ACTION IN MEDIA EDUCATION
New Directions for Media Literacy Education in the Digital Age

Welcome to the Action Coalition for Media Education's fifth international summit, hosted by and organized with Sacred Heart University's Media Literacy and Digital Culture graduate program and cosponsored by Project Censored. Featuring more than 40 presenters from across the media education spectrum, this event speaks to every media educator and activist, no matter his or her area of focus in practice or research. Following are abstracts of each session and biographies of presenters.

If you have questions or would like to discuss how ACME might fit with your work, we hope you will reach out. As a coalition, we are dedicated to growing the media literacy education movement through action and partnerships.

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SESSIONS

Big Questions: Using citizen journalism for critical global dialogue
[John Collins, Jana Morgan, Stephen Barnard, Tzintzun Aguilar Izzo & Milan Sova]

Big Questions is an independent video journalism project coordinated by the university-based independent media organization Weave News. For several years, we have led a group of St. Lawrence University students in filming short interviews with a wide range of citizens and public figures. The interviews consist of a common set of questions chosen for their broad relevance to people in communities throughout the world. The resulting videos, which are archived on YouTube with selections also posted on the main Weave News website, are sorted by interviewee and question in order to assist viewers/users in navigating the archive and combining videos for purposes ranging from education and class discussion to comparative analysis. In this session, we will lead participants in strategies for using the Big Questions archive to build assignments and activities in educational and community settings. We will also discuss the future of the project, including opportunities for attendees to become contributors.

A Body Image–Focused Media Literacy Intervention for College Men and Women
[Andrea M. Bergstrom]

This intervention is the first phase of what will become an ongoing project to assess the effectiveness of a curriculum addressing the role of media in shaping perceptions of body image and body satisfaction among both women and men within a general education course offered at a medium-sized public university in the Southeast. The class is intended for a lower-level undergraduate audience and includes learning outcomes of facilitating critical thinking and fostering an understanding of how media systems and messages shape students' understanding of themselves and society. This unit within the course was developed by the researchers to address media representations and perceptions. This research examines whether the media literacy intervention can increase media skepticism and critical thinking and reduce negative body image. Results will be used to determine overall curriculum effectiveness and impact on student perceptions of body image, media skepticism and media realism, and to make adjustments within curricular materials.

Burning Bright: Fusing Radical Media & Independent Journalism
[Dylan Kelley & Michelle Sayles]

With works ranging from visceral photographs of the 2012 NATO Conference in Chicago to an innovative large-format street comic recounting the history of Palestine, the founders of The Heretic Media Collective fuse independent journalism, popular education, and visual storytelling to create a richly adversarial publication dedicated to chronicling everything from local topics to international human rights issues. Kelley and Sayles believe the pathway to healthy media ecosystems lies in the ability to access both meaningful stories of one's own community and voices in communities that find themselves at the front lines of emerging struggles. They will present ongoing projects promoting community dialogue and civic engagement through diverse media, journalism, and art.

The Case of a Media and Advertising Themed CTE High School
[Wendy Chen]

Career and Technical Education programs are promoted by U.S. politicians, business leaders, and education policymakers as essential to the production of a competitive workforce in the 21st-century global economy. CTE-designated public schools are praised on the national stage for developing programs in partnership with the tech industry and other private sectors, often without a critical pedagogical framework. This presentation focuses on the case study of a media and advertising themed CTE high school in New York City. Drawing on classroom observations

and individual interviews with students, teachers, and administrators, the research seeks to shed light on conceptual tensions between media education and CTE. Summit participants are invited to discuss how media educators can respond to the widespread CTE movement, as well as how the objectives of media education should be positioned within the broader landscape of school-reform initiatives.

Celebrating Diversity through the Salem Public School District Civic Media Project
[Cindy S. Vincent]

This presentation will discuss a new civic media collaboration between Salem State University and the Salem Public School District where SSU and SPS students co-design a civic media project that focuses on diversity at a Salem public middle school. This presentation will share the planning, co-design, and initial implementation phases of this project so audience members can see one example of how a project like this can be initiated: Salem State students engage in a multi-point convergence of media literacy research, analysis, and implementation, then partner with groups of students from the Salem middle school. Each collaborative group chooses a different diversity topic and is responsible for the design, planning, and creation of civic media that researches and raises awareness of that topic. The final project presents a multimedia narrative that focuses on raising awareness of a marginalized voice within the school district, including ways to convey the narrative across platforms and technologies.

Challenging Paradigms: Exploring the perceived value and enjoyment of a critical cultural studies media literacy intervention for adolescents
[Lori Bindig]

Taking into consideration that in recent years eating disorder research has stagnated and the incidence of eating disorders has not diminished, it seems logical to translate the success of media literacy prevention curricula into eating disorder treatment programs. This paper explores the perceived valued and enjoyment of a critical cultural studies media literacy curriculum that was implemented with adolescents in treatment for eating disorders. The media literacy curriculum utilizes a three-pronged approach: education (development of media literacy skills), recognition (reflection on how media ideologies may affect an individual and his or her eating disorder), and activism (linking the personal and political through engaged citizenship). Through analysis of open-ended survey responses, this paper explores how a media literacy curriculum can help develop a greater understanding of critical viewing, media influence, media economics, self-recognition, and media activism for adolescents with eating disorders as well as foster conversation and a sense of community among those in treatment.

The Civic Actor Gap
[Paul Mihailidis]

This paper will explore key barriers to civic activism for young people, and the ways in which media literacy education can facilitate engagement in digital, global culture. Current scholarship highlights the possibilities that social technologies have provided for increased collaborative production, for crowd-sourced civic participation, and for the growth of peer-to-peer participatory models for engagement in daily life. Scholarship also shows that increased civic activity online can promote constructive civic behavior offline. The presentation will be guided by the following research questions: What are the main barriers to civic activism for young people in digital culture? In what ways can media literacy education help young people overcome cultural, political, social, and economic divides to participate in the public sphere? The goal of this work is to contribute to work that harnesses the potential for media literacy to build stronger engagement with global issues and to develop a sense of active engagement in daily civic life.

Creating Transformative Study Abroad/Study Away Experiences Using Media Literacy Strategies
[Sara Ross]
Studying abroad or "away" can allow students to gain critical distance from the media environment in which they are immersed and to question their media-driven perceptions of other people and other parts of their world. In this presentation, we will consider how to use media literacy tools, including digital video production, to challenge students' preconceptions and help them engage in meaningful intercultural learning during study away experiences. Recent research indicates that guided cultural self-reflection can greatly enhance the impact of study abroad when compared to traditional "immersion" models in the absence of such intervention. The critical tools of media literacy are particularly well suited to this sort of reflection. As an example of how media literacy strategies can heighten the impact of study abroad, we will consider a course for American students in Dingle, Ireland, in which students explored and challenged the media-constructed image of Ireland through a variety of analytical and production activities.

Critical Media Literacy and Climate Change
[Jeff Share]
As climate change becomes the biggest crisis to affect life on this planet, corporations and politicians spinn facts and emotions to create doubt about the science and reframe the discourse. Neoliberal ideology, unregulated capitalism, rampant consumerism, and the extraction and uses of fossil fuels are combining to create an environmental catastrophe that will change everything. The media messages about these issues are an ideal battleground for students to critically analyze and challenge the false assumptions. Using a framework of critical media literacy, educators can guide students to question media messages about environmentalism and sustainability, especially representations of universal vulnerability and universal responsibility. We will use critical media literacy pedagogy to explore the historical context of portrayals of environmentalism in relation to current media messages about climate change and environmental justice so that students can learn to construct their own media messages that promote socially just alternatives for a more sustainable and healthier planet.

A Critical Media Literacy Approach to the #BlackLivesMatter Movement
[Bill Yousman]
In 2012, the murderer of African American teenager Trayvon Martin was found not guilty by a Florida jury. Following this acquittal, the organization #BlackLivesMatter was formed as "a call to action and a response to the virulent anti-Black racism that permeates our society… a political project taking the hashtag off of social media and into the streets." Though #BlackLivesMatter is a peaceful protest movement, many voices on the political right and in the corporate media have framed it as a violent, even terrorist, organization. A critical media literacy lens provides a useful corrective to the mediated discourse surrounding this movement, while placing it in a historical context with previous social movements that have been misrepresented, ridiculed, and demeaned by commercial media. Applying this lens to protest movements, including #BlackLivesMatter, can help the public to discover alternative perspectives on key issues of social justice and thus advance the overall cause of democratic expression and debate.

Cultural Fear: A media literacy approach to American history and horror films
[Michael Kastner]
Media, politicians, and many other institutions of power shape cultural fear in ways that are not always obvious. Cultural fear dictates societal actions on politics, economic strategies, and social structures. When people in a society collectively define a threat, the very foundations of social morality shifts. In hindsight, it is easy to point out cultural fear in policy changes from the

government or social movements that are born over time. But to accurately determine what scares a society, you need look no further than the media produced during a specific period of time. Media does not exist in a vacuum; it is heavily influenced by the social environment. This is especially true for the horror genre. In this session, we will explore the use of historical analysis in conjunction with cinematic textual analysis and media literacy skills to determine the meaning and applicability of this correlation and its effect on the political atmosphere.

Diagnostic Journalism and An Analysis of Community Journalism in Pittsburgh's Hazelwood Neighborhood
[Letrell Deshan Crittenden]

As the mainstream news industry has collapsed and continued to shift its emphasis from investigative news reporting to breaking news, the "news" coming out of America's working-class communities of color has painted an ever more stereotypical picture of marginalized populations. Social media and blogging have helped fill gaps, but in order for working-class communities to thrive within the public sphere, efforts must be made to produce regular news about these communities at a low cost. Are high school students up to this task? This presentation will discuss how a method of diagnostic journalism pedagogy, which requires reporters to engage in intensive research about a topic prior to beginning the newsgathering process, was utilized in the training of a group of 11 high school students in Pittsburgh's Hazelwood community. The goal was to provide the students with sustained multimedia skills that would allow them to continue their news work beyond the life of the project.

Digital Storytelling, Identity, and 21st-Century Learning
[Mark Lipton]

Creative works about and by young people and function as rich sites for creation and analysis. Our research aims to produce a series of videos that address and challenge the meanings of identity for young people. The objectives are to engage in outreach with schools, providing tools and resources for students to tell their own stories in their own words, so as to create autonomy, empowerment, and agency. We assess the current digital literacy of young students and how the stories fit within a larger matrix of identity theory. Participants engage in a digital media, arts-based practice workshop to learn digital literacy basics, and then explore the role of video stories and diary keeping within the context of self-representation. Student uses of technology display a strong degree of reflexivity—by making participants' bodies audibly, visibly, and viscerally present.

Does Hollywood Need a Mother? Lessons for the digital age
[Sara Voorhees]

Movies and television shows, and the actors who inhabit them, share a common power: they exist in many places at the same time. According to Joseph Campbell, this is the condition of a god. How can we protect ourselves from this powerful medium: Does Hollywood need a mother? Let's define "Hollywood" as Movies and Television Content, broadcast on screens of any size. "Mother" is defined as the traditional "Feminine Ethic of Caring," motivated by cooperation, nurturing, and sensuality, as opposed to the "Warrior Ethic," which is fueled by greed, sexuality, and the use of violence to resolve conflict. In 2016, the Warrior Ethic has run amok, and the digital age seems to be making it worse, with immediate access to global disasters and brutality on movie, television, cell phones, and even wristwatch screens. How does a caring society confront these new dangers? What can we learn from Hollywood history that would help us?

Fast & Fastidious: The on-the-spot model of Tower Digital Productions
[Jason K. Smith]
"Tower Online News" and "The Stomp" are two programs of Bethany College's Communications & Media Arts Program's Tower Digital Productions. Our news-focused webisodes are exclusively produced in a ready-made portable digital studio that enables students to quickly create, cut, edit, promote, and distribute content. The on-the-spot model helps to train students by advancing their multimedia production skills in preparation for the instantaneous world of electronic journalism. The students learn how to chronicle issues within the campus community and cover national stories and international events using a variety of delivery systems. Students can shoot and shape segments using both conventional and mobile equipment. Goals include improving writing, reporting, project administration, and research skills as well as project management, reading media analytics, and advertising. We use the flipped classroom or laboratory approach, and the curriculum stresses good social media hygiene.

Framing the Boston Marathon Bombings: Using content analysis in media literacy curricula
[Daniel S. Hunt]
On April 15, 2013, two bombs were ignited near the finish line of the Boston Marathon, killing three people and injuring 264. The news "frames" used to describe the Boston Marathon bombings have contributed to our collective interpretation of these events. This presentation will highlight the results of a collaborative research project between faculty and students and provide suggestions for integrating these methods into media literacy curricula. The project used content analytic methods to codify the visual framing devices used by the news media in the aftermath of the bombings. The results will help us better understand how certain visual frames can become the dominant rhetorical devices used to form media narratives. The study methods can be used in the classroom to help students understand how data informs our knowledge about the media: collecting media representations; analyzing images, text, headlines, and captions; evaluating choices made in image creation and selection; and creating substitute news frames.

Get Empathy Now! A culture-shifting response to a corporate-mediated world
[Dianna Morton]
In the past, storytellers were our families, faith communities, and educational institutions, and the embedded values of their stories framed our thinking and ultimately impacted our social behaviors. These values informed the well-being of the community and its individual members. Today, however, corporate media tends to propagate harmful values of consumption and competition. Get Empathy Now! is a successful youth leadership program for schools and community groups. We train students in a hybrid model of community organizing and relational support, giving them the tools they need to build supportive community and make school a safe place for everyone. Our approach employs a strength-based story sharing called Relational Public Narrative, which tells the stories of our supports and interdependence, combined with a listening practice called Resonance that effectively fosters empathic connection between students. This helps build social bonds and experiences of belonging, supporting a culture shift in the school community and beyond.

Global Media Literacy Education: Teaching beyond borders
[Belinha De Abreu & Melda N. Yildiz]
How do we connect with one another? How do the media portray different cultures and beliefs? What messages are often omitted from media? How do we connect what we see in the worldwide media to the classroom? This four-part session answers many of these questions. In Part 1, we provide a historical look at media literacy education while glimpsing the future of this movement. Part 2 curates voices from around the globe, from practitioners to researchers, who provide a

look at issues that are of consequence in our worldwide society. Part 3 focuses on education through cases studies that give educational perspectives and assessment opportunities. The final section, with the theme "Take Action," offers the participants resources for growing global media literacy around the world. We explore how media literacy education has become a global and interconnected dialogue brought about by the evolution of technology.

iChild or I, child? Aligning media technology with values that nurture a healthy child, community, and world
[Sharon Maxwell & Chelsea Maxwell]

The developing brain is an interactive work in progress, constantly engaging with the environment, creating a universe of connections that become how we understand ourselves, the world, and our place in the world. From smartphones to laptops, from texting to Instagram, media technology delivers to our children a new cyber environment, providing an easily accessible source of a seemingly infinite information, stimulation, and opportunities for communication. This environment is having a profound impact on how our children think about themselves and is changing the way our children socialize and communicate. How do we best use this amazing resource to enhance our lives? How do we keep it from shaping our children and undermining the values we want to impart?

Image, Sound, and Story: Literacy for a visual culture
[Emily Keating, Michele Haiken & Aaron Mace]

The pervasiveness of screens, access to production tools, and an evolving participatory culture has created a revolution in media viewing, creation, and dissemination. The Jacob Burns Film Center is at the center of the international movement to redefine literacy for a visual culture by designing and implementing curriculum for developing media-literate learners. This workshop will share early findings in the implementation of JBFC's integrated P-12 curriculum Image, Sound, and Story, a series of 10 projects that balance viewing and creating of media and support a wide range of literacy concepts. The presenters will share excerpts from our work and case studies of how the curriculum is being implemented in 5th- to 10th-grade classrooms in the Pleasantville (N.Y.) area. Lesson plans and student work will illustrate how visual thinking skills can influence reading and writing literature, nonfiction, and persuasive texts, all while supporting the Common Core Standards.

Immigration Across Cultures Throughout History
[Melda N. Yildiz & Julius Wangiwang]

Highlighting the science, history, and culture of immigration stories while dismantling myths and misconceptions, this session explores immigration from a local, national, and global perspective and outlines the public discourse on anti-immigration (new racism) depicting immigrants as a threat. Through participatory dialogue, we will argue in favor of integrating media literacy and global competency skills into education in order to deconstruct media messages and identify the historical, cultural, and economic reasons for anti-immigration. Our goals are to promote transdisciplinary and participatory action research while providing cultural and linguistically responsive curricula; to identify innovative activities, exercises, and assessment strategies that address the issues, stereotypes, and stories of immigrant students; to investigate the role of multiple literacies and the use of new technologies in developing global competencies and 21st-century skills that promote cultural and linguistically responsive teaching and learning; and to exchange ideas and tools in order to promote inclusive, transformative, and heutagogical teaching models in media education.

Kids in the Spotlight
[Tige Charity]
Kids in the Spotlight will present on the power of filmmaking as a therapeutic and educational tool for foster youth in Los Angeles County. Because they leave the system without having gained the necessary skills to succeed in a workplace or academic setting, and because so many lack the support network that is so crucial during the transitional time from ages 18 to 24, emancipated foster youth experience incredibly high rates of homelessness, incarceration, poverty and early pregnancy. Kids in the Spotlight seeks to address both of these issues by providing youth in residential group homes in Los Angeles with a quality education, while also fostering socio-emotional development. Our innovative program consists of two major components: a 16-week workshop featuring script development and writing, acting, production, editing, and songwriting; and a culminating film festival highlighting the students' work and providing exposure to an unfamilar social context.

Media Education for a Digital Generation
[Ben Boyington, Lori Bindig, Allison Butler, T.C. Corrigan, Julie Frechette & Bill Yousman]
Drawing upon each presenter's chapter contribution to the book *Media Education for a Digital Generation* (co-edited by Julie Frechette and Rob Williams, Routledge 2016), this roundtable offers multiple vantage points from which to creatively and meaningfully engage in digital media literacy education in the classroom, at home, and in daily life. The panelists provide innovative and thoughtful insights into DMLE today, as they ambitiously combine recent communication and educational scholarship about networked technology with theoretical visions and pragmatic possibilities for our 21st-century digitally supported learning communities. The culmination is a critical pedagogy that values self and social empowerment over technical skills and suggests new modes, approaches, and initiatives for teaching and learning across the digital spectrum.

Media Literacy, College Meets Middle School: A discussion with students
[Katherine Prendella]
Sacred Heart University's Volunteer Programs and Service Learning department operates a mentoring program that pairs middle-school students with undergraduate mentors. One component of this program is devoted to media literacy education, the main goals of which are to educate and empower the middle school students, their mentors, and their teachers. In this panel discussion with students, we will detail what the curriculum looks like and what students have gained from their participation. Students will also explore what additional educational experiences or opportunities they see as necessary. All participants can learn from the fresh perspectives and experiences of the young people that the media literacy education movement is intended to serve.

Memes, Public Discourse, and Slacktivism vs. Activism
[Gordon Glover & Ben Boyington]
Has the recent conceptual reduction of memes to Internet one-liners taken sound-bite thinking to its minimal limit? Are passive new modes of "clicktivism" and "slacktivism" literally the least we can do? Or are active new modes of "hacktivism" and "micro-activism" forces to be reckoned with? This new memetic landscape may be cluttered with ineffectual feel-good noise, divided into self-cancelling dualities, as critics suggest, or there may be a Darwinistic sorting of intellectual energy altering the public discourse. How can educators and media makers understand, unpack, and harness the power of an evolving new application of memetics? Starting with a pro-and-con debate, we will engage participants regarding their interaction with memes and the public discourse within and outside social media, and will explore possibilities for action (both in

education contexts and in daily life) and the line between slacktivism and activism. How can we move from slack to act within the memetic sphere, or can we?

The Problems and Perils of Media Violence and What We Can Do About Them
[Rose A. Dyson]
In our interconnected digital global village, public health issues merge with those in education, the environment, energy, culture, security, and the economy. Technologies offer enormous potential for political action, but they can also be mobilized for harmful, destructive purposes. This paper argues that our unprecedented challenges require an in-depth examination of trends in new media. Collectively, we need to rethink the profit-driven ways in which our proliferating digital technologies mitigate potential steps toward a sustainable future. The paper will include discussion on how we can halt trends toward energy waste, particularly in the production, distribution, and use of violent forms of entertainment. It will also focus on how a more integrative approach to policy making can reduce social tensions as well as growing health and educational concerns due to the harmful effects of media in a myriad of forms that go beyond the seductive and addicting trends of endless hours spent online.

Project Censored: The importance of media literacy in an age of censorship
[Nolan Higdon & Mickey Huff]
For forty years, Project Censored has been covering "the news that didn't make the news" and analyzing why these stories do not get coverage by corporate-media outlets in one of the largest and longest-running critical media literacy exercises in the United States. This panel will explore the organization's developing work over time and their expanded student-focused efforts, from community radio and film to citizen journalism and media democracy activism, all under the guise of fighting censorship in support of media freedom.

Reaching for Magazines That Reach Us
[Carolyn Fortuna]
Research shows that today's high school and university students rarely read magazines the way their parents did, partly because they are an on-line generation, and partly because they don't see the value or benefits of a magazine. As a result, they don't submerse themselves in the media lessons held therein. Educators at this session will be able to take back to their students lessons that show how key media-literacy concepts apply to magazines; analyze visual images on covers of contemporary magazines; apply the media triangle to magazines; teach about demographics as they apply to magazine publishing; show how magazines use layout techniques to keep reader interest; analyze how magazine's charge for advertising pages; and show how students can use magazines as their final assessment portfolio.

Representations of Gender and Class in Making A Murderer
[Michael L. Krieger]
The purpose of this research is to examine portrayals of gender and class in the popular Netflix docuseries *Making a Murderer*. This show has emerged alongside a number of other popular true crime podcasts and documentaries, namely NPR's *Serial* and HBO's *The Jinx*, illustrating the necessity for critical examination of such cultural texts centered on real-life experiences of crime and punishment. Through critical cultural studies and critical media literacy lenses, I will utilize a combination of political economic, textual, and audience analysis to evaluate representations of gender and class within the unique political economic context of Netflix and to explore the cultural implications of the emergence of online fan communities and citizen investigators. This paper aims to determine in what ways the emergence of the popular true crime genre are contributing to or potentially challenging popular notions of gendered victimization and traditional ideas about class related to the implementation of the criminal justice system.

Social Costs of Media Violence and Proposed Remedies
[Anne E. Venton]

Among other negative impacts, media violence designed as entertainment desensitizes our response to sex trafficking and the story of missing and murdered women across North America, contributes to domestic abuse, and correlates with mass shootings. This paper will examine case studies exploring the links between media violence and cultural violence. It will also investigate how government and industry work together, through tax subsidies and grants, to create violent media that influences young people and socializes them into lifestyles that are damaging to themselves and others. Like our dependence on fossil fuels, this "reliance" on violent media must change; as a society, we must advocate the production of "green media" that will nurture our youth. Lobbying our political representatives for appropriate legislation to limit the production of violent media and calling on business leaders to build products and markets for "green media" is long overdue.

Social Justice Pedagogy in a Digital Age: The Global Critical Media Literacy Project
[Julie Frechette, Nolan Higdon, Mickey Huff & Bill Yousman]

The Global Critical Media Literacy Project is the first education effort to use a service learning–based media literacy education model to teach digital media literacy and critical thinking, as well as to raise awareness about corporate- and state-engineered news media censorship. Today's college students are increasingly dependent upon digital tools for their information, perspectives, and evidence. Simultaneously, digital technologies are becoming increasingly necessary for participation in the 21st-century political economy. Although these tools can be beneficial, they can also manipulate and marginalize users. The GCMLP seeks to expand access to critical media literacy education through a social justice framework which acknowledges that inequality exists in society and provides a vision for altering or abolishing the structures that contribute to it. The GCMLP operates from the assumption that education can never be a neutral practice, and that educators can and should employ social justice-oriented pedagogy to ameliorate societal, including those reinforced in the U.S. education system.

Streaming Social Change: The pedagogical uses of television in the twenty-first century
[Matthew Yost & Lauren Biatowas]

Even though many members of minority and commonly stereotyped groups—women, African Americans, Asian Americans, Latinos—were tuning in during television's Golden Age (1947–1960), they were unlikely to find characters with identities to which they could relate. In today's TV landscape, thanks to non-traditional television services such as Netflix, Amazon Prime, Showtime, and HBO, minority groups are being represented more than ever to convey previously unheard stories and struggles to mainstream audiences. These services do not rely on advertiser dollars, so they can offer edgier, more diverse programs such as *Marvel's Jessica Jones*, *Orange is the New Black*, and *Transparent*. Can the unique programming offered through digital streaming be used as a pedagogical tool to educate viewers about issues regarding gender, sexuality, race, and social class? This panel aims to demonstrate that television programs can be effectively utilized to teach students and the public about social issues relevant to the world in which they live.

Take the Challenge and Take Charge: A K–12 media literacy curriculum
[Kristine Paulsen]

Parents and students are often unaware of the numerous studies documenting harmful cognitive, social/emotional, and physical effects of excessive and violent media. Meaningful and lasting change requires the involvement of schools and media education for all grades. Our school-wide

K-12 curriculum, Take the Challenge and Take Charge, includes lessons about healthy media use and media reduction and is aligned to the Common Core State Standards. Students create their own public service announcements, write children's books, design T-shirts, and make videos to communicate what they have learned. Middle school and high school students conduct their own research about media use. This presentation will provide an overview of the curriculum, examination of evaluation data, and perspectives on the impact of the curriculum from education professionals working directly with students.

Teacher Training in Media Literacy Education: Exploring social justice, research, and practical issues
[Allison Butler & Alexis Ladd]
The increased emphasis on high-stakes testing and Common Core adherence put immense pressure on teachers and student. In such an environment, how do teachers learn—and incorporate—non-test subjects, including comprehensive media literacy, into their work? How can teachers and media education practitioners work together to develop curriculum that is inclusive of the subject taught, grounds itself in critical media literacy pedagogy, and connects students and teachers more directly to their learning? Drawn from research gathered from curriculum development, teacher training, and classroom implementation in a Central Massachusetts high school, with an emphasis on social justice and research in media education, this presentation shares the words and work of teachers trained in media literacy. This interactive presentation invites participants to share their stories as a way to brainstorm new strategies for teaching in this challenging environment and to foster more collaborative, social justice–rooted methods for teacher training in, and classroom inclusion of, media literacy.

Teaching Critical Media Literacy Through an Historical Lens: The media history interview
[Cheryl A. Casey]
In an undergraduate survey course in media studies, students learn about the origins, economic structures, and trending practices of the major media industries. For many, it is the first opportunity to learn what it means to systematically question and analyze the role of media in their everyday lives. This presentation describes an assignment in which students interview someone over the age of 60 to learn about that person's experiences with media when they were younger. The critical media history interview helps to address important questions about media access, the power of media representations, and how emerging technologies shape people's lives. Students apply the critical process to an analysis of their interview data and craft an essay that explores themes of power, representation, class, race, and identity, using specific examples from their interviewee's experiences with media over time. Alternatively, students can give oral presentations or record the interview and produce a podcast or newsmagazine segment.

Teaching Satire as Political Critique
[Satish Kolluri]
Many of today's college students consider the realm of politics incidental to the terrain of culture. They often display the signs of cynicism and "cool detachment" from the world of politics so characteristic of their age, because the world of (mediated) politics and politicians cannot be trusted. But the use of political humor, specifically satire and parody in *The Daily Show* and *The Colbert Report*, to reconstruct and deconstruct the political and mainstream news media establishments, has been fairly successful in drawing otherwise disengaged young people into the political process. These "news sources" can be employed as pedagogical material to implement critical media literacy in a classroom setting. This takes the form of a course in Political Communication at the intersection of media and politics, and utilizes the templates

of political literacy and political humor as pedagogical tools to "satirically deconstruct" (John Stewart) and "falsely reconstruct" (Stephen Colbert) news and issues of the day.

Three Fundamentalisms of Contemporary Journalism
[Robert Jensen]

For more than four decades, critical researchers who have systematically examined the politics of mainstream corporate-commercial news media have demonstrated how that form of journalism fails to provide a critical, independent source of information, analysis, and opinion to the U.S. public. Critics have pointed out how both business and professional models contribute to that failure, in the context of the ideological limitations of larger society. How should we understand this ideological framework? This presentation identifies three fundamentalisms—national, economic, and technological—that shape and limit contemporary journalism. Participants in this session will leave with an analysis and terminology to stimulate discussion of the underlying politics of the news media and help formulate goals for a more democratic journalism.

Towards a Narrative Classroom: Storytelling in 21st-century early childhood classrooms
[Kristin Rainville]

Story is at the center of our worlds, and of young children's worlds; throughout each day, we are engaged in story whether as storyteller, active listener, or participant. Storytelling promotes community within the classroom and allows teachers to see the differences in students' linguistic and cultural backgrounds. It can be a window into students' lives outside of school and it can allow teachers to learn about ways in which communication may be valued in their community. Storytelling is a powerful social and emotional experience, and early childhood educators can harness this power to foster oral language, develop and teach early literacy skills, promote creative thinking, build cultural awareness, and engage in media literacy education. This all takes place in a classroom that recognizes the primacy of story in helping a student create and define their own world, a place that we call "the narrative classroom."

#YouthInRevolt: Limits, challenges, and potentials of youth media activism online
[Melissa Campbell]

Today's young people are forming informal and formal coalitions online and IRL to call out the limitations in the world around them, including the media itself. What role must adult allies play in supporting and encouraging this activism? What should teens know before engaging in public debates? What can digital media activism do for youth, and what can it not do? This workshop will use SPARK Movement, an online-only, girl-fueled activist movement challenging media sexualization of girls, as a case study to discuss limitations and best practices of public, Internet-based youth activism. Participants will explore differences between "private" and "public" work and the impacts of each for developing activist frameworks and languages. We will also explore how the amorphous, borderless communities of the young activist Internet inform the way teenagers and young adults approach complicated systemic issues and how youth (and adult allies) can take their media activism from the Internet to the streets.

PRESENTERS AND KEYNOTE SPEAKERS

Andrea Bergstrom earned her doctorate in communication at the University of Massachusetts Amherst in 2011 and is currently serving as lecturer in the Department of Communication, Languages and Cultures at Coastal Carolina University in Conway, S.C. She teaches courses in communication theory and research methods as well as classes pertaining to media literacy and media studies. Dr. Bergstrom is the co-author of *The O.C.: A Critical Understanding* (Lexington, 2012) with graduate school colleague Dr. Lori Bindig. In addition to media literacy, her research interests include media effects and media representations of gender, race, class, and sexuality.

Lauren Biatowas is a candidate for an M.A. in Media Literacy & Digital Culture at Sacred Heart University with an expected graduation date of August 2016. She currently teaches eighth-grade English at a middle school in New Milford, Conn.

Lori Bindig is assistant professor of communication in the School of Communication and Media Arts and director of the Academic Performing Arts Program at Sacred Heart University in Fairfield, Conn., where she teaches courses on media studies, digital culture, and the persuasion industries. She earned her doctorate in communication at the University of Massachusetts Amherst. Bindig has contributed to *September 11 in Popular Culture* (Greenwood, 2010), *Race/Gender/Media: Considering Diversity across Audiences, Content, and Producers* (Pearson, 2009), and *Media Literacy Education in Action* (Routledge, 2013), she is co-author of *The O.C.: A Critical Understanding* (Lexington, 2012) and author of *Dawson's Creek: A Critical Understanding* (2007) and *Gossip Girl: A Critical Understanding* (2014).

Veteran high school teacher and consultant **Ben Boyington** founded his high-school media studies work on the idea that skepticism and activism are essential to citizenship. He believes that depth of understanding comes from integration, design, and students teaching students, and that heutagogy is more important than pedagogy. His research into the 1:1 screen initiative (wherein each student in a school is supplied with an Internet-enabled screen) is published in *Media Education for a Digital Generation* (Routledge, 2015). Boyington is vice-president of the Action Coalition for Media.

Allison Butler is a lecturer and advisor in the Department of Communication at the University of Massachusetts Amherst, where she also directs the Media Literacy Certificate program. She is co-director of Mass Media Literacy, a grassroots organization in Massachusetts focused on teacher training in, and curriculum development of, media literacy for the K-12 public school classroom. Butler is the author of multiple works on media literacy, including *Media Education Goes to School* (Peter Lang, 2010) and *Majoring in Change* (Peter Lang, 2012). She contributed to *Media Education for a Digital Generation* (Routledge, 2016) and co-authored *Teacher Training, Lesson Plan Development, and Classroom Integration: Notes on the process of building a media literacy curriculum*, currently in production for the *Media Education Research Journal*.

Melissa Campbell is program coordinator at Campaign for a Commercial-Free Childhood, where she works for the right of children to grow up—and the freedom for parents to raise them—without being undermined by commercial interests. Before joining CCFC, she was program manager at SPARK Movement, where she spent five years training girls aged 13 to 22 to be activists, organizers, and leaders in the fight against the sexualization of girls. She is particularly interested in the lives of youth on the Internet, and in the role that online communities play in girls' development. She holds a B.A. in Cultural and Media Studies from The New School.

Cheryl A. Casey is assistant professor of communication at Champlain College in Burlington, Vermont. She teaches introductory media studies and human communication courses, as well as upper-level courses in communication ethics and senior capstone projects. Previously, she taught courses at Hamilton College, New York University, and Sacred Heart University. Dr. Casey has received the Neil Postman Mentor Award from the New York State Communication Association and was recently appointed the Executive Director of the Eastern Communication Association. Her research focuses on media.

Tige Charity is the founder and executive director of Kids in the Spotlight. A graduate of American Jewish University with an M.B.A. in nonprofit management, she worked for 15 years as a litigation claims specialist for major insurance companies. In 2006, she began working as an independent casting director. She has cast several feature films, short films, stage plays, webisodes, and live events. In 2009, Charity had a moving experience while visiting a group home that inspired her to start Kids in the Spotlight. She is also adjunct professor at American Jewish University, where she teaches the graduate course Managing the Nonprofit Enterprise.

Wendy Chen is a Ph.D. candidate and instructor in the Department of Media, Culture, and Communication at New York University, where she also earned her M.A. She has conducted research on media literacy, civics education, urban school reform, and CTE within six public high schools in New York City. In her hometown of Vancouver, B.C., Chen served diverse learning communities through curriculum design, facilitation of programming, and consultation. Her collaborators have included the Vancouver Board of Education, Pacific Cinémathèque Film Institute, Museum of Vancouver, and Pearson Canada. She has studied transnational media cultures in London, Hong Kong, and Beijing, and traveled to over 100 cities throughout the Americas, Europe, Asia, and the Middle East.

Thomas F. Corrigan is assistant professor in the Department of Communication Studies at California State University, San Bernardino. He teaches undergraduate courses in Digital Media and Communication, Media History and Institutions, Communication Research Methodology, and Advertising as Social Communication. He also teaches a graduate course in Digital Culture. His research examines the political economy of communication, with particular attention to digital media, digital labor, and critical research methodology. His peer-reviewed work has been published in *The Political Economy of Communication*, *tripleC: Communication, Capitalism & Critique*, *Journalism: Theory, Practice, & Criticism*, and *Cultural Studies<=>Critical Methodologies*. He also serves as the book reviews editor for *Democratic Communiqué,* a peer-reviewed journal published by the Union for Democratic Communications.

Letrell Deshan Crittenden is assistant professor of communication at Robert Morris University in Pittsburgh and a board member with the Pittsburgh Black Media Federation. A former police and government reporter, Crittenden specializes in journalism history, diversity in the media, and community journalism. Working with the nonprofit media organization Voices of Philadelphia, Crittenden has provided citizen journalism training to high school students in the Philadelphia area. His efforts led to the production of two documentaries dealing with the high school retention crisis in Philadelphia, *Pushouts* and *Pushouts II*. His doctoral dissertation, completed at the University of Illinois, focused on the history of the National Association of Black Journalists.

Belinha S. De Abreu (@belmedia) is a media literacy educator, author, and editor. Her published works include *Media Literacy in Action: Theoretical and Pedagogical Perspectives* (Routledge, 2014) and *Media Literacy, Social Networking, and the Web 2.0 Environment for the K–12 Educator* (Peter Lang, 2011).

Rose Dyson completed her doctorate on violence in the media and cultural policy at the Ontario Institute for Studies in Education/University of Toronto in 1995. Five years later, she published *Mind Abuse: Media Violence in an Information Age (2000)*. She has co-authored eight additional peer-reviewed books and presented numerous papers and speeches both nationally and internationally. She edited *The Learning Edge* for the Canadian Association for the Study of Adult Education for 17 years, is President of Canadians Concerned About Violence in Entertainment and Chair of the National Advisory Council, Canadian Peace Research Association. She is also a member of the Global Ecological Integrity Group, Just Earth, and the Climate Action Network.

Carolyn Fortuna, Ph.D., is the recipient of the International Literacy Association's 2015 Grand Prize Award for Technology and Reading. Founder of IDigItMedia.com, Fortuna integrates critical digital media literacy pedagogy into all her high school and undergraduate courses. Her structured interpretive activities are grounded in print, audio, digital, visual, and video modalities, and her students read intertextually, research across cultures, and compose on the Web authentically through individualized, inquiry-based, and collaborative learning.

Julie Frechette, Ph.D., is professor and chair of the Department of Communication at Worcester State University, where she teaches courses on media studies, critical cultural studies, media education, and gender representation. She is co-editor of *Media Education for a Digital Generation* (Routledge, 2015), as well as co-editor and co-author of the textbook *Media In Society* (Bedford St. Martin's, 2014). Her book *Developing Media Literacy in Cyberspace: Pedagogy and Critical Learning for the Twenty-First-Century Classroom* (Praeger, 2002) was among the first to explore the "new multiple literacies" approach for the digital age. She serves as co-president of the Action Coalition for Media Education and sits on the board for Sacred Heart University's Media Literacy & Digital Culture graduate program.

Gordon Glover is a critical multi-mediator who has taught students at every level from pre-kindergarten through graduate school. Formally schooled as a fine artist in film and animation, he has gravitated to memetics and media studies. He has been an Open Society Institute Fellow, founding board member of Wide Angle Community Media, and Pioneer of Documentary and Media Activism programs at Towson University, Champlain College, and Burlington College. Glover is a board member with the Action Coalition for Media Education.

Nolan Higdon is a professor of English and Latin American and U.S. history in the San Francisco Bay Area. His academic work focuses on nationalism, propaganda, and critical media literacy education. He sits on the boards of the Media Freedom Foundation and ACME. Higdon has contributed chapters to *Censored 2013, 2014, 2015*, and *2016*, as well as Stephen Lendman's *Flashpoint in Ukraine: How the US Drive for Hegemony Risks World War III* (2014). He has published numerous articles on media and propaganda, including "Disinfo Wars: Alex Jones War on Your Mind" (2013), "Millennial Media Revolution" (2014), and "Justice For Sale" (2015). He has also been a guest on national radio and television programs and a frequent guest host for *The Project Censored Show*.

Mickey Huff is director of Project Censored and serves on the board of the Media Freedom Foundation. To date, he has edited or co-edited seven volumes of *Censored* and contributed numerous chapters to these works, dating back to 2008. Additionally, he has co-authored several chapters on media and propaganda for other scholarly publications. He is currently professor of social science and history at Diablo Valley College in the San Francisco Bay Area, where he is co-chair of the history department. Huff is cohost with former Project Censored director Peter

Phillips of *The Project Censored Show*, the weekly syndicated public affairs program that originates from KPFA Pacifica Radio in Berkeley, Calif. He represents Project Censored as one of the co-sponsoring organizations of the Summit.

Daniel S. Hunt, Ph.D., is assistant professor of communication at Worcester State University, where he teaches courses in new media and mass communication. His research on social media, interactive technology, and image sharing has been published in scholarly journals including the *Journal of Broadcasting & Electronic Media*; *Cyberpsychology, Behavior, and Social Networking*, *Newspaper Research Journal*, *The Journal of Social Media in Society*, *The Journal of Media Literacy, and Computers in Human Behavior*. Hunt is also director of the Center for Community Media at WSU and faculty advisor to the Worcester Sate University Radio (WSUR) Club.

Robert Jensen is a professor in the School of Journalism at the University of Texas at Austin and board member of the Third Coast Activist Resource Center in Austin. He is the author of *Plain Radical: Living, Loving, and Learning to Leave the Planet Gracefully* (Counterpoint/Soft Skull, 2015), *Arguing for Our Lives: A User's Guide to Constructive Dialogue* (City Lights, 2013), and *All My Bones Shake: Seeking a Progressive Path to the Prophetic Voice*, (Soft Skull Press, 2009), among many others. Jensen is co-producer of the documentary film *Abe Osheroff: One Foot in the Grave, the Other Still Dancing* (Media Education Foundation, 2009), which chronicles the life and philosophy of the longtime radical activist.

Sut Jhally is Professor of Communication at the University of Massachusetts Amherst and founder and executive director of the Media Education Foundation. He is one of the world's leading experts on the role played by advertising and popular culture in the processes of social control and identity construction. The author of numerous books and articles on media, including *The Codes of Advertising*, he is also an award-winning teacher. Jhally is best known as the producer and director of media literacy films and videos, including the *Dreamworlds* series and *Hijacking Catastrophe: 9/11, Fear & the Selling of American Empire*, that deal with issues ranging from gender, sexuality, and race to commercialism, violence, and politics.

Michael Kastner is a student in the Media Literacy & Digital Culture graduate program at Sacred Heart University. Kastner, who earned his B.A. in Cinema Studies from Purchase College, is incredibly interested in film and television studies and is planning to pursue a Ph.D. in film and to use media literacy in teaching future generations.

Emily Keating, director of education at the Jacob Burns Film Center, has overseen the development, implementation, and expansion of the center's education programs since their inception in September 2001. Keating has presented on the imperative of redefining literacy in the 21st century at conferences hosted by the New Media Consortium, MacArthur Foundation's Digital Media and Learning Research Hub, and the National Association for Media Literacy Education, among others. She is the author of "Building a Framework for Literacy in a Visual Culture" (*Mastering Media Literacy*, Solution Tree, 2013) and is an adjunct faculty member in the School of Education at Pace University, where she teaches writing and media. Keating holds an M.A. in Education, Communication, and Technology from New York University's Steinhardt School of Education.

A featured speaker at the 2013 National Conference for Media Reform, **Dylan Kelley** graduated from Burlington College with a triple major in Photography, Documentary Studies, and Media Activism. He is a photographer, radio producer, and journalist focusing on emerging struggles, crises, and communities in contemporary America. He produces The Interference Radio Hour on 105.9FM "The Radiator" in Burlington, Vermont. Recent episodes have

featured discussions on COP21, over-development in Burlington, student unionism, mass incarceration, and Palestine.

Dr. **Satish Kolluri** is associate professor of Communication Studies at Pace University and has published in the areas of secularism and nationalism, media and politics, and participatory communication research. He co-edited a special issue of *Cultural Dynamics* on secularism and postcolonial theory. His teaching and research center on Indian and Hong Kong cinema, satire and politics, and parenting and education. He also helps curate the New York Indian Film Festival and is on the organizing committee of the Festival of Indian Dance at Pace University.

Born and raised in New York City, **Michael L. Krieger** is an M.A. Candidate in the Media Literacy & Digital Culture program at Sacred Heart University, as well as adjunct professor of Communication and Media Studies at SHU. Prior to commencing his graduate work, Krieger was an intern at the Media Education Foundation in Northampton, Mass., served as a peer advisor in the Department of Communication at UMass Amherst, where he earned his B.A. Krieger plans to pursue a Ph.D. in communication or a related field with the intention of teaching at the university level.

Lexi Ladd is an instructor at Wheelock College, teaching courses in media literacy. She is co-director of Mass Media Literacy, a grassroots organization in Massachusetts focused on teacher training in, and curriculum development of, media literacy for the K-12 public school classroom. She is co-author of *Teacher Training, Lesson Plan Development, and Classroom Integration: Notes on the process of building a media literacy curriculum*, currently in production for the *Media Education Research Journal*.

Mark Lipton co-wrote *Research, Write, Create: Connecting Scholarship to Digital Media* (with T. Gibson, Oxford, 2014) and the media literacy textbook *Smoke Screens: From Tobacco Outrage to Media Activism* (with M. Dewing, Children's Health Initiative, 2002) and has written numerous monographs on media education. He also co-edited *Visualizing the Web: Evaluating Online Design from A Visual Communication Perspective* (Peter Lang, 2010). Research funding includes support from the Canadian Council on Learning, the Social Sciences and Humanities Research Council, Mellon Foundation, Ford Foundation, Children's Services Council, United Way. He teaches courses about culture and communication, digital literacy and pedagogy, performance studies, and research methods. In the classroom he strikes a balance between theory and practice by employing alternative pedagogical models from multidisciplinary perspectives.

Chelsea Maxwell, associate and daughter of Sharon Maxwell, is further developing their sexual health and responsibility curriculum and is working with Dr. Maxwell on a second book about raising healthy, responsible, happy kids in a media-driven culture.

Dr. **Sharon Maxwell** has been a practicing clinical psychologist for twenty-seven years, specializing in adolescent and family therapy. Her award-winning book, *The Talk: A Breakthrough Guide to Raising Healthy Kids in an Oversexualized, Online, In-your-face World*, has been published in Italy, Poland, Vietnam, and mainland China. Dr. Maxwell is on the Media Literacy Now National Advisory Council. She has been interviewed by NPR, *Time*, *US News & World Report*, NBC News, Fox News, and *Oprah and Friends*, and has been featured in *USA Today*. Dr. Maxwell is a frequent lecturer on issues of sex and sexuality and the ways in which parents and educators can align media technology with values that nurture a healthy child, community, and world.

Paul Mihailidis is associate professor in the school of communication at Emerson College in Boston, where he teaches media literacy and civic media. He is also Principal Investigator and

Associate Director of the Engagement Lab at Emerson and Director of the Salzburg Academy on Media and Global Change. His research focuses on the nexus of media, education, and civic voices. His newest book, *Media Literacy and the Emerging Citizen: Youth, Engagement and Participation in Digital Culture* (Peter Lang 2014), outlines effective practices for participatory citizenship and engagement in digital culture. Under his direction, the Salzburg Academy annually gathers students and faculty from around the world to build networks for media innovation, civic voices, and global change. Mihailidis has authored numerous books and papers exploring civic media and has traveled the globe speaking about media and engagement in digital culture.

Dianna Morton, M.L.S., has taught high school English language arts, comprehensive media literacy, and social studies for 21 years. Dianna is a steering committee member of Mass Media Literacy, an activist with the Campaign for a Commercial-Free Childhood, and coordinator of Get Empathy Now! She holds an M.A. in Cultural Studies from Excelsior College and a B.A. in Creative Writing and Literature from the State University of New York at Purchase.

Over the last 15 years, educational consultant **Kristine Paulsen** has conducted more than 300 workshops on technology integration, curriculum development, and safe schools and healthy students. She developed Project TELL (Technology in Education through Leadership and Literacy), a nationally funded program that assists school districts in developing the internal capacity to provide high-quality training for all staff. She has served as project director of the Safe Schools/Healthy Students Federal Grant. With a background in both general and special education, she was a teacher for nine years; she also worked at Michigan's Delta-Schoolcraft Intermediate School District as an educational consultant for 14 years and as general education director for 10 years.

Katherine Prendella is a student in the Media Literacy & Digital Culture graduate program at Sacred Heart University, focusing on Media and Social Justice. Her undergraduate studies in Women, Gender, Sexuality Studies and Theater at the University of Massachusetts Amherst provided her with a unique and intersectional lens with which to approach media literacy. At UMass Amherst, she worked with Allison Butler and testified on behalf of the bill that would mandate media literacy in Massachusetts schools. Prendella plans to pursue a Ph.D. in the field of media literacy.

Dr. **Kristin Rainville** teaches in the Educational Leadership and Literacy department at the Isabelle Farrington College of Education at Sacred Heart University. Previously, Rainville was department chair and assistant professor in the Department of Literacy at Manhattanville College. She worked as an instructor at Teachers College, as coordinator for the New Jersey Department of Education's Office of Early Literacy, as a literacy coach, and as a third-grade and first-grade teacher. Rainville has co-authored articles in *The Reading Teacher* and *Reading & Writing Quarterly,* as well as online tools in the Literacy Coaching Clearinghouse. She co-authored *Changing Suburbs, Changing Students* (Corwin, 2012) and *Literacy Leadership in Changing Schools: Ten Keys for Providing Successful Professional Development* (Teachers College, 2015).

Sara Ross, Ph.D., is associate professor in the School of Communication and Media Arts at Sacred Heart University, where she is also Faculty Fellow for Curricular Internationalization. She has taught abroad in Ireland, Luxembourg and England, and has published articles in *Camera Obscura, Film History*, *Modernism and Modernity, Aura,* and a number of anthologies. Her research interests include late silent film, romantic comedy, and the development of female characters in Hollywood.

Michelle Sayles is a political cartoonist, graphic journalist, illustrator, and storyteller. She previously worked as a tenant organizer in affordable housing, helping residents to address community issues and build resident leadership. She currently works in social services and spends her free time using visual arts as a tool for community education, outreach, and organizing. She has collaborated with various environmental and social justice groups including Rising Tide VT, the VT Workers Center, and Berks Gas Truth. She was a finalist in the 2015 Segunda Llamada international poster competition.

Jeff Share worked for 10 years as a freelance photojournalist with the *Los Angeles Times, Newsweek, Life, People*, and other publications. In 1995, he became a bilingual elementary school teacher; starting in 2002, he served as Regional Coordinator for Training at the Center for Media Literacy, writing curricula and leading professional development. He earned his Ph.D. in the Graduate School of Education and Information Studies at UCLA. Share provides professional development in critical media literacy to teachers in the United States and internationally. His current research and practice focuses on K-12 critical media literacy. In 2015, Share published the second edition of *Media Literacy is Elementary: Teaching Youth to Critically Read and Create Media* (Peter Lang).

Jason K. Smith is assistant professor at Bethany College in Bethany, W.Va. He has trained in media effects research and received his Ph.D. from Florida State University's School of Communication in 2007. His interests include audience reception studies with an emphasis on new media that uses ethnography and participant observation. He has published in the areas of video games, social protest, and the environmental movement; in 2014, he co-authored a rhetorical criticism of 2012 conspiracies on YouTube. Currently, he is focused on employing Open Broadcaster Software to observe participants' behaviors while playing the Massive Multiplayer Online Battle Arena game League of Legends.

Anne Venton holds a Master's degree from the University of Toronto and is former Head of Library at three Toronto District School Board secondary schools, where she also taught media literacy. She has worked as project director at the Ontario Institute for Studies in Education, facilitating projects including the Canadian English Language Achievement Test and Sex Stereotyping in Elementary Readers. A community activist, Venton has served as president of the Ontario Women's Liberal Commission, advocating for women's rights and the environment, and on the executive board of Canadians Concerned About Violence in Entertainment. She has presented papers both nationally and internationally at conferences of the Global Ecological Integrity Group and the Canadian Peace Research Association.

Sara Voorhees was the film critic for New Mexico's NBC affiliate for three decades and was nationally syndicated on television with Conus Communications from 1986 to 2002. She serves on the Board of Directors of the Broadcast Film Critics Association and is BFCA membership director. She is also the author of *The Lumiere Affair: A Novel of Cannes* (Simon & Schuster, 2009), a mystery set at the Cannes Film Festival, published by Simon and Schuster.

Cindy S. Vincent is assistant professor in the Department of Communications at Salem State University, where she teaches media studies and public relations and serves as faculty fellow for the Center for Civic Engagement. Her research focuses primarily on the power of civic media to facilitate self-empowerment, agency, and civic engagement within historically marginalized populations. She also examines the use of dissent in democratic participation for negotiation of political power and social change. Her education includes a Ph.D. in Communication from the University of Oklahoma and an M.A. in Communication and B.A. in Journalism from California State University, Sacramento.

Since 2007, **the Weave** has been doing independent media and citizen journalism work grounded in the desire to "contribute to positive social change and the cultivation of an informed citizenry by providing critical perspectives on important stories, voices, and processes that are not receiving sufficient public attention." Created as a conscious response to the realities of media consolidation and the erosion of journalism's core investigative role, the Weave publishes blogs on underreported stories and hosts a growing video archive of responses from artists, journalists, scholars, and activists to a series of Big Questions of global importance. Weave contributors include a wide range of individuals who share the project's commitment to the core principles of public intellectual work, responsible representation, citizen journalism, democratic dialogue, and social justice.

Melda N. Yildiz is a global scholar and teacher educator. Melda taught Media Literacy and Global Education to undergraduate and graduate level and served as the first Fulbright Scholar in Turkmenistan. Since 1994, she has 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 on global education, media literacy, education, and multicultural education in many national and international conferences. She received her Ed.D. from the University of Massachusetts in Math & Science and Instructional Technology and her M.S. from Southern Connecticut State University.

Matthew Yost is a student in the Media Literacy & Digital Culture graduate program at Sacred Heart University with an expected graduation date of August 2016. His undergraduate degree was in Business Administration with a concentration in Finance; he currently works as a financial analyst at a PR firm.

Elaine Young is a professor and faculty advisor at Champlain College, where she teaches Digital Marketing, Digital Analytics and Analysis, Advanced Digital Marketing, Community Management, and the Marketing Capstone. Dr. Young earned her Ph.D. in Organizational Management from Capella University, where her dissertation research examined technology use and adoption by college students. During that time, she developed a teaching model for faculty to follow when teaching a technology application in a classroom environment. She holds an M.S. in Internet Strategy Management from Marlboro College and a B.S. in Communication and Public Relations from SUNY. Before turning to teaching, she worked for over ten years in marketing and public affairs, specializing in non-profits.

Bill Yousman, Ph.D. is director of the Media Literacy & Digital Culture graduate program at Sacred Heart University. His research focuses on media and race, ideology in popular culture, and the representation of incarceration on television. His essays have appeared in *Communication and Critical/Cultural Studies*; *Communication Theory*; the *Journal of Communication*; *Communication Quarterly*; *Race, Gender, and Class*; *Communication Research Reports*; *Tikkun*; *Counterpunch*; and a number of anthologies. His book *Prime Time Prisons on U.S. TV: Representation of Incarceration* was published in 2009. His most recent book, *The Spike Lee Enigma: Challenge and Incorporation in Media Culture*, was published in 2014. Yousman is the former managing director of the Media Education Foundation in Northampton, Mass.