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Final Annotated Bibliography

MEDIA LITERACY IN THE CLASSROOM :

Building A Community of Critical Consumers of Media through Education

Research Abstract: To explore current dialogue on the need for and practice of teaching media.

American society is predicated on a social contract between its industries and their consumers. Whether industries manufacture tangible products, services or an ideology, the ideal framework within which they operate should be one of reciprocal exchange between producers and consumers. While the media industry is no different (particularly as a purveyor of products, services *and* ideology), many consumers of media have come to realize that the exchange between broadcaster and viewer is actually unidirectional (favoring the former). As society becomes increasingly saturated by (and therefore dependent on) the media, a need emerges to critically analyze and respond to the media industry's products and its consequent effects on consumer identity – particularly within the emerging generation of young people whose lives are entirely informed by media.

Media Literacy emerged as an attempt to build a critical discourse of how media shapes communities, relationships and habits. As the term "literacy" implies, the movement to educate students about the effects of media is founded on learning its codified language, rules of distribution and the fundamental praxis of its production. Just as teaching children how to read and write empowers them to communicate while producing their own body of knowledge with which to interact with the educational institution that informs them, Media Literacy empowers students to engage the industry in dialogue; by *producing* responses that can either comply with or utterly disavow the intentions of the marketer, consumers (regardless of age) can reclaim their agency and the promise of the egalitarian exchange on which this country was founded.

1) Alvermann, Donna E. (2002). *Adolescents and literacies in a digital world.* New York : P. Lang

2) Andersen, Robin, editor (2000). *Critical studies in media commercialism.* New York : Oxford University Press

   a. The articles cover a broad schema of media concerns, from the effects of advertising and commercial television (with case studies of beverage marketing strategies), the convergence of advertising and identity (race, gender, etc) to the increasing conglomeration of the media. Specific to the topic of Media Literacy, the articles *"Talking Back to Calvin Klein: youthful 'targets' confront their commercial image"* by Lauren Tucker and *"Commercial media and corporate present in the K-12 classroom"* by Margaret Cassidy offer salient arguments for building critical media discourse in classroom education; Norman Cowie's *"Media literacy and the Commercialization of Culture"* provides insight into the need for building an informed, responsive consumer community.

3) Bok, Sissela. (1999). *Mayhem : violence as public entertainment*. Reading, Mass: Perseus Book

   a. No where else, it seems, is the debate of media's social effects more contentious than in the dialogue regarding entertainment violence. Between child advocacy groups advocating censorship and civil libertarians defending free speech there lies a mountain of scholarly research that appears to remain inconclusive about the *precise* connection between media portrayals of violence and criminal activity. Bok pursues a

middle ground between the polarities, opting instead to encourage (mostly children's) literacy in media and violence. By promoting literacy, Bok protects free speech while calling for steadfast interrogation of portrayals of violence.

4) Bragaw, Don, editor (2001) *Technology and global education [microform].* [New York, NY : American Forum for Global Education ; Washington, DC] : U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center

5) Brown, James A. (1991) *Television "critical viewing skills" education : major media literacy projects in the United States and selected countries.* Hillsdale, N.J. : L. Erlbaum Associates

6) Brunner, Cornelia, Dr. (1999). *The new media literacy handbook : an educator's guide to bringing new media into the classroom.* New York : Anchor Books
   a. Given that promoting literacy is fundamentally an educational endeavor, it would behoove analysts of media literacy to examine how media is injected into current pedagogical frameworks. Produced by The Media Workshop of New York (MWNY), a professional development program that helps teachers integrate emerging media in classrooms, the book focuses on building an educator's visual literacy skills while providing an evaluation criteria for media products. As an educator's manual, it exemplifies the cross-disciplinary use of media through lesson plans and directions to external resources.

7) Buckingham, David (2000). *The making of citizens : young people, news, and politics*. London ; New York : Routledge

    a. The book explores the intersection between youth, politics and media with a particular concern for why youth feel disconnected from the political process. Through a series of interviews with young people, Buckingham charts the complex cognitive process by which youth receive and extrapolate meaning from political media coverage. He concludes by urging political and media industries to re-evaluate how messages can better connect with the emerging generation of voters, thereby turning consumers into *citizens.* This book presents a crucial case study for media literacy because it turns media reception into community-building action; rather than decrying the apathy and inactivity of young voters, Buckingham not only challenges *why* youth are disenchanted, but places the burden of education on the media.

8) Christ, William G (1997). *Media education assessment handbook.* Mahwah, N.J. : L.Erlbaum

9) Crano, William D., editor (2002) *Mass media and drug prevention : classic and contemporary theories and research*. Mahwah, N.J. : L. Erlbaum

    a. Much like the previous case study of media and violence, there is a significant body of work regarding media and health. The world of advertisements produced to mitigate drug use and promote rehabilitation service is particularly interesting because of its overwhelming focus on youth. Providing a comprehensive overview of the theories and statistics informing the production of public health campaigns, the

book offers two articles that are particularly relevant: *"Expectancy theory approaches to prevention: violating adolescent expectations to increase the effectiveness of public service announcements"* by Jason T. Siegel and Judee K. Burgoon; and *"Intermediate outcomes from a life skills education program with a media literacy component"* by Marvin Eisen. As the titles imply, a campaign's efficacy is predicated on its target market's ability to read (and comply with) the message; building a foundation of media literacy assists this process.

10) Flores-Koulish, Stephanie A., (2005). *Teacher education for critical consumption of mass media and popular culture.* New York : RoutledgeFalmer

    a. The book argues that a student's ability to critically assess their media reception begins with their teacher's core literacy in media. The chapters detail research addressing the general knowledge and perceptions of pre-service educators on popular culture and media. Guidelines are provided for how schools of education can implement media in their curriculums while also building a framework for further study on policy, practice and research.

11) Goldfarb, Brian.(2002) *Visual pedagogy : media cultures in and beyond the classroom* Durham : Duke University Press

    a. *"Visual pedagogy"* is a great resource for teachers wishing to employ a more active use of media by asking students to produce (rather than simply consume) media. Providing examples from across the world, the book focuses on the integration of media in pedagogy (especially as a way to introduce students to world cultures).

Goldfarb encourages the particular use of cinema to analyze colonialism through exposure of films from Africa and Latin America.

12) Goldstein, Jeffrey, editor (2004). *Toys, games, and media.* Mahwah, N.J. : L. Erlbaum Associates, 2004.

13) Hart, Andrew, editor (1998). *Teaching the media : international perspectives.* Mahwah, N.J. Lawrence Erlbaum Associates

14) Hilliard, Robert L.(2001). *Media, education, and America's counter-culture revolution : lost and found opportunities for media impact on education, gender, race, and the arts.* Westport, Connecticut : Ablex

    a. Hilliard collects speeches, essays and policy papers created while serving in federal education and communication posts into potent critiques of how media has impacted (or more importantly, not impacted) education, politics and culture. Moving from the misuse of technology in the classroom to observations of how media affects urban educational environments, Hilliard makes arguments for building television literacy and the use of media in social action (particularly as a tool for empowering under/mis-represented minorities).

15) McLaren, Peter (1995). *Rethinking media literacy : a critical pedagogy of representation* New York : P. Lang

16) McLean, David (1992). *Reading film [videorecording]* New York, NY : Insight Media

    a. In exploring how the modes of production (camera angles, lighting, sound, structure) influence the generation of meaning, McLean offers a fundamentals course in the language of media. As a video seminar, the course shows students how to use media *with* media, thereby reinforcing pedagogical links between technology and learning. The goal is to make the process of media transparent thereby facilitating critical analysis and an augmented ability to respond *to* media *with* media. The emphasis on the semiotics of media images is particularly interesting as it posits language as a communicative medium that is textual, auditory *and* visual.

17) Potter, W. James. (2004). *Theory of media literacy : a cognitive approach.* Thousand Oaks, Calif. : SAGE Publications

    a. This great book present a theoretical framework for building media literacy programs by providing the psychoanalysis behind critical media discourse as a backdrop for defining the core competencies that comprise "literacy in media." The focus here is the problematic generation of meaning by an often cynical recipient resistant to the onslaught of messages characteristic of an increasingly media-saturated society. Chapters are devoted to assessing how humans filter messages into a schema of meaning and developing adequate skills for dealing with media effects, media content, media industries, real world parameters, and the self.

18) Richards, Chris (1998). *Teen spirits : music and identity in media education*. London, UK; Bristol, Pa. : UCL Press

19) Silverblatt, Art. (1999). *Approaches to media literacy : a handbook.* Armonk, N.Y: M.E. Sharpe

    a. Silverblatt offers a comprehensive guide for the critical assessment of media and message development/ receipt. Chapters explore distinct modes of analysis: ideological, autobiographical, nonverbal communication, mythic and a look at how messages are produced. Discussion of each prism is accompanied by an exhaustive range of case-studies (from public health campaigns to beverage adverts).

20) Silverblatt, Art. (1997). *Dictionary of media literacy*. Westport, Conn. : Greenwood Press

    a. As the title implies, the book is an impressive collection of over 35,000 technical and common-used terms relevant to several decade's worth of dialogue on media literacy. The extensive bibliography is worth the cover price alone, covering an international collection of essays, handbooks, curriculum guides, lesson plans and other resources. While an adequate guide for those beginning in this burgeoning field, it does require some facility with media studies in general. However, because media literacy deals with such an ubiquitous cultural product, the material addressed is immediately applicable.