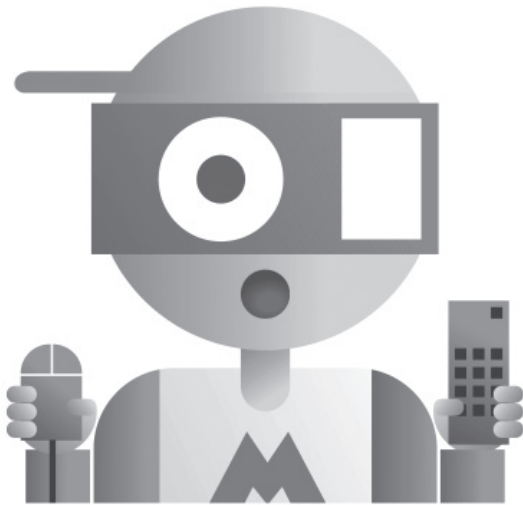


THE FIRST AMLA

# Research Summit



## **iPods, Blogs, and Beyond:**

Evolving Media  
Literacy for the  
21st Century

**Media Literacy Education  
Research Summit**

**June 23–24, 2007**

**The Millennium Hotel  
St. Louis, Missouri**



# **Welcome to the First AMLA Media Literacy Education Research Summit!**

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**Robert Kubey, Ph.D.**, Rutgers University

**Brian Primack, M.D., Ed.M.**, University of Pittsburgh



*"The purpose of media literacy education is to help individuals of all ages develop the habits of critical inquiry and skills of expression that they need to become critical thinkers, effective communicators, and active citizens in today's world."*

AMLA Core Principles of  
Media Literacy Education  
[www.AMLAinfo.org](http://www.AMLAinfo.org)

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**sesameworkshop.**

The nonprofit educational organization  
behind Sesame Street and so much more

Missouri Foundation for Health

Charter Communications, Inc

St. Louis Regional Arts Commission

Communication Office / The Episcopal Church

# Research Summit Schedule at a Glance

**Saturday, June 23, 2007**

7:30 am Foyer	<b>Registration</b>			
7:30 am Jefferson Lobby	<b>Research Summit Breakfast</b>			
8:30 am	<b>Welcome:</b> Marilyn Cohen, Research Summit Chair, University of Washington			
8:50 am Jefferson ABC	<b>OPENING KEYNOTE:</b> <b>Notes from the Field: The Need for a New Media Literacy Research Agenda</b> <i>Keynote Speaker:</i> Kathleen Tyner, University of Texas-Austin			
9:15 am Jefferson ABC	<b>PLENARY I: Questions Guiding Media Literacy Research</b> <i>Panelists:</i> Elana Yonah Rosen, Just Think; Craig Rosen, Stanford University; and Michael Cohen, Michael Cohen Group			
10:00 am	<b>BREAK</b>			
10:15 am	<b>PLENARY II: Measures of Knowledge, Understanding and Critical Thinking</b> <i>Panelists:</i> Cyndy Scheibe, Ithaca College, and Irvin Katz, Educational Testing Service			
11:00 am	<b>Short Break to Switch Rooms</b>			
11:05 am Jefferson	<b>BREAKOUT SESSION SET I (Concurrent Sessions A, B, C) (1 hr 25 min)</b>			
	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>SESSION A:</b> <b>Critical Thinking: Issues and Questions</b></p> <p><u>Jefferson D</u></p> <p><b>A1.</b> <b>Approaches to Measurement: Using Critical Questions to Measure Media Analysis Skills</b> <i>Renee Hobbs, Jiwon Yoon, &amp; Wen Xu</i></p> <p><b>A2.</b> <b>Evaluating Critical Thinking Outcomes of the Media Education, Arts and Literacy (MEAL) Program</b> <i>Craig Rosen, Elana Rosen, &amp; Michael Cohen</i></p> <p><b>A3.</b> <b>Critical Media Literacy Education – An Outline for Developing Critical Thinking</b> <i>Mira Feuerstein</i></p> </td> <td style="width: 33%; vertical-align: top;"> <p><b>SESSION B:</b> <b>Media Literacy-Based Interventions for Families and Adults</b></p> <p><u>Jefferson E</u></p> <p><b>B1.</b> <b>Media Wise Families: Evaluation of a Media Literacy-Based Health Promotion Intervention</b> <i>Lynda Bergsma</i></p> <p><b>B2.</b> <b>Media Literacy Nutrition Education Curriculum for Headstart Parents</b> <i>Toby Jane Hindin</i></p> <p><b>B3.</b> <b>“Health-Media Literacy” for the Elderly: How Older Persons Perceive Health Information in Prescription Drug Advertisements</b> <i>Pamela Poe</i></p> </td> <td style="width: 33%; vertical-align: top;"> <p><b>SESSION C:</b> <b>Media Literacy in the US and Canada</b></p> <p><u>Jefferson F</u></p> <p><b>C1.</b> <b>The Status of Media Literacy: Insights from a Survey of State Departments of Education</b> <i>Frank Gallagher</i></p> <p><b>C2.</b> <b>Digital Natives, but Not Information Fluent: Results from the ETS iSkills Assessment</b> <i>Irvin Katz</i></p> <p><b>C3.</b> <b>Assessing the Field of Media Education in British Columbia: A Survey of Teachers and Trainees in the Present-Day BC School System</b> <i>Kym Stewart</i></p> </td> </tr> </table>	<p><b>SESSION A:</b> <b>Critical Thinking: Issues and Questions</b></p> <p><u>Jefferson D</u></p> <p><b>A1.</b> <b>Approaches to Measurement: Using Critical Questions to Measure Media Analysis Skills</b> <i>Renee Hobbs, Jiwon Yoon, &amp; Wen Xu</i></p> <p><b>A2.</b> <b>Evaluating Critical Thinking Outcomes of the Media Education, Arts and Literacy (MEAL) Program</b> <i>Craig Rosen, Elana Rosen, &amp; Michael Cohen</i></p> <p><b>A3.</b> <b>Critical Media Literacy Education – An Outline for Developing Critical Thinking</b> <i>Mira Feuerstein</i></p>	<p><b>SESSION B:</b> <b>Media Literacy-Based Interventions for Families and Adults</b></p> <p><u>Jefferson E</u></p> <p><b>B1.</b> <b>Media Wise Families: Evaluation of a Media Literacy-Based Health Promotion Intervention</b> <i>Lynda Bergsma</i></p> <p><b>B2.</b> <b>Media Literacy Nutrition Education Curriculum for Headstart Parents</b> <i>Toby Jane Hindin</i></p> <p><b>B3.</b> <b>“Health-Media Literacy” for the Elderly: How Older Persons Perceive Health Information in Prescription Drug Advertisements</b> <i>Pamela Poe</i></p>	<p><b>SESSION C:</b> <b>Media Literacy in the US and Canada</b></p> <p><u>Jefferson F</u></p> <p><b>C1.</b> <b>The Status of Media Literacy: Insights from a Survey of State Departments of Education</b> <i>Frank Gallagher</i></p> <p><b>C2.</b> <b>Digital Natives, but Not Information Fluent: Results from the ETS iSkills Assessment</b> <i>Irvin Katz</i></p> <p><b>C3.</b> <b>Assessing the Field of Media Education in British Columbia: A Survey of Teachers and Trainees in the Present-Day BC School System</b> <i>Kym Stewart</i></p>
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12:30 pm	<b>LUNCH</b> (No-Host Buffet in Millennium Hotel Grill)			
1:30 pm Jefferson ABC	<b>PLENARY III: Measures of Attitudes, Behavioral Intent, Normative Beliefs and Behaviors</b> <i>Speaker:</i> Brian Primack, University of Pittsburgh			
2:15 pm	<b>BREAK</b>			

2:30 pm

**BREAKOUT SESSION SET II (Concurrent Sessions D, E, F, G) (1 hr 45 min)**

**SESSION D:  
Media Education and  
Health**

Jefferson D

**D1.  
Preliminary Findings  
from the Evaluation of  
the Elementary Media  
Literacy, Substance  
Abuse Prevention  
Project**

*Janis Kupersmidt, Tracy  
Barret, & Kristen Elmore*

**D2.  
Teaching Media  
Literacy & Advertising  
in the English  
Classroom: A Model  
for School-Based  
Prevention Efforts**

*Gina Serafin*

**D3.  
Part of the Solution:  
A Four-Year Study of  
a Media and Violence  
Curriculum**

*Joanne Lisosky & Marilyn  
Cohen*

**D4.  
Anti-Smoking  
Media Literacy:  
Methodology,  
Feasibility, and  
Acceptability of an  
Innovative Randomized  
Controlled Trial**

*Brian Primack*

**SESSION E:  
Community & Civic  
Engagement**

Jefferson E

**E1.  
The Contribution of  
Community Media to  
Social Learning and  
Media Literacy**

*Mary Caton-Rosser*

**E2.  
Young People, Media  
Education and Civic  
Engagement in the  
Postcolonial World**

*Sanjay Asthana*

**E3.  
Deliberation in  
Civic Development:  
Influences of Media  
Literacy Instruction on  
the Discursive Habits  
of Adolescents**

*Michael McDevitt*

**E4.  
Citizenship Literacy  
in a Networked World:  
How Relevant Are  
National Curricula for  
Activism in the New  
Transnational Social  
Movements?**

*Egil Skogseth*

**SESSION F:  
Media Literacy  
Education:  
International  
Perspectives**

Jefferson F

**F1.  
A Comparative  
Overview: Media  
Education Across the  
Seven Societies in the  
East & West**

*C. K. Cheung*

**F2.  
More Than Just Fellini:  
Audiovisual and Media  
Literacy Education in  
the Czech Republic**

*Patrik Vacek & Jana Kratka*

**F3.  
Bringing Media  
Education into the  
School Curriculum: A  
Study of Adoption of  
Educational Innovation  
in Hong Kong**

*Alice Lee & C. K. Cheung*

**F4.  
Teaching without a  
Curriculum: Media  
Studies in New Zealand  
Schools and  
Universities**

*Geoff Lealand*

**SESSION G:  
Media Production and  
Pedagogy**

Jefferson ABC

**G1.  
Schooling Multimedia:  
Students' Uses of  
Digital Production in  
Secondary Classrooms**

*Meg Callahan &  
Brian Bailey*

**G2.  
Literacy Development  
and Media Production  
in Two Urban  
Secondary Classrooms**

*Korina Jocson &  
Ernest Morrell*

**G3.  
Ogichidaakweg:  
Anishabe Girls  
Representing Self  
and Culture Through  
Digital Media**

*Karon Sherarts*

**G4.  
Negotiating the Terrain  
of Pedagogies of  
Professionalization**

*Paul Teske*

4:15 pm

**BREAK**

4:30 pm – 5:30 pm  
Jefferson ABC

**General Discussion: Promoting the Communication of Media Literacy Education Research**  
*Discussion Leader: Robert Kubey, Rutgers University*

6:00 – 8:00 pm  
Lobby

**RECEPTION (Joint with NMEC)**

# Research Summit Schedule at a Glance

**Sunday, June 24, 2007**

7:30 am	<b>Registration</b>			
7:30 am Illinois/Missouri	<b>Continental Breakfast</b>			
8:30 am Mississippi	<b>Opening Remarks:</b> Marilyn Cohen, Research Summit Chair, University of Washington  <b>PLENARY IV: Measures of Media Production Skills</b> <i>Speaker:</i> Karon Sherarts, Evaluation and Media Arts Education Consultant			
9:15 am	<b>BREAK</b>			
9:30 am	<b>BREAKOUT SESSION SET III (Concurrent Sessions H, J, K) (1 hr 45 min)</b>			
	<table><tr><td><b>SESSION H: Issues of Diversity</b>  <u>Jefferson C</u> <b>H1. Effects of Media Literacy Instruction: Recognizing and Analyzing Racial Stereotypes in Media</b> <i>Janet Dunlop</i>  <b>H2. Crashing into Media Literacy: Using Film to Develop Awareness of Ethnic Stereotypes in Media</b> <i>Jennifer Fleming</i>  <b>H3. Through a Media Lens: Perspectives on Culture, Race, Gender &amp; Truth</b> <i>Beau Basel Beaudoin</i></td><td><b>SESSION J: Teaching and Teacher Education: Challenges and Resources</b>  <u>Jefferson D</u> <b>J1. Re-Imagining Media Education: Examining a Teacher-Training Program in a First Nations Community</b> <i>Kym Stewart</i>  <b>J2. Media Education: Benefits for Students and Teachers at Alternative High Schools</b> <i>Jiwoon Yoon</i>  <b>J3. The Media Generation Gap in Korea: Implications for Media Education</b> <i>Amie Kim</i>  <b>J4. Resources and Support for New Zealand's Teachers</b> <i>Geoff Lealand</i></td><td><b>SESSION K: Media Discourses: Making Meaning</b>  <u>Jefferson E</u> <b>K1. The Mediating Meaning of Computer Games, Internet and Television, and Their Reflections in the Discourse of Israeli Adolescents</b> <i>Mira Feuerstein</i>  <b>K2. The Paradigm Shift of Media Education in a Participatory Media Environment: The Impact of the "YouTube Phenomenon"</b> <i>Alice Lee</i>  <b>K3. Using the Lens to See: Student Media Project on School Inequities</b> <i>Lynn McBrien</i></td></tr></table>	<b>SESSION H: Issues of Diversity</b>  <u>Jefferson C</u> <b>H1. Effects of Media Literacy Instruction: Recognizing and Analyzing Racial Stereotypes in Media</b> <i>Janet Dunlop</i>  <b>H2. Crashing into Media Literacy: Using Film to Develop Awareness of Ethnic Stereotypes in Media</b> <i>Jennifer Fleming</i>  <b>H3. Through a Media Lens: Perspectives on Culture, Race, Gender &amp; Truth</b> <i>Beau Basel Beaudoin</i>	<b>SESSION J: Teaching and Teacher Education: Challenges and Resources</b>  <u>Jefferson D</u> <b>J1. Re-Imagining Media Education: Examining a Teacher-Training Program in a First Nations Community</b> <i>Kym Stewart</i>  <b>J2. Media Education: Benefits for Students and Teachers at Alternative High Schools</b> <i>Jiwoon Yoon</i>  <b>J3. The Media Generation Gap in Korea: Implications for Media Education</b> <i>Amie Kim</i>  <b>J4. Resources and Support for New Zealand's Teachers</b> <i>Geoff Lealand</i>	<b>SESSION K: Media Discourses: Making Meaning</b>  <u>Jefferson E</u> <b>K1. The Mediating Meaning of Computer Games, Internet and Television, and Their Reflections in the Discourse of Israeli Adolescents</b> <i>Mira Feuerstein</i>  <b>K2. The Paradigm Shift of Media Education in a Participatory Media Environment: The Impact of the "YouTube Phenomenon"</b> <i>Alice Lee</i>  <b>K3. Using the Lens to See: Student Media Project on School Inequities</b> <i>Lynn McBrien</i>
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11:15 am	<b>BREAK</b>			
11:30 am Illinois/Missouri	<b>LUNCHEON</b> (Joint with NMEC) <b>KEYNOTE: Media Literacy Education: What the Research Says</b> <i>Keynote Speaker:</i> Renee Hobbs, Temple University			
1:00 pm	<b>RESEARCH POSTER SESSION</b> (Joint with NMEC)			
2:15 pm Mississippi	<b>PLENARY V: Research Designs and Models</b> <i>Panelists:</i> Erica Austin, Washington State University and Lynda Bergsma, University of Arizona			
3:00 pm Mississippi	<b>FINAL SESSION: Group Brainstorming and Discussion</b> <i>Facilitator:</i> Faith Rogow, Insighters Educational Consulting			
	<b>CLOSING KEYNOTE: The Emerging Dialogue</b> <i>Keynote Speaker:</i> Faith Rogow			
4:30 pm	<b>Concluding Comments</b>			

# Media Literacy Education Research Summit Program

## Saturday, June 23

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7:30 am – 6:30 pm  
Foyer

### **Registration**

7:30 am – 8:30 am  
Jefferson Lobby

### **Research Summit Breakfast**

8:30 am – 8:50 am  
Jefferson ABC

### **Welcome**

**Marilyn Cohen**, AMLA Research Summit Chair; **Linda Bergsma**, AMLA President;  
**Renee Cherow-O’Leary**, AMLA Research Summit Assistant Chair

8:50 am – 9:15 am

### **Opening Keynote:**

#### **Notes from the Field: The Need for a New Media Literacy Research Agenda**

*Keynote Speaker: Kathleen Tyner*, University of Texas-Austin

Media educators have long provided compelling stories about their successes with local media education projects. Anecdotal evidence from individual programs is motivational and contributes to the spread of successful practices on the ground. If the emerging field of media education is to maintain its momentum and move forward, it is also important to gather rigorous evidence that can be generalized across programs. An innovative research agenda for media education builds on traditional research methods as it mirrors the collaborative, participatory and multiliteracy approaches seen in the social uses of new media.

9:15 am – 10:00 am  
Jefferson ABC

### **PLENARY I: Questions Guiding Research in Media Literacy Education**

*Panelists: Elana Yonah Rosen*, Just Think; **Craig Rosen**, Stanford University; and **Michael Cohen**, Michael Cohen Group

Just Think, a media education organization based in San Francisco, in partnership with the AMLA and the Michael Cohen Group (MCG), with funding from the Department of Education, has completed a three-year Media Arts Education program with two local, public middle schools. Using their work as a springboard for discussion, Elana Rosen, Just Think, Craig Rosen, Stanford University, and Michael Cohen, Michael Cohen Group, will examine overarching questions that media literacy researchers need to address. They will also explore the types of questions that appear to be guiding efforts today as researchers attempt to examine the effectiveness of media literacy education.

10:00 am – 10:15 am

### **BREAK**

10:15 am – 11:00 am  
Jefferson ABC

### **PLENARY II: Measures of Knowledge, Understanding and Critical Thinking**

*Panelists: Cyndy Scheibe*, Ithaca College, and **Irvin Katz**, Educational Testing Service

Cyndy Scheibe (from Project Look Sharp at Ithaca College) and Irvin Katz (iSkills researcher for the Educational Testing Service) will present an overview of some measures that have been used to assess relevant knowledge about media literacy, understanding of media literacy concepts and the practice of media analysis, and critical thinking skills in general, including the measures that they have used in their own research in this area. The discussion will include the feasibility and validity of different types of measures (including multiple choice, open-ended and other types of questions; nonverbal responses; feedback from teachers and parents; problem-solving and scenario-based tasks), as well as measurement of critical thinking and media literacy with different age groups.

11:00 am – 11:05 am

### **SHORT BREAK TO SWITCH ROOMS**

Jefferson D  
Session A**SESSION A: Critical Thinking: Issues and Questions***Chair:* Jane Ballinger, California State Polytechnic University*Discussant:* Cyndy Scheibe, Ithaca CollegeJefferson D  
A1**A1. Approaches to Measurement: Using Critical Questions to Measure Media Analysis Skills**

Renee Hobbs, Jiwon Yoon and Wen Xu, Temple University

How do we know whether or not people have the ability to demonstrate critical thinking skills about the media messages that surround them? In this presentation, Hobbs and her colleagues will describe methods they have been using to measure media literacy in a number of studies published over several years. This approach uses the five critical questions of media literacy in a simple paper-and-pencil instrument using open-ended questions to examine students' ability to conduct a textual analysis of 1) an article in a print newsmagazine; 2) an excerpt from a radio news program; 3) a print tobacco or alcohol ad; or 4) a television news story. We describe the research instrument, data collection procedures, and the process used in coding and analyzing data. The design and validation of reliable performance-based measures that can be used by researchers with diverse populations in a variety of settings is an important goal for the development of new knowledge in the field.

Jefferson D  
A2**A2. Evaluating Critical Thinking Outcomes of the Media Education, Arts and Literacy (MEAL) Program**

Craig Rosen, Stanford University; Elana Yonah Rosen, Just Think Foundation; and Michael Cohen, Michael Cohen Group

This talk discusses results of a quasi-experimental study assessing the educational impacts of the Media Education, Arts, and Literacy (M.E.A.L.) program on middle school students. We present data on three outcome domains related to critical thinking: critical thinking attitudes, skills in analyzing and deconstructing media messages, and creative/divergent thinking. We also discuss continuing methodological and conceptual challenges in assessing critical thinking outcomes of media literacy programs, including 1) How can the impact of media literacy interventions on students' attitudes, cognitive capabilities, and content knowledge be conceptualized? 2) What are the appropriate expected outcomes of media arts interventions? 3) How can reliable and valid measures of media literacy be developed? 4) What issues and dynamics arise when literacy interventions are expected to produce gains in other curriculum and content areas?

Jefferson D  
A3**A3. Critical Media Literacy Education – An Outline for Developing Critical Thinking**

Mira Feuerstein, Oranim Academic Educational College

This paper discusses results of a research study whose purpose was to examine the support provided by a Critical Media Literacy Education program in the development of critical thinking in pupils ages 10-12 years in the north of Israel. Data results demonstrate that Critical Media Literacy programmatic intervention and its cumulative effect were two important factors underlying the significant improvement in the pupils' skeptical reflection towards media texts.

Jefferson E  
Session B**SESSION B: Media Literacy-Based Interventions for Families and Adults***Chair:* Marieli Rowe, National Telemedia Council*Discussant:* Melinda Hemmelgarn, Food and Society Policy Fellow & Food Sleuth ColumnistJefferson E  
B1**B1. Media Wise Families: Evaluation of a Media Literacy-Based Health Promotion Intervention**

Lynda Bergsma, University of Arizona

To date there has been no longitudinal research on the effects of a family-based, peer-taught, media literacy intervention. The Media Wise Families pilot research project utilized a media literacy-based health promotion intervention to help family members increase their media literacy skills including: 1) analysis of media message reality, 2) understanding/accepting other's differing analyses of media messages, and 3) creation and use of a family media plan. In contrast with the comparison group, significant differences were achieved on several of the study measures.

Jefferson E  
B2

**B2. Media Literacy Nutrition Education Curriculum for Headstart Parents**  
Toby Jane Hindin, Columbia University and Advanstar Communications

The purpose of this research was to evaluate whether a media literacy nutrition education curriculum about the effects of television advertising on children's food choices influenced behavior, attitudes and knowledge of Head Start parents of preschool children age 3-6. The intervention curriculum had significant effects on parent's knowledge, attitudes, outcome expectations, values, self efficacy and TV mediation behaviors about TV ads, and understanding of food labels.

Jefferson E  
B3

**B3. "Health-Media Literacy" for the Elderly: How Older Persons Perceive Health Information in Prescription Drug Advertisements**

Pamela Poe, Department of Health and Human Services/Office of Disease Prevention and Health Promotion

This study explored the way in which older women ages 65-90 perceived and interpreted direct-to-consumer printed and televised prescription drug advertisements. Using qualitative methods, the study applied the theoretical framework of symbolic interactionism and used in-depth interviews as a methodology to address four research questions. These four questions concerned how the elderly perceive, interpret and use health information in drug ads; how they perceive text images in printed and televised drug ads; and their awareness and interpretation of marketing tactics in drug ads. Twenty-five in-depth interviews with women ages 65-90 were conducted, transcribed, coded and analyzed using standard qualitative methods, revealing participants' understanding of the ads, the consequences of their interpretations of health information in these ads, and the degree to which they viewed marketing in ads as a positive or negative consequence.

Jefferson F  
Session C

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**SESSION C: Media Literacy in the United States and Canada**

*Chair:* Frank Baker, Media Education Consultant and Media Literacy Clearinghouse

*Discussant:* Pat Aufderheide, American University

Jefferson F  
C1

**C1. The Status of Media Literacy: Insights from a Survey of State Departments of Education**

Frank Gallagher, Cable in the Classroom

Cable in the Classroom and the State Educational Technology Directors Association (SETDA) surveyed the state departments of education in the winter of 2007. The survey sought to describe the state-by-state landscape for media and information in K-12 education. The answers describe where media and information literacy and internet safety appear in state standards, who is responsible for teaching these concepts, and what pressure or needs are influencing how state departments of education approach these areas. The insights gained from this research point to opportunities for advancing media literacy instruction.

Jefferson F  
C2

**C2. Digital Natives, but Not Information Fluent: Results from the ETS iSkills Assessment**

Irvin Katz, Educational Testing Service

The ETS iSkills™ Assessment is a scenario- and simulations-based assessment of information problem-solving skills that arise in the context of technology. Results from the almost 15,000 students who have taken the assessment between 2005 to the present suggests that these students' skills need further development.

Jefferson F  
C3

**C3. Assessing the Field of Media Education in British Columbia; a Survey of Teachers and Trainees in the Present-Day BC School System**

Kym Stewart, Simon Fraser University

Although goals were set to integrate Media Education into classroom practice in BC by the 1990s, there has been no subsequent analysis of how this pedagogy has been implemented within the classrooms or how teachers have been trained. This project, therefore, set out to survey teachers in BC in order to understand the struggles and challenges they face in Media Education implementation.

12:30 pm – 1:30 pm

**No Host Buffet Lunch in Millennium Hotel Grill**

1:30 pm – 2:15 pm  
Jefferson ABC

**PLENARY III: Measures of Attitude, Behavioral Intent, Normative Beliefs and Behaviors**

*Presented by:* **Brian Primack**, University of Pittsburgh

Brian Primack, M.D., Ed.M., chosen as the New Investigator of the Year by the National Society of Adolescent Medicine, will discuss important considerations when measuring behavior-related outcomes and their determinants, including attitudes, normative beliefs, and intentions. After a general discussion of the essential considerations when selecting these measures, Dr. Primack will examine specific data from over 1000 adolescents linking media literacy to each of these constructs.

2:15 pm – 2:30 pm

**BREAK**

2:30 pm – 4:15 pm

**BREAKOUT SESSION SET II (Concurrent Sessions D, E, F) (1 hr 45 min)**

Jefferson D  
Session D

**SESSION D: Media Education and Health**

*Chair:* **Pamela Poe**, Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services

*Discussant:* **Lynda Bergsma**, University of Arizona

Jefferson D  
D1

**D1. Preliminary Findings from the Evaluation of the Elementary Media Literacy, Substance Abuse Prevention Project**

**Janis Kupersmidt, Tracy Barrett and Kristen Elmore**, innovation Research and Training (iRT)

Preliminary analyses of Cohort 1 in a randomized controlled trial of an elementary school substance abuse prevention program (n=148 intervention; n=200 control) revealed that the brief intervention increased (1) media deconstruction skills, (2) understanding of the persuasive intent of advertising, (3) media skepticism, and (4) decreased perceptions of ad realism. These findings suggest that media literacy training can change cognitions that are hypothesized to mediate early substance use.

Jefferson D  
D2

**D2. Teaching Media Literacy and Advertising in the English Classroom: A Model for School-Based Prevention Efforts**

**Gina Serafin**, County College of Morris

Media education scholars claim that media literacy programs can assist in school-based prevention efforts related to smoking, drinking and drug use by encouraging critical thinking skills (Considine, 1995; Hobbs, 1988; Kubey, 2000; Tyner, 1998). This study explores whether 8th grade students who participate in a six-week media education intervention, where students create their own anti-smoking public service announcements using animation, exhibit greater motivation to critically process advertisements than students who do not participate.

Jefferson D  
D3

**D3. Part of the Solution: A Four-Year Study of a Media and Violence Curriculum**

**Joanne Lisosky**, Pacific Lutheran University and **Marilyn Cohen**, University of Washington

Results of a four-year study examining the impact of a violence and media curriculum in the Seattle Public Schools will be presented. The curriculum included six lessons and was designed by the Teen Futures Media Network at the University of Washington. The data show that more than 5000 students were positively affected by this media literacy-based program.

Jefferson D  
D4

**D4. Anti-Smoking Media Literacy: Methodology, Feasibility, and Acceptability of an Innovative Randomized Controlled Trial**

**Brian Primack**, University of Pittsburgh

This session will describe the methodology, feasibility, and acceptability of a randomized controlled trial comparing school-based anti-smoking media literacy education with traditional anti-smoking programming. In this project, funded by the Robert Wood Johnson Foundation, 84 classrooms in 8 schools are being randomized to receive either 3 sessions of anti-smoking media literacy education or 3 sessions of standard anti-smoking education. Outcome variables one year after the curriculum delivery will include smoking, intention to smoke, attitudes towards smoking, and smoking related normative beliefs. Of 564 students enrolled in 28 classrooms thus far, 551 (98%) completed pre-tests, and of those 477 (87%) completed immediate post-tests. Data thus far suggests that students enjoyed both programs equally (media literacy 85%, control 81%, p=0.32) that students

in both programs equally believed they were less likely to smoke after the program (media literacy 79%, control 75%,  $p=0.36$ ), but that the media literacy program better kept their attention (81% vs. 73%,  $p=0.04$ ) and led them to view advertising differently (80% vs. 70%,  $p=0.01$ ) This type of trial is feasible and acceptable to students, and its results will illuminate issues related to the efficacy of anti-smoking media literacy education.

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Jefferson E  
Session E

## **SESSION E: Community & Civic Engagement**

*Chair:* Renee Cherow-O'Leary, Teachers College, Columbia University  
*Discussant:* Robert Kubey, Rutgers University

Jefferson E  
E1

### **E1. The Contribution of Community Media to Social Learning Media Literacy** Mary Caton-Rosser, University of Colorado-Boulder

The westernizing world consists of a few mass media monopolies that are inaccessible to public control. In response, some citizens are using community-based media that allow participation in mass communication, and involvement in projects that involve social learning and organizing often leading to problem-solving and empowerment via media literacy. The experiences of community media users can evolve into more critically-charged, activist endeavors as they advance in media knowledge and skills, and come to understand the powerful effects of media use.

Jefferson E  
E2

### **E2. Young People, Media Education and Civic Engagement in the Postcolonial World**

Sanjay Asthana, Middle Tennessee State University

The proposed paper shall identify several programs as case studies to explore how the praxis of media education is being carried out, especially among young adults in different regions of the world.

Jefferson E  
E3

### **E3. Deliberation in Civic Development: Influences of Media Literacy Instruction on the Discursive Habits of Adolescents**

Michael McDevitt, University of Colorado-Boulder

This study documents effects of media literacy instruction on the civic development of adolescents. Data were derived from an evaluation of high school curricula taught in Arizona, Colorado and Florida during the 2002 election campaign. Students' participation in analyzing political advertisements and cartoons predicted the following outcomes as measured after Election Day: news attention, political discussions with parents, knowledge, and ideological identity. Many of these effects endured in the long term as measured in 2003 and in 2004.

Jefferson E  
E4

### **E4. Citizenship Literacy in a Networked World: How Relevant Are National Curricula for Activism in the New Transnational Social Movements?**

Egil Skogseth, University of Oslo

The process of globalization (especially after the introduction of the Internet) have both reduced the political significance of the nation state, and made it easier for young people from different countries to collectively develop project identities (Castells, 1997.) The result: new transnational social movements such as ATTAC, Jubilee 2000, and People's Global Action. But do (national) school systems provide their pupils the opportunity to develop the politically and globally oriented form of citizenship literacy that is necessary to participate in such movements? This paper analyzes to what extent a national curriculum that emphasizes the importance of citizenship education, namely the English, has an approach to citizenship literacy that is relevant for this form of political participation.

Jefferson F  
Session F

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## **SESSION F: Media Literacy Education: International Perspectives**

*Chair:* Paul Mihailidis, University of Maryland  
*Discussant:* David Considine, Appalachian State University

Jefferson F  
F1

### **F1. A Comparative Overview: Media Education Across the Seven Societies in the East & West**

C. K. Cheung, University of Hong Kong

This paper hopes to set a platform for readers to compare and contrast the development and implementation of media education in the West and the East in order to provide a general framework for how Media Education might be effectively applied in different cultural and educational contexts.

Jefferson F  
F2

**F2. More Than Just Fellini: Audiovisual and Media Literacy Education in the Czech Republic**

Patrik Vacek and Jana Kratka, Masaryk University

Our principal goal is to present and analyze contemporary film and media education in the Czech Republic and to evaluate strategies that can be used by Czech teachers and other subjects of informal education thanks to up-to-date Czech curricular reform. Also, we will discuss some of the results acquired in our university courses.

Jefferson F  
F3

**F3. Bringing Media Education into the School Curriculum: A Study of Adoption of Educational Innovation in Hong Kong**

Alice Lee, Hong Kong Baptist University, and C. K. Cheung, University of Hong Kong

The purpose of this study is to examine the individual factors (teachers) and organizational factors (schools) which affect the adoption of media education in secondary schools in Hong Kong. The diffusion of innovation theory constitutes the theoretical foundation of this study.

Jefferson F  
F4

**F4. Teaching Without a Curriculum: Media Studies in New Zealand Schools and Universities**

Geoff Lealand, University of Waikato

Media teaching in New Zealand can be regarded as a singular success story, despite the lack of a national curriculum framework. The National Certificate in Educational Achievement (NCEA) Media Studies assessment framework stands in as a 'proxy' curriculum, enabling strong growth in secondary (high) schools paralleling equivalent growth in New Zealand universities. This presentation will also touch on what is possible when national initiatives and support help grow the subject.

Jefferson G  
Session G

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**SESSION G: Media Production and Pedagogy**

*Chair:* Elana Yonah Rosen, Just Think

*Discussant:* Kathleen Tyner, University of Texas-Austin

Jefferson G  
G1

**G1. Schooling Multimedia: Students' Uses of Digital Production in Secondary Classroom**

Meg Callahan, University of Rochester, and Brian Bailey, Yale University

This presentation will look across three qualitative studies of secondary students' multimedia productions from four different classrooms. There were striking consistencies in the choices that students made in terms of their uses of these media literacy practices—especially in the category of "personal reflective commentary." Student multimedia productions will be analyzed for their multiple uses, and implications for educators will be discussed.

Jefferson G  
G2

**G2. Literacy Development and Media Production in Two Urban Secondary Classrooms**

Korina Jocson, Stanford University, and Ernest Morrell, University of California-Los Angeles

This presentation examines two cases of critical media pedagogy in urban classrooms in California. The authors will engage empirical and methodological conversations by showing how thoughtful classroom pedagogical practices can simultaneously foster traditional academic and new media literacies. Further they will offer strategies that researchers can employ to analyze youth media production in the context of literacy development.

Jefferson G  
G3

**G3. Ogichidaakweg: Anishabe Girls Representing Self and Culture Through Digital Media**

Karon Sherarts, Evaluation and Media Arts Education Consultant, Minneapolis

Key findings from a multi-year media production and leadership program for Native American girls living on reservations will be presented. These include: youth development and media production competencies; peer mentoring as a core practice; congruity between program model, research methods and cultural context; and case studies of individuals and their media art work.

Jefferson G  
G4

**G4. Negotiating the Terrain of Pedagogies of Professionalization: A Story of Documentary-Making Bricoleurs and the Rhetoric of What's at Hand**

Paul Teske, University of Washington

This ethnographic study details how youth collaboratively create documentaries during an after-school, service-learning course at the Northwest Film Center in Portland, Oregon. The findings highlight how the youth craft rhetoric using visual, audio, textual, and vocalized means, piecing together a storyline while complying with traditional, consumerable structures...that is until a moment of creative crisis in which the students scuttle into play. This paper examines the actions of youth and the instructor through the lens of bricolage and in the process critiques various pedagogies.

4:15 pm – 4:30 pm

**BREAK**

4:30 pm – 5:30 pm  
Jefferson ABC

**General Discussion**

**Promoting the Communication of Media Literacy Education Research**

*Discussion Leader: Robert Kubey, Rutgers University*

The breadth of presentation of topics addressed at this summit represents what is perhaps the greatest strength of the media literacy movement, but also the real challenge to us as researchers. How do we preserve the diversity of our field while engaging in the necessary dialogue that will help us increasingly unify the field where that is possible? Most importantly, how can we better share and disseminate our research findings, and those of others, in the years ahead so as to build our field?

6:00 pm – 8:00 pm  
Lobby

**RECEPTION (Joint with NMEC)**

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## Sunday, June 24

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7:30 am – 5:00pm  
Lobby

**Registration**

7:30 am – 8:30 am  
Illinois/Missouri  
Ballroom

**Continental Breakfast**

8:30 am – 9:15 am  
Mississippi Ballroom

**PLENARY IV: Measures of Media Production Skills**

*Speaker: Karon Sherarts, Evaluation and Media Arts Education Consultant*

In media production, students use imagination, digital tools, and critical discourse to construct and present new meanings. Ideally the process is a guided and generative experience that enables students to explore, reflect, make creative decisions, and produce coherent final products. This context often engages students in making real work for real audiences. Methods of measuring production skills/outcomes in school-based and informal programs will be presented. These methods take into account:

- Definitions of production skills: What is meant by media production skills/outcomes? To what extent are developmental issues of age and prior experience levels accommodated?
- Context, structure and scaffolding: What is the purpose, design, and structure of the media production experience? Who are the learners?
- Methods of measurement: What approaches measure authentic progress toward skills/outcomes? To what extent is the relationship between "process" and final product relevant?

Finally, continuing conceptual and methodological challenges inherent in measuring production outcomes will be discussed.

9:15 am – 9:30 am

**BREAK**

**Jefferson C  
Session H****SESSION H: Issues of Diversity**

*Chair:* Victor Evans, University of Phoenix  
*Discussant:* Joanne Lisosky, Pacific Lutheran University

**Jefferson C  
H1****H1. Effects of Media Literacy Instruction: Recognizing and Analyzing Racial Stereotypes in Media**

Janet Dunlop, Oklahoma State University-Tulsa

A two-year critical action research study found that by using students' lived experiences and media examples, media literacy opens up discourse that challenges racial stereotypes in media; and it does so in a non-threatening way. In addition, the study resulted in a new theoretical model, the Recursive Identity Development Model, to describe the complexity of white identity development in classrooms.

**Jefferson C  
H2****H2. Crashing Into Media Literacy: Using Film to Develop Awareness of Ethnic Stereotypes in Media**

Jennifer Fleming, California State University – Long Beach

The overall purpose of the Crashing into Media Literacy project was to use racial stereotypes depicted in *Crash*, schemata theory, and media literacy meaning-making devices to develop critical awareness and understanding of mass media effects in journalism and mass communication students. This paper examines the development, application and assessment of this media literacy pedagogy at a large, urban university in the western United States.

**Jefferson C  
H3****H3. Through a Media Lens: Perspectives on Culture, Race, Gender, & Truth**

Beau Basel Beaudoin, Columbia College, Chicago

What is your ethical responsibility as potential media-makers? The results of a study that asked college media students to examine their personal values regarding race and gender and media influence will be presented. A sample video deconstruction exercise will offer participants an opportunity to ask themselves similar questions.

**Jefferson D  
Session J****SESSION J: Teaching and Teacher Education: Challenges and Resources**

*Chair:* Jessica Brown, Webster University and Southern Illinois University Edwardsville  
*Discussant:* Petra Hesse, Wheelock College

**Jefferson D  
J1****J1. Re-Imagining Media Education: Examining a Teacher-Training Program in a First Nations Community**

Kym Stewart, Simon Fraser University

This presentation addresses the effectiveness of a transformative, media education project in a Canadian elementary school in a primarily First Nations community. The media education program involved collaborative curriculum development by a Grade 3/4 teacher and a media researcher using Imaginative Education frameworks and First Nations content to emotionally engage the students in the examination of their own media culture.

**Jefferson D  
J2****J2. Media Education: Benefits for Students and Teachers at Alternative High Schools**

Jiwon Yoon, Temple University

This paper examines how media education can serve the needs of at-risk students in an alternative educational setting. From participatory observations and interviews at the Educational Video Center (EVC), results show the effectiveness of media education in various areas, including academic skills, responsibility, group work ability, therapeutic effects and participation as a citizen in a democratic society.

Jefferson D  
J3

**J3. The Media Generation Gap in Korea: Implications for Media Education**  
Amie Kim, University of London

This research aims to look into the 'media' generation gap between teachers and students in secondary schools in Korea. Using both quantitative and qualitative methods, the researcher will describe the gap between teachers' and students' media use, and examine how students and teachers construct the idea of the 'digital' generation.

Jefferson E  
J4

**J4. Resources and Support for New Zealand's Teachers**  
Geoff Lealand, University of Waikato

This presentation will examine the problems and possibilities of training teachers to enter secondary (high) school Media Studies, and what is required for on-going support. The New Zealand experience will be described, with observations on recent developments in the United Kingdom.

Jefferson D  
Session K

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**SESSION K: Media Discourses: Making Meaning**

*Chair:* Bobbie Eisenstock, California State University, Northridge  
*Discussant:* Renee Cherow-O'Leary, Teachers College, Columbia University

Jefferson D  
K1

**K1. The Mediating Meaning of Computer Games, Internet and Television, and their Reflections in the Discourse of Israeli Adolescents**  
Mira Feuerstein, Oranim Academic Educational College

This study examines the meanings that Israeli adolescents (ages 12-17) extract in their daily encounters with virtual environments on the Internet, computer games and television. The aim of the study was to examine the ways in which adolescents interpret and understand their interactions with several types of texts that shape their social reality. The study reflects the contemporary media culture experienced by Israeli adolescents in their leisure time, a varied, interactive system of symbols and meanings that constitute a dominant frame of reference for defining their cultural-social world and their personal identity.

Jefferson D  
K2

**K2. The Paradigm Shift of Media Education in a Participatory Media Environment: The Impact of the "YouTube Phenomenon"**  
Alice Lee, Hong Kong Baptist University

In the Web2.0 era, young people are no longer only "receivers" of media messages but are also active communicators. From now on, media education has to cultivate both critical media consumers and responsible media producers. Therefore, the basic assumptions, goals, curriculum and pedagogy of media education have to change accordingly.

Jefferson D  
K3

**K3. Using the Lens to See: Student Media Project on School Inequities**  
Lynn McBrien, University of South Florida

Pre-service education students in the Sarasota-Manatee, FL area were asked to reflect on issues of equity by creating photo essays of local schools in the area. Students presented their findings using digital images and PowerPoint presentations. While not nearly as dramatic as research presented by Jonathan Kozol, the students' presentations pointed to inequalities based on finance and social class.

11:15 am – 11:30 am

**BREAK**

11:30 am – 12:45 pm  
Illinois/Missouri  
Ballroom

**LUNCHEON (Joint with NMEC)**

*Keynote Speaker:* Renee Hobbs, Temple University

**Media Literacy Education: What the Research Says**

Over the past ten years, there have been more than 150 dissertations written about media literacy education from emerging scholars in education, communication, public health, sociology, the fine and performing arts, and other fields. Hobbs critically examines key themes from the Research Summit to outline the emerging knowledge base about the theory and practice of media literacy in and out of schools. She identifies some new "great debates" that are germinating from this body of scholarship and reflects on the practical and political implications of this work for teachers, youth development practitioners, media professionals, educational leaders, and advocates for media literacy.

POSTER 1:

**The Impact of Media Analysis and Interactive Learning on Life-Satisfaction and Risk-Taking Behaviors Among Middle School Students**

Guneeta Singh, Clayton State University

*Abstract:* This study hypothesizes that educating students about the content of the different types of media that they are exposed to, through interactive learning, will increase their life-satisfaction and reduce the tendency of indulging in risk-taking-behaviors in the at-risk middle school population.

POSTER 2:

**A Statewide Evaluation of the Effectiveness of Media Literacy Training to Prevent Tobacco Use Among Adolescents**

Bruce Pinkleton, Erica Weintraub Austin, Marilyn Cohen, Autumn Miller and Erin Fitzgerald, Washington State University and University of Washington

*Abstract:* 723 adolescents from 76 public schools and community groups participated in a six-lesson media literacy curriculum. A Solomon four-group design was utilized so that half of the participants completed a pretest survey and all completed a post-test survey. Participants who received the Media Literacy training demonstrated a higher level of reflective thinking than those who did not. Reflective thinking is strongly associated with early indicators of decision making and decision-making outcomes. All participants showed increases in their ability and motivations to resist smoking-related influences. Results verified media literacy is a powerful and adaptable tool.

POSTER 3:

**Evaluation of Take It Seriously: Abstinence (TISAM) and Media Wave II**

Bruce Pinkleton, Erica Weintraub Austin, Marilyn Cohen, Yvonne Yi-Chun Chen and Michelle Arganbright, Washington State University and University of Washington

*Abstract:* Researchers used a pretest-posttest quasi-experiment with a control group design to evaluate the effectiveness of a media literacy-based teen pregnancy prevention curriculum designed for middle school students, entitled Taking It Seriously: Abstinence and Media (TISAM). Participants who received media literacy training (the experimental group) better understood that media influence teens' decision making regarding sex, learned that sexual depictions in the media are fictional and glamorized, felt that they were in control of their own sexual behavior, and had fewer positive expectations about risky sexual behavior. They also believed that they had a better ability to resist peer pressure, believed that other teens in fact practice abstinence, were more likely to report that they would wait to have sex, and had greater knowledge of actual social norms regarding sexual behavior than participants who did not receive the training (the control group).

POSTER 4:

**Investigating Components of Media Literacy in Adolescents' Reactions to Anti-Tobacco Ads**

Erica Weintraub Austin, Myiah Hutchins Hively, Yvonne Yi-Chun Chen, Rebecca Van de Vord, Jared Dawson, Rakhee Gupta and Bruce Pinkleton, Washington State University

*Abstract:* To understand how developmental differences affect the impact of campaign strategies (liking vs. perceived effectiveness) and components of media literacy, researchers used the Perception Analyzer, an interactive dial that enables researchers to record instant responses from participants, in focus group settings. Using graphic fear appeals and metaphoric appeals as stimuli, students liked metaphor ads but graphic messages seemed effective. Participants responded most favorably to ads that presented concrete consequences in believable situations. Overall, level of media literacy affects reactions to prosocial messages.

POSTER 5:

**Deliberation in Civic Development: Influences of Media Literacy Instruction on the Discursive Habits of Adolescents**

Michael McDevitt, University of Colorado, Boulder

*Abstract:* This study documents effects of Kids Voting USA, a curriculum innovation that coordinates media literacy instruction with adolescent peer discussion during election campaigns. Findings support a conception of deliberative learning as a process in which interactive curricula foster inclinations such as habitual news attention, expression of minority opinions, and a willingness to listen to partisan opponents. Student-initiated discussion allows for the diffusion of these deliberative norms from classrooms to families and to peer groups.

**POSTER 6:****30 Days Live: Nutritional and Physical Activity Change During TV/Screen Withdrawal for 130 Children**

Barbara J. Brock, Eastern Washington University

*Abstract:* 130 children attempted to turn off their TV/screens for “30 Days Live” and 100 (77%) succeeded. They kept journals, had daily five-minute class discussions, played/visited with peers, siblings, and parents more, pampered their pets, rode bikes, read, did artwork, and went outside. More homework was turned in and moods improved. BMI’s showed a 1 to 2.6 pound decrease in weight in the majority of participants. After six months, nearly 80% of the children watched less TV and 97% wanted to do 30 Days Live again. Results are detailed in new release: Living Outside the Box: TV Free Families Share Their Secrets.

**POSTER 7:****There’s No Fruit in Froot Loops: Improving Children’s Nutritional Knowledge through Media Literacy**

Lindsey Macaluso, Leigh Cooper, Curtis Taylor and Cyndy Scheibe, Ithaca College

*Abstract:* This study of 98 students in grades K-2 assessed the children’s understanding of basic nutrition, and the effectiveness of a media literacy curriculum in improving their nutritional understanding. Students in kindergarten and first grade were taught several media literacy lessons about misleading nutritional messages in TV commercials aimed at children, including messages about “fruit” and about what foods are important to have for “a complete breakfast.” Half of the children were interviewed before they received the curriculum and half afterwards. Nutritional understanding increased between kindergarten and 1st grade, and trained children performed significantly better than untrained children on some items. Feedback from parents and teachers was extremely positive, indicating that children used their media literacy knowledge in their daily lives.

**POSTER 8:****“Is That True?” Extent of College Students’ Prior Training in Internet Evaluation and Media Literacy**

Russ Michaud and Cyndy Scheibe, Ithaca College

*Abstract:* An online survey of 653 undergraduate college students from four colleges assessed the extent to which the students had prior training in judging internet credibility, creating media messages, or other media literacy skills in middle school, high school or college. Findings showed that fewer than half having received any formal instruction in judging Internet credibility, and of those the most common criterion used was the URL (.org or .edu credible, .com or .net not credible). While 53% said they had learned to produce media messages (primarily using power point), only 48% reported learning anything else about media literacy (most commonly identifying stereotypes in advertising).

**POSTER 9:****Trick or Truth: Using Media Literacy to Teach Young Children About TV Commercials**

Cyndy Scheibe, Jenna Tong, Karen Ference and Kate Oliver, Ithaca College

*Abstract:* Three studies assessed developmental differences in understanding the purpose of advertising with children in grades K-2, as well as evaluating the effectiveness of a media literacy curriculum designed to teach kindergarten students about TV commercials. Results showed that more than half of the children in all grades already could distinguish between TV programs and commercials, correctly identify that commercials want you to “ask an adult to buy you something,” and know that commercials might use tricks to try to sell you something. Understanding increased with grade, and kindergarten students who had been taught media literacy performed significantly better than those who hadn’t.

**POSTER 10:****Media Literacy and Critical Thinking: Is There a Connection?**

Edward Arke, Messiah College

*Abstract:* In order to better establish the connection between media literacy and critical thinking skills, a demographic survey and tests to measure each were administered to a sample of undergraduate college students. A new media literacy measure was piloted based on the principles of Bloom’s Taxonomy and other related educational frameworks. Statistical analysis of the test results showed a statistically significant correlation between the scores recorded on each measure ( $r(34) = 0.322, p < 0.05$ ).

**POSTER 11:**

**Re-Imagining Media Education: Exploring New Strategies for Elementary Students' Social and Emotional Engagement**

Kym Stewart, Simon Fraser University

*Abstract:* This poster focuses on new strategies for developing media education curricula for elementary students, based on Kieran Egan's Imaginative Education. IE provides teachers with an understanding of students' cognitive tools in order to both understand how to create and teach emotionally engaging, media-education curricula. Such engagement encourages a view that is inspired by the possible, the novel and the innovative rather than facts and ideas to be replicated; a much needed strategy in today's media-saturated world.

**POSTER 12:**

**The Paradigm Shift of Media Education in a Participatory Environment: The Impact of the "YouTube Phenomenon"**

Alice Y. L. Lee, Hong Kong Baptist University

*Abstract:* In the Web2.0 era, young people are no longer only "receivers" of media messages but are also active communicators. From now on, media education has to cultivate both critical media consumers and responsible media producers. Therefore, the basic assumptions, goals, curriculum and pedagogy of media education have to change accordingly. In this study, a "reflexive participation model" of media education is proposed to represent the new direction of media education.

**POSTER 13:**

**The Mediating Meaning of Computer Games, Internet and TV Among Israeli Adolescents**

Mira Feuerstein, Oranim, Academic Educational College, Israel

*Abstract:* The present study examines the meanings that Israeli adolescents (ages 12-17) extract in their daily encounters with virtual environments on the Internet, computer games and television. It was conducted by a group of 15 communications students (Jews and Arabs) at Oranim College during the 2006-2007 academic year. Employing a qualitative-constructivist approach, this study traces the phenomenon of structuring social reality from the viewpoint of the interviewees, using both group focus interviews and semi-structured personal interviews.

**2:15 pm – 3:00 pm**  
**Mississippi Ballroom**

**PLENARY V: Research Designs and Models**

*Speakers:* **Erica Austin**, Washington State University and **Lynda Bergsma**, University of Arizona

Erica Weintraub Austin will discuss priorities and strategies for testing curriculum effectiveness based on pioneering research that is showing how and why media literacy works, not just whether it works. She will share recommendations about how to balance the ideals of science against the messy realities of working in the field, citing several comprehensive statewide evaluations performed by her team at Washington State University. Lynda Bergsma will present findings from her "Systematic Review of the Effectiveness of Health-Promoting Media Literacy Education" which she conducted with Mary Carney, MPH. Based on this analysis of 24 health-promoting media literacy education interventions, Dr. Bergsma will discuss a framework for organizing research about media literacy education

**3:00 pm – 4:30 pm**  
**Mississippi Ballroom**

**FINAL SESSION: Group Brainstorming and Discussion**

*Facilitator:* **Faith Rogow**, Insighters Educational Consulting

**CLOSING: The Emerging Dialogue**

*Keynote Speaker:* **Faith Rogow**, Insighters Educational Consulting

An on-the-spot assessment of themes emerging from the Summit will inform a reflection on what and how researchers and practitioners can learn from one another.

**4:30 pm**

**Concluding Comments**

## Media Literacy Research Summit Presenters

### **Sanjay Asthana**

Sanjay Asthana, Assistant Professor in Journalism at the Middle Tennessee State University, earned his Ph.D. in Journalism and Mass Communication in 2003 from the University of Minnesota. He also holds degrees in Philosophy and Communication from the University of Hyderabad in India. Dr. Asthana recently completed a UNESCO book project, *Innovative Practices of Youth Participation in Media*.

### **Patricia Aufderheide**

Patricia Aufderheide is Professor in the School of Communication at American University and director of the Center for Social Media there. She is the author of, among others, *Documentary: A Very Short Introduction*, *The Daily Planet*, and *Communications Policy in the Public Interest*. She has been a Fulbright and John Simon Guggenheim fellow and has served as a juror at the Sundance Film Festival. She is a prolific cultural journalist, policy analyst, and editor on media and society and has received numerous journalism and scholarly awards, including a career achievement award in 2006 from the International Documentary Association. Aufderheide serves on the board of directors of Kartemquin Films, a leading independent social documentary production company and on the editorial boards of a variety of publications, including *Communication Law and Policy* and *In These Times* newspaper.

### **Erica Weintraub Austin**

Erica Weintraub Austin (Ph.D., Stanford University) is Professor and Interim Director of the Edward R. Murrow School of Communication at Washington State University. Her teaching specialties include media uses and effects, health communication, public relations management and political campaigns. She has published dozens of peer-reviewed studies and book chapters focusing on children's and young adults' uses of the media in decision-making. She frequently serves as a consultant to evaluate young peoples' responses to media campaigns and media literacy curricula, including as a panelist for the development of the White House National Youth Anti-Drug Campaign's statement advocating media literacy as a strategy for substance abuse prevention. She was awarded the 2001 Kriehbaum Under-40 Award from the Association for Education in Journalism and Mass Communication.

### **Brian Bailey**

Brian Bailey is responsible for developing and teaching courses, creating and sustaining relationships with external institutions, advising undergraduate and graduate students, and conducting research in the Teacher Preparation and Education Studies Program at Yale University. His research focuses on urban education, literacy as a multimodal, socio-cultural practice and new technologies for teaching and learning. Specifically, he examines how students use the affordances and transformational potential of the language of digital video in schools to carry out various social activities, enact different social identities and serve a range of cognitive purposes.

### **Tracy M. Barrett**

Dr. Tracy Barrett received her doctorate in Developmental Psychology at Duke University and has research experience in the area of child development, including cognitive, perceptual, and motor development. Most recently at Innovation Research and Training (iRT), she has served as the Project Director for the development and evaluation of media literacy substance abuse prevention programs.

### **Beau Basel Beaudoin**

Beau Basel Beaudoin is Associate Chair of the Television Department of Columbia College Chicago and Professor of *Culture, Race & Media* and *Documenting Social Injustice* courses in the School of Media Arts. Dr. Beaudoin has presented workshops nationally on the intersection of one's values regarding race and gender with media literacy.

### **Lynda Bergsma**

Lynda Bergsma, Ph.D., is Assistant Professor, University of Arizona Mel and Enid Zuckerman College of Public Health. She develops curricula, provides training and consulting services, and conducts research on media literacy as an essential 21st century component of health literacy. Lynda is the President of the AMLA Board of Directors.

### **Jessica Brown**

Jessica Z. Brown is an award-winning communications professional with more than 30 years experience. She is an adjunct professor at Webster University, a lecturer at Southern Illinois University Edwardsville, and is founder of Gateway Media Literacy Partners, a bi-state effort supporting media literacy education.

### **Meg Callahan**

Meg Callahan directs the English teacher preparation program at Warner School of Education, University of Rochester, and teaches courses related to English education, media literacy, technology and professional practice. Her research focuses on the ways in which "new literacies" can fit into the traditional content area of English Language Arts.

### **Mary Caton-Rosser**

Mary Caton-Rosser has a Ph.D. in Communication (University of Colorado), Masters degree in Education (University of Wisconsin), and a Bachelor of Fine Arts degree (University of Colorado), specializing in the study of media education and media literacy through the use of community-based media. Her research interests are interdisciplinary, addressing how the cultural, political and economic issues of globalizing society affect and integrate with diverse communities of learners through and with accessible media. Caton-Rosser's interest in studying and tracking community culture through community-based media has been integrated into her work as an independent journalist, artist and activist for the past 25 years. In the Fall, 2007, Caton-Rosser has an appointment as Assistant Professor of Journalism at Black Hills State University in Spearfish, S.D.

### **Renee Cherow-O'Leary**

Renee Cherow-O'Leary is Professor of English Education and Media Studies at Teachers College, Columbia University and the president of Education for the 21st Century, a consulting firm in New York City. She is a member of the Media Commission of the National Council of the Teachers of English, the former coordinator of *Creating Critical Viewers*, former director of print research at Sesame Street, and author of articles and curriculum for contemporary media platforms.

### **C. K. Cheung**

Dr. C.K. Cheung works at the University of Hong Kong as a teacher trainer. His research interests include: media education, business education, and the use of popular culture in teaching. He is the chairperson of the Hong Kong Association of Media Education.

### **Marilyn Cohen**

Marilyn Cohen, Ph.D., is Research Associate Professor in the College of Education at the University of Washington (UW). She is also the director of the Northwest Center for Excellence in Media Literacy at the UW and the volunteer director of Action for Media Education, a Seattle-based nonprofit organization. During her 30+ years in education, she has written four books and many articles focused on the improvement of education. Her research focus since 1994 has been on areas of teen health and media, with a specific emphasis on media literacy education. In 1999 she began work on the development and implementation of a series of research-based curriculum projects designed to reach middle and high school age youth. These research projects have been the focus of recent journal articles. Marilyn is a member of the AMLA Board of Directors.

**Michael Cohen**

Dr. Michael Cohen is a developmental psychologist. Currently he is President of the Michael Cohen Group LLC and Principal Investigator for the U.S. Department of Education Ready to Learn Media Grant, focused on media disadvantaged children's early literacy acquisition. Dr. Cohen has conducted research with children in relationship to their health, education, and well being for over 20 years. In the aftermath of September 11th terrorist attacks, he aided New York City's recovery as Mayor Giuliani's communications consultant and as principal investigator of the mental health needs assessment of New York City's children.

**Janet C. Dunlop**

Janet Cooper Dunlop is a former high school English teacher whose research interests are critical media literacy, inequities in education and multicultural education. She is now an instructor at Oklahoma State University-Tulsa and is pursuing a career in Curriculum and Teaching Administration.

**Kristen Elmore**

Kristen Elmore graduated from the University of North Carolina with degrees in Psychology and Political Science. Kristen currently works on the media literacy substance abuse prevention projects at Innovation Research and Training (iRT), evaluating the implementation and effectiveness of media literacy curricula among elementary and middle school students. She has experience with curriculum development, reviewing literature, conducting training workshops, and presentations, and data collection and management.

**Mira Feuerstein**

Mira Feuerstein serves as the Head of the Mass Media Department and as Lecturer in the Education Department at Oranim Academic Educational College in Israel. Her fields of specialization are mass communications and education for critical thinking, which were the subjects of her doctorate, granted by the University of Liverpool. She has conducted a number of research studies about teachers and students at Oranim and pupils in schools. She is responsible for teaching staff development and the training of preservice teachers to teach Critical Media Literacy Education (CMLE).

**Jennifer Fleming**

Jennifer Fleming is Assistant Professor at California State University, Long Beach. She teaches mass communication, media literacy and broadcast news courses in the Department of Journalism. Prior to academia, she worked in the television news industry in Canada.

**Frank Gallagher**

Frank Gallagher is Director of Education and Media Literacy for Cable in the Classroom (CIC), the education foundation of the US cable industry. He is a specialist in the areas of media literacy and media education and manages CIC's work in those fields and is a consulting editor to CIC's publications. Prior to joining Cable in the Classroom in 1995, he was an educator and taught in a Maryland middle school. A graduate of the University of Arizona, Frank later received a master's degree in Instructional Systems Design from the University of Maryland.

**Toby Jane Hindin**

Toby J. Hindin, Ed.D. is the current Chief Editor of Contemporary Pediatrics, an Advanstar Communications trade journal that provides 65,000 pediatricians with practical information for their everyday practices. She oversees the editorial and departmental aspects of the magazine. Toby was previously Editor-in-Chief, Applied Clinical Trials, Advanstar Communications. While completing her doctorate at Columbia University, Dr. Hindin was the implementation coordinator and teacher parent coordinator for the LIFE project, part of a NIH grant associated with the Nutrition Education Department at Columbia.

**Renee Hobbs**

Renee Hobbs, Ph.D., is Associate Professor of Communication at Temple University and the director of University's Media Education Lab. She has authored several books, including *Elements of Language*, the only secondary language arts series in the United States to include a comprehensive approach to integrating media literacy, and her latest book, *Reading the Media in High School: Media Literacy in High School English*. She has also produced media literacy videos, such as *Tuning in to Media*, which was awarded a Parent's Choice Award in 1995, and *Know TV*, which won the 1995 Golden Cable ACE Award for public service initiatives in the cable industry. She is co-founder of the Alliance for a Media Literate America (AMLA).

**Korina Jocson**

Korina Jocson is a Postdoctoral Fellow at Stanford University under the sponsorship of the American Educational Research Association/ Institute of Education Sciences. Her research interests include the intersections of literacy, pedagogy, and youth media arts culture. She has published articles in *Written Communication*, *Journal of Adolescent and Adult Literacy*, *International Journal of Learning*, and *Multicultural Education*. She is the author of a forthcoming book entitled *Empowering Literacies In/Out of Schools* (Peter Lang).

**Irvin R. Katz**

Irvin R. Katz, Senior Research Scientist at Educational Testing Service, helped lead the design and development of the ETS iSkills™ Assessment. His degrees include a Ph.D. in Cognitive Psychology from Carnegie Mellon University and B.S. in Computer Science from Rensselaer Polytechnic Institute.

**Amie Kim**

Amie Kim as an undergraduate student, volunteered in NGOs in Korea that dealt with media literacy in schools. She is currently working on her Ph.D. thesis titled "The Media Generation Gap in Korea: Implications for Media Education". Her research interests include young people's new media use and digital literacy.

**Micelle Kistler Arganbright**

Michelle Kistler Arganbright is a Ph.D. student at Washington State University studying Health Communication and Media Effects. She received her M.A. in Human Development in 2004. Her research interests include effects of popular media on adolescent self-concept, sexual attitudes and behavior, and how parenting practices combined with media literacy programs might moderate these effects.

**Jana Kratka**

Jana Kratka is close to finishing her Ph.D. study with a dissertation called *Form Teacher's Activities in Contemporary Czech School System Conditions*. Her university teaching activities range from AV education courses to theory of education. Her primary research interests include popular film discourse among young people, French cinema of the 60's and cinematic representation of fashion.

**Robert Kubey**

Robert Kubey is Professor of Journalism and Media Studies, and the director of the Center for Media Studies at Rutgers University. His publications have focused on the psychological experience of media and the state of media literacy education in the United States and worldwide. Dr. Kubey has published over 50 journal articles and book chapters. His latest book is *Creating Television: Conversations with the People Behind 50 Years of American TV*. Other books include *Media Literacy in the Information Age* and *Television and the Quality of Life: How Viewing Shapes Everyday Experience*.

**Janis B. Kupersmidt**

Dr. Janis Kupersmidt was an Assistant Professor in the Psychology Department at the University of Virginia for three years and an Associate Professor in Clinical Psychology at UNC-CH for 15 years. She founded and has served as President of Innovation Research and Training (iRT) since 1999, where she has focused on translational research in development of new prevention and treatment programs for substance abuse, aggression, and school failure.

**Geoff Lealand**

Geoff Lealand teaches in Screen and Media Studies at the University of Waikato, New Zealand. His interests include children and media, television studies, national cinema, media education/literacy, and journalism. His participation in the Research Summit and NMEC is assisted by a Fulbright Travel Award and follows on from participation in UK media teacher events.

**Alice Y. L. Lee**

Alice Y. L. Lee is an Associate Professor at the Department of Journalism, Hong Kong Baptist University. Her major research interests include media education, new communication technology and online news sites. She is now the vice-chairperson of the Hong Kong Association of Media Education.

**Joanne M. Lisosky**

Joanne Lisosky is an Associate Professor at Pacific Lutheran University in Tacoma, Washington. She has taught media literacy for 13 years. In addition she has taught communication law and international journalism classes. In 2003 she received a Senior Specialist Fulbright award to teach in Africa.

**Lynn McBrien**

Lynn McBrien is Assistant Professor in the department of Psychological and Social Foundations of Education at the University of South Florida. Her primary lines of research and teaching are in the areas of resettled refugee students' education and media literacy.

**Michael McDevitt**

Michael McDevitt is Associate Professor in the School of Journalism and Mass Communications at the University of Colorado. His research interests include political communication, political socialization, and journalism sociology. He is the principal investigator for "Colors for Socialization," an externally funded project that explores the roles of schools, media, and families in the cultivation of civic identity among adolescents in red and blue states.

**Ernest Morrell**

Ernest Morrell is Assistant Professor in the Graduate School of Education and Information Studies at the University of California at Los Angeles. His work examines the intersections between urban adolescent literacies and academic and critical literacy development.

**Pamela Z. Poe**

Dr. Pamela Poe has been a health communication professional since 1998 and has worked in the communications field. She holds a Ph.D. in Mass Media and Communication (2007) from Temple University and an M.A. in Communication/Film and Video (1997) from American University. Dr. Poe is serving as a Health Communication Fellow in the Office of Disease Prevention and Health Promotion in the U.S. Department of Health and Human Services, in a program founded by the Association for Prevention Teaching and Research. Prior to this fellowship, she participated in several multidisciplinary health communication research teams at Temple University as a doctoral student, designed health media literacy workshops for teens and educators, and studied media literacy with Dr. Renee Hobbs.

**Brian A. Primack**

Brian A. Primack, M.D., Ed.M., is Assistant Professor of Medicine and Pediatrics at the University of Pittsburgh School of Medicine. After graduating Yale University, Dr. Primack spent 4 years teaching adolescents and studying human development for his master's degree, which he received from Harvard University. Now, on the faculty of the University of Pittsburgh School of Medicine, Dr. Primack combines his expertise in education, technology, human development, and medicine by researching the effect of the mass media messages on health. Specifically, he focuses on the use of media literacy education in preventing adolescent smoking, underage drinking, and other harmful adolescent health behaviors. He is the recent recipient of the University of Pittsburgh Provost's Innovation in Education Award, the New Investigator of the Year by the National Society of Adolescent Medicine, and the Robert Wood Johnson Faculty Physician Scholar Award.

**Faith Rogow**

Faith Rogow, Ph.D., is an independent scholar, veteran media literacy educator, owner of Insighters Educational Consulting (which specializes in how people learn from media), and a Cubs fan. She has spent more than two decades helping people learn from media and one another. In addition to creating awarding winning education outreach for projects ranging from Sesame Street to PBS' FRONTLINE and P.O.V., she was the founding nation president of AMLA, on whose board she still serves.

**Craig S. Rosen**

Craig Rosen, Ph.D., program evaluation consultant to the Michael Cohen Group, is Assistant Professor of Psychiatry and Behavioral Sciences in the Stanford University School of Medicine. His work with MCG focuses on evaluating media-related educational initiatives, including the current U.S. Department of Education Ready to Learn grant. Dr. Rosen's other area of research is evaluating and improving mental health services delivered by the U.S. Department of Veterans Affairs.

**Marieli Rowe**

Marieli Rowe has been Executive Director of the National Telemedia Council since 1978. In that time, she has taken what was a 4-page newsletter and as editor, turned it into *Telemidium: The Journal of Media Literacy*. It is currently the only in-depth North American print journal in media education that brings together the thinking and experiences of the major pioneers, current practitioners, and future thinkers in media literacy.

**Gina M. Serafin**

Gina M. Serafin is a doctoral candidate at Rutgers University in the School of Communication, Information and Library Studies. An Assistant Professor at the County College of Morris in Randolph, NJ, she recently authored a book chapter for *Media Literacy: A Reader* (Eds. Macedo & Steinberg, 2007) titled "Media Mindfulness". A mother of a 4-year old son and an active educator, Gina believes media literacy can assist people of all ages to develop better critical thinking and communication skills.

**Cyndy Scheibe**

Cyndy Scheibe is Associate Professor of Psychology at Ithaca College where she teaches courses in developmental psychology, media literacy, and television research. She is also Executive Director and founder of Project Look Sharp, an award-winning media literacy education initiative. She has been conducting research on television content and children's understanding of media messages for more than 20 years. Dr. Scheibe was a founding board member of the Alliance for a Media Literate America, and co-authored the recently released publication *Core Principles of Media Literacy Education*. Her other recent publications include "Piaget and *Power Rangers*: What can theories of developmental psychology tell us about children and media?," *20 Questions about Children and the Media* (2007), and "A deeper sense of literacy: Integrating media literacy in the K-12 classroom," *American Behavioral Scientist* (2004).

**Karon Sherarts**

Karon Sherarts consults nationally on media arts education and evaluation in culturally diverse community and education settings. She has authored articles, research reports and curricula and holds a masters degree. In addition to ongoing work, Karon is developing digital arts alternatives for adults with disabilities.

**Guneeta Singh**

Guneeta Singh moved to the US from India 4 years ago and was fascinated by how much people were into brand name products in this country. She started to focus on media and its effects when she began working with one of her professors and a fellow-student at Clayton State University in Morrow, GA. She decided to put the knowledge that she had gained about how media encourages unhealthy behaviors to use by helping students learn about the media before they reached their teenage years.

**Egil G. Skogseth**

Egil G. Skogseth works at the Institute for Educational Research of the University of Oslo in the research project *Literacy and media convergence: New forms of semiotically mediated (inter) action*. He has also been working at the Department for Information Science and Media Studies of the University of Bergen in the research project *Culture techniques. New Media as fora for communicative action*. He is co-editor of two anthologies from these two projects, and is interested in these research areas: social movements, new (digital) media, the network society, democracy, citizenship, the public sphere, journalism and pedagogical use of ICT.

**Kym Stewart**

Kym Stewart is a Ph.D. student in Education at Simon Fraser University. Using her extensive background as a media researcher, she has developed and implemented an elementary-based, media-education curriculum and is now in the process of assessing teacher-training and sustainability strategies for media education in elementary classrooms.

**Paul Teske**

Paul Teske is a second year Ph.D. candidate in the College of Education at the University of Washington. Academically, he is interested in how technology impacts literacy and pedagogy, especially when situated in informal contexts. Paul is also the K8 Program Manager for the Technology Access Foundation, a Seattle non-profit that aims to engage youth of color in meaningful technology practices.

**Kathleen Tyner**

Kathleen Tyner is Assistant Professor in the Department of Radio, Television and Film at the University of Texas-Austin. She is author and editor of four books and numerous articles for media educators, including *Literacy in a Digital World: Teaching and Learning in the Age of Information*. Tyner is instrumental in developing media education programs, policies and projects internationally and conducts research and evaluation for media and technology projects across the United States.

**Patrik Vacek**

Patrick Vacek is currently working on his Ph.D. dissertation called *Audio-Visual Education: The Reception History and Recent Trends of the Problem in the Czech Republic*. His research interests cover film and AV education, computer game aesthetic and artistic values and Ingmar Bergman works. His teaching experience includes two high schools and a series of university AV education courses.

**Wen Xu**

Wen Xu works in the Centre for Media Education of Communication, University of China. Wen Xu is a lecturer of master program major in Media Education in college, with an interest in media education, having published several articles concerning media education and comparative education. Wen Xu is currently a visiting scholar in the Media Education Lab at Temple University."

**Elana Yonah Rosen**

Elana Yonah Rosen, Executive Director/Co-Founder of Just Think has over 20 years experience in the worlds of media and education. A former producer with KQED-TV, a contributing writer for the Center for Investigative Reporting, and senior associate with the George Lucas Educational Foundation, Elana was one of the 13 founding board members of the US's first national media education membership organization, the Alliance for a Media Literate America (AMLA). She received an Emmy nomination for the documentary, *Czeslaw Milosz: A Poet Remembers*, and is the co-author of the media literacy education guidebook, *Changing the World through Media Education*. Elana is a former Bay Area Social Venture Partner, and sits on the board of Kimya Institute and Envision Schools.

**Jiwon Yoon**

Jiwon Yoon practiced media education in various alternative educational settings in South Korea, China and the U.S. Her research interests include media education in post-communist countries, self-identity development and cultural learning in multiple media environments, and children/young people's media production.

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## **The Media Literacy Research Summit**

is a project of the **Alliance for a Media Literate America**. The **AMLA** is a diverse alliance of media educators and advocates who have united to form a national, non-profit membership organization dedicated to expanding and improving the practice of media literacy education in the United States.

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Our special thanks to those individuals who served as chairs and discussants for the breakout sessions:

**Pat Aufderheide**, American University  
**Frank Baker**, Media Education Consultant and Media Literacy Clearinghouse  
**Jane Ballinger**, California State Polytechnic University  
**Lynda Bergsma**, University of Arizona  
**Jessica Brown**, Webster University and Southern Illinois University Edwardsville  
**Renee Cherow-O’Leary**, Teachers College, Columbia University  
**David Considine**, Appalachian State University  
**Bobbie Eisenstock**, California State University Northridge  
**Victor Evans**, University of Phoenix  
**Melinda Hemmelgarn**, Food and Society Policy Fellow & Food Sleuth Columnist  
**Petra Hesse**, Wheelock College  
**Robert Kubey**, Rutgers University  
**Joanne Lisosky**, Pacific Lutheran University  
**Paul Mihailidis**, University of Maryland  
**Pamela Poe**, Office of Disease Prevention and Health Promotion,  
U.S. Department of Health and Human Services  
**Marieli Rowe**, National Telemedia Council  
**Cyndy Scheibe**, Ithaca College  
**Kathleen Tyner**, University of Texas-Austin  
**Elana Yonah Rosen**, Just Think Foundation

Please check the National Media Education Conference (NMEC) program for biographies of the individuals listed above. Only biographies for those discussants or chairs not listed in the NMEC program can be found in this program’s biography section.

