher at George School, a co-ed Quaker boarding school in Newtown, Pennsylvania. He is a PBS Certified Media Literacy Educator. Alongside his teaching career, Prescott is a professional filmmaker and the author of the graphic novel series *The Pathfinders Society*.

Remzie Shahini-Hoxhaj

Remzie Shahini-Hoxhaj is a Professor of Communication in the Department of Journalism at the University of Prishtina "Hasan Prishtina". She is the founder and director of the Media Institute at the University of Prishtina. She was a lecturer at the University of Applied Science Salzburg in Austria (2019-2021) and a visiting fellow at Dartmouth University (2017). Her research interests include television and communication culture in transitional societies, media literacy and public relation. Dr. Shahini-Hoxhaj completed her Ph.D. in Communication and Journalism at the University of Vienna, Austria (2014). She also holds a dual Master's degree in Intercultural Communication from Europa-Viadrina University, Frankfurt/Oder, Germany, and St. Kliment Ohridski University, Sofia, Bulgaria (2004). Her Bachelor's degree is in German Language and Literature from the University of Prishtina (2001). Her research is published in multiple peer-reviewed journals. She is the current President of the Kosovar Austrian Society (OEKG) and a Board Member of the European Communication and Culture Society (ESEC).

Jeff Share

Jeff Share's research and practice focus on critical media literacy and environmental justice. He was an award-winning photojournalist, bilingual elementary school teacher, and since 2007, he has been teaching teachers and students at UCLA. He co-authored, *The Critical Media Literacy Guide: Engaging Media & Transforming Education*. (<https://jshare.wixsite.com/jeffshare>)

Art Silverblatt

Art Silverblatt is Professor Emeritus of Media Communications at Webster University, St. Louis, Missouri. He is a Co-founder of DIMLE (Digital International Media Literacy Education), an initiative with the goal of promoting universal media literacy education. He is the author of *Media Literacy: Keys to Interpreting Media Messages*, *Dictionary of Media Literacy*, *Approaches to Media Literacy*, *International Communications*,

Approaches to Genre Study, and Handbook of Media Literacy, as well as numerous articles focusing on the topic of Media Literacy.

Rosemary Smith

Managing Director for the Getting Better Foundation and Impact Producer for “Trust Me”. Rosemary spearheads global distribution of the film and its educational program while serving Media Literacy Now, International Council 4 Media Literacy, is active with UNESCO’s GapMIL, and U.S. Embassies to help bring global awareness of MIL.

Nadezhda Sotirova

Nadezhda Sotirova (Ph.D., University of Massachusetts Amherst) is an Associate Professor in the discipline of Communication, Media, and Rhetoric at the University of Minnesota Morris. Her research explores communication and language use within cultural contexts.

James Stancil

James Stancil is a Leap of Reason Ambassador, a News Literacy Ambassador with the News Literacy Project, and Chief Program Officer of Intellect U Well, Inc., a 501(c) (3) organization that promotes reading, media literacy, and digital citizenship. James is also Coordinator of Tutoring Services at Prairie View A&M University.

J.D. Swerzenski

J.D. Swerzenski is a PhD ABD at the University of Massachusetts-Amherst studying critical pedagogy, media literacy, and software studies. His work explores the role of media production and instructional software play in structuring learning practices and reproducing culture, as well as how educators might retheorize our use of technological tools to support critical engagement and challenge hegemonic representations. His articles have been published in Communication Education, The Journal of Visual Literacy, Media Practice and Education, and Democratic Communique. Outside of academic work, J.D. works as a video and multimodal producer, most recently serving as editor and sound engineer for the documentary Finding the Words: The Story of Voices from Inside.

Borbála Timár

Borbála Timár is a pedagogical expert at Digital Child Protection Strategy – Digital Success Programme in Hungary, and a PhD student at MOME-Budapest. She developed various media literacy education programs in Hungary in the last 10 years, for students, teachers and parents.

Vitor Tomé

Vitor Tomé is an international expert on Digital Citizenship Education (Council of Europe) and on Tackling Disinformation through training (European Commission), an invited researcher at CIES-ISCTE-University Institute of Lisbon (Iberian Media Research and Fact-checking Hub), a lecturer at Autonomia University of Lisbon (Communication Sciences), a teacher trainer (Portuguese Ministry of Education) and a journalist (CP1524). Vitor is currently coordinating/co-coordinating projects such as: Digital Citizenship Academy, funded by Calouste Gulbenkian Foundation; Media Literacy and Journalism – Portuguese Journalists Union, and has earned a degree in Education, post-grads in ICT and in Journalism, a PhD in Education (Media Literacy), and a 6-year post-doctorate in Communication Sciences.

Kerry Townsend

Kerry Townsend is the Library Media Coordinator for Columbia Public Schools in Columbia, MO. She is interested in how school librarians are technology innovation leaders in their respective buildings as well as how school librarians can be a force for social justice in school and local communities. Ms. Townsend is also a PhD student in Information Science and Learning Technologies at the University of Missouri, Columbia.

Melissa Tully

Melissa Tully (Ph.D., University of Wisconsin-Madison) is an Associate Professor in the School of Journalism and Mass Communication at the University of Iowa. Her research focuses on news literacy, audiences, misinformation, African media studies, and civic participation.

Kim Walsh-Childers

Kim Walsh-Childers, a former health reporter, has taught at the University of Florida since 1990, including courses in news writing, ethics and solutions journalism. She co-created and co-teaches a course designed to help students understand how to identify trustworthy news sources and how quality journalism impacts state and local government.

Carolyn Wilson

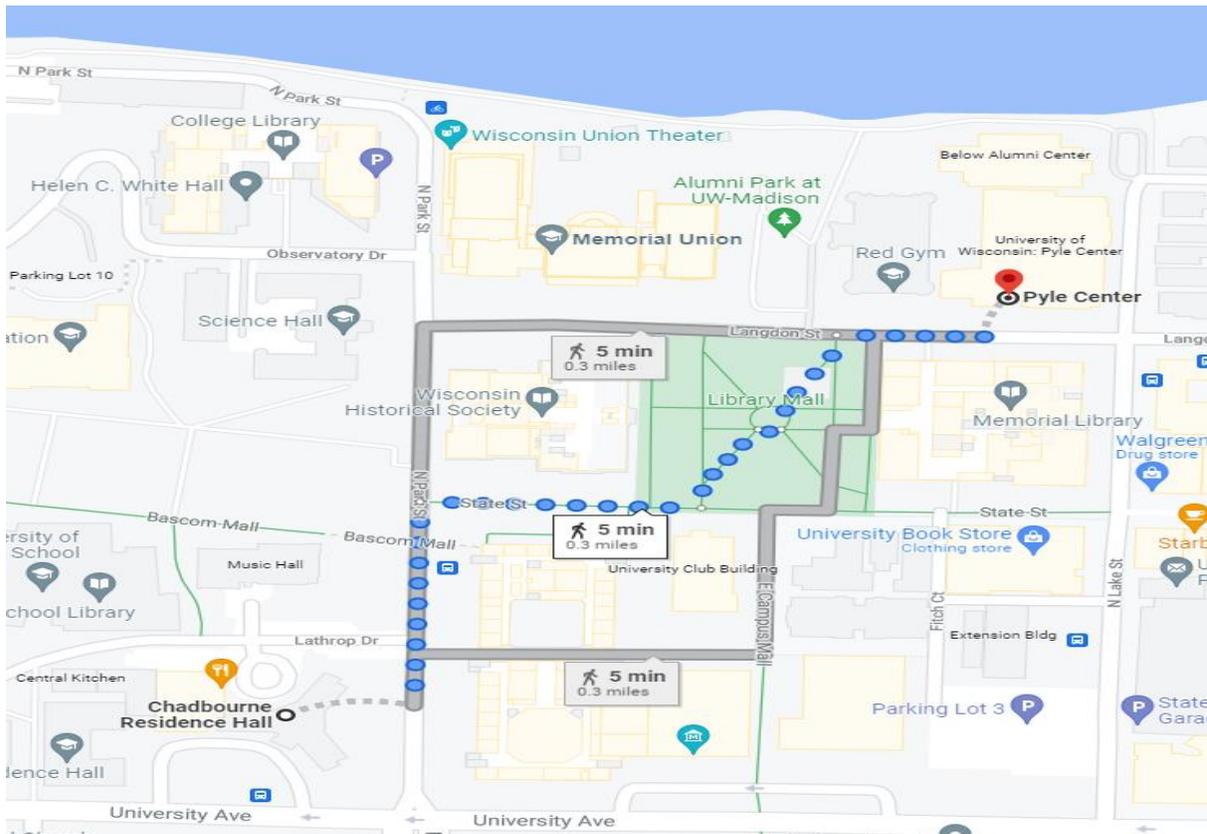
Carolyn Wilson is the Executive Director of the McLuhan Foundation, and a Lecturer in Teacher Education at Western University, Canada. Carolyn was the founding Chair of UNESCO's Global Alliance for Partnerships on Media and Information Literacy (GAPMIL), and has been part of the leadership team for UNESCO's Global MIL Week and Feature Conference. Carolyn has received awards from the National Telemedia Council in the United States, and the University of Toronto, Canada, for her contributions to the field of media literacy. Carolyn has also been honored with the Award for Teaching Excellence from the Prime Minister of Canada.

Géraldine Wuyckens

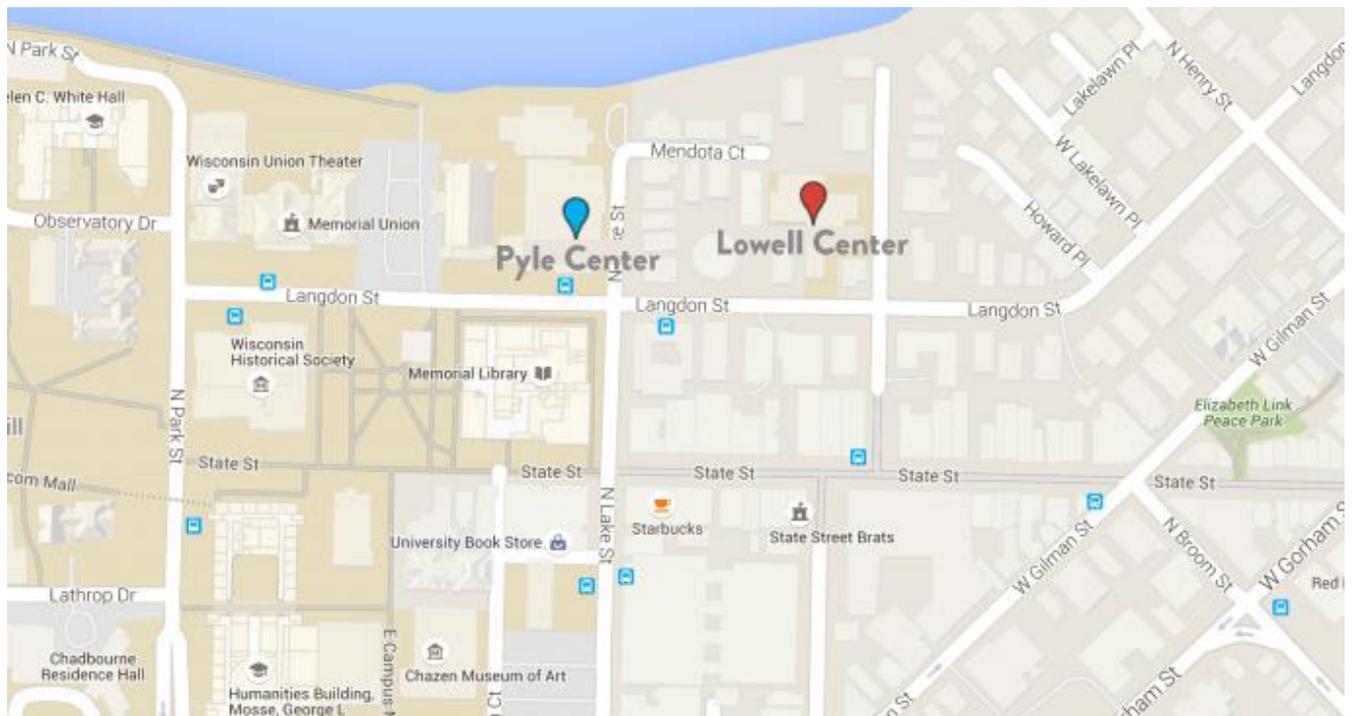
Géraldine Wuyckens is a teaching assistant and a PhD student in information and communication sciences at UCLouvain (Belgium). Her doctoral project consists in developing a critical inquiry method in media education, that is, a method that encourages pupils to ask relevant questions about digital media and technology.

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