

**Media  
Literacy  
Research  
Symposium**

@

**Fairfield University**

**March 21, 2014**

**WELCOME!!!**

**Dear Conference Presenters and Attendees:**

Thank you so much for joining us for what we hope is an important event leading to bringing together people of like minds who are interested in growing the field of media literacy research. As researchers, educators, graduate students, or interested parties, we all bring our ideas on how the media has shaped our world and our students. The discussion is global and wide-spread, reaching into various subject areas, educational settings, and universities, non-profits, and more.

We hope that you leave this conference with many new ideas, possibilities for new research directions, and friends to share your work.

We are glad you are here!

Symposium Organizers:



Belinha De Abreu, Ph.D.  
Fairfield University

and



Paul Mihalidis, Ph.D.  
Emerson College

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**Symposium Location:**  
Dolan School of Business

**Internet Access:**  
Login: Guest/Password: Fairfield

**Twitter Handle:**  
#medialiteracyresearch

## SCHEDULE:

8:00-8:45am	<b>Registration Opens</b> Upper Lobby  Continental Breakfast	<b>DSB Dining</b>
8:45-9:00am	<b>Opening Remarks</b> Belinha De Abreu & Paul Mihailidis	<b>DSB Dining</b>
9:00- 10:20am	<b>Opening Session</b>  Media Literacy Research—What is Needed? We will open the symposium with a discussion on the state of media literacy education, the research that currently exists, and why there is a pressing need for more. This session will include audience participation as well as a panel of authors of the most recently published book: <i>Media Literacy in Action Theoretical and Pedagogical Perspectives</i> .  <i>Moderator:</i> Renee Hobbs  <i>Panel: Media Literacy in Action</i> (contributing authors & editors) Belinha De Abreu Paul Mihailidis Neil Andersen Julian McDougall Tessa Jolls Alice Lee Lori Bindig Katherine Fry Rhys Daunic	<b>DSB Dining</b>
10:20-10:30am	<b>Break/Transition</b>	

## SESSION I

10:30-11:45am

**Panel 1:****DSB Dining**

Media Literacy Education Research Perspectives

**Neil Andersen, President, The Association for Media Literacy, Canada, Tessa Jolls, President, Center for Media Literacy, USA, Marieli Rowe, Executive Director, National Telemedia Council, USA, Martin Rayala, Ph.D., Chief Academic Officer for Design-Lab Schools, USA**

Panelists will consider media literacy education from different points of view, including classroom, child development and arts. They will suggest compelling questions for future research.

**Presentation 1:****DSB 109**

Boots on the Ground: Kids Digital Media in Practice

**Bill Shribman, WGBH Boston, USA**

Creating content for Arthur, Curious George and many other PBS brands, Bill's team produces engaging educational media for computer, apps, mobile web sites, and interactive whiteboards. These projects garner huge audiences and have many awards. Underpinning all his team's work is the application of an ever-changing understanding of how kids use media, how much (or how little) they understand of the technology they use every day, and how best to mediate educational content in fun and dynamic ways. In this accessible session, selection of recent projects for kids, tweens and teens will be shared and an explanation for how they are assembled, projects spanning digital comics to facilitate discussions of bullying, to apps that promote digital nature photography, to games that teach environmental science to a digital graphic novel that teaches forensics. Bill will also share work in progress for a new digital media literacy project funded by the Corporation for Public Broadcasting and to be distributed online through PBSKids.org, PBS Learning Media (for teachers) and PBS Parents site. The session will include an interactive opportunity to share ideas around digital media literacy for this groundbreaking project.

**Presentation 2:****DSB 104****A. Reviving Rhetoric through Media Literacy****Elena Lopez, Baylor University, USA**

The ancient art of rhetoric is inherent within media literacy. Media-makers employ rhetoric in persuading individuals to consume the various media they produce. Thus, to be truly media literate one must have a foundation in rhetoric. Educating individuals in rhetoric enhances their ability to critically evaluate media messages by equipping them with the very skills advertisers and media-makers employ. Subsequently, an individual may use his or her rhetorical skills to create his or her own media. Media literacy therefore connects the antiquated art of rhetoric and the modern world while enabling individuals to communicate more effectively.

**B. Media Literacy as Reform in Media&Values Magazine, 1977-1993****Michael RobbGrieco, Temple University, USA**

Endeavoring to lead a U.S. media literacy movement from 1977-1993, Media&Values magazine developed concepts of media literacy as means for reform that persist in ML discourse today. By problematizing media, and offering models for addressing issues, Media&Values constructed a narrative of transformation for its readers from victims of malign media influence to crusaders for media reform, social justice and public health. This historical research using discourse analysis traces how notions of reform shifted from

involvement in collective action to personal issues of cognitive processing, parenting, and individualized learning. Attendees will discuss how this shift prefigures contemporary concerns in media literacy education.

### **Presentation 3:**

**DSB 119A**

#### **A. Health and Media Literacy from College to Community:**

A peer-to-peer mentoring program to increase agency and voice for at-risk urban youth

***Angela Cooke-Jackson, Ph.D., Emerson College, USA***

Studies show that young adults have an easier time negotiating the Internet than their older counterparts. However, there remains skepticism about their ability to assess and intellectually integrate information into their life experiences. The extensive amount of health information available on the Internet makes it difficult for youth to choose appropriate sources. Even if youth can comprehend the content, they may not be able to evaluate the usefulness of the information as it pertains to them. The research addressed in this presentation demonstrates the need for youth to be critical consumers, creators, and disseminators of health media. The discussion of this research introduces the importance of an innovative model – one that bridges the gap between empowerment through media and health literacy – and the development of agency to use this learning to affect interpersonal relationships, families and communities.

#### **B. Integrating Mobile Technologies into Innovative Media Literacy Projects**

***Melda Yildiz, Ph.D., Kean University, USA***

This paper offers an exploratory look at making global connections through the lens of media literacy education using mobile technologies. This proposal explores the role of mobile technologies in health education; offers creative strategies and possibilities for integrating mobile technologies into K-16 curriculum; and demonstrates examples such as Global Kitchen Project to develop healthy eating habits; StarTalk grant using Ipad touches to teach Hindi, and showcases participants' projects as a virtual gallery walk. We will present a wide range of meanings participants associated with experiential project based learning activities; the impact of mobile technologies in developing multicultural and multilingual curriculum that promotes differentiated instruction; the ways in which participants integrated math, maps and media into their learning; and how they gained alternative points of view on global issues and renewed interest and commitment to world languages and global education.

### **Round Tables (RT)**

**Lower Lobby**

#### **RT #1 –**

Media Literacy: Developing intercultural competence and pedagogical media competence of students through a US-German Partnership

***Maria Boos, Ruhr-University Bochum, Germany, Silke Grafe-Julius Maximilians, Ph.D., University Würzburg, Germany, and Petra Hesse, Ph.D., -Wheelock College, USA***

We will present the preliminary results of a curriculum and research collaboration between Ruhr Universität Bochum in Germany and Wheelock College in Boston. We linked a media literacy course at RUB with a children and the media class at Wheelock College in January and February 2014 in

order to develop intercultural competence and pedagogical media competence of students through the US-German partnership. We experimented with synchronous and asynchronous connections of faculty and students in both classes. The students shared their media biographies, and explored media literacy education in both countries. The faculty members explored on-line teaching about cyberbullying and other topics in each others' classes. We are in the process of planning future, more extensive collaborations. We are also looking for colleagues in other countries who would like to create a global network of media literacy partnerships linking faculty and students in many different countries.

#### **RT #2 –**

A Study of College Student Communication Preferences and its Implications on Online Education

***Julio A. Rodriguez-Rentas, Pace University, USA***

The purpose of this study is to examine the attitudes college students have toward online communication to see if it has any affect on their preferred method of learning (whether online or in the traditional face-to-face setting). This study is juxtaposed against three theories: computer-mediated communication (CMC), social presence theory, and social information processing theory (SIP). This current study is a mixed method study where survey data and field research was used to determine the attitudes of online communication as it stands with college students in the Northeast U.S. The results indicate that though college students prefer to communicate online, they do not have a preferred method of learning. Students were equally content with learning face-to-face as they did online. In other words, the preferred method of communication has no affect on the preferred method of learning. However, a great majority of respondents stated that they would not earn a degree solely online. The implication of the current study is that it speaks to how student-learning preferences can be used as a foundation for communication management in higher education with regard to online programs. The current study can act as a foundation that higher education institutions can use when developing or assessing their online learning programs.

#### **RT #3 –**

The Textual and the Visual: When Conventional Pedagogy Collides with Unconventional Approaches to Knowledge

***Bill Yousman, Ph.D., University of Massachusetts-Amherst, USA***

This paper explores the pedagogical challenges that stem from contradictions between two disparate orientations toward learning and communication. Most higher education faculty approach pedagogy from a (conventional) text-based orientation. However, students who come of age in today's electronic media environment, and have little exposure to traditional verbal texts, come to our courses with primarily an (unconventional) image-based orientation to knowledge. This paper addresses the question of whether media literacy can reconcile these differing orientations.

#### **RT #4 –**

CF Digital - Let's Talk About Social Change via Media Literacy: A community based initiative overcoming challenges and creating opportunities for underprivileged population

***Jonathan Friesem, University of Rhode Island, USA***

Central Falls, RI, like many postindustrial communities, faces a number of long-term community challenges beyond its well-publicized economic and fiscal woes. In the last year a group of

community leaders built CF Digital, community media center at the public library. As a catalyst for civic renewal, CF Digital project engages citizen empowerment, new technology training, and community initiated problem-solving; piloted first in Central Falls it then expanded throughout RI. The project has three components: first, the creation of a new, accessible mobile application that engages residents of all ages in citizen-owned multimedia journalism with the purpose of identifying and creating solutions to local community challenges; second, digital literacy classes as vocational training; last, youth engagement, on-line and in non-school creative space, especially during the high-risk 3-6PM time frame. The presentation will showcase students' artifacts and the presenter will direct the audience to different links and resources.

**RT #5 –**

High School Journalism, Media Literacy, and the 21st Century Classroom

***Alan Hoffman, Montana State University, USA***

High school journalism programs have been shown to help students in their writing, develop leadership skills, and better connect them to their community. However, these programs are continually being cut. This paper aims to look at ways at reviving the high school journalism program and ensuring that it fits into the 21st Century classroom. The paper examines how journalism programs fit within the Common Core State Standards and sees such programs as a vehicle for media literacy education to be brought into the classroom.

**RT #6 –**

Media Literacy in Action: Teaching critical thinking and digital citizenship in a media literacy course for middle school students

***Michele L. Haiken, Ed.D. Manhattanville College, USA***

Media Literacy is essential in our globally digital world. Students are spending more and more time accessing, utilizing, and contributing to media through their mobile devices, tablets, and computers. Schools need to address media literacy across the content area in order to support students and address the Common Core Learning Standards alongside the International Society Technology Standards (ISTE NETS). If students are to positively participate in our digital and global society, media literacy is as necessary as reading, writing, speaking, listening, and critical thinking. This presentation will address one teacher's experience designing and teaching a media literacy course for middle school students.

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**11:45- 1:00pm**

**LUNCH**

**DSB Dining**

## KEYNOTE: DOUGLAS RUSKOFF



Winner of the Media Ecology Association's first Neil Postman award for Career Achievement in Public Intellectual Activity, Dr. Douglas Rushkoff is an author, teacher, and documentarian who focuses on the ways people, cultures, and institutions create, share, and influence each other's values. He is technology and media commentator for CNN, digital

literacy advocate for Codecademy.com and has taught and lectured around the world about media, technology, culture and economics.

His new book, *Present Shock: When Everything Happens Now*, explores the always-on, simultaneous society in which we live, as well as how this new temporal landscape influences media, culture, economics, politics, and meaning. His previous best-selling books on media and popular culture have been translated to over thirty languages. They include *Program or Be Programmed: Ten Commands for a Digital Age*, a follow-up to his Frontline documentary, *Digital Nation*, and *Life Inc*, an analysis of the corporate spectacle, which was also made into a short, award-winning film.

His other books include *Cyberia*, *Media Virus*, *Playing the Future*, *Nothing Sacred: The Truth about Judaism*, *Get Back in the Box: Innovation from the Inside Out* and *Coercion*, winner of the Marshall McLuhan Award for best media book. Rushkoff also wrote the acclaimed novels *Ecstasy Club* and *Exit Strategy* and graphic novel, *Club Zero-G*. He wrote the graphic novels *Testament* and *A.D.D., for Vertigo*.

He has written and hosted three award-winning PBS Frontline documentaries - *The Merchants of Cool* looked at the influence of corporations on youth culture, *The Persuaders*, about the cluttered landscape of marketing, and new efforts to overcome consumer resistance, and most recently, *Digital Nation*, about life on the virtual frontier, and his most recent *Generation Like* looking at the teenage quest for identity and connection online.

His commentaries have aired on CBS Sunday Morning and NPR's *All Things Considered*, and have appeared in publications from *The New York Times* to *Time* magazine. He wrote the first syndicated column on cyberculture for *The New York Times* and *Guardian of London*, as well as regular columns for *Arthur*, *Discover Magazine* and *The Feature*. He also hosted his own radio program on WFMU, *The Media-Squat*.

***Discussion Q & A facilitated by Rob Williams, Ph.D., ACME Board President***



1:30- 2:30pm

Author Signing:  
**Douglas Rushkoff**

**Upper Lobby**

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Organizational Round Table Café  
w/ Coffee & Dessert

**Lower Lobby**

**Organizations:**

- **The LAMP - Learning About Multimedia Project:**

<http://www.thelampnyc.org>

The mission of this organization is to Educate and equip people to shape the media landscape through hands-on learning.

- **Media Education Foundation:**

<http://mediaimpact.org>

This organization produces and distributes documentary films and other educational resources to inspire critical thinking about the social, political, and cultural impact of American mass media.

- **National Telemedia Council:**

<http://journalofmedialiteracy.org>

This organization promotes media literacy through workshops and through the production of *The Journal of Media Literacy*.

- **Center for Media Literacy:**

<http://www.medialit.org>

The Center for Media Literacy (CML) is an educational organization that provides leadership, public education, professional development and educational resources nationally and internationally. Dedicated to promoting and supporting media literacy education as a framework for accessing, analyzing, evaluating, creating and participating with media content, CML works to help citizens, especially the young, develop critical thinking and media production skills needed to live fully in the 21st century media culture.

- **The Media Spot:**

<http://themediaspot.org>

The Media Spot promotes media literacy education through collaborative media productions, workshops & curriculum development in K-12, higher ed, and any other place where teaching and learning is happening.

- **ACME:**

[www.smartmediaeducation.net](http://www.smartmediaeducation.net)

Free of any funding from Big Media, ACME is an emerging global coalition run by and for media educators, a network that champions a three-part mission: 1. Teaching media education knowledge and skills; 2. Supporting media reform; 3. Democratizing our media system through education and activism.

- **NAMLE:**

<http://namle.net>

The National Association for Media Literacy Education (formerly Alliance for a Media Literate America) is a national membership organization dedicated to advancing the field of media literacy education in the United States.

- **JMLE:**

<http://digitalcommons.uri.edu/jmle>

The Journal of Media Literacy Education is an online, open-access, peer-reviewed interdisciplinary journal that supports the development of research, scholarship and the pedagogy of media literacy education.

- **Media Education Lab:**

<http://mediaeducationlab.com>

The Media Education Lab at the Harrington School of Communication and Media, University of Rhode Island advances media literacy education through research and community service. We emphasize interdisciplinary scholarship and practice that stands at the intersections of communication, media studies and education.

- **Salzburg Academy:**

<http://www.salzburg.umd.edu>

The Salzburg Academy on Media & Global Change brings together top undergraduate and graduate students from around the world for three weeks every summer. Faculty and deans from more than a dozen different universities across the globe participate in the Academy, giving lectures and acting as mentors to small teams of students.

- **AML:**

<http://www.aml.ca>

The Association for Media Literacy from Ontario, Canada is made up of teachers, librarians, consultants, parents, cultural workers, and media professionals interested in the impact of the media on contemporary culture.

2:30-2:35pm

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**Break/Transition**  
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## **SESSION II**

2:35 -3:45pm

### **Panel 2:**

**DSB Dining**

Media Education 4 @ Digital Generation

**Julie Frechette, Ph.D., Rob Williams, Ph.D., Dan Hunt, Ph.D.**

Drawing upon the intersecting matrices of digital literacy and media literacy, we will provide a framework for developing multi-literacies by exploring the necessary skills and competencies for engaging as citizens of the digital world. Specifically, we will outline how digital media have become appendages of self, social, local, national and global constructs at the core of humanity.

## **Presentation 1:**

### **A. The Jury is In: Media Literacy Matters**

***Tessa Jolls, President, Center for Media Literacy, USA***

The Core Concepts provide a timeless framework around which to develop media literacy as a field and as a pedagogy. The Center for Media Literacy's (CML) Five Core Concepts and Five Key Questions for Deconstruction were evaluated in a longitudinal study of middle school students who participated in a violence prevention program designed and revised by CML, called Beyond Blame: Challenging Violence in the Media. Subsequent peer-reviewed journal articles in the Journal of Children and Media and Injury Prevention reported on study results. Findings suggest that training teachers in media literacy affects student knowledge, and that media literacy can be feasibly integrated into schools as an approach to improving critical analysis of media, media consumption and aggression.

### **B. The Future of Media Literacy: The Human-Machine Connection**

***Renée Cherow-O'Leary, Ph.D., President of Education for the 21st Century, USA***

In the recent, highly lauded film, HER, a lonely man falls in love with his "operating system that (who?) understands his every need. The film explores what it means to be absorbed into a larger configuration of self-developing, humanoid intelligences and the difficulties of bonding with a mere mortal. HER evokes the arguments of theorist, Raymond Kurzweil, who predicts a dawning age not only of "intelligent machines" but of "spiritual machines." This presentation will explore how the new world of artificial, self-correcting intelligence including interactions with robots, virtual reality, augmented reality, avatars, and more is "programming" us for a mediated world that has not been considered by media literacy research systematically. If the medium is the message, what are these media conveying to us? What is the future of humanity and what does it mean to be human if, as author Kevin Kelly states, "the technium is indeed the extended acceleration of the evolution of life?"

## **Presentation 2:**

Media Literacy Education Teaching Strategies

***Neil Andersen, President, The Association for Media Literacy (Ontario) Canada,***

How do teachers teach and assess media literacy? What do they ask students to do? How do students produce media texts and what might they look like? How do teachers assess student work? This presentation will describe practical media education teaching strategies teachers can use to support and assess media literacy learning. The teaching strategies can be adapted to students of differing ages and integrated with many subjects and activities.

## **Presentation 3:**

Media Literacy: The Incomplete Project

***Julian McDougall, Ph.D., Bournemouth University, U.K.***

The global project of media literacy for the twenty-first century is under review. Media literacy education, then, is an 'incomplete project', generating 'its own aporias' (Habermas, 1993: 131) and can only be renewed by new forms of more reflexive and negotiated pedagogy. This paper will present the argument in three parts: (1) A brief genealogy of various key educational, policy and civic practices that have, in different countries and contexts, attempted to develop or enhance students' abilities to critique and create media; (2) 2 case studies – media literacy policy rhetoric and regulatory practices in the UK set against Media Studies as a formal curriculum subject and European Union initiatives for digital literacy, 'information education' and internet safety; (3) A review of the fault-lines and tensions between media literacy as a discrete area of or outside of the

curriculum; between media literacy as a cross-curricular or extra-curricular practice and media education as a formal subject and between the broader field of literacy education and notions of new, digital and media literacies, to conclude with suggestions for pedagogic strategies that dispense with such unhelpful 'insulation' between categories.

3:45-3:50pm

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**Break/Transition**  
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## **SESSION III**

3:50-5:00pm

### **Panel 3:**

**DSB Dining**

The Chocolate Project: Civic Activism and The LAMP's Media Literacy  
Work at the New York Public Library

***Katherine Fry, Ph.D. Professor of Media Studies, Brooklyn College & Co-Founder of The LAMP, USA; Alan Berry, Education Manager, The LAMP, USA; Jules Beesley, LAMP Facilitator, USA***

This panel showcases The LAMP's summer, 2013, workshop series in the Bronx, The Chocolate Project, as a case study and a research tool for exploring activist media literacy education. Workshop participants learned to use media literacy concepts to explore the disjunction between representations of chocolate across media forms and genres and practices within the international cocoa industry. Participants also produced media to challenge that disconnect. The goal of this panel is to examine: the challenges and successes of the activist media literacy education framework to educate and empower; how such empowerment can be assessed and measured; and how educators can build on what they learn while retaining an underlying set of media literacy goals and standards.

### **Panel 4:**

**DSB 108**

Media Literacy Education Around the World

#### **A. Toward Media and Information Literacy: A Case in Hong Kong**

***Alice Y. L. Lee, Ph.D., Hong Kong Baptist University, China***

As Hong Kong is marching into the Web 3.0 era, media education in the city is being extended to media and information literacy (MIL). This paper explores "why" and "how" the MIL movement has been launched. An analytical framework is put forward to examine the initiative of MIL in this Chinese city. The framework is divided into two parts: (1) The social forces (the impetus) which initiated the movement; and (2) the agency efforts (the actions) which have brought the movement forward. The major impetus to the development of MIL in Hong Kong is the advancement of the Internet technology. The technological revolution has led media educators in the city to re-conceptualize media literacy. As Hong Kong started to move into the knowledge society and the mode of learning also went through great changes, local media literacy practitioners realized the need of extending the concept of media literacy to media and information literacy. Media scholars and media education

practitioners have contributed a lot to the development of MIL in the city. These agency efforts include theory building (proposed the concepts of infomedia literacy and MILE), putting MIL into practice, accumulation of knowledge and academic exchange, promotion and lobbying, research and development.

B. It's teachers' task, isn't it? Media literacy mediation at German schools

***Claudia Riesmeyer, Ludwig-Maximilians-University of Munich, Germany***

Without doubt the Internet became an essential part of children's everyday life in the last years. The Internet is a free space in the otherwise well-protected parental home – a possibility to act in private and relatively independently. To protect children from online environment's risks and harms, calls for media literacy education become even louder. Alongside the media literacy education at home (through parents, older siblings or friends), the school is important for media literacy's mediation. A qualitative case study shows how competently German teachers are actually using the possibilities the internet offers and how they mediate media literacy.

C. Media Literacy Education in Russia: Soviet Cineclubs and Critical Thinking

***Elizaveta Friesem, Temple University, USA; Alexander Fedorov Ed.D., Anton Chekhov Taganrog State Pedagogical Institute, Russia***

Teaching audiences to critically engage with media messages is one of the main goals of media literacy education. In this paper we analyze the phenomenon of Soviet cineclubs, focusing on the period from the 1950s to the 1970s. Having described in detail one representative example, we ask: Can we claim that Russian cineclubs contributed to the developments of their participants' critical thinking skills? We offer argumentation for both an affirmative and a negative answer, thus encouraging the reader to think not only about the history of media literacy education, but also about its current state, about the nature of the field and its purpose.

**Presentation 1:**

**DSB 109**

A. Beyond the Basics: Assessing Awareness of Legal, Socio-Economic, and Institutional Aspects of Information Production and Consumption Among Digital Natives

***Gisela Gil-Egui, Ph.D., & Jacalyn Kremer, Fairfield University, USA***

This paper assesses the degree to which digital natives possess awareness of institutional questions affecting production and consumption of information (e.g. intellectual property and copyright laws, fair use, open access, DRMs, collaborative authoring, etc). This assessment is justified by 1) the need to measure the impact and potential shortcomings of existing instruction on the matter; and 2) the importance of testing whether information literacy of digital natives in the U.S. goes beyond basic instrumental competencies. Findings from this study may generate valuable baseline information for better design of information and media literacy training by both secondary schools and universities.

B. Redesigning Courses for Online Delivery: A Decision Making Framework

***Robyn E. Parker, Ph.D., Plymouth State University, USA***

Online course redesign is not one size fits all. Instead, it requires a systematic approach to a series of choices related to Design, Interaction, Media, and Evaluation, which result in the creation of an experience that is best suited to the instructor, the content and the students.

The DIME model for course redesign provides clear, theoretically grounded connections between desired learning interactions and currently available on-line tools and programs. This session will focus on interaction, especially on the key role the instructor plays in facilitating learner interaction with content and peers. Specific processes for choosing from available on-line tools and programs to achieve desired course ends will be discussed.

## Presentation 2:

**DSB 119A**

- A. Media Now Curriculum: How innovative media literacy pedagogy of the 1970's can advance contemporary practice and research?

***Jonathan Friesem and Ed Crane, University of Rhode Island, USA***

Media Now curriculum was designed in the late 1960's. As a one semester media literacy curriculum for high school students, its rich and diverse materials (books, teacher's guides, artifacts and kit) has fifty modules engaging the students to practice into either media analysis or media production. Historically, Media Now curriculum with its innovative artifacts is a time capsule that allows us to see how media was taught in the 1970's and how it is connected to our effort to promote media literacy for the 21<sup>st</sup> century students. We will use our digitized database to introduce diverse artifacts and their use to open a conversation about where we stand now in media literacy education and where we are going from here.

- B. Should I Really Kill My Television?: Negotiating Common Ground Among Media Literacy Scholars, Educators, and Activists

***Lori Bindig, Ph.D., Sacred Heart University, USA***

Educators, scholars, and activists often bring very different—and, at times, unexamined--theoretical assumptions and practical objectives to the burgeoning media literacy movement. Given these wide-ranging perspectives and interests, how do we foster productive collaborations among higher education, K-12, and community organizations to better achieve our individual and collective goals? In order to answer this vexing question, this essay brings different approaches to media literacy education into a productive conversation with each other. By also grounding my discussion in the context of social movement theory, I move beyond the either/or distinctions and polarizing debates that have at times characterized the media literacy movement and mitigated its effectiveness as a result.

5:00-5:15pm

**Closing**

Paul Mihailidis &  
Belinha De Abreu

**DSB Dining**

5:15-6:00pm

**RECEPTION**

**DSB Lower Lobby**

## **MEDIA LITERACY RESEARCH SYMPOSIUM**

### ***PRESENTER BIOS***

**Neil Andersen** is President of The Association for Media Literacy (Ontario). He has taught primary to post-secondary media studies for over 30 years and given keynotes and workshops across Canada, in the United States, Japan, India, China, Australia, and Europe. He has made movies and videos, authored student textbooks, journal articles, teacher resource books, and over 200 study guides, and has designed posters, interactive CDs, websites, and programs. His awards include the Jesse McCanse Award (National Telemedia Council) and The Magic Lantern Award (The Association for Media and Technology in Education).

**Jules Beesley** is a video editor, media literacy educator, and graduate student at Hunter College's School of Education. Since joining The LAMP in 2011, Jules has conducted several media literacy workshops with students of all ages across New York City.

**Alan Berry**, The LAMP Education Manager, holds a BFA in Film Production and MS in Media Studies. He believes strongly in media democracy and studies the impact of corporate media on marginalized communities. While serving in the Peace Corps, he experienced the influential power of media first hand, producing a weekly radio broadcast in Mali. He also has a background in filmmaking and has produced short films and documentary projects.

**Lori Bindig, Ph.D.**, is an Assistant Professor in the Department of Communication and Media Studies and director of the performing arts minor at Sacred Heart University. She earned her doctorate in communication from the University of Massachusetts Amherst where she was a University Fellow. Dr. Bindig has published on media literacy and eating disorders in the third edition of *Race/Gender/ Class/Media*, and is the author of *Dawson's Creek: A Critical Understanding* and co- author of *The O.C.: A Critical Understanding*.

**Maria Boos, MA**, is a Ph.D. student and research assistant in the work group "Theory and Design of Teaching and Learning in the Classroom" at the Ruhr-University Bochum in Germany. She has been teaching courses on media literacy at the Ruhr-University and has written about media literacy education in Germany and the USA. In her dissertation she uses quantitative and qualitative data collection techniques to study the participation and media activities of soap opera fans.

**Renée Cherow-O'Leary** is President of Education for the 21st Century, a media consulting group in New York City which develops curriculum and educational materials primarily for children, parents and teachers in multiple platforms, conducts qualitative research, and

develops conceptual “white papers” for non-profit and for-profit educational organizations. Among other university appointments, Dr. O’Leary has served as professor of English Education at Teachers College, Columbia University and as a visiting scholar at Harvard University’s Graduate School of Education. She began her career in newspaper reporting and children’s book publishing.

**Angela Cooke-Jackson** is a health communication behavioral science specialist who uses intercultural communication to address health disparities among disparate and underserved populations. She is an Assistant Professor of Health and Intercultural Communication in the Communication Studies Department at Emerson College. She has received grant funding to engage high-risk youth from local Boston communities in the creation of age specific digital health vignettes and media literacy and civic engagement. Youth developed vignettes focus on healthy lifestyle behaviors like dating relationships, sexual health, and healthy communities. She collaborates with the Boston Public Health Commission, the Family Van, and the Brigham Women’s Hospital. She uses an interdisciplinary approach to investigate the intersections of health communication, behavior change, and the implications of social media for high-risk communities. Her current publications include articles in *Communication Teacher*, *Journal of Human Sexuality*, *Journal of Intercultural Communication Research* and *Qualitative Research Reports in Communication*.

**Rhys Daunic** is the Founder and Director of The Media Spot. Rhys works with educators to develop production-based media literacy curricula. Throughout his career, he has produced process-focused, behind-the-scenes films and other open media literacy resources for [themediaspot.org](http://themediaspot.org). He is a member of the board of directors of the National Association for Media Literacy Education and teaches a course on K–12 Media Literacy at Teachers College, Columbia University.

**Belinha S. De Abreu, Ph.D.**, (Symposium Host) is a Media Literacy Educator and Assistant Professor in the Department of Educational Technology at Fairfield University. Her research interests include media literacy education, new media, visual and information literacy, global perspectives, critical thinking, young adults, and teacher training. Dr. De Abreu’s focus is on the impact of learning as a result of media and technology consumed by K–12 students; providing students with viable, real-life opportunities for engaging in various technological environments while in turn encouraging students to be creative and conscious users of technology and media. Dr. De Abreu’s work has been featured in *Cable in the Classroom* and *The Journal of Media Literacy*. She is the author of *Media Literacy, Social Networking and the Web 2.0 World for the K–12 Educator* (Peter Lang Publishers, 2011) and the co-editor of *Media Literacy in Action: Theoretical and Pedagogical Perspectives*.



(Routledge 2014). She currently serves as the Vice President for the National Telemedia Council.

**Alexander Fedorov** is the President of the Russian Association for Film & Media Education, and a vice rector of the Anton Chekhov Taganrog State Pedagogical Institute (Russia). He holds a Ph.D. (1986) and Ed. D. (1993) degrees with an emphasis in media education from the Russian Academy of Education (Moscow).

**Julie Frechette** is Professor of Communication at Worcester State University, Worcester, MA, where she teaches courses on media studies, critical cultural studies, media education, and gender representations. Her book, *Developing Media Literacy in Cyberspace: Pedagogy and Critical Learning for the Twenty-First-Century Classroom* (Praeger Press, 2002), was among the first to explore the multiple literacies approach for the digital age. She is the author of numerous articles and book chapters on media literacy, critical cultural studies, and gender and media. She serves as a board member of the Action Coalition of Media Educators. Dr. Frechette earned her Ph.D. at the University of Massachusetts, Amherst.

**Elizaveta Friesem** is a Ph.D. student at Temple University and a research assistant in the Media Education Lab at the University of Rhode Island. She also holds a Ph.D. (2008) from St. Petersburg State University (Russia). She works on combining media literacy education with scholarship on media representations of gender.

**Jonathan Friesem** is a Ph.D student in the joint doctoral program in Education at the University of Rhode Island and Rhode Island College. As the assistant director of the Media Education Lab at the Harrington School of Communication and Media his work and research in media literacy focus on the opportunities to improve cognitive and socio-emotional skills of teenagers in formal and informal settings. Jonathan is an award winning filmmaker who founded two media departments in high school in Israel while being a board member of the national media production curriculum. After moving to the USA for his doctoral studies, Jonathan worked with at-risk students on the different media literacy curriculum he designed. Last year, with three partners he founded the Central Falls Digital Media Center in one of the poorest and toughest city in RI. His current research evaluates the process of cognitive and emotional self-regulation of teenagers groups who produce videos in the classroom. Using, face-to-face computer mediated communication and video production technique, Jonathan explores how media production enhances the adolescents' self-regulation, executive functioning, and empathy.

**Katherine G. Fry, Ph.D.**, is Professor of Media Studies in the Department of Television and Radio at Brooklyn College, CUNY, and co-founder of The LAMP, a grass-roots media literacy organization based in New York City. Fry's research interests are in news and advertising

criticism, media ecology, and media literacy. In addition to scholarly articles and book chapters, she is author of *Constructing the Heartland: Television News and Natural Disaster* (2003) and *Identities in Context: Media, Myth, Religion in Space and Time* (2008).

**Gisela Gil-Egui** is an Associate Professor of Communication at Fairfield University (U.S.A), where she teaches courses on mass media, new information technologies, international communication, and developmental issues. She obtained her Master's (1999) and PhD (2005) degrees from Temple University. She also holds a Bachelor's degree in Journalism from Central University of Venezuela (1992). Her research focuses on telecommunications policy and economics, distance education, international media, and institutional regimes for the governance of information and communication technologies, with an emphasis on issues related to universal access, public interest, discourse ethics, and the boundaries between private and public domains.

**Silke Grafe, Ph.D.**, is a professor of education at the University of Würzburg in Germany. She has been teaching courses on media literacy at four different German universities and has written about media literacy education in Germany and the US. She is involved in a research project about pedagogical media competencies of students in initial teacher education funded by the Federal Ministry of Education and Research (BMBF). Furthermore, she is a member of the BMBF's Ministerial Team of Experts for Media Literacy Education in Germany.

**Michele L. Haiken, Ed.D.** is a middle school English teacher in Rye, New York, and an adjunct professor at Manhattanville College. She is the author of the blog *The Teaching Factor*. Dr. Haiken is a contributor to the forthcoming book, *Teaching Literacy in the Digital Age* (March 2014).

**Petra Hesse, Ph.D.** has been a professor of psychology and human development at Wheelock College for the past 25 years. Petra produced a video entitled "The World Is a Dangerous Place: Images of the Enemy on Children's Television." She has been teaching a course on "Children and the Media" at Wheelock and has written about media literacy education in early childhood.

**Renee Hobbs** is an American educator, scholar and advocate for media literacy education. She is Professor and Founding Director of the Harrington School of Communication and Media, a new school at the University of Rhode Island. She founded the Media Education Lab to advance media literacy education through research and community service, developing interdisciplinary scholarship and practice that stands at the intersections of communication, media studies and education. Hobbs has provided staff development to educators from across the United States and on four continents around the world. Over 25

years, Hobbs has developed award-winning multimedia curriculum and has published more than 100 scholarly articles and books including *Discovering Media Literacy: Digital Media and Popular Culture in Elementary School* (2013), *Copyright Clarity: How Fair Use Supports Digital Learning* (2011) and *Reading the Media: Teaching Media Literacy in High School English* (2007). She received an Ed.D. from Harvard University, M.A. in Communication and B.A. in English Literature and Film/Video Studies from the University of Michigan.

**Alan Hoffmann** is a senior at Montana State University, earning his teaching certification in English Language Arts. He also holds a Radio/Television Journalism degree from Southern Illinois University in Carbondale. He hopes to incorporate his journalism experience into his teaching when he begins his education career next fall.

**Daniel S. Hunt** is an Assistant Professor of Communication at Worcester State University. His research examines the uses and effects of new media. His work has looked at the influence of communication apprehension and SNS use, the role of community attachment and online newspaper readership, and photographic communication. Dr. Hunt completed his doctoral degree in Communication Sciences at The University of Connecticut. He holds a Master of Science in Journalism from Boston University and a Bachelor of Arts in Communication Studies from the University of Rhode Island.

**Tessa Jolls** is President and CEO of the Center for Media Literacy (CML), a position she has held since 1999. During that time, she has restructured CML to focus, grow, and change, preparing to meet the demand for an expanded vision of literacy for the twenty-first century. Her primary focus is on providing models and resources for implementing media literacy in school and community settings. CML's research-based framework, Questions/TIPS (Q/TIPS) serves as the basis for CML's curricula and professional development packages, including the recently published Trilogy of Toolkits called *Media Literacy: A System for Learning AnyTime, AnyWhere*.

**Jacalyn Kremer** is the Senior Outreach Librarian at DiMenna-Nyselius Library, Fairfield University, who builds strong connections between students/faculty and Library services and material. Jackie has held numerous active learning workshops on academic integrity, open access movement and research skills for Fairfield University, the Center for Intellectual Property and International Center for Academic Integrity.

**Dr. Alice Y.L. Lee** is an Associate Professor at the Department of Journalism, Hong Kong Baptist University. Her research interests include media education, online news media, media and information literacy (MIL), and Net Generation. She is currently a member of the Committee on Home-School Co-operation at the Education Bureau, Hong Kong SAR

Government. She is also the vice chair- person of the Hong Kong Association of Media Education.

**Elena Lopez** is currently pursuing a Doctor of Philosophy in Curriculum and Teaching at Baylor University with an emphasis in literacy. Elena teaches undergraduates in the teacher education program and is a former classroom teacher and child-care center director.

**Dr. Julian McDougall** is Associate Professor in the Centre for Excellence in Media Practice at Bournemouth University. He is co-editor of the Media Education Research Journal and author of *After the Media: Culture and Identity in the 21st Century*, *The Media Teacher's Book*, *Barthes Mythologies Today: Readings of Contemporary Culture*, *Studying Videogames*, and *Media Studies: The Basics*. He has published a range of research into media literacies, textual practices, and pedagogy. At CEMP, he is Programme Leader for the Educational Doctorate in Creative & Media Education and is currently supervising doctoral research into digital ethnography as a pedagogic approach.

**Paul Mihailidis, Ph.D.**, (Symposium Co-Host) is an Assistant Professor in Media Studies the school of communication at Emerson College in Boston, where he teaches media literacy and interactive media. His research focuses on the nexus of media, education, and civic voices. His most recent books are *Media Literacy and the Emerging Citizen: Youth Participation and Engagement in the Digital Age* (Peter Lang, 2014) and *News Literacy: Global Perspectives for the Newsroom and the Classroom* (Peter Lang, 2011) and the co-editor of *Media Literacy in Action: Theoretical and Pedagogical Perspectives* (Routledge 2014). Mihailidis directs the new global engagement lab at Emerson College, and the Salzburg Academy on Media and Global Change. He sits on the board of directors for the National Association of Media Literacy Education.

**Robyn E. Parker, Ph.D.** is a tenured, full professor at Plymouth State University in New Hampshire. She is committed to making eLearning more effective. Her book, *Redesigning Courses for Online Delivery* was recently released as part of the Cutting Edge Technologies in Higher Education series published by Emerald Insight.

**Martin Rayala, Ph.D.**, is the Chief Academic Officer for Design-Lab Schools. He is the former state Art, Media and Design Education Consultant for the Wisconsin Department of Public Instruction and on the editorial board of *The Journal of Media Literacy*. Dr. Rayala is on the Writing Team for the National Media Arts Standards developed by the National Coalition for Core Arts Standards (NCCAS).

**Claudia Riesmeyer, Ph.D.**, is research associate at the Department for Communication Studies and Media Research of Ludwig-Maximilians-University Munich, Germany. Her research interests focus on journalism, public relations, qualitative methods, and media literacy.

**Michael Robb Grieco** is a doctoral student in Media and Communication at Temple University, completing his dissertation on the history of media literacy in *Media&Values* magazine, 1977-1993. A former English teacher and musician, Mike has worked with the Media Education Lab since 2006 as a researcher, teacher educator, and media artist.

**Julio A. Rodriguez-Rentas** serves as University Courseware Designer under the purview of the Office of the Provost for all of Pace University's campuses in New York. Mr. Rodriguez has extensive experience in training faculty on online teaching and instructional technologies. Mr. Rodriguez has presented at a number of conferences on research topics and publications that he has written. He also teaches at Pace University (Pleasantville, NY), Western Connecticut State University (Danbury, CT), and at Iona College (New Rochelle, NY). Mr. Rodriguez holds a Bachelor of Business Administration from Pace University—New York City, as well as a Master's degree in Media Communication from Pace University—Westchester. He is a member of the National Communication Association, Eastern Communication Association, New York State Communications Association, and New Jersey Communication Association. More can be found on his website at: <http://bit.ly/jrodriguezrentas>.

**Marieli Rowe** has been the executive director of the National Telemedia Council since 1978 and has turned a four-page newsletter into one of today's major print journals in media education: *The Journal of Media Literacy*. Additionally, Marieli has been involved in numerous projects such as developing Children's Film Festivals in the early 1960s as well as being a part of Governor Lee Dreyfus' early 1970s Cable Regulation Committee. From her involvement with this committee she was inspired to help develop the Sun Prairie's Children's Channel in the late 70s, which was dedicated to children's programming. As evidenced by her contributions to the world of media literacy over the past several decades, Marieli Rowe is devoted to educating children and parents to create a healthy society in the midst of the media.

**Bill Shribman** is the Senior Executive Producer responsible for interactive media for kids at WGBH including a dozen apps and the national PBS sites for *Arthur*, *Curious George*, *Design Squad Nation*, and *Martha Speaks*. These high traffic projects have won many awards including the Prix Jeunesse, an Emmy, and the George Foster Peabody Award. He is the creator of several original broadband projects including *The Fin, Fur and Feather Bureau of Investigation* and *The GREENS*. He has written and produced original content for

many platforms, from magazines and TV to the iPhone and Wii. His current work includes an app to help kids with autism recognize facial expressions, a forensic science murder mystery iPad app for high schoolers, a digital media literacy project featuring an animated dog, and a multi-platform environmental science adventure for tweens. His TED-X and TED-Ed talks have focused on his other passion, photography. Bill is currently also an affiliate of Harvard's Berkman Center for Internet and Society.

**Rob Williams, Ph.D.** teaches Media, Communications, Environmental Policy, and Global Studies/Core program at Saint Michael's and Champlain Colleges and the University of Vermont. A resident of Mad River Valley, Vermont, he publishes the 2VR news journal; consults with PH-International, the U.S. Department of State, and the College For America; and serves as the president of the Action Coalition for Media Education (ACME).

**Melda N. Yildiz** is global scholar and teacher educator in the School for Global Education and Innovation at Kean University and adjunct faculty in Master of Education in Technology in Education at Lesley University. 2009-2010, Melda served as the first Fulbright Scholar in Turkmenistan. Since 1994, she taught Media Literacy Education, Multimedia Production, Women Studies, Asian Studies, and Global Education to P-16 educators and teacher candidates. Melda worked as a Media Specialist at Northfield Mount Hermon School, taught video and media production to grades 9-12, and published and presented featuring Educational Media, Global Education, Media Literacy, Education Semiotics, and Multicultural Education in many national and international conferences. She received her Ed.D. from University of Massachusetts on Math & Science and Instructional Technology. She received an M.S. from Southern Connecticut State University on Instructional Technology. She majored in Teaching English as a Foreign Language at Bogazici University, in Turkey.

**Bill Yousman** earned his doctorate in Communication from the University of Massachusetts-Amherst where he currently teaches courses in Media Studies. He has also taught at the University of Hartford, Suffolk University, Central Connecticut State University, Babson College, and Eastern Connecticut State University. Previously he was the Managing Director of the Media Education Foundation, a nonprofit organization located in Northampton. Bill's research focuses on media literacy education and the construction of racial ideologies in media images and narratives. He has published numerous essays in peer-reviewed journals and anthologies. His book, *Prime Time Prisons on U.S. TV: Representation of Incarceration* was published by Peter Lang in 2009.

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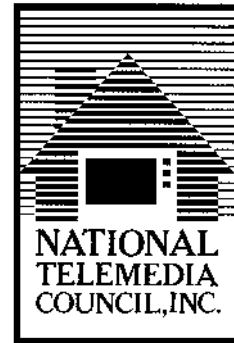
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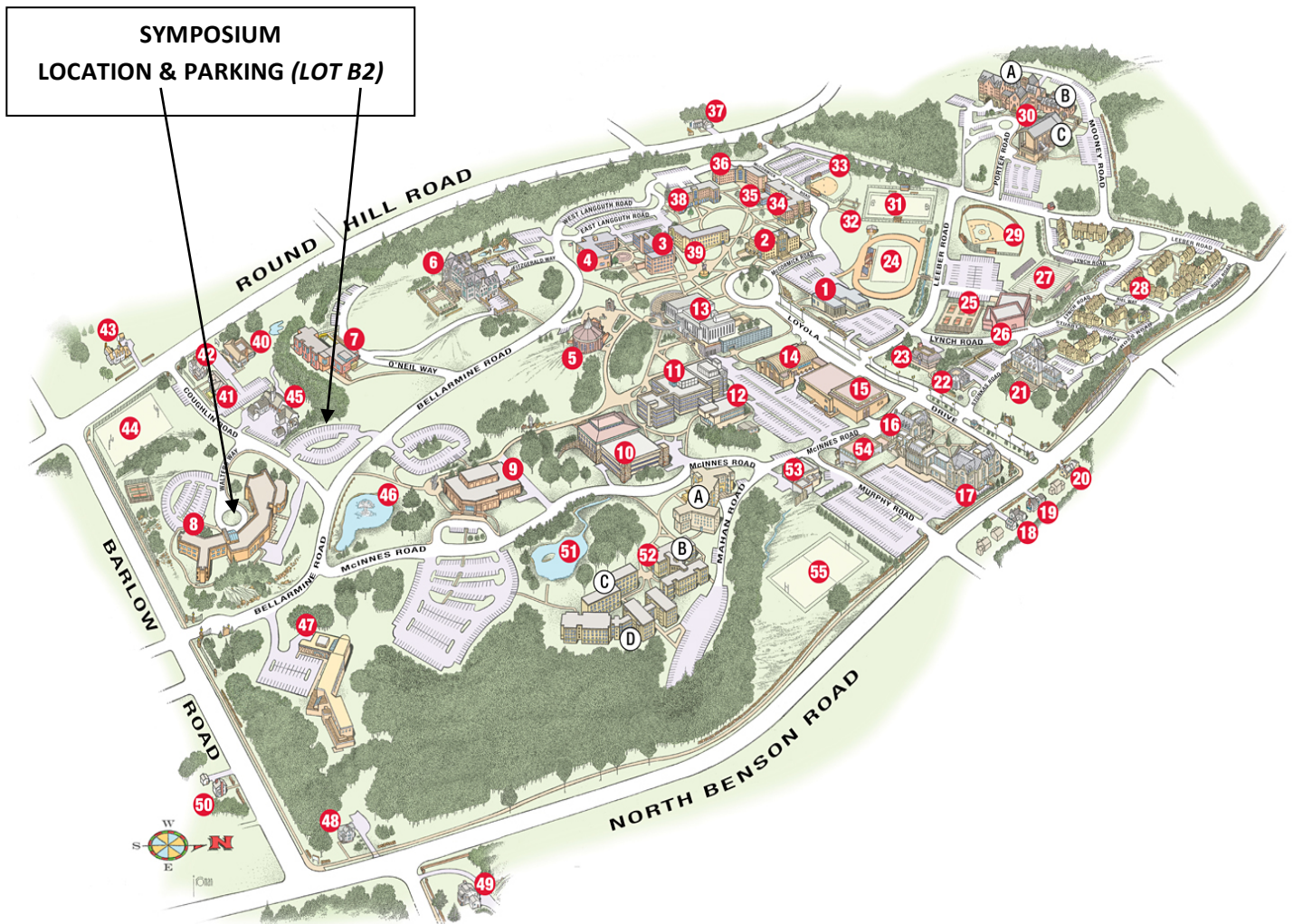


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# MAP OF FAIRFIELD UNIVERSITY



**8. Charles F. Dolan School of Business** contains about 70,000 square feet including an amphitheater that seats 150, 64 offices, 11 classrooms, and workrooms for student projects. The school has about 1,100 undergraduate students, and also graduate programs with about 400 students leading to an MBA or an M.S. in Finance. The building was constructed in 1979 as the Center for Financial Studies in a unique partnership between the university and the National Association of Mutual Savings Banks. It served as a prize-winning conference center and was acquired to become the home of the School of Business in 1998. In 2000 it was named the Charles F. Dolan School of Business in recognition of Mr. Dolan's long-time service and philanthropy to the University. He and his wife Helen are the parents of two Fairfield graduates and are the honorary co-chairpersons of the capital campaign. Mr. Dolan is founder and chairman of Cablevision Systems Corporation, and is a trustee of the University.

**22. Alumni House**, completed in 2000, not only accommodates the offices of the alumni relations staff, but also provides the alumni association and the university community with meeting and event venues. The 9,600 square foot building was designed to harmonize with the French Chateau architectural style of McAuliffe Hall. It was also the first building on campus to be designed in-house. The facility was made possible through the support of the Alumni Association in partnership with the University.