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GUIDELINES FOR DEVELOPING CRITICAL MEDIA LITERACY
INSTRUCTIONAL FRAMEWORK: A CRITICAL INTERPRETIVE META
STUDY

BERKAY ÜNDEĞER

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Guidelines for Developing Critical Media Literacy Instructional Framework:
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September 2021

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ABSTRACT**GUIDELINES FOR DEVELOPING CRITICAL MEDIA LITERACY
INSTRUCTIONAL FRAMEWORK: A CRITICAL INTERPRETIVE META
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Berkay Ündeğer

Master of Arts in Curriculum & Instruction

Advisor: Asst. Prof. Dr. Necmi Akşit

October 2021

Critical reading of the media has become an increasingly important skill in the face of ever-expanding exposure to numerous types of media in all aspects and moments of life in the contemporary world. This thesis sets out to provide an instructional framework for media education in general, and for critical media literacy education in particular based on the frameworks of critical thinking as defined by Davies and Barnett (2015), the approaches of media literacy as defined by Kellner and Share (2007), and the curriculum ideologies as defined by Schiro (2013). This study uses meta-ethnography as the research methodology to examine theses/dissertations and journal articles on critical media literacy instruction to derive second-order interpretations for the purpose of generating third-order interpretations as an instructional framework. The study finds that much of the contemporary research in critical media literacy practice addresses critical thinking as critical pedagogy and as dispositions, and combines aspects of various curricular ideologies by using a variety of different media involving production of alternative media.

Keywords: critical media literacy, media education, critical thinking, critical pedagogy, critical dispositions, curriculum ideologies

ÖZET

ELEŞTİREL MEDYA OKURYAZARLIĞI ÖĞRETİM ÇERÇEVESİ GELİŞTİRME KILAVUZU: BİR ELEŞTİREL YORUMLAYICI META ÇALIŞMA

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Eğitim Programları ve Öğretim Yüksek Lisans Programı

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Medyayı eleştirel biçimde okumak, günümüz dünyasında hayatın her alanı ve her ânında git gide artan biçimde sayısız medya çeşidine mâruz kalınması karşısında artan biçimde önemli hâle gelmiştir. Bu tez, Davies ve Barnett'in (2015) eleştirel düşünce çerçevesi, Kellner ve Share'in (2007) medya okuryazarlığı yaklaşımları ve Schiro'nun (2013) müfredat ideolojileri temelinde genel anlamda medya okuryazarlığı, özel anlamda eleştirel medya okuryazarlığı eğitimine yönelik bir öğretim çerçevesi sunmayı amaçlamaktadır. Bu araştırma, öğretim çerçevesi şeklinde üçüncü merteye yorumlara varmak amacıyla ikinci merteye yorumlar elde edebilmek için tez ve makaleleri incelemek üzere araştırma yöntemi olarak meta-etnografya kullanmıştır. Araştırma, güncel medya okuryazarlığı araştırmalarının çoğunda alternatif medya üretimi dahil çeşitli medya türleri kullanımı yoluyla eleştirel pedagoji ve eleştirel düşünme eğilimleri biçiminde eleştirel düşüncenin geliştirildiğini ve çeşitli müfredat ideolojilerine ait noktaların bir araya getirildiğini bulmuştur.

Anahtar kelimeler: eleştirel medya okuryazarlığı, medya eğitimi, eleştirel düşünce, eleştirel pedagoji, eleştirel düşünce eğilimleri, müfredat ideolojileri

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Bu tezi, kendime koyduğum ve kendimi inandırdığım sınırlarımı, ön kabullerimi yıkمامı sağladığı için öncelikle kendime adamak istiyorum. Önceki iki yüksek lisansımı da tamamlamadan bırakmam sonrasında bu konuda kendime yönelik kaybetmiş olduğum inancımı yeniden bulduğum için gurur ve mutluluk duyuyorum. Sanırım başarmak için gerçekten merak ettiğim ve ilgilendiğim bir konu bulmam gerekiyormuş. Demek ki doğru şartlarda olabiliyormuş.

İkinci olarak beni bu süreçte hep destekleyen, bana inanan ve liseden beri hep Bilkentli olmak istediğimi bilip Bilkent'e girmemden duyduğu mutluluğu hep gözlerinde okuduğum anneme ithâf etmek istiyorum. Mezuniyetime geldiğinde benimle gurur duyacağını ve gençlik hayalimi gerçekleştirdiğimi görmekten çok duygulanacağını biliyorum. Seni çok seviyorum.

Üçüncü olarak ise bugünü göremeyen ama ODTÜ'de siyaset bilimi yüksek lisans tezimi yazabilmem için çok baskı yapan, bunu benden bile çok isteyen merhum babama adamak istiyorum. ODTÜ'yü bitirmedim; ancak bugünü görmeyi çok isterdin biliyorum. Bu çalışma, aynı zamanda sana da bir hediye olsun baba.

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CHAPTER 1: INTRODUCTION

My mother used to tell me that it was on a summer day in 1969, when the first manned space vehicle landed on the surface of the moon, that upon hearing the success of the mission on the radio – the only media available at the time besides the printed press – her mother, my grandmother, dismissed that piece of news altogether, saying that they probably landed behind a hill. This little anecdote leads one to ponder four different points that deserve deliberation.

One is that even back then, when the only mainstream source of media available to the general public were the printed press and the radio in Turkey, people could still display suspicion of the news presented, and on the other side of this pendulum were people who were receptive to news items, perhaps accepting everything presented. A third point of discussion that easily slips our attention is on what grounds the audiences accepted or rejected the news they received. What kind of evidence did they require or were they even aware that they needed to? It was clearly just cynicism that led my grandmother to suspect that piece of news. Is such an attitude considered critical media literacy? The answer is self-evident.

And yet, a fourth point is whether people were aware of the underlying message of that news regardless of whether they accepted or rejected it – that the United States was a superpower that was capable of designing, sending and landing a manned space mission to the moon.

Compared to the mid-1900s, the media has a much broader space in many people's lives and the means at their disposal are much more diverse and accessible, ranging from social media and the internet to video games. The internet has

especially had a substantial effect on the accessibility of media and their messages to wide sections of populations around the world. This makes it much more challenging for people to distinguish what is correct from what is incorrect and for whom. It is even hard to talk about correct and incorrect when facts may be presented from certain angles of economic or political benefit and when some details can be omitted from the presentation, pictures, posts or videos. In order one to distinguish bias, one also needs to be aware that bias actually exists in the media and the messages engrained therein that reflects the values and attitudes of certain groups of power in the society. This nature of the bias in the media cannot be thought in isolation from the hegemonic power structures of the society. Therefore, specific education on critical media literacy is essential in any educational setting for an informed and critically conscious society.

This study aims to discover how the existing research on critical media literacy interventions and research in educational settings informs media literacy instruction.

Background

A relatively recent and important area in education is critical media literacy (CML). By definition, CML is the perspectives from which one, on the one hand, is exposed to the media and on the other interprets the messages received therefrom (Potter, 2004). This definition implies that the perspectives people possess inform how they interact with the media messages and thus have an effect on how they come to interpret the texts. If they are not trained to critically approach the various kinds of media and their messages through deliberate practice either on their own or externally, it is possible that they accept what is presented at face value or reject what is presented altogether.

Not only broadcasting media but also newer forms of information media play an important role in creating and spreading information, which acts as a powerful public pedagogy (Giroux, 1999; Luke, 1997). The increasing role of media in shaping public opinion and the changes in technology, media and the society make CML essential for students and citizens to empower them in interpreting media messages and producing media themselves (Kellner & Share, 2005). Kellner and Share (2007) point out that media creates a public pedagogy by teaching “proper and improper behavior, gender roles, values and knowledge of the world” (p. 4), and rarely are audiences aware of their being educated on these structures of power as this tends to happen unconsciously.

In this vein, critical thinking plays a crucial role to transform undemocratic and unequal power structures by educating students for critical thinking with the goal of radical transformation in society. The concept of critical thinking was taken a step further by critical pedagogues to mean ‘critique’ rather than solely ‘criticism’. To them, critical thinking is about “the critique of lived social and political realities to allow greater freedom of thought and action” (Kaplan, 1991, p. 362). Therefore, critical thinking as critical pedagogy requires that one be aware of the existence of ideology in discourse and social institutions, and thus education is a critical and active engagement with these ideologies.

According to Kellner and Share (2007), CML not only broadens the concept of literacy by including different varieties of media and popular culture, but it also strengthens the potential of education to foster critical thinking to critically analyze relationships between media, audiences and power. It seeks to develop skills in critical textual analysis, deconstruction, ability to critique stereotypes, dominant norms and ideologies as well as how those stereotypes and norms are constructed. In

this vein, creation of alternative media is also an integral part of CML to counter hegemonic norms and rewrite dominant and faulty narratives.

CML is an alternative to traditional approaches to literacy and media literacy in that it is a political project for empowerment and democratic social change, focusing on ideology critique and politics of identity representation in such dimensions as gender, race, class and sexuality (Kellner & Share, 2007). When these ideas become integrated into the curriculum, CML will help promote reconstruction and democratization of education and thus society.

Problem

Education serves to create and maintain social stratification instead of attempting to transform the existing social institutions, and thus the working of schools is in accord with the dominant power structures, which is achieved through reproducing the political and social conflicts as seen from the perspectives of the dominant elite (Pinar et al., 1995). Critical thinking, at this point, is a crucial means of recognizing, critiquing and combating social norms and discourses to sustain the status quo. According to Giroux (1988), this necessitates that teachers and students be developed not only as critical intellectuals, but also as critical activists. Critical thinking as critical pedagogy aims to achieve social change and raise the awareness necessary to identify various forms of oppression, and this can be done by raising critical consciousness through education (Freire, 1970).

Today reading is not solely a linguistic act, but it is also a tool to decipher dominant power structures. Since a text can have both political and social imprints, it is necessary to go beyond the surface structure of a text (Kellner & Share, 2007). However, getting continuously exposed to various forms of media will not make one media literate unless actively evaluating the messages disseminated in the media

(Potter, 1998). According to Kellner and Share (2007), as new information communication technologies have fragmented, homogenized, flattened and reshaped the world, and since these changes have reshaped how people think and restructured societies, CML is an imperative for participatory democracy. Therefore, media's power to reframe the way people think and act emerges as a serious problem for democracies around the world.

To facilitate critical literacy, it is necessary to provide learners with ways to have them question any preconceived ideas (Bishop, 2014). This is also true for critical media literacy education. Media literacy is a process that needs actively to be practiced, not a category to be taught in a limited amount of time (Potter, 1998). The aim of critical media literacy is to promote both critical consciousness and critical autonomy (Potter, 2004). In this vein, critical media literacy is related to critical pedagogy as they emphasize raising critical evaluation of texts and slogans to decipher the dominant power structures (Kellner & Share, 2005).

Purpose

The purpose of this study is to provide guidelines for developing an instructional framework for enhancing critical media literacy by using the notion of critical thinking as conceptualized by Davies and Barnett (2015), the approaches to media literacy education as expressed by Kellner and Share (2007), and the curriculum ideologies as described by Schiro (2013). To this end, the researcher analyzed existing studies on critical media literacy interventions to ascertain how they inform critical media literacy instruction. More specifically, the aims and tasks in the existing studies were taken as the main focus so as to devise guidelines for developing critical media instructional framework to inform practice.

Theses, dissertations and journal articles on critical media literacy interventions were analyzed with a view to deriving and analyzing interpretations, called second-order constructs by Schutz (1962), and then the second-order interpretations were used to generate third-order constructs to inform critical media literacy instruction.

Research Question

The research question that this study will focus on is the following:
How do the studies on critical media literacy inform the development of an instructional framework for enhancing critical media literacy using

- a) the notion of critical thinking as conceptualized by Davies and Barnett (2015),
- b) the major approaches to media education as perceived by Kellner and Share (2007),
- c) the curriculum ideologies as conceptualized by Schiro (2013)?

Significance

This research will benefit the discussions of how critical thinking could be promoted in education by providing a framework for critical media literacy instruction. As media penetrate all aspects of people's lives in the age of information and misinformation, it makes it more necessary for learners to practice, adopt, and embrace critical thinking skills and dispositions. This study will evaluate the merits of critical media literacy instruction on its potential to promote all forms of critical thinking.

One other important aspect of the study is that critical media literacy is a fairly recent topic that is considered to be used within the context of language instruction. In this vein, UNESCO considers media literacy as a skill under life-long

learning, which needs to continue from the elementary school to higher education and adult education, not only limited as a course (Altun, 2011). It is not common to encounter research that looks into critical media literacy practices in a foreign language teaching context. As critical thinking also becomes increasingly engrained in foreign language instruction, critical media literacy, too, has the potential to be applied as a way to foster critical thinking and challenge learners to communicate their ideas in various forms.

Lastly, the findings of the study will benefit both pre-service and in-service teachers in secondary and higher education contexts alike as they will help teachers to explore both the concept of critical thinking, and critical media literacy, which will enable them to become more aware of, and question the power relations, discourses and structures. Particularly, the study will be instrumental for curriculum developers in that it discusses both theoretically and practically the concepts of critical thinking, critical consciousness and critical media literacy in the educational context insofar as the thesis presents possible curricular guidelines for use in critical media literacy instruction. Finally, this research will also benefit policy makers in the educational field by presenting a viable curricular alternative to promote critical thinking and criticality in all levels of education.

Definition of Key Terms

Media literacy: “Media literacy is the set of perspectives from which one is both exposed to the media and interprets the messages received from it” (Potter, 2004).

Second-order interpretation: Second-order interpretation is the analysis of data selected from previously conducted research (Schütz, 1962).

Third-order interpretation: Third-order interpretations or constructs are the results of synthesis that allow for interpretations expanding those presented by first and second-order constructs (Schütz, 1962).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

The field of curriculum is an area competing theories as to the nature of what education should be such that it is quite difficult to see consensus of the purposes of education and the role of the individual learner. Carlson (2005) states that the field is to be considered as “a historical construct assembled out of cultural battles over power and knowledge, and ... it needs to be treated as a ‘slippery’ category whose meaning is unsettled and even contested” (p. 3). Each tradition and sometimes each scholar within a particular tradition possesses different ideas as to the goals of the curriculum. Some of them emphasize the individual student, whereas some take the society as its focal point. In this vein, critical media literacy educational framework for the curriculum prioritizes the betterment of the society through critical consciousness as to the power relations imbedded in the media as well as counter-actions for social justice in line with the social reconstruction ideology of curriculum and critical pedagogy movement in critical thinking scholarship.

The purpose of this study is to develop an instructional framework for enhancing critical media literacy by using the notion of critical thinking. In this vein, this chapter will present an overview of several curricular ideologies with a focus on social reconstructionism ideology in particular. With its emphasis on the crisis of society due to the structures of power within the social system, social reconstructionism is closely linked to critical pedagogy, which will be discussed in a later section of the chapter as one of the movements in critical thinking literature with its focus on critical consciousness and counterhegemonic action as form of critical thinking. The section related to critical thinking will then be followed by the

section on critical media literacy to make a link as to how the critical media literacy framework proposed as part of a curriculum is related to the arguments of critical pedagogy and social reconstructionism.

Curriculum Ideologies

Over the past century, educators have been engaged in four different camps as to what constitutes the proper curriculum and education. These groups of scholars have proposed their own visions of what schooling means, what functions it serves, what knowledge needs to be taught, what the nature of nature children is, and how teachers should instruct them. Schiro (2013) conceptualized the visions from four different camps using the following labels: the scholar academic ideology, social efficiency ideology, learner-centered ideology and social reconstruction ideology. The purpose of education according to scholar academics is to transmit the accepted knowledge of academic disciplines to students including its content, conceptual frameworks and ways of thinking. To social efficiency ideology, however, the goal of education is to equip students with specific skills they will need in the workforce both to the benefit of the economy and to a functioning society. Learner-centered ideology, on the other hand, considers the prime determiner of curriculum to be the needs and interests of the individual learner as opposed to the needs of the society, and the goal of education is the growth of learners. Finally, the social reconstruction ideology focuses on the injustices in the society emanating from gender, economic, racial and social inequalities. Therefore, the object of education for social reconstructionists is the construction of a new and just society. Schiro (2013) specifically uses the word ‘ideology’ to mean “a collection of ideas, a comprehensive vision, a way of looking at things, or a worldview that embodies the way a person or a group of people believes the world should [be] organized and function” (p. 8).

These different visions are termed as ideologies since they all seek to get scholars and educators into their own vision in order to expand their influence on the field of education by dominating competing ideologies and controlling aspects of their culture.

Scholar Academic Ideology

Educators under the scholar academic ideology see curriculum efforts from the perspective of academic disciplines (Schiro, 2013). To them, there are clear cut subjects, and they seek to make each subject curriculum similar to its parent discipline. Any curriculum effort that is not part of the discipline is ignored in making of the subject's curriculum. Curricula need to be a kind of re-representation of what is known and accepted by the parent discipline. As Phenix (1962) puts it, "psychological needs, social problems, and any of a variety of patterns of material based on other than discipline content are not appropriate to the determination of what is taught" (pp. 57-58). Curriculum is considered to be made up of distinct subjects, each representing a specific segment of world of knowledge. An academic discipline is defined using three basic descriptions: (1) a defined field of study; (2) the collection of facts and knowledge associated with a defined field of study; (3) a community whose purpose is to acquire meaning (Schiro, 2013). The primary concern of a discipline is its search for truth and thus its own growth, through passing on to others what is already known, which increases the amount of cumulative knowledge.

According to scholar academics, "the only really useful knowledge is that which conforms to the structures revealed in the cognitive disciplines" (Phenix, 1964, p. 51). Knowledge for a discipline has two characteristics: first, it can be learned, and when learned, it can be taught as well (Schiro, 2013). Therefore, "the

distinguishing mark of any discipline is that the knowledge which comprises it is instructive – that it is peculiarly suited for teaching and learning” (Phenix, 1962, p. 57). As such, it can be transmitted from one person to another, which can then be transmitted to someone else by the person it was transmitted to previously, as it can be retained in the mind and taught to someone else. This instructive, or didactic, knowledge is repeatable and impersonal – thus, can be repeated without losing its elements. Nevertheless, scholar academics accept the duality of subjective and objective reality in an individual’s mind; however, the only knowledge worth including in the curriculum is that which can be objectified, externalized and impersonal (Schiro, 2013).

The aim of the scholar academic ideology is simply to broaden the disciplines by transferring the knowledge of the disciplines to students. In so doing, it aims to build literacy of knowledge within the society at large, and thus, the general population will benefit from the knowledge. This, in turn, will both preserve the existing culture and acculturate children into a cultural knowledge base (Schiro, 2013). Scholar academics do not attempt to justify aspects of their curricula, but rather assume that benefits of maintaining the culture’s means of knowing are essential to the sustaining of civilization.

As for the child, scholar academics are merely interested in the child’s mind – the rational or intellectual dimensions of the mind (Schiro, 2013). As such, the mind is thought to have first a function of storage and second one of reason to perform on what is stored. Making use of the child’s mind for storage of knowledge, the purpose of the scholar academics is to initiate and acculturate the child into the disciplines of knowledge.

Scholar academic view learning as a result of teaching – the teacher is the transmitter and the student is the receiver (Schiro, 2013). There is a hierarchical relationship in teaching, in which teachers have the role to teach while the students are at the receiving end of the process. According to Beauchamp and Beauchamp (1967), the selection of curricular content is the priority as opposed to teaching methods, yet the selection of teaching methods depends on the content of the curriculum. Thus, the curriculum content is prioritized, and the optimal ways to make sure knowledge is transferred and retained are to instruct the students in a didactic discourse, give them supervised practice and engage them in a Socratic discussion, which is in the form of an interrogation where students are asked questions and tested (Schiro, 2013). The prioritization of knowledge of disciplines as well as the question of the benefits of education to the society are the points which are later challenged and discussed by the social efficiency ideology.

Social Efficiency Ideology

Bobbitt (1913) launched social efficiency ideology by calling for the use of techniques of production developed by industry in education. To Bobbitt, life consists of specific activities, and education needs to prepare individuals for these activities since education prepares one for life. The curriculum should include “series of experiences which children and youth must have by way of attaining those objectives ... that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life” (Bobbitt, 1918, p. 42).

In a similar vein, Tyler (1949) fashioned four questions to answer during curriculum creation. The first of these is “What educational purposes should the school seek to attain?” (p. 1). Accordingly, educational objectives must be defined in

behavioral terms, which are observable skills for action that people can perform since man is perceived to be a collection of set of specific skills. Thus, education is the process of altering people's behavior to fit the society's needs. The second question Tyler asks is: "What educational experiences can be provided that are likely to attain these purposes?" (p. 1). To this question, the answer is the opportunity to practice the skill specified by the objectives as people perfect skills through action. The third question is: "How can these educational experiences be effectively organized?" (p. 1). The efficiency of organization is emphasized as a response to this question by stimulating learners in a way to make sure efficient instruction is achieved. The fourth and the final question is: "How can we determine whether these purposes are being attained?" (p. 1). As the curriculum is organized around behavioral objectives, the evaluation is in line with the objectives of the program.

For social efficiency scholars, one of the prime goals of education is to perpetuate the existing social functions and thus civilization (Schiro, 2013). In Bobbitt's (1924), "it is the process of recivilizing or civilizing anew, each new generation" (p. 453). Education sets out to condition man's activities so that he will be shaped to be a civilized man, and doing so is the responsibility of the society for its continuation. Since people are thought of as actors in their particular societies, the skills – thus behaviors – they can perform will determine their place in the population. Likewise, the child is perceived as part of a stage of a person into adulthood, which is why the child is not important per se. The society is made up of people who perform their social roles for the functioning of the society; hence people need to learn to perform their set of skills to be socially functional. For this reason, "the school is the guardian of the system of values and institutions that the society has already evolved" (Schiro, 2013, p. 70).

Knowledge is defined in behavioral terms and coined by Gagne (1962) as “successful performance of a class of tasks” (p. 355). Its value depends on its ability to meet the needs of mankind in the objective reality. Teaching of these tasks are perceived in a cause-effect, action-reaction relationship. This conception of causality is deterministic insofar as educators can determine what behaviors are to be changed and how it will happen through the use of educational objectives in a stimulus-response context (Schiro, 2013).

The assumption of social efficiency scholars is that learning is an active process – success is only possible provided the learner is an active learner. The competence that comes with action requires extensive practice, which is to be fed by feedback to tell which actions are correct and which are wrong (Schiro, 2013). The teacher’s job in this system is to act as “the manager of the conditions of learning” (Gagne, 1970, p. 324). This overemphasis of the rigid behavioral and predetermined objectives, deterministic view of knowledge and neglect of any individual differences of the child were later criticized by the learner centered ideology of curriculum.

Learner-Centered Ideology

The ideal school in learner-centered ideology is very different from a traditional sense of school because it is actually “nothing less than the reorientation of the entire school around the child” (Rugg & Shumaker, 1928, p. 56). The curriculum in a learner-centered school is determined around the interests and the needs of the child rather than the objectives and wishes of parents, teachers, administrators or social expectations. In these type of schools “boy and girls should share in their own government, in the planning of the program, in the administering of the curriculum, in conducting the life of the school” (p. 57).

A learner-centered school is full of activity as children are considered to learn through experience. For these scholars, “knowledge comes ... through the interaction of an individual with the surrounding world, both inanimate and social” (Hein, 1975, p. 2). As such, knowledge can be acquired through certain practices in this school. One of these is to give learners firsthand experiences with reality unlike provision of secondhand experiences in traditional schools (Schiro, 2013). Firsthand experiences are prioritized as it is believed that learners grow and learn through direct contact with their world. Another type of practice in these schools is giving learners experience with physical materials, both animate and inanimate, and direct social encounters. These social encounters with peers and adults are instances of learning where children work, explore, exchange ideas and play together. A third type of practice is the abundance of physical activities based on the assumption that such activities are key to healthy intellectual, social and emotional growth and learning. The final practice witnessed in such schools is the exposure of children to experiences inside and outside the classroom environment where learners explore phenomena in the actual environment and learn from them.

The learner-centered school takes an integrated and unified approach to education, where learners are integrated organisms with their intellectual, social, emotional and physical components (Noddings, 2005). This is in contrast to the atomistic approach, in which children can be regarded in terms of their separable distinct dimensions. Accordingly, the notion of separate subjects is also rejected, advocating instead a broader and integrated approach to schoolwork. There are several activities that run simultaneously in these school rather than the dominance of regular fixed periods in a traditional sense.

The primary concern in a learner-centered school is the learner; that is, “the center of all movement in education is the child” (Parker, 1964, p. 383). They are unique and mean making organisms, perceived “as self-activated makers of meaning, as actively self-propelled agents of their own growth, and not as passive organisms to be filled or molded by agents outside themselves” (Schiro, 2013, p. 115). Educators under this ideology are more interested in the growth and learning of the individual than in knowledge per se.

As for the theory of learning, learner-centered ideology takes a constructivist view of learning. Learners construct their own meanings through interaction with people and their environments. Therefore, the educational objectives are not specified in terms of knowledge, but in terms of the experiences the learners will have. In a similar vein, it is believed that individuals must have a way in the path their education will take. This idea that people should determine their own education brings a strong emphasis on individualism and thus, an individualized education (Schiro, 2013). Learner-centered ideology has an individualistic approach to curriculum based on the needs and interests of the learner with little emphasis on society, which was later challenged by social reconstructionist ideology to curriculum.

Social Reconstruction Ideology

In contrast the learner-centered ideology, social reconstructionists take a social perspective to education, whose prime point of departure is that our present society is unhealthy, and its survival is threatened. To prevent the society to destroy itself, a vision of a better society must be reconstructed, and the medium to do so is through education (Schiro, 2013). What threatens the society is deep social structures that form students’ views about themselves and the world through a hidden

curriculum in schools, which in turn leads students to contribute to the persistence of those structures. However, “no longer are there any grounds for the contention that the finer fruits of human culture must be nurtured upon the exploitation of the masses” (Counts, 1932, p. 260). Therefore, “educators need to assume the role of leaders in the struggle for social and economic justice ... Educators must connect what they teach and write to the dynamics of public life ... and ... concern for ... democracy” (Giroux, 2006, p. 9). Thus, social reconstructionists believe that education has the power to educate students so that they analyze social problems and create a vision for a better world.

As social reconstructionist have a social perspective of the world, they believe that the nature a particular society determines many of its concepts and assumptions. Truth and knowledge are constructions, defined by the society, as is the notion of the good individual as stated by Counts (1932): “There is no good individual apart from some conception of the nature of the good society” (p. 258). Human behavior is shaped by the deep social structures since “inequalities, power, and human suffering are rooted in basic institutional structures” (Giroux, 2005, p. 21). Hence, social reconstructionists focus on hidden curriculum that determine human behavior, seeing schools “as part of the existing social and political fabric that characterizes the class-driven dominant society” (McLaren, 2007, p. 18). As McLaren emphasizes, schools are institutions that “perpetuate or reproduce the social relationships and attitudes needed to sustain the existing dominant economic and class relations of the larger society” (pp. 214-215).

Hope is central to social reconstructionists as it is believed that there is no deterministic design that directs the path society must evolve into. Society creates its own history by way of struggles of its citizens in that they do not accept the present

social conditions as unchangeable facts of nature (Schiro, 2013). To Freire (1970), in a society there are the oppressors and the oppressed. The oppressors seek to preserve the status quo by perpetuating exploit the masses. What is imperative is to shape a “public vision of self- and social empowerment”, a “vision ... that extends the principles of liberty, equality, justice, and freedom to the widest possible set of institutional and lived relations” (Giroux, 2005, p. 74). This is a vision that will get people in different conditions to realize their situations and perceive the social crisis (Apple, 1996). That is why this vision must propose an alternative and hope of escape through “a language of possibility ... beyond critique”, “a positive language of human empowerment” (Giroux, 1992, p. 10). As Freire (1997) states, “without a vision for tomorrow, hope is impossible” (p. 45).

The role of education for social reconstructionists is help shape the reconstruction of society through education of the individuals. The focus here is more on the group than the individual students through collective consciousness as “one cannot speak of an actor, nor simply or actors, but rather of actors in intercommunication” (Freire, 1970, p. 123). What is intended is not individual self-realization, but rather self-realization for the society. To this end, two educational methods are common in this ideology by Schiro (2013). The first one of this discussion in the form of a dialogic conversation, where teachers elicit ideas from student as to their interpretations, and learners construct their meanings to reach a consensus. Another common method is experience, where students are exposed to an environment to face a social crisis. Students can learn about this social crisis either from someone who experienced that crisis or from their teacher. People share and discuss the social crisis; thus, students construct their meanings. These experiences

can also take the form of outside-school activities such as taking part in demonstrations, taking action for a social problem or helping the community.

Social reconstruction is not politically neutral in its essence, and it admits that “no curriculum, policy, or program is ideologically or politically innocent, and that the concept of the curriculum is inextricably related to issues of social class, culture, gender, and power” (McLaren, 2007, p. 213). As Giroux (2006) expresses, education “teaches students to think critically about the knowledge they gain, and what it means to recognize antidemocratic forms of power and to fight substantive injustices in a world marked by deep inequalities” (p. 8). Social reconstruction ideology is a politically and socially motivated movement of education that tries to expose learners to issues of power structures to gain a collective consciousness and engage in action to reconstruct the society, which is related to critical pedagogy of education, which is discussed in the following section.

Critical Thinking

Critical in higher education can be elusive insofar as it is difficult to come to a clear-cut consensus as to what it includes even though it is widely endorsed in Western education (Davies & Barnett, 2015). The concept can mean a number of things ranging from discussions on critical pedagogy, critical feminist approaches to educational curriculum, the cultivation of critical citizenship or other educational debates employing the term ‘critical’. Similarly, though, it can be limited to debates about development of general reasoning skills that higher education graduates or critical citizens are expected to possess. Before presenting a definition that will be used for the purpose of this study, a historical overview of the different perspectives and movements around the concept will be presented.

Davies and Barnett (2015) mention different perspectives that can be distinguished in relation to discussions of critical thinking. The first of these is the *philosophical* perspective, which focuses on the act of clear thinking including metacognitive skills, the manner in which language use and critical thinking are related as well as formal and informal logic. The *educational* perspective, on the other hand, relates to the development of critical thinking in individual students, which has a wider effect on the society at large by way of cultivation of a critical social *attitude*. The last one, the *socially active* perspective, takes as its purpose the transformation of the society through the development of critical attitudes in all students, which is connected to critical pedagogy and critical citizenship.

The debates on critical thinking can be considered to have developed in three waves according to Paul (2011). The first of these waves during the 1970s was led by philosophers interested in logic, argumentation and reasoning. Since this wave is mostly concerned with instances requiring argumentation and persuasion, it prioritized the identification and evaluation of arguments, thus the skills necessary to do so. The second wave, which developed in the 1980s, had a stronger educational orientation that was influenced by critical pedagogy, feminism and cognitive psychology. Inspired by the rising critical pedagogy during this time, the second wave had a wider focus of critical thinking as the development of the critical citizen than mere evaluation of the validity of arguments. For the second wave theorists, the word 'critical' was taken to mean 'critique' as opposed to 'criticism' of the first wave. A third wave developed later that sought to combine the two waves rather than support one at the detriment of the other, by transcending the weaknesses of the two.

The discussions about the nature and ingredients of critical thinking resulted in the panel of the American Philosophical Association in 1990, which culminated in

the release of the Delphi Report (Facione, 1990). The report presents the following definition of critical thinking:

We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation and inference as well as explanation of the evidential conceptual, methodological, criteriological or contextual considerations upon which that judgment was based. Critical thinking is essential as a tool of inquiry. Critical thinking is a pervasive and self-rectifying, human phenomenon. The ideal critical thinker is habitually inquisitive, well-informed, honest in facing personal biases, prudent in making judgments, willing to consider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in selection of criteria, focused on inquiry and persistent in seeking results which are as precise as the subject and circumstances of inquiry permit. (p. 3)

According to Davies and Barnett (2015), it is possible to distinguish two canons from this definition, the first of which is critical thinking as reflective thinking, and secondly, critical thinking as dispositions and attitudes. In addition to the implications of this definition, they go on to add a third canon of critical thinking as critical pedagogy. Based on these three canons and the debates about critical thinking, it is possible to name two grand movements of critical thinking: The Critical Thinking movement, which is divided into views of critical thinking as reflective thinking and as dispositions – and the Critical Pedagogy movement (Davies & Barnett, 2015).

Critical Thinking as Reflective Thinking

This view of critical thinking sees it as “reflective and reasonable thinking that is focused on deciding what to believe or do” (Ennis, 1985, p. 45). This view is

in line with the view of critical thinking as argumentation given the emphasis on making good judgements and the skillful thinking process. Thus, this view is also known as the skills-based view of critical thinking as it points at cognitive critical thinking skills (Davies & Barnett, 2015). Ennis (1985) links higher-order thinking skills to critical thinking asserting that “critical thinking incorporates a good deal of the directly practical side of higher-order thinking” (p. 47). Ennis explains higher-order thinking skills in liaison with Bloom’s (1956) taxonomy, stating that the top five of Bloom’s taxonomy (analysis, synthesis, evaluation, application and comprehension) are higher-order thinking skills – thus, knowledge, or remembering, is not considered a higher-order thinking skill. Thus, according to Ennis (1985), Bloom’s taxonomy serves as a conceptualization of higher-order thinking skills as “most practical higher-order thinking activity is focused on deciding what to believe or do” and thus, one will “accept critical thinking as comprising at least a significant portion of higher-order thinking” (p. 47). To exhibit ‘reflective thinking’ as higher-order thinking brings with it the need for skills in argumentation, whose focus is on judgement formation. To form sound judgements, critical thinking requires that one be able to recognize faulty arguments and generalizations, assess claims deficient in sufficient evidence and evaluate truth claims based on unreliable sources. Therefore, the fundamental issue here is irrational, illogical and unexamined living. As Paul (1990) puts it, “the art of explicating, analyzing, and assessing these ‘arguments’ and ‘logic’ is essential to leading an examined life” (p. 66). Hence, for critical thinking, rationality itself and developing rationality are considered to be an essential aim of education (Siegel, 1988). However, this view of critical thinking can be said to be limited in its focus on argumentation and judgement without any commitment to action (Davies & Barnett, 2015). Being able to think critically does not necessarily

mean that the person will have a propensity to do so. Therefore, the skills-based view is followed by the skills-plus-dispositions view of critical thinking, which also includes the importance of critical thinking dispositions in the discussion. The cognitive critical thinking skills under the framework (Table 1) developed by Wales and Nardi (1984) and borrowed by Davies and Barnett (2005) will be used for the purposes of this study.

Table 1

Critical Thinking Skills

Lower-level Thinking Skills	Higher-level Thinking Skills	Complex Thinking Skills	Thinking about Thinking
Interpreting	Analyzing claims	Evaluating arguments	Metacognition
Identifying assumptions	Synthesizing claims	Reasoning verbally	Self-regulation
Asking questions for clarification	Predicting	Inference making	
		Problem solving	

Critical Thinking as Dispositions

It has been acknowledged that thinking critically and the disposition to do so are two different things – thinking alone does not necessarily mean that this is an attitude of the individual (Ennis, 1985; Facione, 1990). That is why not only is critical thinking a skill, but it is also a disposition as “one must develop the disposition to use those skills” (McPeck, 1981, p. 3). Paul (1990) acknowledges the difference of skills and dispositions insofar as he makes a distinction between “weak-sense” and “strong-sense” critical thinking. The critical thinker in the “weak-sense” has learned the critical thinking skills and can exhibit them when asked, whereas “strong-sense” means that the critical thinker integrated these skills in his way of life

and character where his assumptions are well-examined. A critical thinker in the “strong-sense” has a passionate drive for “clarity, accuracy, and fairmindedness” (Paul, 1990, p. 23).

The critical dispositions necessary for critical thinking are critical thinking attitudes and somewhat a psychological readiness of the person to be critical (Davies & Barnett, 2015). These dispositions fall under dispositions arising in relation to self, to others and to world (Table 2).

Table 2

Critical Thinking Dispositions

Dispositions Arising in Relation to Self	Dispositions Arising in Relation to Others	Dispositions Arising in Relation to World	Other
Desire to be well-informed	Respect for alternative viewpoints	Interest	Mindfulness Critical spiritedness
Willingness to see or be guided by reason	Open-mindedness	Inquisitiveness	
Tentativeness	Fair-mindedness	Seeing both sides of an issue	
Tolerance of ambiguity	Appreciation of individual differences		
Intellectual humility	Skepticism		
Intellectual courage			
Integrity			
Empathy			
Perseverance			
Holding ethical standards			

The advantages offered by the dispositional view of critical thinking over the skills-based view are evident. However, Burbules & Berk (1999) argue that it is still limited in certain respects. First, it takes the borders of criticality further from mere 'logicality', and also necessarily entails a strong evaluation of the institutional contexts and social relations. Second, the main point of focus of both reflective thinking and critical dispositions view is the individual person. However, according to Burbules and Berk (1999), these dispositions or attitudes can only be shaped within the context of certain social relations, and therefore it is necessary to introduce specific social conditions so as to practice critical thinking. It is at this point essential to discuss the premise of the Critical Pedagogy movement in relation to the two views of Critical Thinking movement that have been discussed so far.

Critical Thinking as Critical Pedagogy

Critical pedagogy can be defined as "the use of higher education to overcome and unlearn the social conditions that restrict and limit human freedom" (Davies & Barlett, 2015, p. 18). Critical Pedagogy is based on the neo-Marxian critique of orthodox Marxism insofar as it neglected the influence of culture and media in the persistence of capitalism, alleging that the legitimacy of the capitalist economic relations results from the ongoing ideological hegemony (Burbules & Berk, 1999).

Within the tradition of critical pedagogy, Paulo Freire has a prominent position in that he came up with essential criticism against the long-standing utilitarian and neutral approaches to curriculum from the perspective of critical theory. For Freire (1970), communication is a prerequisite for education and communication absolutely requires a dialogue. At this point he makes a distinction between critical thinking and naïve thinking, and says that only dialogue that includes critical thinking can generate critical thinking, which will comfortably

inhabit the temporality of the world without fearing the risks included in it. In contrast, naïve thinking views history as accumulation of past experiences and therefore sees the present as a normalized and well-behaved state of things. However, he argues that this normalized today is a fabricated ideology in which people are taught to stick to the guaranteed space by eliminating the risks of temporality. Life, however, is temporal and by denying temporality, it denies itself. Thus, the goal is to temporalize the space by encouraging students to think critically about the nature of the power structures behind this normalized space and their oppressed state.

According to Freire (1970), the dominant elite makes use of a banking concept of education to instill passivity in the oppressed. This way, they use this passivity to fill the submerged consciousness with slogans that generate greater fear of freedom to question and challenge the normalized space. What he proposes is what he calls ‘dialogics’ in which teachers create a conversation with students about their status in the world, requiring simultaneous reflection and action. In this dialogue, the educator needs to pose this concrete present situation and the oppressors’ slogans as a problem, which requires a response – one that not only is intellectual but requires action. This process, Freire (1970) argues, will help the oppressed eject those slogans from within their consciousness.

The system of education is one of those institutions that sustain and reinforce the persistence of the belief that citizens have their own place and should embrace their destiny (Apple, 1979). Yet critical pedagogy is an educational movement intending to make sure that students develop consciousness of freedom, become aware of authoritarian instances and are capable of connecting knowledge to power (Giroux, 2010). Accordingly, the critical individual not only seeks justice by

recognizing unjust social, political and economic conditions, but also seeks emancipation by attempting to change these injustices. This emphasis on change and collective endeavor to accomplish it makes critical pedagogy different from critical thinking movement, which focuses on the individual person.

For Freire (1970), the aim of critical pedagogy is the development of conscientization or critical consciousness. Freedom begins, for Freire, by noticing and acknowledging the systematic oppressive relations and one's role in that oppressive system. Critical pedagogy seeks to have the oppressed group get critically conscious of their situation so that they embark on their praxis for liberation. Thus, for Giroux (1988), the purpose of the critical educator must be to raise the hopes of those who want to make the struggle for social justice by engaging in counterhegemonic practices in schools.

Freire's (1970) focus on literacy is important to note since, for him, being illiterate is not so much due to the lack of reading and writing skills as due to the persistent feeling of powerlessness and dependency. The development of confidence for collective action and the urge to change the society is only possible through dialogue, whose "preeminent purpose is to conscientize the people" (Freire, 1970, p. 47). The way to do this is to identify and critique the social inequalities in terms of power as well as engage in praxis to foster action. Critical pedagogists see action as an inseparable part of criticality as praxis is both reflection and action, and thus "challenging thought and practice must occur together" (Burbules & Berk, 1999, p. 52). This is a contrast to the critical thinking movement as it means arriving at conclusions for an issue, whereas for critical pedagogy movement, bringing social conditions of freedom to the fore is essential to critical thinking.

When examining the critical media literacy movement, it is essential to keep in mind the propositions and arguments of the critical pedagogy movement for critical thinking, as many of its aspects, concepts and terms can also be found in the critical media literacy approach to the broad concept of media literacy.

Critical Media Literacy

CML being a multidisciplinary field having evolved from various disciplines, its roots can be traced back to the 1930s with the researchers at the Frankfurt Institute for Social Research, known as the Frankfurt School, and their neo-Marxian critical social theory to explore how popular culture and the tools of the media disseminate ideology and social control (Kellner & Share, 2007). Media literacy (ML) can be defined as “a perspective from which we expose ourselves to the media and interpret the meanings of the messages we encounter” (Potter, 1998, p. 5). People are exposed to various forms of media every day in daily life, and based on the definition, audiences are not only exposed to media from certain perspectives, but interpret the messages in their own perspectives. The first part of the definition is of particular importance because mass media teach users whether or not this is what is intended by the makers, and also users learn whether they intend to or are unaware of it (Cortés, 2000).

Potter (1998) states that part of the cause of the prevalence of media messages in today’s world is due to the increasing availability of media and thus the growing opportunities for exposure. This immense exposure leads to media saturation, where audiences are not even aware of how much content they are exposed to as most of this exposure happens without planning. The messages from the large variety of contemporary media serve as a source of fear and concern for societies (Pembecioğlu, 2020). This increasing amount of exposure to media, Potter

(1998) argues, requires the development of ML because solely exposing ourselves to media messages does not result in higher levels of critical literacy unless actively evaluating these messages. According to Pembecioğlu (2020), media literacy is not limited to the dissemination of audio-visual images and messages by the media, but it requires a much larger perspective including comprehending and acting on these messages. According to Potter (1998), people at higher levels of ML are conscious of their exposure and mindfully process the messages and interpretations they see or hear and construct their own interpretations. Even if they do not agree with the interpretations, this is the result of a reasoned and conscious evaluative process.

Cortés (2000) names five ways through which media teaches audiences: it presents information, organizes ideas, disseminates values, creates and reinforces expectations, and provides models for behavior. In the face of these effects of media, skepticism can be a good trait to have if it is informed and active; however, it creates a problem if it is uninformed as people with lower levels of ML do not concentrate on the messages, nor do they think about the meaning of those (Potter, 1998). According to Kellner and Share (2007), media culture acts as a kind of pedagogy by teaching acceptable behavior, gender roles and values of the society by way of unconsciously positioning the consumers of the media since its pedagogy is for the most part invisible.

Erişti and Erdem (2017) argue that it is now superficial for an individual just to decode and create print texts, and these skills are insufficient to be called literate in today's world. Therefore, the competencies of literacy nowadays include critically analyzing messages of different types of media. Especially, the emergence of the Covid,19 pandemic showed and reminded the world of the importance of media literacy with respect to the news related to the findings about the infection, and the

announcements as to the nature of and prevention techniques from the infection (Pembecioğlu, 2020). At a time when even the applications to check one's own health data is provided digitally by the health ministry, those with little digital and media literacy are bound to encounter serious problems. At this point, Pembecioğlu (2020) addresses the authoritarian manner of Covid-19 related news, dictating to-do-lists and even threatening media audiences through unilateral transmission of news and announcements. Accordingly, considering media messages rarely reflect events objectively but in a more exaggerated or simplified fashion, children that are exposed to such media are likely to get negatively influenced with such messages (Pembecioğlu, 2020). In this vein, UNESCO regards media literacy as a skill under life-long learning, which needs to start at the elementary school, continue on to higher education and adult education, not only limited to being a course (Altun, 2011). UNESCO has also recognized the transition from a protectionist approach to media literacy education toward a more empowering one (Atun, 2011); as such UNESCO recommends practices that involve empowerment, diversity and human rights (UNESCO, 2007).

One of the important notions in media literacy is the concept of transparency, which concerns whether the source of information can be traced by use of authoritative markers of authenticity and expertise. According to Masterman (1994), the principle of non-transparency is the core of media literacy education. Media do not present reality as transparent representations, but instead, it is necessary to know that media messages are non-transparent constructions, created, shaped and positioned through a construction process.

Another concept in media literacy is the agenda-setting function of media, by which media influence attitudes toward political issues by setting the agenda for

political campaigns, and people learn from the emphasis placed on political campaigns by the mass media (McCombs & Shaw, 1972). As Cohen (1963) puts it “may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its reader what to think *about*” (p. 13).

Kellner and Share (2007) define media literacy as “gaining the skills and knowledge to read, interpret, produce texts and artifacts, and to gain the intellectual tools and capacities to fully participate in one’s culture and society” (p. 5). However, Kellner and Share (2007) argue that critical media literacy (CML) must include critical analysis of various forms of mass communication and popular culture by critically examining relationships between media and audiences, information and power, thus broadening the concept of literacy. Accordingly, CML helps develop skills in analyzing media messages, critiquing stereotypes, dominant values and ideologies in media messages and texts. It is also argued that students can challenge media narratives that appear to be natural by way of alternative media production. According to Kellner and Share (2007), CML will lead to a reconstruction and democratization of both education and society when it becomes integrated into the curriculum of all levels of education. Just as there is an increasing attention on the necessity of ML, there have also been much deliberation as to why and how to teach it (Hobbs, 1998).

Core Concepts

Even though CML is not defined as a set of skills but more of a framework, many have created their own lists of concepts. A commonly referred to framework for critical media inquiry is Center for Media Literacy’s (2005) 5 Core Concepts (5CC) and the 5 Key Questions (5KQ) of ML, which are a recasting of the 5CC, accompanied by the guiding questions for analyzing each concept and its

corresponding question. These 5CC, 5KQ and guiding questions are presented in Table 3.

Table 3

Five Core Concepts and Key Questions of Media Literacy

Keyword	Five Core Concepts	Five Key Questions	Guiding Questions
Authorship	All messages are 'constructed.'	Who created this message?	What kind of "text" is it? What are the various elements that make up the whole? How similar or different is it to others of the same genre? Which technologies are used in its creation?
Format	Media messages are constructed using a creative language with its own rules.	What creative techniques are used to attract my attention?	What do you notice... (about the way the message is constructed)? Colors? Shapes? Size? Sounds? Words? Silence? Props, Sets, Clothing? Movement? Composition? Lighting? Where is the camera? What are people doing? Are there any symbols? Visual metaphors? What is the emotional appeal?
Audience	Different people experience the same media message differently.	How might different people understand this message differently than me?	Have you ever experienced anything like this in your life? How close is this portrayal to your experience? What did you learn from this media text? What did you learn from other people's responses? From their experience of life? How many other interpretations could there be? How could we hear about them? Are other viewpoints just as valid as mine?
Content	Media have embedded values and points of view.	What values, lifestyles and points of view are represented in, or omitted from, this message?	What kinds of behaviors/consequences are depicted? What type of person is the reader/watcher/listener invited to identify with? What questions come to mind as you watch/read/listen? What ideas or values are being "sold" to us in this message? What political ideas are communicated in the message?

Table 3 (cont'd)*Five Core Concepts and Key Questions of Media Literacy*

Keyword	Five Core Concepts	Five Key Questions	Guiding Questions
Purpose	Most media are organized to gain profit and/or power.	Why is this message being sent?	Who is in control of the creation and transmission of this message? Why are they sending it? How do you know? Who are they sending it to? How do you know? What is being sold in this message? What is being told? Who profits from this message? Who pays for it? Who is served by or benefits from the message to the public? Private interests? Individual institutions?

According to Kellner and Share (2005), all other critical media literacy frameworks and concepts coincide at the following five elements: 1. media texts being constructions rather than isolated neutral pieces of information; 2. textual analysis to analyze the language, genre and codes of texts; 3. analysis of what role audiences play in construction of meaning; 4. Problematization of representations to discuss issues of ideology, power and pleasure; 5. Recognition of media institutions as profit-oriented businesses.

The core concepts of CML can form part of a transformative and progressive pedagogy under the guidance of critical pedagogy, which aims for democratization and social justice (Kellner & Share, 2007). The problem-posing pedagogy of Freire (1970) advocates critical consciousness that not only analyzes situations but also calls for action against oppression. This problem-posing pedagogy in Freire's pedagogical model necessitates dialogical communication in which both the teacher and students learn from each other when unveiling the mysteries. The key and the guiding questions can serve dialogical communication as part of a problem-posing pedagogy.

In Turkey, ML is taught as a 2-hour elective course a week at middle school level (Sayın & Göçer, 2016). The expressed objectives of this ML education according to the Ministry of National Education (MoNE) are that students are able to access print and audio-visual media, social networks, new media and digital media such as videogames, to critically analyze and evaluate upon comprehension, and to produce their own (MoNE, 2018). In its program document for ML, MoNE (2018) lists ML skills as awareness, access, questioning, online security, analysis, evaluation, production, sharing, and activism. The MoNE program also specifically refer to and lists the 5CC of ML as the principles of ML.

Based on the stated objectives and the stated details of ML skills in the document of MoNE (2018), Turkish ML teachers feel confused as to the objectives of the course, where some of them believe that the ML course should focus on protecting students from negative influence of media, whereas some others believe that the ML course should give students a critical awareness of media content (Görgülü Aydoğdu, 2017). Sayın and Göçer (2016) argue that ML skills combined in the compulsory Turkish language course would help students to be more aware of the negative effects of media and read media more accurately. However, Görgülü Aydoğdu (2017) believes that the ML course should promote critical perspectives in individuals.

Major Approaches to Media Education

Protectionist Approach

Considering such powers of media to shape understanding, there have been efforts to make young people more conscious in their exposure and interaction with media. The dominant approach to ML in the 1970s and 1980s was a traditional and protectionist one (Kellner & Share, 2007). This protectionist view to ML aimed to

protect children and young people, who were deemed vulnerable, from the immediate and long-term effects of media. The audiences of media were seen as passive victims whose attention, time and cognitive habits were dominated by this powerful form of pedagogy as claimed by Postman (1985). As a result, the media received strong criticism from both sides of the political spectrum, where conservatives blamed the media for fostering destruction of traditional values and teen pregnancies, while the left blamed the media for promoting materialism (Kellner & Share, 2007). However, this anti-media sentiment and decontextualization of the media criticism make it difficult to make critical analyses of media texts for empowerment, which is the aim of critical pedagogy and alternative media production (Kellner & Share, 2007). What is useful for educational purposes for Ferguson (1998) is the contextualization of media texts within their social and historical dynamics, by which the connections between media and society, information and power can be explored through issues of representation and ideology.

Media Arts Education

The second approach to media education is the media arts education, in which students learn about the aesthetic features of the media and media arts while at the same time they are urged to create media and art through creativity (Kellner & Share, 2007). It is beneficial that students can learn in an experiential, creative, expressive and fun way through media and arts production, which will in turn make school more motivating and meaningful for learners. Yet the main concern with this approach to media literacy is that it is limited to individualistic self-expression as a form of art as opposed to collective socially-minded critical consciousness on matters of power relations ingrained in media. According to Kellner and Share (2007), the socially

transformative potential is missed through creation of media merely from an arts standpoint of self-expression by reproducing hegemonic representations without any social critique and awareness of ideological implications. Collins (2004) states that coming to voice for marginalized people and groups is important, yet it will not yield to social transformation without critical analysis. It is only through exploration of structures of oppression by critical analysis that marginalized positions can create their own representations of themselves and thus hope to overcome oppression.

Media Literacy Movement

A third approach to media education is the media literacy movement, according to which ML consists of the ability to access, analyze, evaluate and communicate (Kellner & Share, 2007). This approach comes to include multiple forms of media within the context of literacy. However, according to Ferguson (1998), this analysis only the tip of an iceberg, which is the most visible to the eye. Yet what is not easily noticed under the water is the intellectual, historical and analytical base, and without an exploration of these aspects, the analysis could become superficial and mechanical. The media literacy approach advocates that education be politically neutral and help learners analyze media content without going into ideology critique and exploration of issues of power (Kellner & Share, 2007). However, as Giroux (1997) argues, “the notion that theory, facts, and inquiry can be objectively determined and used falls prey to a set of values that both conservative and mystifying in their political orientation” (p. 11). Similarly, Kellner and Share (2007) criticize this approach in that it undermines the transformative potential of media education to challenge and resist oppression and thereby promote democratic society.

Critical Media Literacy

The type of critical media literacy (CML) approach that is proposed by Kellner and Share (2007) has its focus on ideology critique which analyzes the politics of representation of gender, class, race and sexuality, includes production of alternative media and incorporates social context. This approach is not a dismissal of the previous three approaches; rather, it involves some aspects of them. However, one of the prime differences of this framework is that it aims to illuminate how power, media and information are linked and to help students understand the connection between ideology, power and domination. The approach also considers the audience to be active in the meaning-making process when exposed to media texts. It is a project for democratic social change by way of a critique of mainstream approaches to media literacy. According to Kellner and Share (2007), if those marginalized or misrepresented in the media have the chance to use the tools of the media to produce their counternarratives, then media could become a means of empowerment. This empowerment depends on how these media tools are to be used as “they are powerful tools that can liberate or dominate, manipulate or enlighten” (Kellner & Share, 2007, p. 9).

The CML framework not only encourages students to challenge commonsense assumptions as to the meaning of media messages and texts through counter-interpretations, but it also prioritizes the production of alternative media with counterhegemonic representations and messages. To this end, Kellner and Share (2007) specifically propose project-based media production activities in CML pedagogy that will make the discussions and critique of the issues of power structures and representations more meaningful and empowering as students will be able to both gain command of the media tools they refer to and respond to the issues

by taking action. The goal, for Kellner and Share (2007), should be the transformation of education and democratization of society through both critical consciousness of how power is linked to the reproduction of ideology and the will to act collectively to transform these social conditions.

Luke (1994) has also combined feminist studies to CML by aiming transformation through recognition of misrepresentations and stereotyping in the media. Her approach seeks to expose the political and social construction of knowledge along with having a social justice agenda with principles of equity. She argues that media marginalizes some groups by either misrepresentation or by exclusion of them as well as inclusion of certain groups, which benefits the dominant and positively represented groups. According to Luke (1994), teachers have a responsibility to expose the power structure of knowledge and how it serves some groups as opposed to others, saying that a social justice agenda in CML education will enable students “to come to their own realizations that, say, homophobic, racist or sexist texts or readings, quite simply, oppress and subordinate others” (p. 44).

The conception of CML, according to Kellner and Share (2007), is closely linked to radical democracy and aims to develop the skills that are necessary to reinforce democratization and civic participation. Since media tools and technology is increasingly more accessible to the population at large and youth, they can be used to “promote education, democratic self-expression, and social progress” (p. 63). The very tools and technologies that are used to hamper participatory democracy by changing politics into a show and a battle of pictures could also be used to promote a democratic discussion of social issues related to power. For Kellner and Share (2007), CML education is a collaborative project that aims to stir productive debates

between teachers and students through elicitation of ideas and the teaching of principles of criticism.

In terms of the roles of the teacher and students, Kellner and Share (2007) make it clear that teachers need to have a facilitating and guiding role in the group inquiry process. Acknowledging that young people can be much better with media and immersed in media culture than their teachers, this is a process in which both the teacher and the students learn from each other's interpretations. Since CML is not a clear-cut pedagogy in traditional terms having fixed principles, materials and content, it is challenging to develop this kind of literacy (Kellner & Share, 2007). It is a democratic pedagogy, where the teacher and the students collectively try to uncover what is implicit, challenge hegemony and produce alternative media with the teacher sharing power with students. It is possible to analyze media discourses that reproduce the dominant ideological hegemonies and offer opportunities for counter-hegemonic narratives through production with the help of CML (Kellner, 1995). Therefore, Kellner and Share (2007) calls for a kind of CML education that consists of critical analysis of media and critical alternative media production to counter hegemonic oppression. Through production, students become empowered subjects to tell their own narratives on issues of oppression rather than being objects of media representations.

CHAPTER 3: METHOD

Introduction

This chapter serves information about the research method used to conduct this research study, and explains how data collected and analyzed using Miles and Huberman's (1994) conception of categorizing and coding, and Aksit's conception of using spreadsheets for analyzing qualitative data (Akşit, 1998; Akşit, 1998, as cited in Yıldırım & Şimşek, 2018).

Research Design

This study adopts meta-ethnography to synthesize both qualitative and quantitative studies (Dixon-Woods et al., 2006). The study hereby aims to identify the issues and implications in the accounts of critical media literacy (CML) interventions in educational settings for preparing guidelines for developing critical media literacy framework to inform practice. In this vein, theses/dissertations and journal articles focusing on CML practices have been selected, and they were analyzed, using Noblit and Hare's (1988) meta-ethnographic approach to interpretive synthesis as adopted and adapted by Dixon-Woods et al. (2006), and Schütz's (1962) notion of first, second and third order constructs. To this end, the researcher categorized and coded the second-order interpretations derived from these studies, and then examined them to generate third-order constructs in the form of guidelines to inform critical CML instruction.

Qualitative Synthesis

Although methods for the synthesis of qualitative research have been slow to develop as opposed to those of quantitative research, the methods are still evolving. The aim of qualitative synthesis is the extraction of data from individual studies,

followed by their interpretation and representation in a collective form (Campbell et al., 2011).

There is not a clear-cut agreement and classification as to the names of the many approaches used in qualitative synthesis as well as what these approaches entail, where these names are sometimes applied to imply similar approaches and sometimes to render them different from each other. Campbell et al. (2011) classify qualitative synthesis as numeric, narrative and interpretive with regard to the aims they seek to achieve and the methods they apply. While it is possible to make use of different methods in qualitative research synthesis, the method selected for this study is interpretive synthesis.

Interpretative Synthesis

Interpretive synthesis is one of the approaches to the synthesis of qualitative research, which aims to contribute to the theoretical and conceptual development in the field by arriving at interpretations that transcend individual studies examined (Campbell et al., 2011). Therefore, these new interpretations will culminate in a new theory or interpretation that goes beyond the results of individual studies reviewed.

The new synthesis is built on the interpretations of the original individual studies reviewed, which serve as second-order constructs, and these second-order constructs enable the development of new interpretations – third-order constructs – that will go beyond the interpretations in the original studies. For the purposes of this study, the first-order constructs are the classroom practices of critical ML, the second-order constructs are the theses, dissertations and journal articles based on these interventions. The third-order constructs are derived by synthesizing the first and second-order constructs for generating new lines of argument. Although there

are a number of approaches to conduct interpretative synthesis, the approach this study will employ is meta-ethnography.

Meta-ethnography

According to Noblit and Hare (1988), the method of meta-ethnography is “an attempt to develop an inductive and interpretative form of knowledge synthesis” (p. 18). To this end, it is essential to generate a way to reduce and obtain understanding from a number of cases, accounts or studies so as to build sufficient number of interpretive explanations. When conducting the research, the sample is carefully selected with respect to the topic of interest. Following the selection and analysis of basic metaphors and concepts, the interpretations and explanations in the primary studies are treated as data with a view to reducing the accounts while maintaining the sense of the account. Finally, the concepts/metaphors and their interrelationships in one study are ‘translated’ or compared to those in the other accounts to be able to compare the meaning of the texts, thus generating a synthesis.

This translation of the texts and the subsequent synthesis in meta-ethnography are conducted based on the type of relationships that guide the translation process (Noblit & Hare, 1998). It is possible to make a direct translation between the metaphors of the studies when studies are very similar, which is called a ‘reciprocal analysis’. Or a ‘refutational analysis’ can be undertaken when the studies refute each other. One can also conduct a ‘lines-of-argument analysis’ when several studies make it possible to infer lines of argument on a larger issue or phenomenon. This process involves translation the accounts of studies into each other to derive an interpretation, lines-of-argument, that will display what is not to be explicitly found in the primary individual studies.

Noblit and Hare (1988) identified seven phases in conducting meta-ethnography:

1. Phase 1: Getting started – specifying what interest the qualitative research is aimed to inform.
2. Phase 2: Describing what is relevant to initial interest – comprehensive search for and selection of relevant accounts and research to the topic of interest.
3. Phase 3: Reading studies – repeated reading and taking down metaphors to develop a synthesis.
4. Phase 4: Determining how the studies are related – developing a list of metaphors, ideas or notions in each study or account so as to put together the studies and form an assumption about the relation between the accounts.
5. Phase 5: Translating the studies into one another – the metaphors and notions in one study and their relations are juxtaposed with those in another to form one level of meta-ethnographic synthesis.
6. Phase 6: Synthesizing translations – the various translations are compared with one another to see if any of them can contain another and to produce new interpretations and conceptual development.
7. Phase 7: Expressing the synthesis – so as to make the suggested synthesis comprehensible to the intended audience, it needs to adapt to the culture of the target audience by using concepts and language understandable by them.

Critical Interpretive Synthesis

Dixon-Woods et al. (2006) developed the method of critical interpretive synthesis (CIS) to bring an alternative to common review techniques for analyzing and synthesizing a wide range of studies including a wide range of methods from

quantitative to mixed. It is iterative in nature, which involves refining categories and codes, linking ‘synthetic constructs’ with constructs that exists in the literature. It is also intended to utilize grounded theory which allows room for formulating inductive concepts and categories (Barnett-Page & Thomas, 2009).

Sampling

To reach the aims of the study, the researcher analyzed the theses/dissertations and journal articles to derive and prepare guideline for developing critical media literacy instruction framework. In order to find relevant sources, the search term “critical media literacy” was used on ProQuest online database with the only limitation being full text access. Out of the sources 165 found, 5 were in languages other than English, 37 of them were books, book reviews, commentaries and editorials, and 2 of them were duplicate sources. The remaining 123 sources were theses/dissertations and journal articles in English language with full text access. Out of the 123 studies found, 74 studies were selected for this study based on the criteria that they had an educational context and that they had implications for students and/or teachers (Table 4). The list of selected journal articles is presented in Appendix A, and the list of selected theses/dissertations is presented in Appendix B.

Table 4

Number of Theses/Dissertations and Journal Articles Found in ProQuest, and Number of Selected Studies

Resources	Found	Selected
Theses/Dissertations	86	53
Journal articles	37	21
Total	123	74

Method of Data Collection and Analysis

To facilitate the process of data analysis, while following Noblit and Hare's phases, the researcher used Miles and Huberman's (1994) conception of categorizing and coding, and then incorporated Akşit's conception of using a spreadsheet for analyzing qualitative data (Akşit, 1998; Akşit, 1998, as cited in Yıldırım & Şimşek, 2018).

To analyze the collected data, the researcher followed Noblit and Hare's (1988) seven phases as presented in Table 5.

Table 5

Data Analysis of the Study According to the Seven Phases of Meta-Ethnography

Seven Phases of Meta-Ethnography Defined by Hoblit and Hare (1988, p. 26-29)		Data Analysis of the Study According to the Seven Phases of Meta-Ethnography
Phase 1	Getting started	In this initial stage, critical media literacy (CML) was selected as the field of interest, and then the purpose of the study was stated, and the research question was formulated accordingly.
Phase 2	Describing what is relevant to the initial interest	The key terms and context related to the research questions were identified and spreadsheets were prepared based on the ProQuest database.
Phase 3	Reading the studies	The purposes and results of 74 selected studies and their related chapters were read to highlight second-order interpretations using each of the conceptual frameworks: Critical Thinking, Media Education, and Curricular Ideologies, which functioned as <i>Start List of Codes</i> in Miles and Huberman's terms.
Phase 4	Determining how the studies are related	Emerging main concepts in each study were specified to code and categorize the second-order interpretations. To this end, using the building blocks of each conceptual framework (e.g. critical pedagogy) functioned as <i>First Level Coding</i> .
Phase 5	Translating studies into one another	First level codes were sorted by comparing and contrasting purposes and results using second level concepts and codes, e.g. the concept of 'empathy' in critical dispositions (2 nd Level Coding).

Table 5 (cont'd)*Data Analysis of the Study According to the Seven Phases of Meta-Ethnography*

Seven Phases of Meta-Ethnography Defined by Hoblit and Hare (1988, p. 26-29)		Data Analysis of the Study According to the Seven Phases of Meta-Ethnography
Phase 6	Synthesizing translations	Each emerging main concept produced sub-concepts that were used to sort and further refine the initial coding (2 nd level coding) inductively, and to further identify, refine and interpret commonalities.
Phase 7	Expressing the synthesis	Third-order constructs were generated by interpreting the second-order constructs to prepare a critical media literacy instructional framework

The researcher used a spreadsheet program to store the selected studies considering the key terms (Figure 1).

Figure 1*Sample List of Selected Studies*

1	Authors	Title	Year	Document Type	Abstract
2	Steinberg, Shirley Ruth	The cultural curriculum: Youth pedagogy and film	1997	Dissertation/Thesis	Redefinitions of pedagogy with the postmodern era demand that a critical media literacy be included
3	Katz, Jackson Tambor	The presidency as pedagogy: A cultural studies analysis of violence, media and the construction of presidential masculinities	2009	Dissertation/Thesis	In recent years, researchers and theorists in political science, women's studies, communication,
4	Anderson, Alisha Reed	Teaching Critical Reading: Media Literacy in the High School Classroom	2019	Dissertation/Thesis	The present qualitative action research study was conducted to examine student-participant
5	Mikelli, Danai	Pedagogy of difference 20: introducing interac	2017	Dissertation/The	The rise of digital interactive technology in recent years has been accompanied by claims about

Phase 3 involved reading the abstracts, purposes and results of the selected studies to organize them with reference to the conceptual frameworks of critical thinking, media literacy and curriculum ideologies on different spreadsheets to highlight their authors, titles, abstracts and tasks. The second-order interpretations under each of the frameworks served as *Start List of Codes*.

During phase 4, the deductive key concepts under each of the three frameworks (1st level codes) were highlighted to identify how studies were related to

one another, and the second-order interpretations were coded according to the 1st level coding for each key concept under the three frameworks (e.g. critical thinking as critical pedagogy). Figure 2 is a sample image from the spreadsheet on critical pedagogy showing the 1st level coding of studies to establish the building blocks of the conceptual framework.

Figure 2

Sample 1st Level Coding under Critical Thinking

	Title	Abstract	Tasks	CT as Reflective Thinking	CT as Dispositions	CT as Critical Pedagogy
1	The cultural curriculum: Youth pedagogy and film	Redefinitions of pedagogy with the postmodern era demand that a critical media literacy be included in teacher education.	Analysis of upper middle-class male misbehavior in films with a view to elitism			CP
2	The presidency as pedagogy: A cultural studies analysis of violence, media and the construction of presidential	In recent years, researchers and theorists in political science, women's studies, communication, sociology and	Discourse analysis into how violence is used to construct hegemonic masculinities in politics and its pedagogical			CP
3	Teaching Critical Reading: Media Literacy in the High School Classroom	The present qualitative action research study was conducted to examine student-participant perceptions and	Rhetorical analysis of popular culture texts to investigate and develop sensitivity to patterns of representation and stereotyping		D	CP
4	Pedagogy of difference 20: introducing interactive documentary in the context of critical media literacy	The rise of digital interactive technology in recent years has been accompanied by claims about the democratic promise	Discourse analysis of students' interactive documentary as a tool to promoting empowerment as well as teaching for and about		D	CP
5						

As regards phase 5, the purposes and results of the studies were compared and contrasted using the second level concepts and codes. To this end, the researcher sorted the 1st level codes to specify common themes in each study. The sub-categories of reflective thinking skills, and the sub-categories of critical thinking dispositions were used as 2nd level codes, whereas the 2nd level codes under critical pedagogy were generated both from literature and through analyzing commonalities. The 2nd level codes were further interpreted by providing further detail about each 2nd level code. Figure 3 shows the 2nd level coding for the spreadsheet on critical pedagogy.

Figure 3

Sample Spreadsheet Showing 2nd Level Coding under Critical Pedagogy

	Title	2nd Level Code Detail	2nd Level Code
1			
2	"Teenage addiction": Adolescent girls drawing upon popular culture texts as mentors for writing in an	Discourse analysis of adolescent girls' texts with a view to exploring interpretations of female characters	gender
3	"I can't be a princess, I don't have a princess face": critical media literacy: how can critical thinking	Critical thinking vs critical pedagogy: Analyzing representations of gender for empowerment and transformative	gender
4	Good women becoming "queens": Young mothers on welfare as cultural readers	Stimulation of social consciousness and empowerment, considering social status due to gender, and social environment	gender
5	Undressing Pop Culture	Exploring representations of women's agency and empowerment with Women's Studies students to develop a media	gender

For the purpose of phase 6, the second-order interpretations were further synthesized and interpreted inductively to arrive at sub-concepts to further refine commonalities (Figure 4). However, these inductive additional sub-categories were only used for the 2nd level codes (gender, race, identity, and politics) that were too large to interpret. Since the remaining 2nd level codes did not yield further coding, the researcher did not choose to engage in a 3rd level coding. Figure 4 shows the sub-categories generated based on further refinement of the four bulky 2nd level codes.

Figure 4

Sample Spreadsheet of Sub-Concepts through Further Refinement of 2nd Level Codes

	Title	2nd Level Code Detail	2nd Level Code	Inductive Further Interpretation for Sub-Concepts
1				
2	"Teenage addiction": Adolescent girls drawing upon popular culture texts as mentors for writing in an	Discourse analysis of adolescent girls' texts with a view to exploring interpretations of female characters	gender	critique of representation of women
3	"I can't be a princess, I don't have a princess face": critical media literacy: how can critical thinking	Critical thinking vs critical pedagogy: Analyzing representations of gender for empowerment and transformative	gender	critique of representation of women
4	Good women becoming "queens": Young mothers on welfare as cultural readers	Stimulation of social consciousness and empowerment, considering social status due to gender, and social environment	gender	critique of representation of women
5	Undressing Pop Culture	Exploring representations of women's agency and empowerment with Women's Studies students to develop a media	gender	critique of representation of women

Finally, in phase 7 of meta-ethnography, a synthesis of translation was made by generating third-order constructs, and is presented in Chapter 5 as critical media literacy instructional framework.

Trustworthiness

All research must manifest high truth value, yet the properties of knowledge are different within the quantitative and qualitative paradigm. Trustworthiness is one way researchers can persuade themselves and readers that their research findings are worthy of attention (Lincoln & Guba, 1985). Lincoln and Guba (1985) refined the concept of trustworthiness by introducing the criteria of credibility, transferability, dependability, and confirmability to parallel the conventional quantitative assessment criteria of validity and reliability. The researcher in this study chose to use the original criteria by Lincoln and Guba (1985) to demonstrate trustworthiness of the research.

The first criterion under trustworthiness is credibility, which is the truth of the findings. Credibility concerns the harmony between respondents' views and the researcher's representation of these views. To address credibility, the researcher used the concept of start list of codes (Miles & Huberman, 1994), as well as the 1st and 2nd level codes that were already present in the literature. The researcher used the second order interpretations derived from the studies.

The second criterion, transferability means the generalizability of the study. The findings and third-order interpretations of this study can be applied in different contexts by slight modifications based on the needs and contexts of different settings.

The third criterion, dependability is about the consistency of the findings, which is ensured by logical, traceable, and clearly documented research process. During this research, the databases were closely monitored by the thesis advisor to

ensure consistency. Further, the advisor did double/triple checks and asked for multiple modifications during the coding and categorizing process.

The final criterion, confirmability aims to show that the researcher's interpretations and findings are clearly derived from the data, by demonstrating how conclusions and interpretations have been reached. Therefore, three different lenses are used to develop third-order interpretations with a view to preparing instructional guidelines.

CHAPTER 4: RESULTS

Introduction

This chapter presents the results of the analysis of the theses/dissertations and journal articles that were selected by this study. First, the second order interpretations and codes are presented under the three types of critical thinking movements – critical thinking as reflective thinking, as dispositions and as critical pedagogy. Next, the studies are presented based on the different types of media that were used for critical media literacy (CML) instruction along with their tasks and instructions to arrive at instructional guidelines in chapter five.

All 74 studies on critical media literacy (CML) included in this thesis prioritize fostering critical thinking. It is observed that 66 of these studies promote critical thinking as critical pedagogy, while 8 of these 74 studies promote reflective thinking. These studies are mutually exclusive, which means that the 8 studies that foster reflective thinking do not address critical pedagogy. On the other hand, 35 studies foster critical dispositions – 34 of them address dispositions along with critical pedagogy, while one study promoting critical dispositions is under reflective thinking.

Results: Analysis of Aims with Reference to Critical Thinking

Critical Thinking as Reflective Thinking

There are eight studies in the data sample that address critical thinking as reflective thinking according to the categories and skills table developed by Wales and Nardi (1984), which can be seen in Table 1. These studies are categorized in reflective thinking insofar as they address reflective thinking but not critical

pedagogy. This thesis assumes that the critical thinking skills necessary for critical pedagogy also covers the basic critical thinking skills under reflective thinking. Therefore, only eight studies among the whole data sample do not address critical pedagogy, but reflective thinking.

Lower-Level Thinking Skills

All of the eight studies cover lower-level thinking skills, which are shown in Table 6. The skills that are common in all these studies are interpreting and identifying assumptions.

Table 6

Eight Studies Covering Lower-Level Thinking Skills (Interpreting and Identifying assumptions)

Title	2nd Level Coding	Abstract	Tasks
iPed: Pedagogy for Digital Text Production	Analyzing media messages to produce alternative media by linking, challenging, cocreating and sharing them	“Reading and writing are being transformed by global changes in communication practices using new media technologies. This article introduces iPed, a research-based pedagogy that enables teachers to navigate innovative digital text production in the literacy classroom. The pedagogy was generated in the context of a longitudinal digital literacy intervention in a school that services low-socioeconomic and ethnically diverse students. The iPed pedagogy synthesizes four key pedagogies that were salient in the analysis of over 180 hours of lesson observations: link, challenge, cocreate, and share. The strengths of iPed include connecting to students' home cultures, critical media literacy, collaborative and creative digital text production, and gaining cosmopolitan recognition within global communities” (Mills & Levido, 2011). [PUBLICATION ABSTRACT]	Challenging assumptions in various media texts, creating alternative media, preparing a web page, a blog page, a podcast page, a movie page
Beyond School Breaks: Reinterpreting the Uses of Film in Classrooms	Learning about film analysis, identifying and interpreting the consequences of filmmakers' choices based on cultural and historical contexts	“When using film adaptations of children's literature, teachers often limit learning opportunities to comparisons and contrasts of film and text or use movies as rewards. To develop deeper understandings of film adaptations of literature, students must learn that film adaptations do not merely translate a text but rather envision it within a particular cultural and historical moment. To move beyond looking at a film's fidelity to the original book and instead realize that the film is a creative work in its own right, students engage in film analysis in which they attend to a film's images, use of color, music, and camerawork and speculate about the consequences of the filmmakers' choices. In doing so, students develop critical media literacy skills and meet Common Core State Standards. This article offers a SCREEN Guide created by the authors to facilitate students' film analysis” (Domke et al., 2018).	Analyzing film and book version and discussing stylistic differences and the choices of filmmakers

Table 6 (cont'd)*Eight Studies Covering Lower-Level Thinking Skills (Interpreting and Identifying assumptions)*

Title	2nd Level Coding	Abstract	Tasks
Making Meaning Through Media: Scaffolding Academic and Critical Media Literacy With Texts About Schooling	Critically analyzing overt and covert messages and claims in media messages by counter-readings of texts	“This study investigated how an interdisciplinary first-year seminar focused on representations of schooling in popular culture supported the acquisition of an academic version of critical media literacy. The authors explore how tapping into students' funds of knowledge, constructing carefully scaffolded assignments, and offering targeted, personalized feedback allowed the instructors to support students as they acquired academic and critical media literacy through recursive acts of meaning making. Findings suggest that implementing these practices may help students perform close counterreadings of media texts and compose evidence-based arguments that examine the clear and hidden lessons that these texts teach” (Kelly & Brower, 2017).	Analyzing representations of schooling and youth in popular media, blogging about counter readings of media texts by composing evidence-based arguments to develop academic CML
Media literacy in support of critical thinking	Textual analysis to analyze depictions of reality to foster critical thinking	“The increased availability of digital post-production techniques to educational and domestic markets and the proliferation of media broadcasting channels reinforce the need to develop media literate learners who are producers as well as consumers. Such an approach reflects the key concept underlying media literacy education (MLE), which is also referred to in this study as critical media literacy education (CMLE). Thus, the aim of the study is to examine critical thinking abilities about the media - the level of critical media literacy - among elementary school pupils (aged 10-12) in Israel. It was tested through their systemic exposure to a media programme based on the critical inquiry approach of the BFI model (Bazalgette, 1989). This study is intended to illuminate and expand on the findings of a small but growing body of research (e.g. Dyson, 1997; Finders, 1996; Lewis, 1997; Luke, 1997; Neilson, 1998). Broadly speaking, the study found that systematic learning of CML supports pupils' CT about TV series and newspaper advertisements. It also showed that there is a tendency to transfer such learning even some time after the programme has ended. Similarly it was found that the programme especially advanced the critical thinking abilities of pupils of the low and medium school achievers and of those coming from a low-medium socio-economic level. These findings point to the importance and contribution of CMLE to the elementary school curriculum, and to the special characteristics of the media programme that connects the school with the social-cultural reality outside of it. They likewise reinforce the need for changes in the teaching-learning style of elementary school and for the nurturing of reciprocal ties between the programme and the school curriculum” (Feuerstein, 2002).	Analyzing TV series and newspaper advertisements to discuss how media depicts news and reality to foster critical thinking skills

Table 6 (cont'd)*Eight Studies Covering Lower-Level Thinking Skills (Interpreting and Identifying assumptions)*

Title	2nd Level Coding	Abstract	Tasks
Sports Stories and Critical Media Literacy	Analyzing and synthesizing claims from different sources to form arguments	“This article outlines two approaches that can be used in a sports-oriented English classroom to help students develop critical-thinking skills within a context that is both familiar and engaging. These two core elements of the course -- one literary and one rhetorical -- provide the framework for the study of sports figures and events. Both of these units connect directly to reading, writing, listening, and speaking strands in the Common Core State Standards (CCSS). Their Sports Stories course has been running since the 2006-2007 school year, and the emergence of the CCSS has only solidified its place in our curriculum. It is a course that does what the CCSS wants, and in many respects it is better equipped to deal with CCSS demands than our more traditional, content-driven courses. The sports course is skills-driven, thematic, multifaceted, and interdisciplinary. Students engage with history and literature, with primary and secondary sources, with fiction and nonfiction, and with text and multimedia” (Fabrizi & Ford, 2014).	Analyzing lyrics of a song and seeing a movie about a famous convict related to social justice, researching secondary nonfiction sources, and writing about findings
Exploring the complexities of personal ideologies, media literacy pedagogy and media literacy practice	Media literacy practices with a view to protecting students from negative impacts of media power	“Media literacy refers to one's ability to understand, analyze and produce media messages. Media literacy scholarship has demonstrated that there are various perspectives on how to teach media literacy but research has not focused on how the complexities of media literacy teachers' personal ideologies and media consumption practices are connected to media literacy teaching. In this study, nine media literacy teachers who teach in public schools, private schools, and community settings were interviewed about their thoughts about the media, their media habits and their approaches to media literacy practice. Findings illustrate that there is a complicated relationship between teachers' ideologies about the media and their media literacy practice. Teachers mainly described teaching about the media in ways that are associated most with the interventionist paradigm of media literacy and teachers' described ideologies focus on the tremendous power of the media in the culture and the potential impact media has on their students. Two of the teachers described practices that are representative of the goals of critical media literacy, but other teachers rarely discussed aspects of their media literacy practice that encouraged students to locate individual understandings of media messages. Findings also demonstrate that schools are not fully supporting the implementation of their media literacy programs; often media literacy instructors do not have educational backgrounds or training in media literacy” (Damico, 2004).	Analyzing media texts focusing on the power of the media in shaping opinions and their connection with profit

Table 6 (cont'd)*Eight Studies Covering Lower-Level Thinking Skills (Interpreting and Identifying assumptions)*

Title	2nd Level Coding	Abstract	Tasks
The role of media literacy and pro-health entertainment programs in changing adolescents' perceptions of alcohol and alcohol advertising	Analyzing media messages to identify and evaluate arguments to foster skepticism	<p>“With an increasing attention to entertainment-education in its applicability to health promotion in the U.S., children educated in more than two decades of media literacy movements might have a seemingly different perspective toward the media. One burning question of whether we should teach children and adolescents to critically examine media messages and forgo the potentially artistic or educational values of the media needs to be addressed. With a mixture of positive and negative alcohol messages in the media, can media literacy and pro-health entertainment work together in the context of alcohol prevention education?</p> <p>Experiment 1 examined the implications of a critical and a balanced approach to media literacy and found that adolescent boys and girls had different degrees of receptiveness to the instructional perspectives. A critical media literacy lesson made adolescent boys think characters on television as less realistic and believe that drinking alcohol had negative consequences. Adolescent girls benefited from a balanced evaluative approach as their media skepticism attitude was enhanced. Evaluative approaches also impacted adolescents' interpretations of pro-health entertainment programs. Adolescent boys continuously gained the most from a critical perspective as they trusted the alcohol misuse consequences depicted in the shows and in fact had a heightened level of media skepticism, which was not immediately observable after receiving the media education. The balanced media evaluative approach helped adolescent girls' think twice about the media as they still had a significant level of media skepticism. Experiment 2, employing a simplified media education that only focused on television programs, found that a positive evaluative approach to media literacy increased adolescents' media skepticism and it also had crucial influences on other key decision-making process. Overall, different evaluative approaches to media literacy were found to have varying degree of effectiveness and ineffectiveness on adolescent boys' and girls' interpretation of alcohol and pro-health entertainment programs. Media literacy advocates are challenged to explore what defines media literacy. Systematic evaluations of media literacy concerning adolescents' sex, learning styles, and cognitive needs should be provided to enhance our understanding of the implications media education has on adolescents' health decision-making with regard to alcohol” (Chen, 2008).</p>	Analyzing alcohol ads to adopt pro-health practices and develop media skepticism

Table 6 (cont'd)*Eight Studies Covering Lower-Level Thinking Skills (Interpreting and Identifying assumptions)*

Title	2nd Level Coding	Abstract	Tasks
Paradigms of praxis: Media literacy in the secondary language arts curriculum	Textual analysis to protect students from negative influences of media	“The purpose of this qualitative, multiple case study is to examine the media literacy praxis, that is, the theory, practice, and reflections, of secondary Language arts teachers with a focus on the complexities of teachers' beliefs, knowledge, and pedagogies. Of particular interest is the influence of the teachers' chosen approach to media literacy on the pedagogics used in the classroom. My study fills the gap in existent research by focusing on how media literacy is actually being taught in U.S. schools in this southwestern state. Four secondary Language arts teachers in two cities participated in this case study, and data was collected through multiple, semi-structured interviews, a series of participant observations, and a collection of classroom artifacts over the course of one semester. Three of the participating teachers taught media communication classes with media literacy as the goal and subject of the course, and one participating teacher included an eight week unit of media literacy as part of her junior English course. The data was recursively analyzed following ethnographic, inductive techniques to find emergent patterns and themes. Significant findings became apparent in three major areas: teachers' conceptions about the subject and their subject content knowledge influenced the design of the courses and the pedagogies used; the protectionist paradigm of media instruction, the primary goal being to protect students from the negative influences of the media, was the dominant approach the participating teachers used; and knowledge and institutional barriers exist to the detriment of critical media literacy inclusion. Findings also demonstrated that while teachers had the autonomy to design their own courses, they had little or no support to increase their developing subject content knowledge. Without further professional development to increase the participants' subject knowledge, moving beyond simple textual analysis and the protectionist approach into the realm of critical media literacy is challenging” (Tobias, 2005).	Analyze media texts based on 5 Key Questions and Core Concepts of CML in line with the Protectionist approach of ML to protect students from the power of media

Higher-Level Thinking Skills

All the eight studies cover higher-level thinking skills by addressing analyzing claims. However, they are divided into two groups based on whether they also address synthesizing claims. Six of the studies also focus on synthesizing claims as well as analyzing them. They are shown in Table 7.

Table 7

Six Studies Covering Higher-Level Thinking Skills (Analyzing and Synthesizing Claims)

Title	2nd Level Coding	Abstract	Tasks
The role of media literacy and pro-health entertainment programs in changing adolescents' perceptions of alcohol and alcohol advertising	Analyzing media messages to identify and evaluate arguments to foster skepticism about media narratives	<p>“With an increasing attention to entertainment-education in its applicability to health promotion in the U.S., children educated in more than two decades of media literacy movements might have a seemingly different perspective toward the media. One burning question of whether we should teach children and adolescents to critically examine media messages and forgo the potentially artistic or educational values of the media needs to be addressed. With a mixture of positive and negative alcohol messages in the media, can media literacy and pro-health entertainment work together in the context of alcohol prevention education? Experiment 1 examined the implications of a critical and a balanced approach to media literacy and found that adolescent boys and girls had different degrees of receptiveness to the instructional perspectives. A critical media literacy lesson made adolescent boys think characters on television as less realistic and believe that drinking alcohol had negative consequences. Adolescent girls benefited from a balanced evaluative approach as their media skepticism attitude was enhanced. Evaluative approaches also impacted adolescents' interpretations of pro-health entertainment programs. Adolescent boys continuously gained the most from a critical perspective as they trusted the alcohol misuse consequences depicted in the shows and in fact had a heightened level of media skepticism, which was not immediately observable after receiving the media education. The balanced media evaluative approach helped adolescent girls' think twice about the media as they still had a significant level of media skepticism. Experiment 2, employing a simplified media education that only focused on television programs, found that a positive evaluative approach to media literacy increased adolescents' media skepticism and it also had crucial influences on other key decision-making process. Overall, different evaluative approaches to media literacy were found to have varying degree of effectiveness and ineffectiveness on adolescent boys' and girls' interpretation of alcohol and pro-health entertainment programs. Media literacy advocates are challenged to explore what defines media literacy. Systematic evaluations of media literacy concerning adolescents' sex, learning styles, and cognitive needs should be provided to enhance our understanding of the implications media education has on adolescents' health decision-making with regard to alcohol” (Chen, 2008).</p>	Analyzing alcohol ads to adopt pro-health practices and develop media skepticism
Making Meaning Through Media: Scaffolding Academic and Critical Media Literacy With Texts About Schooling	Critically analyzing overt and covert messages and claims in media messages by counter-readings of texts	<p>“This study investigated how an interdisciplinary first-year seminar focused on representations of schooling in popular culture supported the acquisition of an academic version of critical media literacy. The authors explore how tapping into students' funds of knowledge, constructing carefully scaffolded assignments, and offering targeted, personalized feedback allowed the instructors to support students as they acquired academic and critical media literacy through recursive acts of meaning making. Findings suggest that implementing these practices may help students perform close counterreadings of media texts and compose evidence-based arguments that examine the clear and hidden lessons that these texts teach” (Kelly & Brower, 2017).</p>	Analyzing representations of schooling and youth in popular media, blogging about counterreadings of media texts by composing evidence-based arguments to develop academic CML

Table 7 (cont'd)

Eight Studies Covering Higher-Level Thinking Skills (Analyzing and Synthesizing Claims)

Title	2nd Level Coding	Abstract	Tasks
iPed: Pedagogy for Digital Text Production	Analyzing media messages to produce alternative media by linking, challenging, cocreating and sharing them	“Reading and writing are being transformed by global changes in communication practices using new media technologies. This article introduces iPed, a research-based pedagogy that enables teachers to navigate innovative digital text production in the literacy classroom. The pedagogy was generated in the context of a longitudinal digital literacy intervention in a school that services low-socioeconomic and ethnically diverse students. The iPed pedagogy synthesizes four key pedagogies that were salient in the analysis of over 180 hours of lesson observations: link, challenge, cocreate, and share. The strengths of iPed include connecting to students' home cultures, critical media literacy, collaborative and creative digital text production, and gaining cosmopolitan recognition within global communities” (Mills & Levido, 2011). [PUBLICATION ABSTRACT]	Challenging assumptions in various media texts, creating alternative media, preparing a web page, a blog page, a podcast page, a movie page
Media literacy in support of critical thinking	Textual analysis to analyze depictions of reality to foster critical thinking	“The increased availability of digital post-production techniques to educational and domestic markets and the proliferation of media broadcasting channels reinforce the need to develop media literate learners who are producers as well as consumers. Such an approach reflects the key concept underlying media literacy education (MLE), which is also referred to in this study as critical media literacy education (CMLE). Thus, the aim of the study is to examine critical thinking abilities about the media - the level of critical media literacy - among elementary school pupils (aged 10-12) in Israel. It was tested through their systemic exposure to a media programme based on the critical inquiry approach of the BFI model (Bazalgette, 1989). This study is intended to illuminate and expand on the findings of a small but growing body of research (e.g. Dyson, 1997; Finders, 1996; Lewis, 1997; Luke, 1997; Neilson, 1998). Broadly speaking, the study found that systematic learning of CML supports pupils' CT about TV series and newspaper advertisements. It also showed that there is a tendency to transfer such learning even some time after the programme has ended. Similarly it was found that the programme especially advanced the critical thinking abilities of pupils of the low and medium school achievers and of those coming from a low-medium socio-economic level. These findings point to the importance and contribution of CMLE to the elementary school curriculum, and to the special characteristics of the media programme that connects the school with the social-cultural reality outside of it. They likewise reinforce the need for changes in the teaching-learning style of elementary school and for the nurturing of reciprocal ties between the programme and the school curriculum” (Feuerstein, 2002).	Analyzing TV series and newspaper advertisements to discuss how media depicts news and reality to foster critical thinking skills

Table 7 (cont'd)

Eight Studies Covering Higher-Level Thinking Skills (Analyzing and Synthesizing Claims)

Title	2nd Level Coding	Abstract	Tasks
Sports Stories and Critical Media Literacy	Analyzing and synthesizing claims from different sources to form arguments	“This article outlines two approaches that can be used in a sports-oriented English classroom to help students develop critical-thinking skills within a context that is both familiar and engaging. These two core elements of the course -- one literary and one rhetorical -- provide the framework for the study of sports figures and events. Both of these units connect directly to reading, writing, listening, and speaking strands in the Common Core State Standards (CCSS). Their Sports Stories course has been running since the 2006-2007 school year, and the emergence of the CCSS has only solidified its place in our curriculum. It is a course that does what the CCSS wants, and in many respects it is better equipped to deal with CCSS demands than our more traditional, content-driven courses. The sports course is skills-driven, thematic, multifaceted, and interdisciplinary. Students engage with history and literature, with primary and secondary sources, with fiction and nonfiction, and with text and multimedia” (Fabrizi & Ford, 2014).	Analyzing lyrics of a song and seeing a movie about a famous convict related to social justice, researching secondary nonfiction sources, and writing about findings
Beyond School Breaks: Reinterpreting the Uses of Film in Classrooms	Learning about film analysis, identifying and interpreting the consequences of filmmakers’ choices based on cultural and historical contexts	“When using film adaptations of children's literature, teachers often limit learning opportunities to comparisons and contrasts of film and text or use movies as rewards. To develop deeper understandings of film adaptations of literature, students must learn that film adaptations do not merely translate a text but rather reenvision it within a particular cultural and historical moment. To move beyond looking at a film's fidelity to the original book and instead realize that the film is a creative work in its own right, students engage in film analysis in which they attend to a film's images, use of color, music, and camerawork and speculate about the consequences of the filmmakers’ choices. In doing so, students develop critical media literacy skills and meet Common Core State Standards. This article offers a SCREEN Guide created by the authors to facilitate students’ film analysis” (Domke et al., 2018).	Analyzing film and book version and discussing stylistic differences and the choices of filmmakers

The remaining two studies only cover analyzing claims without an emphasis on synthesizing claims and arguments from other sources. These studies are presented in Table 8.

Table 8*Two Studies Covering Higher-Level Thinking Skills (Only Analyzing Claims)*

Title	2nd Level Coding	Abstract	Tasks
Paradigms of praxis: Media literacy in the secondary language arts curriculum	Textual analysis to protect students from negative influences of media	<p>“The purpose of this qualitative, multiple case study is to examine the media literacy praxis, that is, the theory, practice, and reflections, of secondary Language arts teachers with a focus on the complexities of teachers' beliefs, knowledge, and pedagogies. Of particular interest is the influence of the teachers' chosen approach to media literacy on the pedagogics used in the classroom. My study fills the gap in existent research by focusing on how media literacy is actually being taught in U.S. schools in this southwestern state. Four secondary Language arts teachers in two cities participated in this case study, and data was collected through multiple, semi-structured interviews, a series of participant observations, and a collection of classroom artifacts over the course of one semester. Three of the participating teachers taught media communication classes with media literacy as the goal and subject of the course, and one participating teacher included an eight week unit of media literacy as part of her junior English course. The data was recursively analyzed following ethnographic, inductive techniques to find emergent patterns and themes. Significant findings became apparent in three major areas: teachers' conceptions about the subject and their subject content knowledge influenced the design of the courses and the pedagogies used; the protectionist paradigm of media instruction, the primary goal being to protect students from the negative influences of the media, was the dominant approach the participating teachers used; and knowledge and institutional barriers exist to the detriment of critical media literacy inclusion. Findings also demonstrated that while teachers had the autonomy to design their own courses, they had little or no support to increase their developing subject content knowledge. Without further professional development to increase the participants' subject knowledge, moving beyond simple textual analysis and the protectionist approach into the realm of critical media literacy is challenging” (Tobias, 2005).</p>	Analyze media texts based on 5 Key Questions and Core Concepts of CML in line with the Protectionist approach of ML to protect students from the power of media
Exploring the complexities of personal ideologies, media literacy pedagogy and media literacy practice	Media literacy practices with a view to protecting students from negative impacts of media power by exposing them to various media	<p>“Media literacy refers to one's ability to understand, analyze and produce media messages. Media literacy scholarship has demonstrated that there are various perspectives on how to teach media literacy but research has not focused on how the complexities of media literacy teachers' personal ideologies and media consumption practices are connected to media literacy teaching. In this study, nine media literacy teachers who teach in public schools, private schools, and community settings were interviewed about their thoughts about the media, their media habits and their approaches to media literacy practice. Findings illustrate that there is a complicated relationship between teachers' ideologies about the media and their media literacy practice. Teachers mainly described teaching about the media in ways that are associated most with the interventionist paradigm of media literacy and teachers' described ideologies focus on the tremendous power of the media in the culture and the potential impact media has on their students. Two of the teachers described practices that are representative of the goals of critical media literacy, but other teachers rarely discussed aspects of their media literacy practice that encouraged students to locate individual understandings of media messages. Findings also demonstrate that schools are not fully supporting the implementation of their media literacy programs; often media literacy instructors do not have educational backgrounds or training in media literacy” (Damico, 2004).</p>	Analyzing media texts focusing on the power of the media in shaping opinions and their connection with profit

Complex Thinking Skills

Six of these studies address complex thinking skills, in which both evaluating arguments and inference making are common in all of these studies. These studies are presented in Table 9.

Table 9

Six Studies Covering Complex Thinking Skills (Evaluating Arguments and Inference Making)

Title	2nd Level Coding	Abstract	Tasks
The role of media literacy and pro-health entertainment programs in changing adolescents' perceptions of alcohol and alcohol advertising	Analyzing media messages to identify and evaluate arguments to foster skepticism about media narratives	<p>“With an increasing attention to entertainment-education in its applicability to health promotion in the U.S., children educated in more than two decades of media literacy movements might have a seemingly different perspective toward the media. One burning question of whether we should teach children and adolescents to critically examine media messages and forgo the potentially artistic or educational values of the media needs to be addressed. With a mixture of positive and negative alcohol messages in the media, can media literacy and pro-health entertainment work together in the context of alcohol prevention education? Experiment 1 examined the implications of a critical and a balanced approach to media literacy and found that adolescent boys and girls had different degrees of receptiveness to the instructional perspectives. A critical media literacy lesson made adolescent boys think characters on television as less realistic and believe that drinking alcohol had negative consequences. Adolescent girls benefited from a balanced evaluative approach as their media skepticism attitude was enhanced. Evaluative approaches also impacted adolescents' interpretations of pro-health entertainment programs. Adolescent boys continuously gained the most from a critical perspective as they trusted the alcohol misuse consequences depicted in the shows and in fact had a heightened level of media skepticism, which was not immediately observable after receiving the media education. The balanced media evaluative approach helped adolescent girls' think twice about the media as they still had a significant level of media skepticism. Experiment 2, employing a simplified media education that only focused on television programs, found that a positive evaluative approach to media literacy increased adolescents' media skepticism and it also had crucial influences on other key decision-making process. Overall, different evaluative approaches to media literacy were found to have varying degree of effectiveness and ineffectiveness on adolescent boys' and girls' interpretation of alcohol and pro-health entertainment programs. Media literacy advocates are challenged to explore what defines media literacy. Systematic evaluations of media literacy concerning adolescents' sex, learning styles, and cognitive needs should be provided to enhance our understanding of the implications media education has on adolescents' health decision-making with regard to alcohol” (Chen, 2008).</p>	Analyzing alcohol ads to adopt pro-health practices and develop media skepticism

Table 9 (cont'd)

Six Studies Covering Complex Thinking Skills (Evaluating Arguments and Inference Making)

Title	2nd Level Coding	Abstract	Tasks
Making Meaning Through Media: Scaffolding Academic and Critical Media Literacy With Texts About Schooling	Critically analyzing overt and covert messages and claims in media messages by counter-readings of texts	“This study investigated how an interdisciplinary first-year seminar focused on representations of schooling in popular culture supported the acquisition of an academic version of critical media literacy. The authors explore how tapping into students' funds of knowledge, constructing carefully scaffolded assignments, and offering targeted, personalized feedback allowed the instructors to support students as they acquired academic and critical media literacy through recursive acts of meaning making. Findings suggest that implementing these practices may help students perform close counterreadings of media texts and compose evidence-based arguments that examine the clear and hidden lessons that these texts teach” (Kelly & Brower, 2017).	Analyzing representations of schooling and youth in popular media, blogging about counter readings of media texts by composing evidence-based arguments to develop academic CML
iPed: Pedagogy for Digital Text Production	Analyzing media messages to produce alternative media by linking, challenging, cocreating and sharing them	“Reading and writing are being transformed by global changes in communication practices using new media technologies. This article introduces iPed, a research-based pedagogy that enables teachers to navigate innovative digital text production in the literacy classroom. The pedagogy was generated in the context of a longitudinal digital literacy intervention in a school that services low-socioeconomic and ethnically diverse students. The iPed pedagogy synthesizes four key pedagogies that were salient in the analysis of over 180 hours of lesson observations: link, challenge, cocreate, and share. The strengths of iPed include connecting to students' home cultures, critical media literacy, collaborative and creative digital text production, and gaining cosmopolitan recognition within global communities” (Mills & Levido, 2011). [PUBLICATION ABSTRACT]	Challenging assumptions in various media texts, creating alternative media, preparing a web page, a blog page, a podcast page, a movie page
Beyond School Breaks: Reinterpreting the Uses of Film in Classrooms	Learning about film analysis, identifying and interpreting the consequences of filmmakers' choices based on cultural and historical contexts	“When using film adaptations of children's literature, teachers often limit learning opportunities to comparisons and contrasts of film and text or use movies as rewards. To develop deeper understandings of film adaptations of literature, students must learn that film adaptations do not merely translate a text but rather reenvision it within a particular cultural and historical moment. To move beyond looking at a film's fidelity to the original book and instead realize that the film is a creative work in its own right, students engage in film analysis in which they attend to a film's images, use of color, music, and camerawork and speculate about the consequences of the filmmakers' choices. In doing so, students develop critical media literacy skills and meet Common Core State Standards. This article offers a SCREEN Guide created by the authors to facilitate students' film analysis” (Domke et al., 2018).	Analyzing film and book version and discussing stylistic differences and the choices of filmmakers

Table 9 (cont'd)*Six Studies Covering Complex Thinking Skills (Evaluating Arguments and Inference Making)*

Title	2nd Level Coding	Abstract	Tasks
Media literacy in support of critical thinking	Textual analysis to analyze depictions of reality to foster critical thinking	<p>“The increased availability of digital post-production techniques to educational and domestic markets and the proliferation of media broadcasting channels reinforce the need to develop media literate learners who are producers as well as consumers. Such an approach reflects the key concept underlying media literacy education (MLE), which is also referred to in this study as critical media literacy education (CMLE). Thus, the aim of the study is to examine critical thinking abilities about the media - the level of critical media literacy - among elementary school pupils (aged 10-12) in Israel. It was tested through their systemic exposure to a media programme based on the critical inquiry approach of the BFI model (Bazalgette, 1989). This study is intended to illuminate and expand on the findings of a small but growing body of research (e.g. Dyson, 1997; Finders, 1996; Lewis, 1997; Luke, 1997; Neilson, 1998). Broadly speaking, the study found that systematic learning of CML supports pupils' CT about TV series and newspaper advertisements. It also showed that there is a tendency to transfer such learning even some time after the programme has ended. Similarly it was found that the programme especially advanced the critical thinking abilities of pupils of the low and medium school achievers and of those coming from a low-medium socio-economic level. These findings point to the importance and contribution of CMLE to the elementary school curriculum, and to the special characteristics of the media programme that connects the school with the social-cultural reality outside of it. They likewise reinforce the need for changes in the teaching-learning style of elementary school and for the nurturing of reciprocal ties between the programme and the school curriculum” (Feuerstein, 2002).</p>	Analyzing TV series and newspaper advertisements to discuss how media depicts news and reality to foster critical thinking skills
Sports Stories and Critical Media Literacy	Analyzing and synthesizing claims from different sources to form arguments	<p>“This article outlines two approaches that can be used in a sports-oriented English classroom to help students develop critical-thinking skills within a context that is both familiar and engaging. These two core elements of the course -- one literary and one rhetorical -- provide the framework for the study of sports figures and events. Both of these units connect directly to reading, writing, listening, and speaking strands in the Common Core State Standards (CCSS). Their Sports Stories course has been running since the 2006-2007 school year, and the emergence of the CCSS has only solidified its place in our curriculum. It is a course that does what the CCSS wants, and in many respects it is better equipped to deal with CCSS demands than our more traditional, content-driven courses. The sports course is skills-driven, thematic, multifaceted, and interdisciplinary. Students engage with history and literature, with primary and secondary sources, with fiction and nonfiction, and with text and multimedia” (Fabrizi & Ford, 2014).</p>	Analyzing lyrics of a song and seeing a movie about a famous convict related to social justice, researching secondary nonfiction sources, and writing about findings

Only one study (Mills & Levido, 2011) also address problem solving together with the two skills mentioned above since it includes students coming together to challenge media to create alternative media to share as group projects. Mills and Levido (2011) is shown in Table 10.

Table 10

One Study Covering Complex Thinking Skills (Evaluating Arguments and Inference Making and Problem Solving)

Title	2nd Level Coding	Abstract	Tasks
iPed: Pedagogy for Digital Text Production	Analyzing media messages to produce alternative media by linking, challenging, cocreating and sharing them	“Reading and writing are being transformed by global changes in communication practices using new media technologies. This article introduces iPed, a research-based pedagogy that enables teachers to navigate innovative digital text production in the literacy classroom. The pedagogy was generated in the context of a longitudinal digital literacy intervention in a school that services low-socioeconomic and ethnically diverse students. The iPed pedagogy synthesizes four key pedagogies that were salient in the analysis of over 180 hours of lesson observations: link, challenge, cocreate, and share. The strengths of iPed include connecting to students' home cultures, critical media literacy, collaborative and creative digital text production, and gaining cosmopolitan recognition within global communities” (Mills & Levido, 2011). [PUBLICATION ABSTRACT]	Challenging assumptions in various media texts, creating alternative media, preparing a web page, a blog page, a podcast page, a movie page

Thinking about Thinking

Only one of the studies address thinking in the form of metacognition. Mills and Levido (2011) covers metacognition in that this study entails students to work together to link and challenge media texts followed by co-creating and sharing alternative media, for which students need to deliberate and reflect on their choices and propositions. This study is shown in Table 11.

Table 11*One Study Covering Thinking about Thinking (Metacognition)*

Title	2nd Level Coding	Abstract	Tasks
iPed: Pedagogy for Digital Text Production	Analyzing media messages to produce alternative media by linking, challenging, co-creating and sharing them	“Reading and writing are being transformed by global changes in communication practices using new media technologies. This article introduces iPed, a research-based pedagogy that enables teachers to navigate innovative digital text production in the literacy classroom. The pedagogy was generated in the context of a longitudinal digital literacy intervention in a school that services low-socioeconomic and ethnically diverse students. The iPed pedagogy synthesizes four key pedagogies that were salient in the analysis of over 180 hours of lesson observations: link, challenge, cocreate, and share. The strengths of iPed include connecting to students' home cultures, critical media literacy, collaborative and creative digital text production, and gaining cosmopolitan recognition within global communities” (Mills & Levido, 2011). [PUBLICATION ABSTRACT]	Challenging assumptions in various media texts, creating alternative media, preparing a web page, a blog page, a podcast page, a movie page

Critical Thinking as Dispositions

As a result of the second level coding of the abstracts of the theses/dissertations and journal articles in the data sources, the researcher specified 35 studies that promote critical dispositions. Within the context of critical dispositions, this study will refer to the categorization of critical dispositions by Davies and Barnett (2015) (Table 2). These 35 studies are categorized as to whether they target dispositions in relation to self, others and/or world.

Studies Addressing Dispositions in Relation to Self

There are 23 studies in this category of research that address dispositions in relation to self. The studies are categorized according to the dispositions in the table of critical dispositions (Table 2), and are presented as separate groups in this section.

The first group of studies are those that seek to foster empathy, which are shown in Table 12. There are two studies in this group. In Markowitz and Puchner (2016), empathy, though not directly mentioned, is targeted since the students in the study are asked to challenge the gender binary in media representations while maintaining their gendered sense of self – which is the ability to put oneself in

another's place. In Neville (2020), however, the focus of the study is affective and emotional responses of the students to literature that address race and racism. This emotional aspect of the reactions to the notion of racism is considered directly related to empathy in this context.

Table 12

Two Studies Fostering 'Empathy'

Title	2nd Level Coding	Abstract	Tasks
Troubling the ontological bubble: middle school students challenging gender stereotypes	Engaging in challenging gender binaries while maintaining gendered sense of self	"In this paper, we discuss how a selection of eighth-grade students (13-14-year-olds) responded when they were asked to publicly challenge the gender binary for a critical media literacy school assignment in the USA. We describe the ways in which students negotiated the dual projects of complying with the assignment to create video ads that challenged gender stereotypes and maintaining their gendered sense of self. While the videos had virtually all students disrupting gender in some way, many did so even as they reinforced the notion of gender as a binary. We apply the idea of ontological bubble, as well as concepts from post-structural theories, to help us make sense of the different methods students used to maintain the gender binary" (Markowitz & Puchner, 2016).	Deconstructing gender binaries in media ads, and create alternative media ads project to counter the stereotypical hegemonies of power
"I Got New Feelings Coming In": Drawn Emotions and Refusing Secondly across Anti-Racist English Language Arts Pedagogies	Centering affective and emotional resonances to literature that addresses race and racism with commitment to anti-racist pedagogies	"Given the current and historical context of power and oppression in the United States, English language arts (ELA) scholars have called for pedagogies that directly respond to the racialized violence present across texts, schooling, and society (Baker-Bell, Butler, & Johnson, 2017; Baker-Bell, 2020; Butler, 2018; Johnson, 2018). Scholars have long critiqued the ELA curriculum for its dearth of perspectives across race, class, gender, sexuality, and ability, and especially have called upon ELA teachers and researchers to center literature written by Black and Brown authors (Thomas, 2016, 2019). In this call for anti-racist ELA curriculum, scholars have also encouraged an attention to emotion, highlighting the necessity of not only including texts by authors of Color in classrooms but also the importance of the emotional and affective resonances through which students and teachers respond to literary texts for racial and social justice (Dutro, 2019; Grinage, 2019). This qualitative research project, then, explores the emotional responses of secondary ELA students and pre-service literacy teachers to literature that addresses race and racism. This dissertation builds upon critical (post)qualitative and visual arts-based methodologies centering the emotional and affective resonances present across our socially constructed identities as students and teachers work to deconstruct whiteness and anti-Blackness using anti-racist pedagogies (Sousanis, 2015; Love, 2019; Muhammad, 2019). In particular, this project explores how objects of feeling are drawn across space and time (Ahmed, 2010, 2014) and how readers refuse "secondly" (Adichie, 2009) within two research contexts: (1) a 12th critical media literacy course and (2) a critical young adult literature course for pre-service teachers. Findings from this study demonstrate how secondary ELA students and pre-service teachers might center the already present emotion traced across objects of feeling in literature classrooms committed to anti-racist and anti-oppressive pedagogies" (Neville, 2020).	Analyzing art from those historically marginalized across identity markers, analyzing art to elicit public discourse, and discussing media related to race and racism

The next group of studies is those that center on the disposition of empowerment. There are six studies in this group, which are presented in Table 13. Three of these studies focus on empowerment in association with other dispositions such as voice and liberation. In Mikelli (2017) and Barnwell (2010), empowerment is linked to voice with a view to voicing opposition to mainstream media narratives, whereas Elisaldez (2017) connects empowerment to liberation in a context where race is concerned.

Table 13

Six Studies Fostering ‘Empowerment’

Title	2nd Level Coding	Abstract	Tasks
Good women becoming “queens”: Young mothers on welfare as cultural readers	Critical analysis of media representations of gender and race to promote empowerment	“This dissertation project is an ethnographic audience reception study that approaches its participants as an interpretive community in order to access their standpoint as young mothers of color on welfare and explore what their media readings reveal about their lives and U.S. society. The project focuses on young (16-21 years old, primarily Puerto Rican and Black) mothers who were students in a series of critical media literacy classes I taught in 2006 at a local social service agency. The classes involved viewing and discussing media products that highlighted race/ethnicity, class, and gender, with the purpose of stimulating social consciousness and revealing central themes in the students' lives. Class discussions revealed that the participants share traditional U.S. values; yet their exclusion from mainstream economic and political resources leads them to find alternative means of actualizing their values, which positions them in opposition to the middle-class mainstream. For example, they value "respectability," however, not having access to traditional means of establishing social respect, they use the means available to them and become "good mothers," which earns them judgment as "social deviants." Thusly judged, their efforts to gain social respect via upward mobility are hampered by a combination of factors that reflect social hierarchies. In the private sphere, they are negotiating the tension between being empowered agents in their social world, in the sense of being physically and emotionally independent of men, and their desire for loving partnerships with men who inhabit a patriarchal social environment in which men establish social respect by denigrating women. In the public sphere, their status as young mothers on welfare renders them vulnerable to public policy and subject to intimate surveillance unheard of among middle-class women. Believing in the "American Dream," the participants eschew a "victim" mentality and—further demonstrating their internalization of traditional U.S. values—adopt the Protestant work ethic: if they work hard enough, they will succeed in their goals. Being low-income single mothers just means they will have to work harder. Implications for advocacy and women of color feminisms and the transferability of the methods to other populations are explored” (Brown, 2007).	Analyzing representations of black and Latina women in print and online texts, films and video clips for critical consciousness and empowerment in face of stereotypes

Table 13 (cont'd)*Six Studies Fostering 'Empowerment'*

Title	2nd Level Coding	Abstract	Tasks
KRS -One going against the grain: A critical study of rap music as a postmodern text	Use of rap music to transform students' roles from passively accepting mainstream stereotypes and narratives to an active and empowered one	<p>“We live in a society that is continually evolving, and yet somehow it has become generally accepted that schooling should not change. Realistically, the world is different and continuously changing, and we change with it. Schools must follow suit, particularly with literacy education. This study argues for the inclusionary practice of studying and interpreting postmodern texts in today's school curriculum using a cultural studies and critical theory approach, thus creating a transformative or cultural curriculum. Such an approach transforms the role of students from one of passivity and silence to one that is active, empowering, and liberating. An empowering critical education can be achieved by including multiple critical literacies into the existing curriculum. Therefore, incorporating multiple critical literacies, using postmodern texts, prompts students to draw multiple meanings and interpretations of texts based on their own personal histories and experiences. The purpose of this study was to analyze and critique rap music as a postmodern text, particularly because of the emancipatory potential it has for educating all youth, regardless of race, class or ethnicity, about Black culture and urban realities. In addition, this study examines how rap as an emancipatory pedagogy exposes power relations between oppressed groups in nearly all aspects of society. This study analyzes, critiques, and interprets the rap lyrics of one rap artist, KRS-One, because his rap articulates the harsh realities of urban and social life for Black youth, particularly concerning the issues of race, power, and identity. This study analyzes and critiques how KRS-One attempts to take his rap one step further by attempting to politicize the reasons such poor conditions continue to exist in urban areas. Furthermore, KRS-One's rap attempts to deconstruct the power institutions that help maintain and perpetuate mainstream ideologies, namely the media, government, police, and education, which are critiqued in this study as the rap lyrics are interpreted through a bricolage of methodologies, including textual analysis, rhetorical criticism, and critical hermeneutics. Educators who incorporate critical literacies, such as critical media literacy, using rap music as one example, legitimate and validate the students' culture, voice, knowledge, experiences, and histories as well as aid in the healthy construction of their own racial and cultural identities. Furthermore, students learn to critically examine issues such as race, class, culture, ethnicity, and identity instead of passively allowing traditional mainstream ideologies (i.e., the hidden curriculum and cultural hegemony) to unconsciously shape their values, thoughts, and beliefs. Finally, the critical examination of postmodern texts allows students to dispel myths and question stereotypes that the four power institutions analyzed in this study often perpetuate” (Parmar, 2002).</p>	Deconstructing lyrics of songs to analyze social justice issues such as race, class, identity and dominant ideology, and composing hip hop songs upon personal experiences

Table 13 (cont'd)*Six Studies Fostering 'Empowerment'*

Title	2nd Level Coding	Abstract	Tasks
Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	Analyzing representations of ethnicity, race and gender to transform oppressive narratives to those of empowerment and liberation	“This dissertation utilizes textual analysis of media representations of Latinidad and girl culture in order to demonstrate the multiple subjectivities Latinxs inhabit as well as highlight the power relations structured by race, gender, class and sexuality embedded in the mass media. This analysis considers the challenges young Latinas face when negotiating their identities with, through and against the oppressive images of the mass media. Drawing on the work of Chicana/Latina feminist educators, I term this pedagogical project Transformative Critical Media Literacy, defined as learning how to critically read images produced and put forth by the mass media and recognize them as representations of institutionalized oppression so as not to internalize and perpetuate the oppressive messages. TfCML can facilitate a process by which media viewers can imagine ways to transform the oppressive image to one of empowerment and liberation. TfCML is made up of methods that draw from Latinx media studies, Chicana/Latina feminist epistemology and pedagogy; and theatre studies methods as articulated by Augusto Boal and his Theatre of the Oppressed. TfCML offers Latinxs a space to negotiate their own process of identity while developing a critically conscious relationship with the mass media and hopefully become invested in social transformation and liberation” (Elisaldez, 2017).	Analyzing various media though power relations structured by race, gender, class and sexuality for empowerment against oppression using CML and Augusto Boal's 'theatre of the oppressed'
Case studies of how community media enact literacy and activism in the public sphere	Promoting active and empowering involvement in social and political issues through community-media learning	“Mainstream mass media of the 21st century consists of a few corporate monopolies. In response, citizens seek media literacy and empowering participation through community-based media in what Habermas discussed as the public sphere. The purpose of this study is the examination of the social learning processes of media literacy initiated by community-based media, and how community media users become actively involved in socially and politically motivated hegemonic struggles. Some people initially become involved in community media to learn how to use equipment and be creative, but others intend to affect social and political change. Strategic activity using the tool of localized, mediated communication may be related to what Gramsci referred to as a war of position, and Buckingham has addressed as a form of preparation. A triangulation of qualitative and quantitative methods focuses on the review of data collected in four case studies, a community media studies blog and curriculum. The analysis of data explores a continuum of community media literacy along a spectrum. The educational outcomes of media literacy may be considered in a continuum that ranges from informational media literacy (I.M.L.) at an entry level, to critical media literacy (C.M.L.). Weick's social organizing model serves as a scholarly map for how this activity and learning takes place, aligned with the grassroots organizing strategies of community activists. A study of how these social learning processes in community media education contribute to media literacy is important in an era of concern about the imposing influence of monopolizing media. The research will reveal the important role of community media as human rights, the environment, and even entire cultures are threatened in a diverse and globalizing society. This information may be transferable to more formalized programs of media education in schools. At a time when scarcity of finances and resources in community media is of concern, the findings may contribute to their relevance and sustenance. In addition, other studies in community media will be motivated in the academy and elsewhere” (Caton-Rosser, 2006).	Analyzing various media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism

Table 13 (cont'd)*Six Studies Fostering 'Empowerment'*

Title	2nd Level Coding	Abstract	Tasks
"I can't be a princess, I don't have a princess face": critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?	Examining representations to promote self-esteem, empowerment and voice against social problems	"This research investigates both the Critical Thinking and Critical Pedagogy approaches to critical thinking and media literacy. Through participatory action research, the instructional consequences of both approaches are explored with a group of 3rd and 4th class children in an Educate Together primary school. The data emerging, firstly, from lessons adopting a Critical Thinking approach, would suggest that this approach to media literacy is limited, in that it takes insufficient account of the social context of media messages, therefore failing to equip children with the tools necessary to unearth hidden ideologies. A Critical Pedagogy approach, on the other hand, not only views children as active participants in the process of 'reading' media but it invites them to move beyond passively accepting the text's message to question, examine, or dispute the power relations that exist between consumers and authors. Through problem-posing education (Freire, 1970), a strategy taken from Critical Pedagogy, the children in this study critically analyze representations of race, ethnicity, gender, and class, in a selection of Disney's animated movies. The study demonstrates how this approach challenges children's thinking, allowing them to question the authority of texts, explore various viewpoints, and delve into social and political issues that are often thought of as off-limits or beyond young children's capabilities. The study also demonstrates that from these conversations and textual analysis, social transformation is possible. The process of empowerment is a major aspect of transformative education and this study shows it can take many forms, from building self esteem to creating alternative media that voice opposition to social problems. The path of the researcher throughout this study is also considered in the hope that it will provide guidance on the pedagogical requirements of Critical Media Literacy (CML) for fellow teachers. The study shows that CML requires a democratic pedagogy which involves teachers for sharing power with students as they join together in the process of challenging hegemony" (Barnwell, 2010).	Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media to oppose to social problems for empowerment and social change

Table 13 (cont'd)*Six Studies Fostering 'Empowerment'*

Title	2nd Level Coding	Abstract	Tasks
Pedagogy of difference 2.0: introducing interactive documentary in the context of critical media literacy	Teaching for and about individual differences to promote voice and empowerment	<p>“The rise of digital interactive technology in recent years has been accompanied by claims about the democratic promise of interactivity, placing emphasis on the empowering potential it holds for users. This research set out to explore the implications of introducing the tool of interactive documentary in a series of Critical Media Literacy interventions with young people from disadvantaged backgrounds. The rapidly evolving field of Interactive Documentary has been theorised as a new learning system, offering contemporary ways to engage with the representation of reality. Interactive Documentary could be seen as the ideal platform for addressing the purposes of Critical Media Literacy, such as foregrounding a democratic pedagogy, due to its potential to create “spaces in which individuals can speak for themselves” (Nash 2014a: 51). This thesis provides empirical evidence of the challenges of delivering the benefits of interactivity in a complex lived environment and offers a critique of some of the assumptions of the theoretical discourse of Critical Media Literacy, namely promoting student voice and empowerment. A qualitative multi-method approach was adopted for conducting this research. The methodology of Participatory Action Research (PAR) was used as the overarching framework for data collection, as this was in line with the theoretical underpinnings of this research, and provided the practical means guiding the series of Interactive Documentary workshops, which served as distinct cycles of action and reflection. I combined PAR with Visual Research Methods throughout conducting fieldwork and I deployed Discourse Analysis for analysing the data. This research was also influenced by Ethnography, in terms of foregrounding reflexivity and observing groups of young participants with an emphasis on their values and perspectives. The findings of this study contribute to a reconfiguration of a ‘Pedagogy of Difference’, a concept often found in Critical Pedagogy literature, which denotes “teaching for and about difference” (Luke 1994: 38, italics in original) in terms of gender, class, ability, race, ethnicity, religion and nationality. In reconfiguring this concept, I present a “Pedagogy of Difference 2.0” for teaching and learning with interactive documentaries and outline the technological, relational, experiential and discursive dimensions which would sustain this new approach to pedagogy. Pedagogy of Difference 2.0 embraces 11 the limitations of interactivity on young people’s media production and does not take young people’s familiarity with the technology for granted. It foregrounds the notion of engagement, taking into account the challenges that emerged from engaging participants in Critical Media Literacy interventions. This approach to pedagogy also acknowledges the development of positive relationships between educators and learners and among learners, thus encouraging a sense of empowerment through forging new social relationships. In this regard, Pedagogy of Difference 2.0 acknowledges the contextual nature of teaching and learning, moving beyond the often abstract discourse of Critical Pedagogy” (Mikelli, 2017).</p>	Creating interactive documentaries on social issues of oppression to enhance voice and empowerment

Parmar (2002) and Brown (2007) both address empowerment in a context of challenging prevalent stereotypes of identities in media texts. On the other hand, Caton-Rosser (2006) touches on empowerment in connection to alternative media production with a view to democratization.

Another group of studies that address dispositions related to self are those that seek to promote intellectual courage. There are five studies in this group, which can be seen in Table 14. All five studies in this group try to promote intellectual courage in a context of identity.

Table 14

Five Studies Fostering 'Intellectual Courage'

Title	2nd Level Coding	Abstract	Tasks
When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Promoting healthy and positive acts of resistance to social inequalities for social justice	“Low-income youth of color, particularly in this nation's segregated urban schools, face a crisis in access to higher education. This dissertation examines an educational intervention called Step to College (Step), which aimed to disrupt educational inequalities for one untracked urban high school class of African American and Latina/o youth during their sophomore through senior years. Step is a university and school partnership that aims to prepare the students for enrollment in four-year universities and foster in them the commitment to resisting inequalities in transformative ways. This study analyzes Step's curriculum and pedagogy, the interweaving influences in students' lives in addition to Step, and the impacts of Step on the youths' academic achievement, college going, and social justice endeavors. I employed critical ethnographic research methods and researched con cariño (with authentic care) to understand how classroom teachers can explicitly attempt to pave critical college pathways for underserved youth. In addition to ethnographic methods this research approach entailed building reciprocal relationships with the research participants, being deeply committed to the welfare of the school and community, and paying attention to the particular needs of the school. I examined the Step program using theories of transformational resistance, critical and culturally relevant pedagogies, authentic care, critical media literacy, and critical college access. This dissertation provides important insights about classroom teaching practices that enhance students' opportunities to attend college and nurture their engagement in healthy and positive acts of resistance against social inequities. The key aspects of the Step pedagogical approach include (1) high expectations and academic rigor, (2) critical, culturally relevant, and project-based course content and delivery, (3) intensive supports, (4) caring, family-like relationships, (5) and an emphasis on self-discipline. While the Step students encountered multiple influences in their lives that both promoted and impeded their access to college and their commitments to social justice, the Step pedagogical approach also had profound impacts on the youth. This untracked cohort of students (high- and low-achieving students placed together in a college preparatory class) persisted through high school and into four-year universities at much higher rates than their peers. They also resisted educational and social inequalities by engaging in peaceful protests, distributing critical youth-led research, influencing friends and family in positive ways, and going to college with the purpose of gaining knowledge, skills, and resources to empower their home communities. This study informs our understanding of how to create and sustain the conditions necessary for enhancing college access and transformational resistance across school and community contexts” (Hidalgo, 2011).	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights

Table 14 (cont'd)*Five Studies Fostering 'Intellectual Courage'*

Title	2nd Level Coding	Abstract	Tasks
Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	Women of ethnicity creating media to defy stereotypes about their community	“Arab women are “usually shown in the harem and they’re belly-dancing. Or they’re in the chador and the hijab and they’re so persecuted ... or usually, they’re just seductress”, says the college-aged woman on the television who wears fashionably short hair and rich fall colors. Her analysis of mass media representations of Arab women is well founded. However, she is herself defying those stereotypes by speaking to viewers of Benaat Chicago (Daughters of Chicago): Growing Up Arab and Female in Chicago, a video made in collaboration with young Arab-American women from the inner city of Chicago. The video is the result of a year-long workshop series in critical media literacy taught by the codirectors of the video and attended by the young women who helped make the video. Our experience with these young women revealed that, given the tools, space, and encouragement, youth are able to construct powerful and engaging representations of their own lives. In this article, we describe the process of working with this group of young women and the making of Benaat Chicago” (Bing-Canar & Zerkel, 1998).	Doing role plays, keeping a journal, and producing a documentary video to resist religious and ethnic stereotypes and to reinforce agency and empowerment
Black Feminism and Critical Media Literacy: Moving from the Margin to the Center: Feminism, Race, Transnationalism	Promoting everyday activism of Black women through analyzing representations of gender and race	“The topic grounded in this essay was inspired by the interactions had and stories shared by an intergenerational group of Black women (including the three coauthors) who termed their regular meetings "the Black Women's Gathering Place." During meetings, discussions ranged from popular culture and political events to everyday experiences with racism, sexism, and other burning topics that need sisterly advice. Eventually the group became a place where members not only supported and leaned on each other's shoulders for comfort, but also engaged in practices of everyday activism as described by Patricia Hill Collins (2000) and heeded Bell Hooks's (1997) call to critically examine media (re)presentations of Black women. The lesson plan that follows the essay represents an expansion of the learning space created by the Black Women's Gathering Place. It provides an educational opportunity for students to develop critical media literacy skills grounded in a Black feminist approach” (Patterson et al., 2016).	Analyzing representations of women and sexuality in TV shows and movies based on 5 Key Questions, discussing active engagement and activism and how to position as activists
Black Girls and Critical Media Literacy for Social Activism	Promoting Black women's' activism through collective endeavor to affect change	“Despite the largely degrading media representations of Blackness, historically, Black girls and women have been strong activists, disrupting narratives the media conveys about Black girl- and womanhood. Centering Black girls' lived experience through critical media literacy can give them the opportunity to develop the language to identify, deconstruct, and problematize the complexity of power operating in media and negotiate visibility by counternarrating racist, sexist, and classist media narratives with authentic stories of Black girlhood. This article centralizes Black girls in media literacy by articulating the aims of the individual and collective endeavors of the Black Girls' Literacies Collective (BGLC). The author unpacks critical media literacy for classroom teachers and shares practical ways to employ media literacy for youth social activism to alter the educational landscape to effect change” (McArthur, 2019).	Analyzing music videos, clips from TV shows and films to address consumerism and stereotypes of identities, and writing counternarratives in a variety of media

Table 14 (cont'd)*Five Studies Fostering 'Intellectual Courage'*

Title	2nd Level Coding	Abstract	Tasks
The Voiced and The Voiceless: The Effects of Their Portrayal in The Media on The Consciousness of Muslim Youth Post 9/11 in The United States	Promoting active and positive participation in society and social media to strengthen identity and combat stereotypes	<p>“In the era following 9/11, Islam has become a target of discrimination and bigotry, and it is often misconstrued in the media and vilified by news members and political leaders. The mass media often negatively portrays Muslims as ‘terrorists’ and ‘extremists’ and Muslims are grouped, without will, into this category of being ‘evil’ and ‘strange.’ This portrayal may lead to an internalization of the negative stereotypes prevalent in the media and an eroding of Muslim American youth’s identity. Although some research has been done on the effects that post-9/11 media have had on the identity of Muslim youth, little research has yet been done on whether the mass media has specifically affected the identity formation of Muslim youth in America and how Muslim American youth’s mass media navigation is influenced by their portrayal therein. This research has addressed this need through a qualitative study, with a focus on interviews conducted with Muslim high school students. The results from this study found that Muslim American youth are conscious of the negative stereotypes in the news media; however, the core of their identity is not greatly affected for they interact positively on a daily basis with social media. Muslim American youth identified that they are creating their unique stories. While the news media perpetuates othering and white supremacy, participants noticed that social media is a platform that they are able to find positive influences and interact with like-minded individuals to strengthen their identity. Participants concluded that it is imperative for one to become active and positive participants in their society in order to combat negative news media portrayals. The results of this study have shown that there is a need for critical media literacy to exist in our schools in order to educate people on different religions and beliefs” (Baaghil, 2019).</p>	Analyzing social media from the lens of representations of minorities and lower class, and engaging in discussions to create space

In Hidalgo (2011), intellectual courage is focused on in a context of ethnic stereotyping, whereas McArthur (2019) and Patterson et al. (2016) foster intellectual courage in a context of race. Finally, in Bing-Canar and Zerkel (1998) and Baaghil (2019), there is also a context of religious and ethnic representation.

One other group of studies is those that seek to promote liberation. There are two studies that explicitly name liberation, both of which have an identity context. These studies can be seen in Table 15.

Table 15*Two Studies Fostering ‘Liberation’*

Title	2nd Level Coding	Abstract	Tasks
Combining African-Centered and Critical Media Pedagogies : A 21st-Century Approach Toward Liberating the Minds of the Mis-Educated in the Digital Age	Promoting mental liberation and transformation through deconstruction of media discourse and images	“Since the slave trade, African Americans have been the most media-stereotyped race of people. From that time, multiple forms of media have been used to convince Blacks of their inevitable servitude and Whites of their supremacy (Burrell, 2010), as a means of transferring physical slavery to mental slavery (Akbar, 1998). Additionally, African Americans have been the victims of a Eurocentric educational system essentially designed to “mis-educate” (Woodson, 1933)—to further oppress and devalue African and African American contributions to our global history. This qualitative research study aimed to analyze an existing curricular model known as Rise Above the Noise , which combines two educational pedagogies, African-centered (Murrell, 2002) and critical media (Morrell, 2008; Thoman, 2003a), and is designed to appropriately educate and mentally liberate African Americans whose ancestors were displaced by slavery. I adopted a critical race methodology (Delgado, 1995a; Yosso, 2006), utilizing video interviews, counterstorytelling, journaling, and a focus group as data collection tools, and analyzed data according to Banks’s (1982) model for appropriately educating the mis-educated (as cited and summarized by Akbar, 1998), known as D-R-C (deconstructionist—reconstructionist—constructionist). Using a convenience sample of five African American young adults (ages 18-30) from Los Angeles, CA who were considered socioeconomically disadvantaged, I attempted to discover how the implementation of a combined African-centered/critical media literacy pedagogy could impel participants to transform their current life circumstances” (Byard, 2012).	Analyzing and critiquing various forms of media based on race and whiteness for liberation from hegemony by employing 5 key questions and core concepts of CML, using counter storytelling and journaling.
Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	Analyzing representations of ethnicity, race and gender to transform oppressive narratives to those of empowerment and liberation	“This dissertation utilizes textual analysis of media representations of Latinidad and girl culture in order to demonstrate the multiple subjectivities Latinxs inhabit as well as highlight the power relations structured by race, gender, class and sexuality embedded in the mass media. This analysis considers the challenges young Latinas face when negotiating their identities with, through and against the oppressive images of the mass media. Drawing on the work of Chicana/Latina feminist educators, I term this pedagogical project Transformative Critical Media Literacy, defined as learning how to critically read images produced and put forth by the mass media and recognize them as representations of institutionalized oppression so as not to internalize and perpetuate the oppressive messages. TfCML can facilitate a process by which media viewers can imagine ways to transform the oppressive image to one of empowerment and liberation. TfCML is made up of methods that draw from Latinx media studies, Chicana/Latina feminist epistemology and pedagogy; and theatre studies methods as articulated by Augusto Boal and his Theatre of the Oppressed. TfCML offers Latinxs a space to negotiate their own process of identity while developing a critically conscious relationship with the mass media and hopefully become invested in social transformation and liberation” (Elisalde, 2017).	Analyzing various media through power relations structured by race, gender, class and sexuality for empowerment against oppression using CML and Augusto Boal's 'theatre of the oppressed'

In Elisalde (2017), liberation is used in tandem with empowerment against oppressive media images targeting ethnicity and race. Byard (2012), in a similar vein, uses the term liberation in association with race and racism.

The next group in this section is the studies that address the disposition of self-esteem. There are four studies that dwell on this disposition explicitly or implicitly, which could be seen in Table 16. Again, all of these studies discuss self-esteem in contexts of identity.

Table 16

Four Studies Fostering ‘Self-Esteem’

Title	2nd Level Coding	Abstract	Tasks
Feminine experience: media education and gender representation	Critical analysis of representations of the woman body to improve self-esteem	“This doctoral thesis examines the ways young women experience media education in sixth form, with particular emphasis on their experience of gender representation lessons. Secondary research objectives include an examination of how young women regard the development of their own critical media literacy and how they conceive of the effects of media education on their self-esteem. Through classroom observations and interviews with A-level Media Studies teachers and female students, this research explores three key areas of focus in understanding young women’s experiences: media representations of feminine aesthetics and the sexualisation of feminine appearance, the negotiation between course material and students’ personal engagement with media, and lastly reflections on how critical media literacy is defined and developed within the Media Studies course. The thesis discusses ways in which content both constrains and enables students’ development of critical media literacy. The role of chosen exam boards, teaching styles, and forms (i.e. upper sixth form versus lower sixth form) are examined as influencing factors. Specific lessons from observations, which students reflected upon during interviews, are also discussed in order to understand the process of teaching and learning about gender representation. A feminist discourse is at times present though mostly in covert ways. A greater consideration for contemporary feminist work would resolve some of the current difficulties faced by educators in their efforts to develop students’ critical awareness, specifically when teaching about the representation of women. Female students often reflect what Gill has termed a ‘postfeminist sensibility’ (2007: 254); however, this exists in varying degrees. In certain contexts students tend to articulate more ‘traditional’ feminist values. In relation to one of the secondary research objectives, students find that A-level Media Studies improves the self-esteem of their physical appearance; however, other findings reveal that the extensive focus on textual analysis of sexualised and idealised representations of women can sometimes counter-act the aspects which students referenced as beneficial to their self-esteem. Despite many recommendations for improving the teaching of gender representation that are offered here, it is evident that some solutions are dependent on broader shifts occurring at the level of the education system” (Maharajh, 2013).	Analyzing various types of media from the lens of gender and sexualization of women’s appearance to reinforce their self-esteem

Table 16 (cont'd)*Four Studies Fostering 'Self-Esteem'*

Title	2nd Level Coding	Abstract	Tasks
Black adolescents' critical encounters with media and the counteracting possibilities of critical media literacy	Promoting critical awareness of media depictions as a catalyst for action as well as buffering negative depictions through positive sense of self	“This transformative mixed-methods research study, uniquely designed as a 12-week curriculum to facilitate critical media literacy, drew upon the principles of critical pedagogy to investigate Black adolescents' perceptions of the impact of media on their racial identities. Responding to the high rate of media consumption among Black youth, the Critical Encounters Unit engaged 79 Black high school students in the southeast United States in examining how they made sense of their media encounters. Data on participants' perceptions of the role media plays in constructing Black identities and societal perceptions of Blacks were gathered through pre-post study surveys of all participants' self-identities and media literacy, interviews with 15 participants, 467 student journals, and 15 video observation field notes. Data analyses revealed the following findings: (a) Although participants claimed limited impact of the media on their self-identities, they perceived that Black society was gravely impacted by the media; (b) Participants claimed that the images of Blacks in the media negatively impacted society's perception of Blacks; and (c) Critical media literacy heightened participants' awareness of the role of media in shaping society's knowledge about Blacks. These findings yielded several insights: (a) Critical awareness of the media was a catalyst for action; (b) The potentially negative impact of the media portrayals of Blacks were buffered by participants' positive sense of self; (c) Participants did not perceive an alarming impact of the media on their perceptions of self; however there was an acceptance of the normalized media messages about Blacks; and (d) Participants were able to identify practices within the media that marginalized Blacks; however the problematization of their own views of society based on the metastereotypes was a concern. The study highlights the need for discursive spaces in schools, communities and homes for Black adolescents to deconstruct media master narratives, problematize the role of media in their lives, and develop counter-narratives that challenge the marginalization of people of color” (Waldon, 2015).	Sharing previous experience of oppression with media, discussing popular TV from the lens of race and emotional response, analyzing media clips based on 5 Key Questions and Core Concepts of CML, problematizing and presenting a media project
The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	Engaging in pedagogies of healing in a raced classroom by creating counter-spaces on social media	“Pedagogies of healing and critical media literacy are important, especially in the wake of racial violence when mainstream media work to stigmatize, characterize, and marginalize Black youth by projecting them as dangerous Others. In this article, we offer an overview of how mainstream media reinscribe and reinforce white supremacy, which leads to anti-blackness. Next, we discuss the impact that uncritical consumption of mainstream media narratives of Black people has on media consumers and how Black youth use social media as counterspaces. We then theorize about pedagogies of healing and critical media literacy as tools to encourage Black youth to investigate, dismantle, and rewrite the damaging narratives. We conclude with sample lesson plans and a discussion of how English educators have a responsibility to use our discipline to transform our world and raise awareness of the crisis of racial injustice” (Baker-Bell et al., 2017).	Analyzing video clips and billboards to deconstruct and identify racial stereotypes, writing to the companies on social media to resist depictions, and creating protest signs for their messages by analyzing protestors' signs

Table 16 (cont'd)*Four Studies Fostering 'Self-Esteem'*

Title	2nd Level Coding	Abstract	Tasks
<p>"I can't be a princess, I don't have a princess face": critical media literacy: how can critical thinking strategies empower children to critically analyze representations and stereotypes within popular culture?</p>	<p>Examining representations to promote self-esteem, empowerment and voice against social problems</p>	<p>"This research investigates both the Critical Thinking and Critical Pedagogy approaches to critical thinking and media literacy. Through participatory action research, the instructional consequences of both approaches are explored with a group of 3rd and 4th class children in an Educate Together primary school. The data emerging, firstly, from lessons adopting a Critical Thinking approach, would suggest that this approach to media literacy is limited, in that it takes insufficient account of the social context of media messages, therefore failing to equip children with the tools necessary to unearth hidden ideologies. A Critical Pedagogy approach, on the other hand, not only views children as active participants in the process of 'reading' media but it invites them to move beyond passively accepting the text's message to question, examine, or dispute the power relations that exist between consumers and authors. Through problem-posing education (Freire, 1970), a strategy taken from Critical Pedagogy, the children in this study critically analyze representations of race, ethnicity, gender, and class, in a selection of Disney's animated movies. The study demonstrates how this approach challenges children's thinking, allowing them to question the authority of texts, explore various viewpoints, and delve into social and political issues that are often thought of as off-limits or beyond young children's capabilities. The study also demonstrates that from these conversations and textual analysis, social transformation is possible. The process of empowerment is a major aspect of transformative education and this study shows it can take many forms, from building self esteem to creating alternative media that voice opposition to social problems. The path of the researcher throughout this study is also considered in the hope that it will provide guidance on the pedagogical requirements of Critical Media Literacy (CML) for fellow teachers. The study shows that CML requires a democratic pedagogy which involves teachers for sharing power with students as they join together in the process of challenging hegemony" (Barnwell, 2010).</p>	<p>Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media texts to oppose to social problems for empowerment and social change</p>

In Baker-Bell et al. (2017), the use of pedagogies of healing with Black participants for awareness of racial injustice implicitly targets self-esteem, while Waldon (2015) focuses on countering the negative effects of media portrayals of Blacks through a positive sense of self, which is considered to be self-esteem. On the other hand, Barnwell (2010) approaches self-esteem as a result of empowerment through critical analysis of stereotypical media representation of different identities, whereas Maharajh (2013) specifically focuses on the effects of critical media education on self-esteem in face of media depictions of sexuality and the woman body.

Another group of studies under dispositions related to self is those that seek to promote voice. There are seven studies that specifically name voice as a focus, which are presented in Table 17. Six of these studies in this group are specifically set in contexts of identities.

Table 17

Seven Studies Fostering 'Voice'

Title	2nd Level Coding	Abstract	Tasks
Rap and orality: Critical media literacy, pedagogy, and cultural synchronization	Privileging interrogated student voices through the use of rap music	“Rap is a vehicle through which teachers can privilege student voices, especially those of black and Latino urban-center youth, while simultaneously teaching them to interrogate those voices. Rap can serve as literature independently without necessarily being paired with other literature” (Paul, 2000).	Analyzing images and meanings in music videos from the lenses of race, ethnicity and social class
Smart cookies: A Girl Scout learning community	Promoting girls' voice and advocacy in the form of resistance to social norms	“The reported qualitative case study examines peer dynamics and program uptake among one group of adolescent Girl Scouts in a small, predominantly White, working- and middle-class Midwestern community. Specifically, the research, which included observation, interviews, and document analysis, focused on a troop of ninth and tenth grade girls and their implementation of the Girl Scouts' Media Know-How program through the collaborative authorship and production of a radio vignette. This study braids together scholarship about gender, adolescence, popular culture, critical media literacy, and learning communities to frame an analysis of the ways participants in an informal, outside-school educational program implemented a critical literacy program designed for girls. The project was intended to add both ethnographic evidence and the voices of youth to contemporary conversations about young people's relationships to popular media, girls' experiences in a sexist society, and learning in outside-school settings. For their Media Know-How project, focal girls produced a radio spot authored to promote the goal of teen pregnancy prevention to an audience of other girls. Informants saw their enterprise, a collaboratively constructed cautionary tale, as an affirmation of their goals for future schooling and a forum for speaking against prevalent discourses of acquiescent femininity. Focal girls characterized their message, with its exhortation to postpone sexual activity, as resistant rather than reproductive of social norms. They regarded their project as both situated within and potentially informing the discourse of adolescent femininity that they witnessed and experienced in their school and community, and as offering support to girls who were navigating these social spheres. The tension between the conservatism of their message and their definition of it as progressive in its advocacy of abstinence, serves as a reminder that young people's relationships to various discursive norms (e.g., assertive girl, cool teen) are complicated. Thus, adults who offer such programs as Media Know-How cannot predict the ways various groups will implement them, any more than we can presume how girls will define resistance to delimiting social norms” (Hayes, 2004).	Discussing representations of girlhood and sexuality in media texts, and creating a radio spot to offer support to other girls in the community on these issues for emancipation

Table 17 (cont'd)*Seven Studies Fostering 'Voice'*

Title	2nd Level Coding	Abstract	Tasks
Girl Zines at Work: Feminist Media Literacy Education with Underserved Girls	Self-affirming, transgressive media use by privileging voice and agency	<p>“In this article we report on the results of a semester-long critical media literacy initiative with underserved fourth- and fifth-grade girls. Building on the work in girls' studies, feminist pedagogies and critical media studies, this project was designed to privilege girls' voices, experiences, and agency by culminating in the girls' own media production of zines-hand-made, hand-distributed booklets based around the author's interests and experiences. By examining before and after focus group interviews conducted with participants and analyzing the content of their zines, we interrogate participants' general-but hardly linear-shift from positions of celebratory, uncritical media exposure, to self-affirming, transgressive media consumption and production. Ultimately, our findings both emphasize the need for feminist critical media literacy education, and articulate its pedagogical challenges” (Moscowitz & Carpenter, 2014).</p>	Analyzing ads, documentaries, lyrics, poems on representations of gender, race, class, and creating alternative zines with lived personal experiences, aspirations, ideals out of oppression
Documentary filmmaking as critical pedagogy	Promoting citizens' voice to speak for themselves through community-based documentary making	<p>“Since the advent of portable video technology in the 1980s, not only have researchers had access to new types of visual information about people, places, and interactions, but people from all walks of life have begun to make films of their own—among them longtime victims of media exploitation and under-representation. In Taiwan, in particular, the portable video camera has been popularized and adopted by social and political activists as a tool of political activism to resist the mainstream media domination. Numbers of community colleges, NGOs, and other non-formal educational agencies have adopted new PH curricula to teach citizens to make documentary films. This process has contributed not only to the democratization of Taiwanese society but also to the democratization of the media, which in turn has enabled ordinary citizens to have a voice of their own and speak for themselves. Through Participatory Action research, this study examines the value of community-based documentary filmmaking as a learning tool for adults, especially with respect to consciousness-raising and community building. This study provides insight into the effectiveness of this Deweyan “learning by doing” type of instructional technique that has contributed to the critical understanding of the media. Accordingly, I argue that participatory action research can advance the project of developing critical media literacy, as well as to the construction of subjectivity, in the end, the development and reconfiguration of democracy in Taiwan. My intellectual inquiry tries to answer the following questions: (1) In what way can community-based filmmaking contribute to community development and the formation of a civil and democratic society in Taiwan? (2) In what way can the process of documentary filmmaking be a socially and politically transformative experience for the learner? (3) In what way can local documentary filmmaking experiences be applied to a present-day global context and contribute to the development of critical media literacy and pedagogy? My exploration of documentary filmmaking at community colleges in Taiwan can be viewed by others in order to disseminate knowledge on media as pedagogy, adult education, and social transformation” (Jiing, 2002).</p>	Making documentaries for a project to raise awareness of economic and social issues in local community for a civil and democratic society

Table 17 (cont'd)*Seven Studies Fostering 'Voice'*

Title	2nd Level Coding	Abstract	Tasks
Enhancing Visual and Critical Media Literacy in a Foreign Language Classroom through Media Production and Digital Storytelling : Students' Voice and Agency	Promoting voice and agency to foster understanding of individual differences and diversity	<p>“Grounded in the a Pedagogy of Multiliteracies (New London Group, 1996), this dissertation reports on the implementation of a fourth semester French curriculum informed by Cope and Kalantzis’s (2000, 2009, 2015) framework of learning by design , with a focus on visual and critical media literacy development to enable intermediate French students to consider multimodal texts from the perspective of consumers as well as producers and to understand the meaning potential that exists between and within the semiotic resources afforded in media production (Nelson and Kern, 2012). Drawing upon “the value of postmethod [and] postlinguistic teaching... which are not looking at language learning in the traditional sense... [but] rather at learners’ acquisition of... the ability to reflect on textualization and contextualization, considering language as one important dimension of semiosis among others” (Nelson and Kern, 2012, p. 61), this dissertation project examined how the frameworks of visual and critical media literacy within the process of design enhanced students’ voice and agency in the foreign language classroom. The first inquiry aims to explore if and how a curriculum centered around visual and critical media literacies creates the conditions to 1) foster students’ awareness of media ethics in the consumption and production of everyday media, and 2) engage students in a process of reflection upon the meanings created by semiotics resources used in mediated-texts, and their impact on shaping their vision of the world. Findings demonstrated that the implementation of visual and critical media literacy frameworks gave students the opportunity to reflect on their use of media and the ethical implications, and to foster students’ greater understanding and interest in self-reflection and considerations of others. The second inquiry aims to demonstrate, through the production of digital storytelling, how instructors might address diversity in foreign language classrooms by 1) allowing students to connect universal themes (e.g. technology, friendship, immigration) with their personal stories, and 2) by giving them the opportunities to display their uniqueness by using their own voices and positioning themselves as participative agents for social change. Findings demonstrated that digital storytelling fosters classroom diversity by allowing the exploration of individual differences and enhancing the understanding of the distinctiveness of every individual. The third inquiry, a case study explores how Digital StoryTelling (DST) 1) contributes to students’ understanding of the way semiotic resource choice and orchestration construct layers of meaning and satisfy the purposes of the message conveyed to the audience, and 2) supports students’ agency through the process of design. Findings showed the potential of using multimodality projects as they allow students’ emerging literacies to take center stage in the foreign language classroom and increase students’ agency and ‘semiotic agility’ (Prior, 2010; Thorne, 2013)” (Petit, 2017).</p>	Analyzing various media texts to learn about media ethics, applying universal themes related to diversity through digital storytelling, strengthening both self-reflection and agency for social change as well as their consideration of others

Table 17 (cont'd)*Seven Studies Fostering 'Voice'*

Title	2nd Level Coding	Abstract	Tasks
<p>"I can't be a princess, I don't have a princess face": critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?</p>	<p>Examining representations to promote self-esteem, empowerment and voice against social problems</p>	<p>"This research investigates both the Critical Thinking and Critical Pedagogy approaches to critical thinking and media literacy. Through participatory action research, the instructional consequences of both approaches are explored with a group of 3rd and 4th class children in an Educate Together primary school. The data emerging, firstly, from lessons adopting a Critical Thinking approach, would suggest that this approach to media literacy is limited, in that it takes insufficient account of the social context of media messages, therefore failing to equip children with the tools necessary to unearth hidden ideologies. A Critical Pedagogy approach, on the other hand, not only views children as active participants in the process of 'reading' media but it invites them to move beyond passively accepting the text's message to question, examine, or dispute the power relations that exist between consumers and authors. Through problem-posing education (Freire, 1970), a strategy taken from Critical Pedagogy, the children in this study critically analyze representations of race, ethnicity, gender, and class, in a selection of Disney's animated movies. The study demonstrates how this approach challenges children's thinking, allowing them to question the authority of texts, explore various viewpoints, and delve into social and political issues that are often thought of as off-limits or beyond young children's capabilities. The study also demonstrates that from these conversations and textual analysis, social transformation is possible. The process of empowerment is a major aspect of transformative education and this study shows it can take many forms, from building self esteem to creating alternative media that voice opposition to social problems. The path of the researcher throughout this study is also considered in the hope that it will provide guidance on the pedagogical requirements of Critical Media Literacy (CML) for fellow teachers. The study shows that CML requires a democratic pedagogy which involves teachers for sharing power with students as they join together in the process of challenging hegemony" (Barnwell, 2010).</p>	<p>Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media to oppose to social problems for empowerment and social change</p>

Table 17 (cont'd)*Seven Studies Fostering 'Voice'*

Title	2nd Level Coding	Abstract	Tasks
Pedagogy of difference 20: introducing interactive documentary in the context of critical media literacy	Teaching for and about individual differences to promote voice and empowerment	<p>“The rise of digital interactive technology in recent years has been accompanied by claims about the democratic promise of interactivity, placing emphasis on the empowering potential it holds for users. This research set out to explore the implications of introducing the tool of interactive documentary in a series of Critical Media Literacy interventions with young people from disadvantaged backgrounds. The rapidly evolving field of Interactive Documentary has been theorised as a new learning system, offering contemporary ways to engage with the representation of reality. Interactive Documentary could be seen as the ideal platform for addressing the purposes of Critical Media Literacy, such as foregrounding a democratic pedagogy, due to its potential to create “spaces in which individuals can speak for themselves” (Nash 2014a: 51). This thesis provides empirical evidence of the challenges of delivering the benefits of interactivity in a complex lived environment and offers a critique of some of the assumptions of the theoretical discourse of Critical Media Literacy, namely promoting student voice and empowerment. A qualitative multi-method approach was adopted for conducting this research. The methodology of Participatory Action Research (PAR) was used as the overarching framework for data collection, as this was in line with the theoretical underpinnings of this research, and provided the practical means guiding the series of Interactive Documentary workshops, which served as distinct cycles of action and reflection. I combined PAR with Visual Research Methods throughout conducting fieldwork and I deployed Discourse Analysis for analysing the data. This research was also influenced by Ethnography, in terms of foregrounding reflexivity and observing groups of young participants with an emphasis on their values and perspectives. The findings of this study contribute to a reconfiguration of a ‘Pedagogy of Difference’, a concept often found in Critical Pedagogy literature, which denotes “teaching for and about difference” (Luke 1994: 38, italics in original) in terms of gender, class, ability, race, ethnicity, religion and nationality. In reconfiguring this concept, I present a “Pedagogy of Difference 2.0” for teaching and learning with interactive documentaries and outline the technological, relational, experiential and discursive dimensions which would sustain this new approach to pedagogy. Pedagogy of Difference 2.0 embraces 11 the limitations of interactivity on young people’s media production and does not take young people’s familiarity with the technology for granted. It foregrounds the notion of engagement, taking into account the challenges that emerged from engaging participants in Critical Media Literacy interventions. This approach to pedagogy also acknowledges the development of positive relationships between educators and learners and among learners, thus encouraging a sense of empowerment through forging new social relationships. In this regard, Pedagogy of Difference 2.0 acknowledges the contextual nature of teaching and learning, moving beyond the often abstract discourse of Critical Pedagogy” (Mikelli, 2017).</p>	Creating interactive documentaries on social issues of oppression to enhance voice and empowerment

Two of these studies, Mikelli (2017) and Petit (2017) seek to foster voice in the contexts of promoting understanding of difference and diversity, while two other studies, Moscowitz and Carpenter (2014) and Hayes (2004) center voice in a gender context with a view to creating counter-narratives to hegemonic media discourse. On the other hand, Paul (2000) concerns critical use of rap music to foster interrogated voice in an ethnic and race context. Finally, Barnwell (2010) focuses on critical analysis of media depictions of various identities with a view to both empowerment and voice. The last one of these studies, Jiing (2002) centers voice in a different context, which is community building. The way voice acts in this context is its potential to raise awareness of issues facing local communities and making these issues heard through community-based documentaries.

The last group in this section is two studies that focus on some other dispositions in the same category (Table 18). One of these studies is Petit (2017), which also concentrates on the disposition of holding ethical standards through its focus on media ethics. Yosso (2000), on the other hand, emphasized self-vigilance through resilient resistance as opposed to self-doubt by way of critical analysis of representations.

Table 18

Two Studies Fostering Other Dispositions ('Holding Ethical Standards' and 'Self-Vigilance')

Title	2nd Level Coding	Abstract	Tasks
Enhancing Visual and Critical Media Literacy in a Foreign Language Classroom through Media Production and Digital Storytelling: Students' Voice and Agency	Promoting understanding of media ethics as well as students' own voice to foster diversity	<p>"Grounded in the a Pedagogy of Multiliteracies (New London Group, 1996), this dissertation reports on the implementation of a fourth semester French curriculum informed by Cope and Kalantzis's (2000, 2009, 2015) framework of learning by design , with a focus on visual and critical media literacy development to enable intermediate French students to consider multimodal texts from the perspective of consumers as well as producers and to understand the meaning potential that exists between and within the semiotic resources afforded in media production (Nelson and Kern, 2012). Drawing upon "the value of postmethod [and] postlinguistic teaching... which are not looking at language learning in the traditional sense... [but] rather at learners' acquisition of... the ability to reflect on textualization and contextualization, considering language as one important dimension of semiosis among others" (Nelson and Kern, 2012, p. 61), this dissertation project examined how the frameworks of visual and critical media literacy within the process of design enhanced students' voice and agency in the foreign language classroom. The first inquiry aims to explore if and how a curriculum centered around visual and critical media literacies creates the conditions to 1) foster students' awareness of media ethics in the consumption and production of everyday media, and 2) engage students in a process of reflection upon the meanings created by semiotics resources used in mediated-texts, and their impact on shaping their vision of the world. Findings demonstrated that the implementation of visual and critical media literacy frameworks gave students the opportunity to reflect on their use of media and the ethical implications, and to foster students' greater understanding and interest in self-reflection and considerations of others. The second inquiry aims to demonstrate, through the production of digital storytelling, how instructors might address diversity in foreign language classrooms by 1) allowing students to connect universal themes (e.g. technology, friendship, immigration) with their personal stories, and 2) by giving them the opportunities to display their uniqueness by using their own voices and positioning themselves as participative agents for social change. Findings demonstrated that digital storytelling fosters classroom diversity by allowing the exploration of individual differences and enhancing the understanding of the distinctiveness of every individual. The third inquiry, a case study explores how Digital StoryTelling (DST) 1) contributes to students' understanding of the way semiotic resource choice and orchestration construct layers of meaning and satisfy the purposes of the message conveyed to the audience, and 2) supports students' agency through the process of design. Findings showed the potential of using multimodality projects as they allow students' emerging literacies to take center stage in the foreign language classroom and increase students' agency and 'semiotic agility' (Prior, 2010; Thorne, 2013)" (Petit, 2017).</p>	Analyzing various media texts to learn about media ethics, applying universal themes related to diversity through digital storytelling, strengthening agency for social change as well as consideration of others

Table 18 (cont'd)

Two Studies Fostering Other Dispositions ('Holding Ethical Standards' and 'Self-Vigilance')

Title	2nd Level Coding	Abstract	Tasks
A critical race and LatCrit approach to media literacy: Chicana/o resistance to visual microaggressions	Promoting resilient resistance and self-vigilance through analysis of representations against self-doubt	<p>“This study utilizes media as a pedagogical tool to facilitate students' movement toward critical consciousness and transformative resistance. I draw upon critical race and LatCrit theory and adapt the Freirean critical literacy process, while utilizing the tradition of visual sociology to understand and challenge the role media plays in disguising racism as “entertainment.” Over the course of one semester, 35 Chicana/o, Latina/o community college students, who were enrolled in a Chicano Studies course, participated in this study. Initially, I conducted a survey that addressed students' self-efficacy, socioacademic status, and the frequency and types of roles that they saw Chicanas/os, Latinas/os play in English-language entertainment media. Students also responded to video-elicitation items and a casting exercise wherein they chose the race and gender of who they would like to see in various media portrayals. Then, I conducted two sessions of critical media literacy curriculum, utilizing Chicana/o entertainment media portrayals to address the links between the underlying narratives of entertainment media portrayals and social science theories about Chicanas/os. After this, I conducted the original survey again. Finally, I conducted individual interviews to assess students' experiences with and responses to the curriculum. This study recognizes that just as Chicanas/os, Latinas/os experience multiple layers of oppression; they also respond to and resist oppression in multiple ways. Interview findings indicate that when confronted with visual microaggressions, students attempt to “prove wrong” notions that Chicanas/os are stupid, lazy, and inferior to Whites. In this, students seem to be exhibiting resilient resistance; they are surviving and succeeding along the educational pipeline as a strategic response to visual microaggressions. Students' resistance strategies include: (a)reaching out to family, friends, and community, searching for role models, and taking Chicano Studies classes; and (b)reaching in and maintaining a positive outlook/attitude, developing high self-expectations, being self-vigilant, and struggling with issues of self-doubt. Overall, this research reveals the multifaceted nature of racism and oppression and the promise of resilient resistance” (Yosso, 2000).</p>	Analyzing and discussing film clips from the lens of gender, race and class, and discussing representations of stereotyped chicano/a characters from film clips to challenge the assumptions

Studies Addressing Dispositions in Relation to Others

In the category of studies that seek to promote dispositions in relation to others, there are 14 studies. These studies are divided into three groups: those that foster appreciation of individual differences, those that foster fair-mindedness and those that foster other dispositions, which will be discussed in detail.

The first group in this category is the studies that promote appreciation of individual differences. There are five studies in this group, which are presented in Table 19. All of these studies take place in contexts related to diversity.

Table 19

Five Studies Fostering ‘Appreciation of Individual Differences’

Title	2nd Level Coding	Abstract	Tasks
Pedagogy of difference 20: introducing interactive documentary in the context of critical media literacy	Teaching for and about difference to foster understanding of individual differences	<p>“The rise of digital interactive technology in recent years has been accompanied by claims about the democratic promise of interactivity, placing emphasis on the empowering potential it holds for users. This research set out to explore the implications of introducing the tool of interactive documentary in a series of Critical Media Literacy interventions with young people from disadvantaged backgrounds. The rapidly evolving field of Interactive Documentary has been theorised as a new learning system, offering contemporary ways to engage with the representation of reality. Interactive Documentary could be seen as the ideal platform for addressing the purposes of Critical Media Literacy, such as foregrounding a democratic pedagogy, due to its potential to create “spaces in which individuals can speak for themselves” (Nash 2014a: 51). This thesis provides empirical evidence of the challenges of delivering the benefits of interactivity in a complex lived environment and offers a critique of some of the assumptions of the theoretical discourse of Critical Media Literacy, namely promoting student voice and empowerment. A qualitative multi-method approach was adopted for conducting this research. The methodology of Participatory Action Research (PAR) was used as the overarching framework for data collection, as this was in line with the theoretical underpinnings of this research, and provided the practical means guiding the series of Interactive Documentary workshops, which served as distinct cycles of action and reflection. I combined PAR with Visual Research Methods throughout conducting fieldwork and I deployed Discourse Analysis for analysing the data. This research was also influenced by Ethnography, in terms of foregrounding reflexivity and observing groups of young participants with an emphasis on their values and perspectives. The findings of this study contribute to a reconfiguration of a ‘Pedagogy of Difference’, a concept often found in Critical Pedagogy literature, which denotes “teaching for and about difference” (Luke 1994: 38, italics in original) in terms of gender, class, ability, race, ethnicity, religion and nationality. In reconfiguring this concept, I present a “Pedagogy of Difference 2.0” for teaching and learning with interactive documentaries and outline the technological, relational, experiential and discursive dimensions which would sustain this new approach to pedagogy. Pedagogy of Difference 2.0 embraces 11 the limitations of interactivity on young people’s media production and does not take young people’s familiarity with the technology for granted. It foregrounds the notion of engagement, taking into account the challenges that emerged from engaging participants in Critical Media Literacy interventions. This approach to pedagogy also acknowledges the development of positive relationships between educators and learners and among learners, thus encouraging a sense of empowerment through forging new social relationships. In this regard, Pedagogy of Difference 2.0 acknowledges the contextual nature of teaching and learning, moving beyond the often abstract discourse of Critical Pedagogy” (Mikelli, 2017).</p>	Creating interactive documentaries on social issues of oppression to enhance voice and empowerment

Table 19 (cont'd)*Five Studies Fostering 'Appreciation of Individual Differences'*

Title	2nd Level Coding	Abstract	Tasks
Enhancing Visual and Critical Media Literacy in a Foreign Language Classroom through Media Production and Digital Storytelling: Students' Voice and Agency	Promoting understanding of individual differences and consideration of others through analysis of media texts	<p>“Grounded in the a Pedagogy of Multiliteracies (New London Group, 1996), this dissertation reports on the implementation of a fourth semester French curriculum informed by Cope and Kalantzis’s (2000, 2009, 2015) framework of learning by design , with a focus on visual and critical media literacy development to enable intermediate French students to consider multimodal texts from the perspective of consumers as well as producers and to understand the meaning potential that exists between and within the semiotic resources afforded in media production (Nelson and Kern, 2012). Drawing upon “the value of postmethod [and] postlinguistic teaching... which are not looking at language learning in the traditional sense... [but] rather at learners’ acquisition of... the ability to reflect on textualization and contextualization, considering language as one important dimension of semiosis among others” (Nelson and Kern, 2012, p. 61), this dissertation project examined how the frameworks of visual and critical media literacy within the process of design enhanced students’ voice and agency in the foreign language classroom. The first inquiry aims to explore if and how a curriculum centered around visual and critical media literacies creates the conditions to 1) foster students’ awareness of media ethics in the consumption and production of everyday media, and 2) engage students in a process of reflection upon the meanings created by semiotics resources used in mediated-texts, and their impact on shaping their vision of the world. Findings demonstrated that the implementation of visual and critical media literacy frameworks gave students the opportunity to reflect on their use of media and the ethical implications, and to foster students’ greater understanding and interest in self-reflection and considerations of others. The second inquiry aims to demonstrate, through the production of digital storytelling, how instructors might address diversity in foreign language classrooms by 1) allowing students to connect universal themes (e.g. technology, friendship, immigration) with their personal stories, and 2) by giving them the opportunities to display their uniqueness by using their own voices and positioning themselves as participative agents for social change. Findings demonstrated that digital storytelling fosters classroom diversity by allowing the exploration of individual differences and enhancing the understanding of the distinctiveness of every individual. The third inquiry, a case study explores how Digital StoryTelling (DST) 1) contributes to students’ understanding of the way semiotic resource choice and orchestration construct layers of meaning and satisfy the purposes of the message conveyed to the audience, and 2) supports students’ agency through the process of design. Findings showed the potential of using multimodality projects as they allow students’ emerging literacies to take center stage in the foreign language classroom and increase students’ agency and ‘semiotic agility’ (Prior, 2010; Thorne, 2013)” (Petit, 2017).</p>	Analyzing various media texts to learn about media ethics, applying universal themes related to diversity through digital storytelling, strengthening agency for social change as well as consideration of others

Table 19 (cont'd)*Five Studies Fostering 'Appreciation of Individual Differences'*

Title	2nd Level Coding	Abstract	Tasks
"Peace and Chicken" The Simpsons "do diversity" in the critical media literacy classroom	Promoting appreciation of differences through analyzing issues of diversity in media	"Now is a complicated time to be an educator. There are many facets underlying the issues that we face within our schools these days. Although we cannot tackle these challenges all at once, we can take small steps, one school, one class, and one student at a time. This thesis presents the animated TV series The Simpsons as a compelling example of the role popular culture plays in motivating and engaging student participation in the classroom. By focusing on the shows' satirical underpinnings, referential humour, and carefully-crafted subplots, The Simpsons becomes a powerful classroom tool for engaging students, as well as facilitating critical discourse around issues of diversity and promoting peaceful, interactive classroom communities. By discussing relevant educational theory as illustrated by examples of the show's tongue-in-cheek critique of our society, we will come to see The Simpsons as a valuable classroom resource (and so much more than simply a silly cartoon)" (McGillivray, 2011).	Analyzing and discussing cartoons addressing power, race, homosexuality, religious minorities, body image and class
Critical Media Literacy: Televisual Representation of Underrepresented Groups	Critical analysis of representations of LGBT and disability to guide students to see what influence they have on people with these identities and on the society	"My thesis seeks to examine the influence that popular United States television has on informing policy and cultural understandings about people that have been historically underrepresented or represented inadequately on screen. Specifically, I examine television that deals with characters or storylines that concern LGBT+ identity and disability. My aim is to interrogate depictions of marginalized bodies in U.S. TV, exploring the ideologies that are implicit in these representations with the goal of identifying strategies that allow viewers to critically examine and question these representations and their influence as well as by paying special attention to the ways in which difference is expressed, celebrated and erased. My hope is that researching how and why particular identities are represented will allow me to create interventions for youth to critically think about the influence these representations have on people inhabiting these identities off screen. I have performed a literature review of media literacy programs in the U.S. and abroad, especially those that concern a K-12 demographic. With the help of my advisor and Margaret Caldwell a teacher at Hanover High school I have conducted a small scale, media literacy initiative. With approximately 45 students I have gained data through survey responses, in class discussion, and student annotations on a multimedia analysis platform called Mediathread which is utilized by Dartmouth's Media Ecology Project. By interrogating representational strategies and tropes found in normative ideology, i.e. TV, my study can lead academics and other informed audiences to develop strategies toward new forms and tactics of media literacy with the goal of having students ask how these representations have been mediated, who has been constructing them, and how to best understand their influence" (Murphy, 2017).	Analyzing representations of disability and LGBT+ characters on TV series based on 5 Key Questions and Core Concepts of CML

Table 19 (cont'd)*Five Studies Fostering 'Appreciation of Individual Differences'*

Title	2nd Level Coding	Abstract	Tasks
Teaching about controversial groups in public schools: Critical multiculturalism and the case of Muslims since September 11	Promoting multiculturalism against stereotypical depictions of minorities for a democratic society	“This study explores some major challenges involved in teaching about controversial groups in U.S. public schools, discussing as an example education about Muslims since September 11, 2001 (9/11), and the need for students to develop accurate and balanced perceptions of others in a democratic society. In the first chapter, the two prominent educational orientations toward social difference, assimilationism and pluralism, are critically reviewed, as well as a third approach, critical multiculturalism, which is recommended here. The second chapter considers the influence of the media on young people, and argues that because predominantly negative stereotypical representations of Muslims have proliferated in the mass media and popular culture since 9/11, that associate the subjects with terrorism, critical media literacy is a crucial component of a critical multicultural approach to difference in the classroom. In the third chapter, contemporary representations of Muslims in public schools are examined (primarily in standards and textbooks), and it is argued that while many framings of the subjects are more balanced than they have been in the past, additional orientations beyond those commonly given are needed to provide students with understandings in line with the critical multicultural approach advocated for here. In the fourth chapter, model practices for teaching about the subjects using a critical multicultural orientation are discussed, along with the implications for teacher education. The fifth chapter discusses limitations of the study, including areas where additional research is needed, and the study's potential value to future research and policy work” (Jackson, 2009).	Analyzing presentations of Muslims and other minorities in various media and education system, and discussing stereotypes and multiculturalism

Three studies in the table seek to promote understanding of individual differences in issues around diversity by analyzing media representations of identities (McGillivray, 2011; Mikelli, 2017; Petit, 2017). Murphy (2017) focuses specifically on representations of LGBT+ and disability so as to help students think critically about the influences of their portrayals on the society and on people with these identities. Finally, Jackson (2009) emphasizes the importance of multicultural education by focusing on stereotypical representations of Muslims in media.

The second group in this category is the studies that seek to promote fair-mindedness. There are six studies in this group, which are shown in Table 20.

Table 20*Six Studies Fostering 'Fair-Mindedness'*

Title	2nd Level Coding	Abstract	Tasks
When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Promoting healthy and positive acts of resistance to social inequalities for a social justice agenda	<p>“Low-income youth of color, particularly in this nation's segregated urban schools, face a crisis in access to higher education. This dissertation examines an educational intervention called Step to College (Step), which aimed to disrupt educational inequalities for one untracked urban high school class of African American and Latina/o youth during their sophomore through senior years. Step is a university and school partnership that aims to prepare the students for enrollment in four-year universities and foster in them the commitment to resisting inequalities in transformative ways. This study analyzes Step's curriculum and pedagogy, the interweaving influences in students' lives in addition to Step, and the impacts of Step on the youths' academic achievement, college going, and social justice endeavors. I employed critical ethnographic research methods and researched <i>con cariño</i> (with authentic care) to understand how classroom teachers can explicitly attempt to pave critical college pathways for underserved youth. In addition to ethnographic methods this research approach entailed building reciprocal relationships with the research participants, being deeply committed to the welfare of the school and community, and paying attention to the particular needs of the school. I examined the Step program using theories of transformational resistance, critical and culturally relevant pedagogies, authentic care, critical media literacy, and critical college access. This dissertation provides important insights about classroom teaching practices that enhance students' opportunities to attend college and nurture their engagement in healthy and positive acts of resistance against social inequities. The key aspects of the Step pedagogical approach include (1) high expectations and academic rigor, (2) critical, culturally relevant, and project-based course content and delivery, (3) intensive supports, (4) caring, family-like relationships, (5) and an emphasis on self-discipline. While the Step students encountered multiple influences in their lives that both promoted and impeded their access to college and their commitments to social justice, the Step pedagogical approach also had profound impacts on the youth. This untracked cohort of students (high- and low-achieving students placed together in a college preparatory class) persisted through high school and into four-year universities at much higher rates than their peers. They also resisted educational and social inequalities by engaging in peaceful protests, distributing critical youth-led research, influencing friends and family in positive ways, and going to college with the purpose of gaining knowledge, skills, and resources to empower their home communities. This study informs our understanding of how to create and sustain the conditions necessary for enhancing college access and transformational resistance across school and community contexts” (Hidalgo, 2011).</p>	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights
Critical Race Media Literacy: Challenging Deficit Discourse about Chicanas/os	Challenging racism in media depictions to center racial injustice in a raced classroom	<p>“Discusses critical media literacy as an educator's tool to raise social consciousness. Highlights critical race theory and the critical literary process of Paul Friere to understand and challenge racism in entertainment media. Describes a critical media literacy curriculum, focusing particularly on American feature films, which was presented to Chicano/a students attending a California community college and outlines the students' responses to it” (Yosso, 2002).</p>	Analyzing a film in an educational context based on race and stereotypes, and challenging assumptions

Table 20 (cont'd)*Six Studies Fostering 'Fair-Mindedness'*

Title	2nd Level Coding	Abstract	Tasks
The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	Engaging in pedagogy of healing against racism to raise awareness of social injustices	“Pedagogies of healing and critical media literacy are important, especially in the wake of racial violence when mainstream media work to stigmatize, characterize, and marginalize Black youth by projecting them as dangerous Others. In this article, we offer an overview of how mainstream media reinscribe and reinforce white supremacy, which leads to anti-blackness. Next, we discuss the impact that uncritical consumption of mainstream media narratives of Black people has on media consumers and how Black youth use social media as counterspaces. We then theorize about pedagogies of healing and critical media literacy as tools to encourage Black youth to investigate, dismantle, and rewrite the damaging narratives. We conclude with sample lesson plans and a discussion of how English educators have a responsibility to use our discipline to transform our world and raise awareness of the crisis of racial injustice” (Baker-Bell et al., 2017).	Analyzing video clips and billboards to deconstruct and identify racial stereotypes, writing to the companies on social media to resist the depictions, and creating protest signs for their messages by analyzing protestors' signs
Critical media literacy in K-5 classrooms: Three teachers' commitment to equity and access	Promoting a commitment to social justice for students through CML	“This study applied critical theory along with the critical media literacy framework to help position and analyze this study. The framework was used as a tool to analyze data to produce findings. The purpose of this study was to examine promising practices and construct a common understanding of Critical Media Literacy (CML) and what it looked like in practice. This study used a qualitative design to capture the commitment, benefits, resources, and structures that teaching CML entailed in three elementary classrooms. Data sources in this study were observations, formal, and informal interviews, researcher memos, and classroom documents such as lesson plans, charts, and student work. This study focused on a problem of practice in teaching CML in the elementary classroom. Specifically, when it is taught, what are the constraints and how can we recognize its potential? Findings from this study indicate that among the three participants studied, CML was a pre-established commitment to an ideology framed as a means to achieve a social justice agenda. This study impacts the literature by providing information on how teachers view the benefits of using CML in elementary classrooms, what CML looks like in practice, and factors that led to their commitment in providing their students the opportunity to be media literate and to promote social justice in their classrooms” (Limon Recendez, 2014).	Discussing issues of concern in the local community, discussing media on social justice, racial, religious stereotypes, and doing media projects related to these issues

Table 20 (cont'd)*Six Studies Fostering 'Fair-Mindedness'*

Title	2nd Level Coding	Abstract	Tasks
A case study: Snapshots of the politics of English textbooks on language, literacy, and culture for Korean students	Critical analysis of English text book in terms of its lack of multiculturalism to make students understand their role as agents of social justice	<p>“The primary purpose of this study was to explore 10 participants' perceptions about learning an English critical textbook to have the educational principles of multicultural education, critical media literacy, and critical pedagogy. This study collected qualitative data about participants' perceptions and experiences as they became critical by learning an English critical textbook. In the middle and at the end of the teaching period, data were collected from participants through videotaping, audiotaping, or fieldnotes. The findings included: First, 10 participants agreed that the official English textbooks made by the major publishing companies under control of the government colonized Korean students consciously or unconsciously through excessive beautification and idealization of American culture. 8 participants voiced that they overall preferred not to use the existing authorized English textbooks. Second, all participants agreed that English tests in Korea were strongly related with success. They agreed that test-driven learning and teaching were big stress to students and the cramming system of education was a big obstacle to prevent students' creative and critical thinking. Two participants voiced that the reality associated with English test in Korea should not be disregarded. Contrastingly, the other side supported that an English critical textbook should be applied as a major part of class for preparation of authenticity, motivation, and feedback. They agreed that an English critical textbook offered authenticity, motivation, and feedback which could obtain good results in English tests and students' critical thinking. Finally, data demonstrated that multicultural education, critical media literacy and critical pedagogy were certainly needed for the students in Korean society which was increasingly more multicultural. The data also supported that an English critical textbook was useful to make students realize their roles as agents of change for social justice in the absurd reality of neoliberalism. All participants expressed their opinion that the existing official English textbooks should include the critical topics to emphasize the educational principles of multicultural education, critical media literacy, and critical pedagogy for making Korean students realize their own role in the absurd reality and perceive the mentally colonized reality surrounding them” (Yun, 2008).</p>	Analyzing English textbooks to discuss the need for inclusion of topics of multiculturalism, different cultures, class, identities and minority groups, positioning students as agents of social change

Table 20 (cont'd)*Six Studies Fostering 'Fair-Mindedness'*

Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	Promoting fair-mindedness through awareness raising of violence and stereotypes in games to guide students to create socially just games	"Critical media literacy (Kellner & Share, 2005) may better equip children to interpret videogame content and to create games that are nonviolent and socially just. Videogames are growing in popularity in classrooms. Yet educators and parents have concerns about the violent and stereotypical content they include. An earlier study based on the curriculum <i>Beyond Blame: Challenging Violence in the Media</i> (Webb, Martin, Afifi, & Kraus, 2009) examined the value of a media awareness curriculum. In this mixed-method study, I explored the effectiveness of a critical media literacy program that incorporated collaboratively creating nonviolent or socially-just games in teaching fourth-grade students the factors of awareness of violence, marketing, and critical media literacy. Qualitative data collected from teacher reflection notes, student journals, Scratch projects, and interviews revealed the positive effects of the program. Quantitative data supported these conclusions. This highlights the need for schools to engage students in computer programming as a means to learn academics, while educating students in critical media literacy to better enable them to navigate wisely the media saturated world in which they live. In learning programming, students engage in collaborative work, their interactions helping them to collectively create meaning for the symbols they create. Set in a framework of critical media literacy and symbolic interactionism (Blumer, 1969; Mead, 1934), this study provides an innovative model for teaching computer programming and critical media literacy skills to students" (Gregg, 2014).	Learning about violence, marketing and 5 Core Concepts of CML, analyzing videogame trailers from violence perspective, keeping journals for reflection, creating non-violent videogame trailer projects, discussing what is learned with family members for activism and social justice.
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Four of these studies make strong emphasis on a commitment to a social justice agenda as an objective of CML education (Baker-Bell et al., 2017; Hidalgo, 2011; Limon Recendez, 2014; Yun, 2008). Yosso (2002), on the other hand, has a clear focus on challenging racism. The reason why this anti-racist agenda is placed under fair-mindedness rather than appreciation for individual differences is that the audience in Yosso (2002) is already a classroom of raced students, for whom this is a social justice agenda. Finally, Gregg (2014) runs a partial social justice agenda from the angle of social justice and stereotypes in video games, encouraging the students to create socially just games without violence.

The final three studies are grouped as fostering other dispositions in relation to others as they target different dispositions though some are somewhat similar.

These studies are presented in Table 21.

Table 21

Three Studies Fostering Other Dispositions in Relation to Others (‘Open-Mindedness’, ‘Respect for Alternative Viewpoints’ and ‘Skepticism’)

Title	2nd Level Coding	Abstract	Tasks
Teaching Critical Reading: Media Literacy in the High School Classroom	Increasing students' sensitivity to patterns of stereotyping for open-mindedness	<p>“The present qualitative action research study was conducted to examine student-participant perceptions and performance in a critical media literacy unit in an Advanced Placement English Language and Composition (AP ELC) classroom. Critical media literacy skills and, specifically, rhetorical analysis skills, are tested on the end-of-course AP ELC exam. The teacher-researcher designed a four-week unit, Reading Mass Media, and implemented it with 38 student-participants in two sections of AP ELC taught by the teacher-researcher in a racially and economically diverse rural South Carolina high school. The purpose of the present action research is to describe student-participants’ performance and perceptions during the implementation of the Unit, which included rhetorical analysis of several popular culture texts (e.g., print advertisements, commercials, and movie trailers) as well as an investigation of issues of representation in the media. Though various types of media texts were used in the Unit, print advertisements were prioritized because student-participants from low socioeconomic backgrounds may have had limited access to online texts, which could affect their readiness to apply and develop new literacies. Action research methodology was used to answer the research question: What is the impact of a rhetorical analysis unit using critical media literacy on an Advanced Placement English Language and Composition class? Data collection included a pretest and pre-instruction survey, classroom observations, a posttest and post-instruction survey, and a focus-group interview. The pretest and posttest examined changes in student-participant performance, and the pre- and post-instructional surveys examined changes in student-participant perspectives. Classroom observations and the focus-group interview were used for triangulation. Findings include the following themes: The Unit improved student-participants’ confidence and performance with the skills of rhetorical analysis, increased student-participants’ sensitivity to patterns of representation and stereotyping, promoted the critical reading of media texts, and encouraged active student-participant engagement. Overall, student-participants enjoyed the Unit, describing it as interesting, relevant, eye-opening, and useful in developing the skills of rhetorical analysis. The teacher-researcher used these themes to develop an action plan, which includes updating the Unit for use with future AP ELC classes, developing professional development sessions to share findings and strategies, and working with district officials to design a media literacy course” (Anderson, 2019).</p>	Analyzing and interpreting print ads and TV commercials based on 5 Key Questions of CML focusing on representations and stereotypes for critical consciousness

Table 21 (cont'd)*Three Studies Fostering Other Dispositions in Relation to Others ('Open-Mindedness', 'Respect for Alternative Viewpoints' and 'Skepticism')*

Title	2nd Level Coding	Abstract	Tasks
Critical Media Literacy in Middle School: Exploring the Politics of Representation	Using media representations to promote democratic classrooms as respect for alternative viewpoints	“Schools are places where students can learn to transform society. In classrooms that embrace a pedagogy of critical media literacy, space should be made for students to analyze and critique dominant narratives. This study relates issues around the textual transactions of a group of middle school students who participated in an after-school club focusing on critical media literacy. By looking at their engagements with media, I explore issues relevant for teachers who wish to incorporate media education in the curriculum. What follows adds to scholarship in the areas of critical media literacy and points to the power of video as a teaching tool in democratic classrooms” (Gainer, 2010). (Missing abstract: introductory paragraph is used)	Analyzing films, documentaries and videos to discuss representations of social issues and identity in schools, making a short film/video of personal representation of schooling
The role of media literacy and pro-health entertainment programs in changing adolescents' perceptions of alcohol and alcohol advertising	Promoting skepticism toward media messages to combat promotion of alcohol in media	“With an increasing attention to entertainment-education in its applicability to health promotion in the U.S., children educated in more than two decades of media literacy movements might have a seemingly different perspective toward the media. One burning question of whether we should teach children and adolescents to critically examine media messages and forgo the potentially artistic or educational values of the media needs to be addressed. With a mixture of positive and negative alcohol messages in the media, can media literacy and pro-health entertainment work together in the context of alcohol prevention education? Experiment 1 examined the implications of a critical and a balanced approach to media literacy and found that adolescent boys and girls had different degrees of receptiveness to the instructional perspectives. A critical media literacy lesson made adolescent boys think characters on television as less realistic and believe that drinking alcohol had negative consequences. Adolescent girls benefited from a balanced evaluative approach as their media skepticism attitude was enhanced. Evaluative approaches also impacted adolescents' interpretations of pro-health entertainment programs. Adolescent boys continuously gained the most from a critical perspective as they trusted the alcohol misuse consequences depicted in the shows and in fact had a heightened level of media skepticism, which was not immediately observable after receiving the media education. The balanced media evaluative approach helped adolescent girls' think twice about the media as they still had a significant level of media skepticism. Experiment 2, employing a simplified media education that only focused on television programs, found that a positive evaluative approach to media literacy increased adolescents' media skepticism and it also had crucial influences on other key decision-making process. Overall, different evaluative approaches to media literacy were found to have varying degree of effectiveness and ineffectiveness on adolescent boys' and girls' interpretation of alcohol and pro-health entertainment programs. Media literacy advocates are challenged to explore what defines media literacy. Systematic evaluations of media literacy concerning adolescents' sex, learning styles, and cognitive needs should be provided to enhance our understanding of the implications media education has on adolescents' health decision-making with regard to alcohol” (Chen, 2008).	Analyzing alcohol ads to adopt pro-health practices and develop media skepticism

Anderson (2019) is a study seeking to increase students' sensitivity toward patterns of stereotyping and representations. The difference of this study from those grouped under appreciation of individual differences is the lack of a specific, stereotyped identity, but there is a broad understanding of stereotypical representations. Thus, Anderson (2019) is considered to target open-mindedness. Gainer (2010) focuses on reinforcing democratic atmosphere in the classroom, which is why it is considered to center on respect for alternative viewpoints. Lastly, Chen (2008) seeks to promote media skepticism in raising awareness of manipulative media images and texts to encourage alcohol consumption.

Studies Addressing Dispositions in Relation to World

Another category of critical dispositions is those in relation to world. Under this category, there are 12 studies in total that promote two different dispositions. The first group is the studies that promote interest. Since this category is toward 'world', interest as a disposition is here considered to involve an active interest in learning about and/or acting for issues around the individual. There are eight studies in this group, which are shown in Table 22.

Table 22

Eight Studies Fostering 'Interest'

Title	2nd Level Coding	Abstract	Tasks
Black Girls and Critical Media Literacy for Social Activism	Promoting interest in Black women's' activism to affect change	"Despite the largely degrading media representations of Blackness, historically, Black girls and women have been strong activists, disrupting narratives the media conveys about Black girl- and womanhood. Centering Black girls' lived experience through critical media literacy can give them the opportunity to develop the language to identify, deconstruct, and problematize the complexity of power operating in media and negotiate visibility by counter-narrating racist, sexist, and classist media narratives with authentic stories of Black girlhood. This article centralizes Black girls in media literacy by articulating the aims of the individual and collective endeavors of the Black Girls' Literacies Collective (BGLC). The author unpacks critical media literacy for classroom teachers and shares practical ways to employ media literacy for youth social activism to alter the educational landscape to effect change" (McArthur, 2019).	Analyzing videos, TV and films to address consumerism and stereotypes of identities, writing counternarratives in a variety of media

Table 22 (cont'd)*Eight Studies Fostering 'Interest'*

Title	2nd Level Coding	Abstract	Tasks
Enhancing Visual and Critical Media Literacy in a Foreign Language Classroom through Media Production and Digital Storytelling: Students' Voice and Agency	Promoting interest in and understanding of individual differences and diversity	<p>“Grounded in the a Pedagogy of Multiliteracies (New London Group, 1996), this dissertation reports on the implementation of a fourth semester French curriculum informed by Cope and Kalantzis’s (2000, 2009, 2015) framework of learning by design , with a focus on visual and critical media literacy development to enable intermediate French students to consider multimodal texts from the perspective of consumers as well as producers and to understand the meaning potential that exists between and within the semiotic resources afforded in media production (Nelson and Kern, 2012). Drawing upon “the value of postmethod [and] postlinguistic teaching... which are not looking at language learning in the traditional sense... [but] rather at learners’ acquisition of... the ability to reflect on textualization and contextualization, considering language as one important dimension of semiosis among others” (Nelson and Kern, 2012, p. 61), this dissertation project examined how the frameworks of visual and critical media literacy within the process of design enhanced students’ voice and agency in the foreign language classroom. The first inquiry aims to explore if and how a curriculum centered around visual and critical media literacies creates the conditions to 1) foster students’ awareness of media ethics in the consumption and production of everyday media, and 2) engage students in a process of reflection upon the meanings created by semiotics resources used in mediated-texts, and their impact on shaping their vision of the world. Findings demonstrated that the implementation of visual and critical media literacy frameworks gave students the opportunity to reflect on their use of media and the ethical implications, and to foster students’ greater understanding and interest in self-reflection and considerations of others. The second inquiry aims to demonstrate, through the production of digital storytelling, how instructors might address diversity in foreign language classrooms by 1) allowing students to connect universal themes (e.g. technology, friendship, immigration) with their personal stories, and 2) by giving them the opportunities to display their uniqueness by using their own voices and positioning themselves as participative agents for social change. Findings demonstrated that digital storytelling fosters classroom diversity by allowing the exploration of individual differences and enhancing the understanding of the distinctiveness of every individual. The third inquiry, a case study explores how Digital StoryTelling (DST) 1) contributes to students’ understanding of the way semiotic resource choice and orchestration construct layers of meaning and satisfy the purposes of the message conveyed to the audience, and 2) supports students’ agency through the process of design. Findings showed the potential of using multimodality projects as they allow students’ emerging literacies to take center stage in the foreign language classroom and increase students’ agency and ‘semiotic agility’ (Prior, 2010; Thorne, 2013)” (Petit, 2017).</p>	Analyzing various media texts to learn about media ethics, applying universal themes related to diversity through digital storytelling, strengthening agency for social change as well as consideration of others

Table 22 (cont'd)*Eight Studies Fostering 'Interest'*

Title	2nd Level Coding	Abstract	Tasks
A case study: Snapshots of the politics of English textbooks on language, literacy, and culture for Korean students	Critical analysis of a text book to raise awareness in students to understand their role as agents of social justice	<p>“The primary purpose of this study was to explore 10 participants' perceptions about learning an English critical textbook to have the educational principles of multicultural education, critical media literacy, and critical pedagogy. This study collected qualitative data about participants' perceptions and experiences as they became critical by learning an English critical textbook. In the middle and at the end of the teaching period, data were collected from participants through videotaping, audiotaping, or fieldnotes. The findings included: First, 10 participants agreed that the official English textbooks made by the major publishing companies under control of the government colonized Korean students consciously or unconsciously through excessive beautification and idealization of American culture. 8 participants voiced that they overall preferred not to use the existing authorized English textbooks. Second, all participants agreed that English tests in Korea were strongly related with success. They agreed that test-driven learning and teaching were big stress to students and the cramming system of education was a big obstacle to prevent students' creative and critical thinking. Two participants voiced that the reality associated with English test in Korea should not be disregarded. Contrastingly, the other side supported that an English critical textbook should be applied as a major part of class for preparation of authenticity, motivation, and feedback. They agreed that an English critical textbook offered authenticity, motivation, and feedback which could obtain good results in English tests and students' critical thinking. Finally, data demonstrated that multicultural education, critical media literacy and critical pedagogy were certainly needed for the students in Korean society which was increasingly more multicultural. The data also supported that an English critical textbook was useful to make students realize their roles as agents of change for social justice in the absurd reality of neoliberalism. All participants expressed their opinion that the existing official English textbooks should include the critical topics to emphasize the educational principles of multicultural education, critical media literacy, and critical pedagogy for making Korean students realize their own role in the absurd reality and perceive the mentally colonized reality surrounding them” (Yun, 2008).</p>	Analyzing English textbooks to discuss the need for inclusion of topics of multiculturalism, different cultures, class, identities and minority groups, positioning students as agents of social change
Black Feminism and Critical Media Literacy: Moving from the Margin to the Center: Feminism, Race, Transnationalism	Promoting interest in everyday activism of Black women through analyzing representation of gender and race	<p>“The topic grounded in this essay was inspired by the interactions had and stories shared by an intergenerational group of Black women (including the three coauthors) who termed their regular meetings "the Black Women's Gathering Place." During meetings, discussions ranged from popular culture and political events to everyday experiences with racism, sexism, and other burning topics that need sisterly advice. Eventually the group became a place where members not only supported and leaned on each other's shoulders for comfort, but also engaged in practices of everyday activism as described by Patricia Hill Collins (2000) and heeded Bell Hooks's (1997) call to critically examine media (re)presentations of Black women. The lesson plan that follows the essay represents an expansion of the learning space created by the Black Women's Gathering Place. It provides an educational opportunity for students to develop critical media literacy skills grounded in a Black feminist approach” (Patterson et al., 2016).</p>	Analyzing representations of women and sexuality in TV shows and movies based on 5 Key Questions, discussing active engagement and activism and how to position as activists

Table 22 (cont'd)*Eight Studies Fostering 'Interest'*

Title	2nd Level Coding	Abstract	Tasks
Case studies of how community media enact literacy and activism in the public sphere	Promoting interest in active and empowering involvement in social and political issues through community-media learning	<p>“Mainstream mass media of the 21st century consists of a few corporate monopolies. In response, citizens seek media literacy and empowering participation through community-based media in what Habermas discussed as the public sphere. The purpose of this study is the examination of the social learning processes of media literacy initiated by community-based media, and how community media users become actively involved in socially and politically motivated hegemonic struggles. Some people initially become involved in community media to learn how to use equipment and be creative, but others intend to affect social and political change. Strategic activity using the tool of localized, mediated communication may be related to what Gramsci referred to as a war of position, and Buckingham has addressed as a form of preparation. A triangulation of qualitative and quantitative methods focuses on the review of data collected in four case studies, a community media studies blog and curriculum. The analysis of data explores a continuum of community media literacy along a spectrum. The educational outcomes of media literacy may be considered in a continuum that ranges from informational media literacy (I.M.L.) at an entry level, to critical media literacy (C.M.L.). Weick's social organizing model serves as a scholarly map for how this activity and learning takes place, aligned with the grassroots organizing strategies of community activists. A study of how these social learning processes in community media education contribute to media literacy is important in an era of concern about the imposing influence of monopolizing media. The research will reveal the important role of community media as human rights, the environment, and even entire cultures are threatened in a diverse and globalizing society. This information may be transferable to more formalized programs of media education in schools. At a time when scarcity of finances and resources in community media is of concern, the findings may contribute to their relevance and sustenance. In addition, other studies in community media will be motivated in the academy and elsewhere” (Caton-Rosser, 2006).</p>	Analyzing various media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism
Critical media literacy in action: Uniting theory, practice and politics in media education	Promoting civic engagement about and interest in the local community and creating alternative media to address the issues	<p>“As media literacy is a growing field, there exist a number of distinct approaches to media education with varied political significance. Approaches such as protectionism, media arts education, and critical media literacy draw upon diverse theoretical traditions. Often overlooked in these traditions is the Critical Theory of the Frankfurt School. By implementing some key theoretical concepts from the work of the Frankfurt School into the design of a media education program, this project intends to test an approach to media literacy education that encourages critical political participation among young people. This program was conducted at an high school in Denver. Students engaged in Youth Participatory Action Research-oriented media education project in which they used media analysis activities to gather information on issues facing their community. They then worked in groups to create alternative media that somehow addressed these issues. The project—including the pedagogical methods and student praxis—were documented using participant observation, in-depth interviews, and journals. These materials were then analyzed to determine the relative effectiveness of the program in encouraging the development of students' critical consciousness and civic engagement” (Thevenin, 2012).</p>	Discussing how to overcome contradictions within society for emancipation, analyzing uniformity in media messages, developing media projects on an issue facing the local community, and producing alternative media

Table 22 (cont'd)*Eight Studies Fostering 'Interest'*

Title	2nd Level Coding	Abstract	Tasks
Documentary filmmaking as critical pedagogy	Promoting citizens' voice to speak for themselves through interest in community-based documentary making	<p>“Since the advent of portable video technology in the 1980s, not only have researchers had access to new types of visual information about people, places, and interactions, but people from all walks of life have begun to make films of their own—among them longtime victims of media exploitation and under-representation. In Taiwan, in particular, the portable video camera has been popularized and adopted by social and political activists as a tool of political activism to resist the mainstream media domination. Numbers of community colleges, NGOs, and other non-formal educational agencies have adopted new PH curricula to teach citizens to make documentary films. This process has contributed not only to the democratization of Taiwanese society but also to the democratization of the media, which in turn has enabled ordinary citizens to have a voice of their own and speak for themselves. Through Participatory Action research, this study examines the value of community-based documentary filmmaking as a learning tool for adults, especially with respect to consciousness-raising and community building. This study provides insight into the effectiveness of this Deweyan “learning by doing” type of instructional technique that has contributed to the critical understanding of the media. Accordingly, I argue that participatory action research can advance the project of developing critical media literacy, as well as to the construction of subjectivity, in the end, the development and reconfiguration of democracy in Taiwan. My intellectual inquiry tries to answer the following questions: (1) In what way can community-based filmmaking contribute to community development and the formation of a civil and democratic society in Taiwan? (2) In what way can the process of documentary filmmaking be a socially and politically transformative experience for the learner? (3) In what way can local documentary filmmaking experiences be applied to a present-day global context and contribute to the development of critical media literacy and pedagogy? My exploration of documentary filmmaking at community colleges in Taiwan can be viewed by others in order to disseminate knowledge on media as pedagogy, adult education, and social transformation” (Jiing, 2002).</p>	Making documentaries for a project to raise awareness of economic and social issues in local community for a civil and democratic society
Embracing the Messiness of Research: Documentary Video Composing as Embodied, Critical Media Literacy	Promoting interest in issues facing the community by engaging in community-based media	<p>“Documentary video composition can be a form of embodied research as seen in the composing process of one group of high school students who research public transportation, paying special attention to embodied learning via field-based research and multimodality” (Doerr-Stevens, 2017).</p>	Making documentaries related to local community for social change, holding interviews with locals for documentaries addressing social and political issues and stereotyped identities in the community

Four of these studies concentrate on community-based media production centering on creating interest around issues facing the local community (Caton-Rosser, 2006; Doerr-Stevens, 2017; Jiing, 2002; Thevenin, 2012). Two other studies (McArthur, 2019; Patterson et al., 2016) make an emphasis on promoting activism as a disposition. Since activism requires an active interest in issues around the individual, they are considered to promote interest. Finally, Petit (2017) and Yun (2008) seek to make students understand their roles and act as agents of social change, which requires an active interest.

The final group in this category is the studies that try to promote the disposition to see both sides of an issue. There are four studies in this group, which can be seen in Table 23.

Table 23

Four Studies Fostering ‘Seeing Both Sides of an Issue’

Title	2nd Level Coding	Abstract	Tasks
Critical Media Literacy: Televisual Representation of Underrepresented Groups	Critical analysis of representations of LGBT and disability to guide students to see what influence they have on people with these identities and on the society	“My thesis seeks to examine the influence that popular United States television has on informing policy and cultural understandings about people that have been historically underrepresented or represented inadequately on screen. Specifically, I examine television that deals with characters or storylines that concern LGBT+ identity and disability. My aim is to interrogate depictions of marginalized bodies in U.S. TV, exploring the ideologies that are implicit in these representations with the goal of identifying strategies that allow viewers to critically examine and question these representations and their influence as well as by paying special attention to the ways in which difference is expressed, celebrated and erased. My hope is that researching how and why particular identities are represented will allow me to create interventions for youth to critically think about the influence these representations have on people inhabiting these identities off screen. I have performed a literature review of media literacy programs in the U.S. and abroad, especially those that concern a K-12 demographic. With the help of my advisor and Margaret Caldwell a teacher at Hanover High school I have conducted a small scale, media literacy initiative. With approximately 45 students I have gained data through survey responses, in class discussion, and student annotations on a multimedia analysis platform called Mediathread which is utilized by Dartmouth’s Media Ecology Project. By interrogating representational strategies and tropes found in normative ideology, i.e. TV, my study can lead academics and other informed audiences to develop strategies toward new forms and tactics of media literacy with the goal of having students ask how these representations have been mediated, who has been constructing them, and how to best understand their influence” (Murphy, 2017).	Analyzing representations of disability and LGBT+ characters on TV series based on 5 Key Questions and Core Concepts of CML

Table 23 (cont'd)*Four Studies Fostering 'Seeing Both Sides of an Issue'*

Title	2nd Level Coding	Abstract	Tasks
<p>"I can't be a princess, I don't have a princess face": critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?</p>	<p>Examining representations to move beyond passively accepting textual messages</p>	<p>"This research investigates both the Critical Thinking and Critical Pedagogy approaches to critical thinking and media literacy. Through participatory action research, the instructional consequences of both approaches are explored with a group of 3rd and 4th class children in an Educate Together primary school. The data emerging, firstly, from lessons adopting a Critical Thinking approach, would suggest that this approach to media literacy is limited, in that it takes insufficient account of the social context of media messages, therefore failing to equip children with the tools necessary to unearth hidden ideologies. A Critical Pedagogy approach, on the other hand, not only views children as active participants in the process of 'reading' media but it invites them to move beyond passively accepting the text's message to question, examine, or dispute the power relations that exist between consumers and authors. Through problem-posing education (Freire, 1970), a strategy taken from Critical Pedagogy, the children in this study critically analyze representations of race, ethnicity, gender, and class, in a selection of Disney's animated movies. The study demonstrates how this approach challenges children's thinking, allowing them to question the authority of texts, explore various viewpoints, and delve into social and political issues that are often thought of as off-limits or beyond young children's capabilities. The study also demonstrates that from these conversations and textual analysis, social transformation is possible. The process of empowerment is a major aspect of transformative education and this study shows it can take many forms, from building self esteem to creating alternative media that voice opposition to social problems. The path of the researcher throughout this study is also considered in the hope that it will provide guidance on the pedagogical requirements of Critical Media Literacy (CML) for fellow teachers. The study shows that CML requires a democratic pedagogy which involves teachers for sharing power with students as they join together in the process of challenging hegemony" (Barnwell, 2010).</p>	<p>Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media texts to oppose to social problems for empowerment and social change</p>

Table 23 (cont'd)*Four Studies Fostering 'Seeing Both Sides of an Issue'*

Title	2nd Level Coding	Abstract	Tasks
Teaching Critical Reading: Media Literacy in the High School Classroom	Increasing students' sensitivity to patterns of representations and stereotyping	<p>“The present qualitative action research study was conducted to examine student-participant perceptions and performance in a critical media literacy unit in an Advanced Placement English Language and Composition (AP ELC) classroom. Critical media literacy skills and, specifically, rhetorical analysis skills, are tested on the end-of-course AP ELC exam. The teacher-researcher designed a four-week unit, Reading Mass Media, and implemented it with 38 student-participants in two sections of AP ELC taught by the teacher-researcher in a racially and economically diverse rural South Carolina high school. The purpose of the present action research is to describe student-participants’ performance and perceptions during the implementation of the Unit, which included rhetorical analysis of several popular culture texts (e.g., print advertisements, commercials, and movie trailers) as well as an investigation of issues of representation in the media. Though various types of media texts were used in the Unit, print advertisements were prioritized because student-participants from low socioeconomic backgrounds may have had limited access to online texts, which could affect their readiness to apply and develop new literacies. Action research methodology was used to answer the research question: What is the impact of a rhetorical analysis unit using critical media literacy on an Advanced Placement English Language and Composition class? Data collection included a pretest and pre-instruction survey, classroom observations, a posttest and post-instruction survey, and a focus-group interview. The pretest and posttest examined changes in student-participant performance, and the pre- and post-instructional surveys examined changes in student-participant perspectives. Classroom observations and the focus-group interview were used for triangulation. Findings include the following themes: The Unit improved student-participants’ confidence and performance with the skills of rhetorical analysis, increased student-participants’ sensitivity to patterns of representation and stereotyping, promoted the critical reading of media texts, and encouraged active student-participant engagement. Overall, student-participants enjoyed the Unit, describing it as interesting, relevant, eye-opening, and useful in developing the skills of rhetorical analysis. The teacher-researcher used these themes to develop an action plan, which includes updating the Unit for use with future AP ELC classes, developing professional development sessions to share findings and strategies, and working with district officials to design a media literacy course” (Anderson, 2019).</p>	Analyzing and interpreting print ads and TV commercials based on 5 Key Questions of CML focusing on representations and stereotypes for critical consciousness

Table 23 (cont'd)*Four Studies Fostering 'Seeing Both Sides of an Issue'*

Title	2nd Level Coding	Abstract	Tasks
KRS -One going against the grain: A critical study of rap music as a postmodern text	Use of rap music to transform students' roles from passively accepting mainstream stereotypes and narratives to an active and empowered one	<p>“We live in a society that is continually evolving, and yet somehow it has become generally accepted that schooling should not change. Realistically, the world is different and continuously changing, and we change with it. Schools must follow suit, particularly with literacy education. This study argues for the inclusionary practice of studying and interpreting postmodern texts in today's school curriculum using a cultural studies and critical theory approach, thus creating a transformative or cultural curriculum. Such an approach transforms the role of students from one of passivity and silence to one that is active, empowering, and liberating. An empowering critical education can be achieved by including multiple critical literacies into the existing curriculum. Therefore, incorporating multiple critical literacies, using postmodern texts, prompts students to draw multiple meanings and interpretations of texts based on their own personal histories and experiences. The purpose of this study was to analyze and critique rap music as a postmodern text, particularly because of the emancipatory potential it has for educating all youth, regardless of race, class or ethnicity, about Black culture and urban realities. In addition, this study examines how rap as an emancipatory pedagogy exposes power relations between oppressed groups in nearly all aspects of society. This study analyzes, critiques, and interprets the rap lyrics of one rap artist, KRS-One, because his rap articulates the harsh realities of urban and social life for Black youth, particularly concerning the issues of race, power, and identity. This study analyzes and critiques how KRS-One attempts to take his rap one step further by attempting to politicize the reasons such poor conditions continue to exist in urban areas. Furthermore, KRS-One's rap attempts to deconstruct the power institutions that help maintain and perpetuate mainstream ideologies, namely the media, government, police, and education, which are critiqued in this study as the rap lyrics are interpreted through a bricolage of methodologies, including textual analysis, rhetorical criticism, and critical hermeneutics. Educators who incorporate critical literacies, such as critical media literacy, using rap music as one example, legitimate and validate the students' culture, voice, knowledge, experiences, and histories as well as aid in the healthy construction of their own racial and cultural identities. Furthermore, students learn to critically examine issues such as race, class, culture, ethnicity, and identity instead of passively allowing traditional mainstream ideologies (i.e., the hidden curriculum and cultural hegemony) to unconsciously shape their values, thoughts, and beliefs. Finally, the critical examination of postmodern texts allows students to dispel myths and question stereotypes that the four power institutions analyzed in this study often perpetuate” (Parmar, 2002).</p>	Deconstructing lyrics of songs to analyze social justice issues such as race, class, identity and dominant ideology, and composing hip hop songs upon personal experiences

Three of these studies focus on representations of different identities with a view to stereotyping. While Murphy (2017) guides students to ask how representations of LGBT+ and disability would influence the consumers of media and people with these identities, Anderson (2019) tries to increase students' sensitivity to patterns of representation and stereotyping in a general sense. Parmar (2002), also, seeks to have students dispel myths and question stereotypes by transforming their roles as passivity to a more active, empowered one. Similarly, Barnwell (2010) aims to move students beyond passively accepting the mainstream media narratives to be more empowered media consumers.

Critical Thinking as Critical Pedagogy

Class

In Table 24, there are eight studies that focus on the class dimension. All of these eight studies explore class based on media representations from a variety of different media. They use media to open channels of discussion and dialogue into the role of ideology and power in shaping and depicting class. With the exception of Kelly (2016), all other seven studies explore class in connection with issues of identity, with race being the common identity. These seven studies seek to foster critical consciousness of class along with its connection to identities of race, ethnicity, gender and/or culture.

Table 24*Seven Studies with a Focus on Class*

Title	2nd Level Coding	Abstract	Tasks
Broken Glass Everywhere : Deconstructing Popular Identities Through Critical Hip Hop Literacy	Academic engagement with popular media within a class context: Understanding self, youth culture, pop culture and social structures	“In a society consumed by ever-increasing media and technology, it is more important now than ever that public schools provide their students with the skills and tools necessary to analyze, interpret, deconstruct, and construct popular media images and messages. Consequently, it is the role of educators to engage with popular media in the classroom, not simply for the sake of student motivation, but for the purpose of supporting students in meaningful literacy practices. This study analyzes classroom dialogue and students’ written responses throughout a semester-long English elective course entitled, “Hip Hop Literature and Culture,” in a public high school in New York. This course was designed as a means to engage students in critical media literacy (CML) practices. Through this qualitative case study, the researcher sought to better understand how students are understanding and responding to the popular media that surrounds them, and how academic engagement with such media within a class context impacts their understandings of self, youth culture, popular culture and the social structures that ultimately impact their lives” (Kelly, 2016).	Analyzing, deconstructing and constructing media images and texts with a class focus to better understand self, youth and popular culture as well as social structures
Pop culture, literacy and identity: Performative politics in a high school English classroom	Textual representation of class: broader social discourses of identity performance shaped by people daily	“This year long classroom performance ethnography explores the ways a teacher and three tenth graders negotiated meaning for pop culture texts in school. This project is unique in its effort to conceive pop culture classroom curriculum as something teacher planned, enacted with the whole class, and simultaneously enacted on an ad hoc basis by students and their teacher in center and backstage performances, i.e., before the whole class and in more intimate side conversations. Through post-structural analysis of ethnographic fieldnotes, interactive interviews, participant photoethnography, artifact and document collection, the author grounds teacher and student conceptions of popular culture texts in thick descriptions of a year of planned and enacted curricula. The study then zooms in on three events where students, the teacher, and the researcher performed and positioned one another’s identities to and through pop culture texts. Findings pinpoint: (1) a world of backstage performances between a teacher, the researcher, and students where raced and classed subjectivities are always and already in play, (2) a hidden curriculum centered on embodied pop culture texts and social relationships enacted between and amongst students, teachers, and across these groups, (3) critical media literacy approaches to instruction and research might be extended to consider the critically media literate subjectivity as a discursive production, an embodied, lived subjectivity, and an identity performance, and (4) member-checks do not function to confirm or validate a researcher’s finding and instead produce a new series of recontextualized performances and a pedagogical space between researchers and participants during the member-checking interaction. The study is unique in its emphasis on student and teacher relationships to pop culture texts, its juxtaposition of planned, enacted, and hidden curriculum, and attention to the political possibilities inherent in classroom conflicts surrounding pop culture text meaning. Such moments of struggle between teachers, pop culture texts, and students are moments when broader social discourses of race, class, literacy, age, and gender are both shaping and being shaped by people daily” (Johnson, 2009).	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project

Table 24 (cont'd)*Seven Studies with a Focus on Class*

Title	2nd Level Coding	Abstract	Tasks
Black Girls and Critical Media Literacy for Social Activism	Deconstructing and problematizing power of racist media narratives to create counter-narratives for youth activism	“Despite the largely degrading media representations of Blackness, historically, Black girls and women have been strong activists, disrupting narratives the media conveys about Black girl- and womanhood. Centering Black girls’ lived experience through critical media literacy can give them the opportunity to develop the language to identify, deconstruct, and problematize the complexity of power operating in media and negotiate visibility by counternarrating racist, sexist, and classist media narratives with authentic stories of Black girlhood. This article centralizes Black girls in media literacy by articulating the aims of the individual and collective endeavors of the Black Girls’ Literacies Collective (BGLC). The author unpacks critical media literacy for classroom teachers and shares practical ways to employ media literacy for youth social activism to alter the educational landscape to effect change” (McArthur, 2016).	Deconstructing sexist, racist and classist images and messages of media for social activism by writing on social media
“I can’t be a princess, I don’t have a princess face”: critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?	Critical thinking vs critical pedagogy: Analyzing representations of class for empowerment and transformative education	“This research investigates both the Critical Thinking and Critical Pedagogy approaches to critical thinking and media literacy. Through participatory action research, the instructional consequences of both approaches are explored with a group of 3rd and 4th class children in an Educate Together primary school. The data emerging, firstly, from lessons adopting a Critical Thinking approach, would suggest that this approach to media literacy is limited, in that it takes insufficient account of the social context of media messages, therefore failing to equip children with the tools necessary to unearth hidden ideologies. A Critical Pedagogy approach, on the other hand, not only views children as active participants in the process of ‘reading’ media but it invites them to move beyond passively accepting the text’s message to question, examine, or dispute the power relations that exist between consumers and authors. Through problem-posing education (Freire, 1970), a strategy taken from Critical Pedagogy, the children in this study critically analyze representations of race, ethnicity, gender, and class, in a selection of Disney’s animated movies. The study demonstrates how this approach challenges children’s thinking, allowing them to question the authority of texts, explore various viewpoints, and delve into social and political issues that are often thought of as off-limits or beyond young children’s capabilities. The study also demonstrates that from these conversations and textual analysis, social transformation is possible. The process of empowerment is a major aspect of transformative education and this study shows it can take many forms, from building self esteem to creating alternative media that voice opposition to social problems. The path of the researcher throughout this study is also considered in the hope that it will provide guidance on the pedagogical requirements of Critical Media Literacy (CML) for fellow teachers. The study shows that CML requires a democratic pedagogy which involves teachers for sharing power with students as they join together in the process of challenging hegemony” (Barnwell, 2010).	Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media texts to oppose to social problems for empowerment and social change

Table 24 (cont'd)*Seven Studies with a Focus on Class*

Title	2nd Level Coding	Abstract	Tasks
The cultural curriculum: Youth pedagogy and film	Analysis of upper middle-class male misbehavior in films with a view to elitism	“Redefinitions of pedagogy with the postmodern era demand that a critical media literacy be included in teacher education. This dissertation examines over twenty films dated between 1982 and 1996 which deal with white, middle to upper-class male misbehavior in the form of car theft, abuse of females and destruction of property. Through the cultural studies form of research known as bricolage, ethnography, semiotics, content analysis and critical hermeneutic interpretation are combined and these films are discussed in light of patriarchy, white supremacy and elitism. Questions are raised as to what youth "read" into these films. Do students take upon the risks and personas of those in films? The fact that neither poor or non-white youth ever take the risks that young white males do in the films is problematic. In fact, the author contends that if lower-class non-white youth or females did misbehave in the same fashion as the "heroes" in the films, that their misbehavior would not be allowed. Indeed, this misbehavior on the part of privileged males appears as a rite of passage into the patriarchal world of the upper middle-class. The author bases her research on film theory and cultural studies and uses issues of ideology and hegemony in defining the tacit curriculum that is viewed and consumed within the youth films examined. A detailed content analysis of scenes and dialogue is included, as well as the scripted data from the films taken by the author. Implications for teacher education are discussed as well as advocacy for a critical media literacy to be included as part of critical pedagogy” (Steinberg, 1997).	Analyzing films on representations of class, race and gender
Good women becoming “queens”: Young mothers on welfare as cultural readers	Stimulation of social consciousness and empowerment, considering social status due to class, and social environment	“This dissertation project is an ethnographic audience reception study that approaches its participants as an interpretive community in order to access their standpoint as young mothers of color on welfare and explore what their media readings reveal about their lives and U.S. society. The project focuses on young (16-21 years old, primarily Puerto Rican and Black) mothers who were students in a series of critical media literacy classes I taught in 2006 at a local social service agency. The classes involved viewing and discussing media products that highlighted race/ethnicity, class, and gender, with the purpose of stimulating social consciousness and revealing central themes in the students' lives. Class discussions revealed that the participants share traditional U.S. values; yet their exclusion from mainstream economic and political resources leads them to find alternative means of actualizing their values, which positions them in opposition to the middle-class mainstream. For example, they value "respectability," however, not having access to traditional means of establishing social respect, they use the means available to them and become "good mothers," which earns them judgment as "social deviants." Thusly judged, their efforts to gain social respect via upward mobility are hampered by a combination of factors that reflect social hierarchies. In the private sphere, they are negotiating the tension between being empowered agents in their social world, in the sense of being physically and emotionally independent of men, and their desire for loving partnerships with men who inhabit a patriarchal social environment in which men establish social respect by denigrating women. In the public sphere, their status as young mothers on welfare renders them vulnerable to public policy and subject to intimate surveillance unheard of among middle-class women. Believing in the "American Dream," the participants eschew a "victim" mentality and—further demonstrating their internalization of traditional U.S. values—adopt the Protestant work ethic: if they work hard enough, they will succeed in their goals. Being low-income single mothers just means they will have to work harder. Implications for advocacy and women of color feminisms and the transferability of the methods to other populations are explored” (Brown, 2007).	Analyzing representations of black and Latina women in print and online texts, films and video clips for critical consciousness and empowerment in face of stereotypes

Table 24 (cont'd)*Seven Studies with a Focus on Class*

Title	2nd Level Coding	Abstract	Tasks
<p>“Teenage addiction”: Adolescent girls drawing upon popular culture texts as mentors for writing in an after -school writing club</p>	<p>Discourse analysis of adolescent girls’ texts with a view to exploring interpretations of social class status</p>	<p>“The purpose of this action research study was to explore what and how a group of adolescent girls learned about writing from using popular culture texts as mentor texts for writing projects in an after-school writing club. This research was grounded in social perspectives of literacy, and the writing club that was the context for the inquiry was informed by writing workshop and critical media literacy pedagogies. The participants included four Black, four Latina, and one Native American/White girls who lived in a high poverty neighborhood in the Bronx. Data were collected over a 10-week period during which the writing club met 2-3 times a week for two-hour blocks and included: participant observation, collection of written artifacts from group activities and participants’ writing projects, retrospective interviews about the participants’ writing projects, and a focus group interview. Interpretive data analysis first focused on constant comparative analysis of the girls’ construction of critical media literacy practices and then included the construction of case studies of two of the participants, Latoya’s and Raquel’s, writing projects. Case study analysis included both constant comparative analysis and discourse analysis of Latoya’s and Raquel’s oral and written texts. The findings of the case studies illustrated how Latoya and Raquel explicitly used popular culture texts as mentors for writing with perspectives of social class, gender, age, and race in mind to guide their crafting of short stories. Both Latoya and Raquel approached using popular culture texts as mentors for writing as an intertextual endeavor. Specifically, Latoya drew upon four upper middle class “family shows” as mentors for constructing her female adolescent character, and Raquel drew upon two adolescent movie mentor texts as mentors for critiquing high school popularity as a social construct that is determined by adolescents’ social class status. In sum, using popular culture texts as mentors for writing opened up space for Latoya and Raquel to make sense of their lives in their writing and gave them opportunities to explore discourses of adolescent girls” (Skinner, 2006).</p>	<p>Analyzing websites and magazines based on 5 key questions of CML and identities, analyzing sitcoms as mentor texts to critique representations of social class, race, gender and age and to write short stories combining their lived experiences and social issues</p>

Table 24 (cont'd)*Seven Studies with a Focus on Class*

Title	2nd Level Coding	Abstract	Tasks
KRS-One going against the grain: A critical study of rap music as a postmodern text	Using rap as a postmodern text with cultural studies and critical theory approach to emphasize and analyze the class aspect of poor conditions in urban areas connected with identity	<p>“We live in a society that is continually evolving, and yet somehow it has become generally accepted that schooling should not change. Realistically, the world is different and continuously changing, and we change with it. Schools must follow suit, particularly with literacy education. This study argues for the inclusionary practice of studying and interpreting postmodern texts in today's school curriculum using a cultural studies and critical theory approach, thus creating a transformative or cultural curriculum. Such an approach transforms the role of students from one of passivity and silence to one that is active, empowering, and liberating. An empowering critical education can be achieved by including multiple critical literacies into the existing curriculum. Therefore, incorporating multiple critical literacies, using postmodern texts, prompts students to draw multiple meanings and interpretations of texts based on their own personal histories and experiences. The purpose of this study was to analyze and critique rap music as a postmodern text, particularly because of the emancipatory potential it has for educating all youth, regardless of race, class or ethnicity, about Black culture and urban realities. In addition, this study examines how rap as an emancipatory pedagogy exposes power relations between oppressed groups in nearly all aspects of society. This study analyzes, critiques, and interprets the rap lyrics of one rap artist, KRS-One, because his rap articulates the harsh realities of urban and social life for Black youth, particularly concerning the issues of race, power, and identity. This study analyzes and critiques how KRS-One attempts to take his rap one step further by attempting to politicize the reasons such poor conditions continue to exist in urban areas. Furthermore, KRS-One's rap attempts to deconstruct the power institutions that help maintain and perpetuate mainstream ideologies, namely the media, government, police, and education, which are critiqued in this study as the rap lyrics are interpreted through a bricolage of methodologies, including textual analysis, rhetorical criticism, and critical hermeneutics. Educators who incorporate critical literacies, such as critical media literacy, using rap music as one example, legitimate and validate the students' culture, voice, knowledge, experiences, and histories as well as aid in the healthy construction of their own racial and cultural identities. Furthermore, students learn to critically examine issues such as race, class, culture, ethnicity, and identity instead of passively allowing traditional mainstream ideologies (i.e., the hidden curriculum and cultural hegemony) to unconsciously shape their values, thoughts, and beliefs. Finally, the critical examination of postmodern texts allows students to dispel myths and question stereotypes that the four power institutions analyzed in this study often perpetuate” (Parmar, 2002).</p>	Deconstructing lyrics of songs to analyze social justice issues such as race, class, identity and dominant ideology, and composing hip hop songs upon personal experiences

In some of these studies, the participants are themselves not only classed, but also gendered and/or raced as well. The “raced and classed subjectivities” of the

students in Johnson (2009) are results of embodied and lived subjectivities, where race and class go together. Similarly, the participants in Brown (2007) are both raced and classed women who attempt to explore their own representations in pop culture for empowerment. In a similar vein, the gendered and classed students who are of different ethnic origins than the majority in Skinner's (2006) work engage in creating their short stories involving race, social class and gender by building their characters and storylines on mentor pop culture texts and their class, race, ethnicity and gender identities. Likewise, the students in Parmar (2002) are classed themselves, who inhabit the poor urban areas and who also happen to have minority race and ethnicities. Lastly, McArthur (2016) concerns promoting social activism by way of producing counter-narratives of the lives of classed Black women against the classist narratives of media.

On the other hand, the participants are not necessarily classed themselves in some other studies. One of these is the work of Barnwell (2010), which focuses on animated movies to get students to analyze representations of class besides race, ethnicity and gender for empowerment. Finally, Steinberg (1997) discusses the upper-middle class white male identity based on media depictions of accepted misbehavior, tying it with white supremacy and elitism.

Gender

The sample of research related to gender has been divided into four overall categories based on their specific orientations even though they are all similar in that they analyze representations of gender. In the first group, there are six studies focusing on critiques of representations of women to raise critical consciousness of media narratives on gender structured by power relations. This group is found in Table 25.

Table 25*Six Studies with a Focus on Gender (Critique of Representations of Women)*

Title	2nd Level Coding	Abstract	Tasks
“Teenage addiction”: Adolescent girls drawing upon popular culture texts as mentors for writing in an after-school writing club	Discourse analysis of adolescent girls’ texts with a view to exploring interpretations of female characters	“The purpose of this action research study was to explore what and how a group of adolescent girls learned about writing from using popular culture texts as mentor texts for writing projects in an after-school writing club. This research was grounded in social perspectives of literacy, and the writing club that was the context for the inquiry was informed by writing workshop and critical media literacy pedagogies. The participants included four Black, four Latina, and one Native American/White girls who lived in a high poverty neighborhood in the Bronx. Data were collected over a 10-week period during which the writing club met 2-3 times a week for two-hour blocks and included: participant observation, collection of written artifacts from group activities and participants’ writing projects, retrospective interviews about the participants’ writing projects, and a focus group interview. Interpretive data analysis first focused on constant comparative analysis of the girls’ construction of critical media literacy practices and then included the construction of case studies of two of the participants, Latoya’s and Raquel’s, writing projects. Case study analysis included both constant comparative analysis and discourse analysis of Latoya’s and Raquel’s oral and written texts. The findings of the case studies illustrated how Latoya and Raquel explicitly used popular culture texts as mentors for writing with perspectives of social class, gender, age, and race in mind to guide their crafting of short stories. Both Latoya and Raquel approached using popular culture texts as mentors for writing as an intertextual endeavor. Specifically, Latoya drew upon four upper middle class “family shows” as mentors for constructing her female adolescent character, and Raquel drew upon two adolescent movie mentor texts as mentors for critiquing high school popularity as a social construct that is determined by adolescents’ social class status. In sum, using popular culture texts as mentors for writing opened up space for Latoya and Raquel to make sense of their lives in their writing and gave them opportunities to explore discourses of adolescent girls” (Skinner, 2006).	Analyzing websites and magazines based on 5 key questions of CML and identities, analyzing sitcoms as mentor texts to critique representations of social class, race, gender and age and to write short stories combining their lived experiences and social issues
Fighting fire with fire: An analysis of critical media literacy videos	Rhetorical analysis and critique of media literacy videos which highlight problematic representation of gender	“Educational videos that teach media literacy to students have become an important tool in media literacy education. However, while a great deal of attention has been paid to the educational strategies utilized by media literacy educators, the pedagogical strategies of media literacy videos have remained largely unexamined. This project performs a rhetorical analysis of the strategies of three popular media literacy videos: Sut Jhally’s Dreamworlds II: Desire, Sex, and Power in Music Video, Jean Kilbourne’s Slim Hopes: Advertising’s Obsession with Thinness, and Jackson Katz’s Tough Guise: Violence, Media and the Crisis in Masculinity. Using personal analyses, this project examines how these media literacy videos attempt to persuade viewers of the problematic aspects of representations of gender in the mass media. Additionally, an audience analysis of fifty-six college students explores the following questions: (1)What are the responses of the viewers to the media literacy video texts? (2)What differences do the social locations of the viewers make in their reception of the texts? (3)What views on feminism and gender representation in the media do the participants bring to the viewing of the texts and how do these views intersect with discourses in the texts? This project argues that while the videos are useful pedagogical tools for educators, the strategies they use often run counter to the very critiques they are making. Moreover, the audience analysis reveals unanticipated reactions of students to the video of which educators using these videos should be aware” (Ryden, 2001).	Analyzing ML videos to critique representation of women, sexuality and reproduction of masculinity

Table 25 (cont'd)*Six Studies with a Focus on Gender (Critique of Representations of Women)*

Title	2nd Level Coding	Abstract	Tasks
<p>“I can’t be a princess, I don’t have a princess face”: critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?</p>	<p>Critical thinking vs critical pedagogy: Analyzing representations of gender for empowerment and transformative education</p>	<p>“This research investigates both the Critical Thinking and Critical Pedagogy approaches to critical thinking and media literacy. Through participatory action research, the instructional consequences of both approaches are explored with a group of 3rd and 4th class children in an Educate Together primary school. The data emerging, firstly, from lessons adopting a Critical Thinking approach, would suggest that this approach to media literacy is limited, in that it takes insufficient account of the social context of media messages, therefore failing to equip children with the tools necessary to unearth hidden ideologies. A Critical Pedagogy approach, on the other hand, not only views children as active participants in the process of ‘reading’ media but it invites them to move beyond passively accepting the text’s message to question, examine, or dispute the power relations that exist between consumers and authors. Through problem-posing education (Freire, 1970), a strategy taken from Critical Pedagogy, the children in this study critically analyze representations of race, ethnicity, gender, and class, in a selection of Disney’s animated movies. The study demonstrates how this approach challenges children’s thinking, allowing them to question the authority of texts, explore various viewpoints, and delve into social and political issues that are often thought of as off-limits or beyond young children’s capabilities. The study also demonstrates that from these conversations and textual analysis, social transformation is possible. The process of empowerment is a major aspect of transformative education and this study shows it can take many forms, from building self esteem to creating alternative media that voice opposition to social problems. The path of the researcher throughout this study is also considered in the hope that it will provide guidance on the pedagogical requirements of Critical Media Literacy (CML) for fellow teachers. The study shows that CML requires a democratic pedagogy which involves teachers for sharing power with students as they join together in the process of challenging hegemony” (Barnwell, 2010).</p>	<p>Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media texts to oppose to social problems for empowerment and social change</p>
<p>Undressing Pop Culture</p>	<p>Exploring representations of women’s agency and empowerment with Women’s Studies students to develop a media literacy toolkit</p>	<p>“In the winter of 2010, I conducted a four-week media workshop entitled Undressing Pop Culture for a select group of first year Women’s Studies students. This workshop critically examined depictions of women’s agency and empowerment as illustrated through postfeminist media representations. The variety of media explored over the duration of the workshop included magazine advertisements, tween products, music videos, and sports images. A combined theoretical approach, drawing on feminist critiques of postfeminism, as well as aspects of critical media literacy, was used as a means for conducting the workshop. Critical analysis of postfeminist media representations occurred through documentary viewing, group discussion, and activities. Using these resources, a media literacy toolkit was developed for intended use as a teaching resource in introductory Women’s Studies classes at Memorial University of Newfoundland” (Dawe, 2010).</p>	<p>Analyzing representation of ads, teen media products and icons, music videos and performances and images from the lens of gender based on 5 core concepts and corresponding key questions of CML, and creating a toolkit against representations</p>

Table 25 (cont'd)*Six Studies with a Focus on Gender (Critique of Representations of Women)*

Title	2nd Level Coding	Abstract	Tasks
Good women becoming "queens": Young mothers on welfare as cultural readers	Stimulation of social consciousness and empowerment, considering social status due to gender, and social environment	<p>"This dissertation project is an ethnographic audience reception study that approaches its participants as an interpretive community in order to access their standpoint as young mothers of color on welfare and explore what their media readings reveal about their lives and U.S. society. The project focuses on young (16-21 years old, primarily Puerto Rican and Black) mothers who were students in a series of critical media literacy classes I taught in 2006 at a local social service agency. The classes involved viewing and discussing media products that highlighted race/ethnicity, class, and gender, with the purpose of stimulating social consciousness and revealing central themes in the students' lives. Class discussions revealed that the participants share traditional U.S. values; yet their exclusion from mainstream economic and political resources leads them to find alternative means of actualizing their values, which positions them in opposition to the middle-class mainstream. For example, they value "respectability," however, not having access to traditional means of establishing social respect, they use the means available to them and become "good mothers," which earns them judgment as "social deviants." Thusly judged, their efforts to gain social respect via upward mobility are hampered by a combination of factors that reflect social hierarchies. In the private sphere, they are negotiating the tension between being empowered agents in their social world, in the sense of being physically and emotionally independent of men, and their desire for loving partnerships with men who inhabit a patriarchal social environment in which men establish social respect by denigrating women. In the public sphere, their status as young mothers on welfare renders them vulnerable to public policy and subject to intimate surveillance unheard of among middle-class women. Believing in the "American Dream," the participants eschew a "victim" mentality and—further demonstrating their internalization of traditional U.S. values—adopt the Protestant work ethic: if they work hard enough, they will succeed in their goals. Being low-income single mothers just means they will have to work harder. Implications for advocacy and women of color feminisms and the transferability of the methods to other populations are explored"</p> <p>(Brown, 2007).</p>	Analyzing representations of black and Latina women in print and online texts, films and video clips for critical consciousness and empowerment in face of stereotypes

Table 25 (cont'd)*Six Studies with a Focus on Gender (Critique of Representations of Women)*

Title	2nd Level Coding	Abstract	Tasks
Feminine experience: media education and gender representation	Textual analysis of representations of women and feminine appearance to develop critical awareness and improve students' self-esteem	<p>“This doctoral thesis examines the ways young women experience media education in sixth form, with particular emphasis on their experience of gender representation lessons. Secondary research objectives include an examination of how young women regard the development of their own critical media literacy and how they conceive of the effects of media education on their self-esteem. Through classroom observations and interviews with A-level Media Studies teachers and female students, this research explores three key areas of focus in understanding young women’s experiences: media representations of feminine aesthetics and the sexualisation of feminine appearance, the negotiation between course material and students’ personal engagement with media, and lastly reflections on how critical media literacy is defined and developed within the Media Studies course. The thesis discusses ways in which content both constrains and enables students’ development of critical media literacy. The role of chosen exam boards, teaching styles, and forms (i.e. upper sixth form versus lower sixth form) are examined as influencing factors. Specific lessons from observations, which students reflected upon during interviews, are also discussed in order to understand the process of teaching and learning about gender representation. A feminist discourse is at times present though mostly in covert ways. A greater consideration for contemporary feminist work would resolve some of the current difficulties faced by educators in their efforts to develop students’ critical awareness, specifically when teaching about the representation of women. Female students often reflect what Gill has termed a ‘postfeminist sensibility’ (2007: 254); however, this exists in varying degrees. In certain contexts students tend to articulate more ‘traditional’ feminist values. In relation to one of the secondary research objectives, students find that A-level Media Studies improves the self-esteem of their physical appearance; however, other findings reveal that the extensive focus on textual analysis of sexualised and idealised representations of women can sometimes counter-act the aspects which students referenced as beneficial to their self-esteem. Despite many recommendations for improving the teaching of gender representation that are offered here, it is evident that some solutions are dependent on broader shifts occurring at the level of the education system” (Maharajh, 2013).</p>	Analyzing various types of media from the lens of gender and sexualization of women's appearance to reinforce their self-esteem

In two of these studies, the participants of the research are women along with their being classed and raced. In Skinner (2006), two lower-classed and raced female students engage in writing short stories building their characters on mentor popular culture texts and seek to explore and challenge normative discourses of gender, class

and race. Similarly, in Brown (2007), classed women of color take part in series of CML classes, which aim to raise critical social consciousness and empowerment for these women against mainstream depictions of women of their like limited by social hierarchies.

On the other hand, in the remaining studies, the participants do not specifically have class and race dimensions as focal points. Maharajh (2013) attempts to raise critical awareness of media depictions of women, particularly representations of the female body, its sexualization and idealization, thus trying to improve female students' self-esteem. In Barnwell (2010), however, the students are in a mixed-gender classroom setting, where they examine power relations structured by race, ethnicity, class and gender in animations to discuss social and political issues with the eventual aim of social transformation.

Unlike the other studies in this group, the following studies specifically focus on critiques of media literacy videos in terms of their depictions of gender. In Ryden (2001), college students analyze gender representations in media literacy videos by problematizing their depictions of gender as to stereotyping. In a similar vein, Dawe (2010) concerns a media literacy workshop with Women's studies students, where they critique postfeminist media representations of women's agency and empowerment in various media texts.

The next set of research on gender have more emphasis on voicing and/or producing counternarratives as a form of counter action to mainstream media discourse and social norms related to gender and female identity. There are six studies in this grouping, which is to be observed in Table 26.

Table 26*Six Studies with a Focus on Gender (Resistance to Representations of Women)*

Title	2nd Level Coding	Abstract	Tasks
Black Feminism and Critical Media Literacy: Moving from the Margin to the Center: Feminism, Race, Transnationalism	Black Women's Gathering Place: Practices of everyday activism through discussions of misrepresentation of gender and sexism	“The topic grounded in this essay was inspired by the interactions had and stories shared by an intergenerational group of Black women (including the three coauthors) who termed their regular meetings "the Black Women's Gathering Place." During meetings, discussions ranged from popular culture and political events to everyday experiences with racism, sexism, and other burning topics that need sisterly advice. Eventually the group became a place where members not only supported and leaned on each other's shoulders for comfort, but also engaged in practices of everyday activism as described by Patricia Hill Collins (2000) and heeded Bell Hooks's (1997) call to critically examine media (re)presentations of Black women. The lesson plan that follows the essay represents an expansion of the learning space created by the Black Women's Gathering Place. It provides an educational opportunity for students to develop critical media literacy skills grounded in a Black feminist approach” (Patterson et al., 2016).	Analyzing representations of women and sexuality in TV shows and movies based on 5 Key Questions, discussing active engagement and activism and how to position as activists
Smart cookies: A Girl Scout learning community	Girl Scouts' Media Know-How radio program: Advocacy for resisting prevalent discourse of submissive femininity in popular culture and social norms	“The reported qualitative case study examines peer dynamics and program uptake among one group of adolescent Girl Scouts in a small, predominantly White, working- and middle-class Midwestern community. Specifically, the research, which included observation, interviews, and document analysis, focused on a troop of ninth and tenth grade girls and their implementation of the Girl Scouts' Media Know-How program through the collaborative authorship and production of a radio vignette. This study braids together scholarship about gender, adolescence, popular culture, critical media literacy, and learning communities to frame an analysis of the ways participants in an informal, outside-school educational program implemented a critical literacy program designed for girls. The project was intended to add both ethnographic evidence and the voices of youth to contemporary conversations about young people's relationships to popular media, girls' experiences in a sexist society, and learning in outside-school settings. For their Media Know-How project, focal girls produced a radio spot authored to promote the goal of teen pregnancy prevention to an audience of other girls. Informants saw their enterprise, a collaboratively constructed cautionary tale, as an affirmation of their goals for future schooling and a forum for speaking against prevalent discourses of acquiescent femininity. Focal girls characterized their message, with its exhortation to postpone sexual activity, as resistant rather than reproductive of social norms. They regarded their project as both situated within and potentially informing the discourse of adolescent femininity that they witnessed and experienced in their school and community, and as offering support to girls who were navigating these social spheres. The tension between the conservatism of their message and their definition of it as progressive in its advocacy of abstinence, serves as a reminder that young people's relationships to various discursive norms (e.g., assertive girl, cool teen) are complicated. Thus, adults who offer such programs as Media Know-How cannot predict the ways various groups will implement them, any more than we can presume how girls will define resistance to delimiting social norms” (Hayes, 2004).	Discussing representations of girlhood and sexuality in media texts, and creating a radio spot to offer support to other girls in the community on these issues for emancipation

Table 26 (cont'd)*Six Studies with a Focus on Gender (Resistance to Representations of Women)*

Title	2nd Level Coding	Abstract	Tasks
Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	Theater of the Oppressed: Transforming oppressive representation of girl culture to one of empowerment and liberation	<p>“This dissertation utilizes textual analysis of media representations of Latinidad and girl culture in order to demonstrate the multiple subjectivities Latinxs inhabit as well as highlight the power relations structured by race, gender, class and sexuality embedded in the mass media. This analysis considers the challenges young Latinas face when negotiating their identities with, through and against the oppressive images of the mass media. Drawing on the work of Chicana/Latina feminist educators, I term this pedagogical project Transformative Critical Media Literacy, defined as learning how to critically read images produced and put forth by the mass media and recognize them as representations of institutionalized oppression so as not to internalize and perpetuate the oppressive messages. TfCML can facilitate a process by which media viewers can imagine ways to transform the oppressive image to one of empowerment and liberation. TfCML is made up of methods that draw from Latinx media studies, Chicana/Latina feminist epistemology and pedagogy; and theatre studies methods as articulated by Augusto Boal and his Theatre of the Oppressed. TfCML offers Latinxs a space to negotiate their own process of identity while developing a critically conscious relationship with the mass media and hopefully become invested in social transformation and liberation” (Elisaldez, 2017).</p>	Analyzing various media though power relations structured by race, gender, class and sexuality for empowerment against oppression using CML and Augusto Boal's 'theatre of the oppressed'
Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	Video documentary: Constructing representation of self to counter mainstream representation of minority women for empowerment	<p>“Arab women are “usually shown in the harem and they’re belly-dancing. Or they’re in the chador and the hijab and they’re so persecuted ... or usually, they’re just seductress”, says the college-aged woman on the television who wears fashionably short hair and rich fall colors. Her analysis of mass media representations of Arab women is well founded. However, she is herself defying those stereotypes by speaking to viewers of <i>Benaat Chicago (Daughters of Chicago): Growing Up Arab and Female in Chicago</i>, a video made in collaboration with young Arab-American women from the inner city of Chicago. The video is the result of a year-long workshop series in critical media literacy taught by the codirectors of the video and attended by the young women who helped make the video. Our experience with these young women revealed that, given the tools, space, and encouragement, youth are able to construct powerful and engaging representations of their own lives. In this article, we describe the process of working with this group of young women and the making of <i>Benaat Chicago</i>” (Bing-Canar & Zerkel, 1998). [No Abstract: introductory paragraph used instead]</p>	Doing role plays, keeping a journal, and producing a documentary video to resist religious and ethnic stereotypes and to reinforce agency and empowerment

Table 26 (cont'd)*Six Studies with a Focus on Gender (Resistance to Representations of Women)*

Title	2nd Level Coding	Abstract	Tasks
Girl Zines at Work: Feminist Media Literacy Education with Underserved Girls	Girl Zines: hand-made and distributed booklets to privilege girl empowerment for self-affirming and transgressive media use and production	“In this article we report on the results of a semester-long critical media literacy initiative with underserved fourth- and fifth-grade girls. Building on the work in girls' studies, feminist pedagogies and critical media studies, this project was designed to privilege girls' voices, experiences, and agency by culminating in the girls' own media production of zines-hand-made, hand-distributed booklets based around the author's interests and experiences. By examining before and after focus group interviews conducted with participants and analyzing the content of their zines, we interrogate participants' general-but hardly linear-shift from positions of celebratory, uncritical media exposure, to self-affirming, transgressive media consumption and production. Ultimately, our findings both emphasize the need for feminist critical media literacy education, and articulate its pedagogical challenges” (Moscowitz & Carpenter, 2014).	Analyzing ads, documentaries, lyrics, poems on representations of gender, race, class, and creating alternative zines with lived personal experiences, aspirations, ideals out of oppression
Black Girls and Critical Media Literacy for Social Activism	Deconstructing and problematizing power of racist media narratives to create counter-narratives for youth activism	“Despite the largely degrading media representations of Blackness, historically, Black girls and women have been strong activists, disrupting narratives the media conveys about Black girl- and womanhood. Centering Black girls' lived experience through critical media literacy can give them the opportunity to develop the language to identify, deconstruct, and problematize the complexity of power operating in media and negotiate visibility by counter-narrating racist, sexist, and classist media narratives with authentic stories of Black girlhood. This article centralizes Black girls in media literacy by articulating the aims of the individual and collective endeavors of the Black Girls' Literacies Collective (BGLC). The author unpacks critical media literacy for classroom teachers and shares practical ways to employ media literacy for youth social activism to alter the educational landscape to effect change” (McArthur, 2016).	Deconstructing sexist, racist and classist images and messages of media for social activism by writing on social media

In most of these studies, the female participants are again either raced or classed. In Patterson et al. (2016), a group of Black women discuss popular culture and political events in their Black Women's Gathering Place through media texts focusing on racism and sexism. Through these sessions, they engage in everyday activism by critiquing representations of Black women. In a similar fashion, the female students in Elisaldez (2017) are of a minority ethnic group, Latinas, who discuss gender representations in relation to race, class and sexuality, and critically

read as well as transform oppressive images to one of empowerment and liberation using methods of Theatre of the Oppressed for social transformation. Bing-Canar and Zerkel (1998), on the other hand, concerns female participants of a minority ethnic and religious identity who seek to defy stereotypes by constructing representations of their own lives through documentary video making. Finally, McArthur (2016) focuses on sexist media narratives about Black women to promote social activism through producing counter-narratives.

In Moscovitz and Carpenter (2014), the identity of gender is not used in relation to race and ethnicity, but perhaps class. It is a classroom of underserved girls who use their voice and agency for self-affirming and transgressive media consumption as well as production by way of producing a girl zine for distribution talking about their own experiences. Unlike the previous studies above, Hayes (2004) is an exception with the participants being adolescent girl scouts from a predominantly White working- and middle-class community. They follow a somewhat different path, where they discuss and resist social norms and discourse in popular culture in terms of adolescent femininity and sexism by producing a radio program to make their voice heard as well as offer consultation in groups in matters of depiction and perception of adolescent femininity.

In contrast, the following three studies concern the construction and depiction of masculinity through media. They all approach gender as a politically and socially constructed and reinforced constructs. These studies can be seen in Table 27.

Table 27*Three Studies with a Focus on Gender (Critique of Representations of Masculinity)*

Title	2nd Level Coding	Abstract	Tasks
The cultural curriculum: Youth pedagogy and film	Analysis of upper-class male misbehavior in films with a view to patriarchy	<p>“Redefinitions of pedagogy with the postmodern era demand that a critical media literacy be included in teacher education. This dissertation examines over twenty films dated between 1982 and 1996 which deal with white, middle to upper-class male misbehavior in the form of car theft, abuse of females and destruction of property. Through the cultural studies form of research known as bricolage, ethnography, semiotics, content analysis and critical hermeneutic interpretation are combined and these films are discussed in light of patriarchy, white supremacy and elitism. Questions are raised as to what youth “read” into these films. Do students take upon the risks and personas of those in films? The fact that neither poor or non-white youth ever take the risks that young white males do in the films is problematic. In fact, the author contends that if lower-class non-white youth or females did misbehave in the same fashion as the “heroes” in the films, that their misbehavior would not be allowed. Indeed, this misbehavior on the part of privileged males appears as a rite of passage into the patriarchal world of the upper middle-class. The author bases her research on film theory and cultural studies and uses issues of ideology and hegemony in defining the tacit curriculum that is viewed and consumed within the youth films examined. A detailed content analysis of scenes and dialogue is included, as well as the scripted data from the films taken by the author. Implications for teacher education are discussed as well as advocacy for a critical media literacy to be included as part of critical pedagogy” (Steinberg, 1997).</p>	Analyzing films on representations of class, race and gender
Reconceptualizing Self and Other Through Critical Media Engagement: Experiences and Reflections of English Learners and Teacher	Critical analysis of the construction of masculinity in texts to transform understanding of literacy	<p>“This research explores how critical media literacy transforms ways of engaging with media texts and expands the understanding and practice of literacy. In this qualitative teacher inquiry, even though the teacher researcher had envisioned for the students an identity as academic-language learners who engage with competing ideologies of masculinity through critical analysis of its construction in a media text, the students chose to enact the subjectivity of masculinity as a lived experience rather than merely an academic deconstruction, and the subjectivity of themselves as having a critical voice in relation to the social construction of discrimination. These findings prompted the teacher researcher to consider the reflective nature of teacher inquiry and its potential for building relations between identity and subjectivity” (Huang, 2015).</p>	Examining TV shows to deconstruct how masculinity is constructed, writing response pieces, posting in blogs, responding to each other’s entries, and writing a reflection paper

Table 27 (cont'd)*Three Studies with a Focus on Gender (Critique of Representations of Masculinity)*

Title	2nd Level Coding	Abstract	Tasks
The presidency as pedagogy: A cultural studies analysis of violence, media and the construction of presidential masculinities	Discourse analysis into how hegemonic masculinity is constructed in politics and its pedagogical function in the gender order	“In recent years, researchers and theorists in political science, women's studies, communication, sociology and other academic disciplines, along with journalists and bloggers, have intensified their attention to the ways in which gender functions in presidential politics. Much of the pioneering work in this area has been done by feminists, who have looked primarily at women as candidates and voters, and the changes in U.S. politics occasioned by women's increasing political activity and electoral participation. This study, by contrast, examines how cultural ideas about masculinity have—especially in the television era—played a powerful subtextual role in presidential campaigns and electoral outcomes. In fact, presidential elections themselves can be seen as quadrennial referenda on the qualities that comprise the hegemonic masculinity at a given historical moment. Until 2008, every election was a contest between two (or three) versions of white masculinity; Barack Obama represents a new archetype. Because it is a cultural studies analysis, this study highlights the way media discourses and conventions help to construct presidential masculinities, the influence those constructions have on voter choices, and the pedagogical functions they play in the gender order. Attention is paid throughout to the transformative role of new media and information technologies. Violence is central to the construction of masculinities, so this study examines presidential masculinity with particular reference to a set of major historical issues that directly involve violence: the Cold War, violent crime, and terrorism. The bulk of analysis is focused on presidential campaigns since the 1980 election of Ronald Reagan, and includes an extended discussion of the George W. Bush presidency, and the 2008 election of President Barack Obama. The methodology utilized is a multiperspectival cultural studies analysis, which draws upon and builds on multicultural and feminist perspectives, men's studies, political communication theory and critical media literacy. The dissertation concludes with the proposed creation of a new media literacy sub-field: critical political media literacy. The idea is to incorporate critical media literacy analyses and pedagogical strategies into the study and practice of politics at all levels, and to integrate these into K-12 curricula, as well as undergraduate and graduate education” (Katz, 2009).	Analyzing and discussing presidential campaigns on TV in terms of creating hegemonic masculinity, analyzing rhetoric, discourse and audience response

In Steinberg (1997), there is a classroom that analyze White, middle to upper-class male misbehavior in films, discussed from the lenses of patriarchy, white supremacy and elitism. The gender critique here is again in relation to race and class, yet the focus is on the privilege of males. Huang (2015) seeks to expand the understanding of literacy by critically analyzing the construction of masculinity both as a discursive construct and as a lived experience. Finally, Katz (2009) zooms in on presidential campaigns and discourse as a form of powerful discursive pedagogy of hegemonic masculinity, emphasizing its pedagogical function in the gender order.

Different here is the connection made between this discursive masculinity and historical events that involve violence.

The final group in the gender dimension is termed ‘miscellaneous’ as either their focus or the points of emphasis can be considered different. These three studies are to be found in Table 28.

Table 28

Three Studies with a Focus on Gender (Miscellaneous)

Title	2nd Level Coding	Abstract	Tasks
Critical Media Literacy: Televisual Representation of Underrepresented Groups	Critically exploring characters or storylines that concern LBGT+ identity to interrogate the influence and construction of representation and stereotypes	“My thesis seeks to examine the influence that popular United States television has on informing policy and cultural understandings about people that have been historically underrepresented or represented inadequately on screen. Specifically, I examine television that deals with characters or storylines that concern LBGT+ identity and disability. My aim is to interrogate depictions of marginalized bodies in U.S. TV, exploring the ideologies that are implicit in these representations with the goal of identifying strategies that allow viewers to critically examine and question these representations and their influence as well as by paying special attention to the ways in which difference is expressed, celebrated and erased. My hope is that researching how and why particular identities are represented will allow me to create interventions for youth to critically think about the influence these representations have on people inhabiting these identities off screen. I have performed a literature review of media literacy programs in the U.S. and abroad, especially those that concern a K-12 demographic. With the help of my advisor and Margaret Caldwell a teacher at Hanover High school I have conducted a small scale, media literacy initiative. With approximately 45 students I have gained data through survey responses, in class discussion, and student annotations on a multimedia analysis platform called Mediathread which is utilized by Dartmouth’s Media Ecology Project. By interrogating representational strategies and tropes found in normative ideology, i.e. TV, my study can lead academics and other informed audiences to develop strategies toward new forms and tactics of media literacy with the goal of having students ask how these representations have been mediated, who has been constructing them, and how to best understand their influence” (Murphy, 2017).	Analyzing representations of disability and LBGT+ characters on TV series based on 5 Key Questions and Core Concepts of CML
Troubling the ontological bubble: middle school students challenging gender stereotypes	Challenging gender binary in in advertisement s to create alternative video ads while maintaining one’s gendered sense of self	“In this paper, we discuss how a selection of eighth-grade students (13-14-year-olds) responded when they were asked to publicly challenge the gender binary for a critical media literacy school assignment in the USA. We describe the ways in which students negotiated the dual projects of complying with the assignment to create video ads that challenged gender stereotypes and maintaining their gendered sense of self. While the videos had virtually all students disrupting gender in some way, many did so even as they reinforced the notion of gender as a binary. We apply the idea of ontological bubble, as well as concepts from post-structural theories, to help us make sense of the different methods students used to maintain the gender binary” (Markowitz & Puchner, 2016).	Deconstructing gender binaries in media ads, and create alternative media ads project to counter the stereotypical hegemonies of power

Table 28 (cont'd)*Three Studies with a Focus on Gender (Miscellaneous)*

Title	2nd Level Coding	Abstract	Tasks
Healthy media literacy: Bridging critical media literacy and health literacy to promote positive body image and health	Redefining health outside of appearance-oriented ideals through resistance to distorted health discourse	“In light of rampant body shame, disordered eating, physical inactivity, and widespread misunderstanding of what constitutes a healthy body, it is crucial to identify mechanisms by which women can resist distorted health discourse and redefine health for themselves outside of appearance-oriented ideals. Through following a group of 42 women ages 18-35 as they engaged in a health and media literacy curriculum developed for this study, and by using critical feminist methods to analyze participants' responses to open-ended surveys before, during, and 2 weeks after completing the curriculum, this study seeks to identify effective means for resisting appearance-focused health ideals. Through the development of a practical and accessible healthy media literacy curriculum and analysis of participants' self-reported beliefs and behaviors throughout the process, this project contributes praxis-oriented research to assist scholars, health educators, and individual women in cultivating and promoting resistance to distorted health discourse. The findings of this study also suggest that women who engage with a healthy media curriculum can develop and cultivate strategies to resist distorted health discourse by writing body image narratives that bear witness to their own lived experiences” (Kite, 2013).	Analyzing various media images and messages in terms of misguided conceptions of healthy life and body

One of these studies is Murphy (2017), which analyzes LBGT+ identity as a historically underrepresented group. The study focuses on a U.S. TV show to analyze how differences are expressed, celebrated and erased and to urge students to think critically about the influence these representations have on people with this identity and on the perception of society about them. The next study, Markowitz and Puchner (2016), is on gender binary and practices of students challenging this binary while maintaining their gendered selves in a video project. Lastly, Kite (2013) is a piece of research with women; however, the focus is on distorted health images emphasizing the body and redefining the notion health of outside of appearance-oriented factors.

Race

The 18 studies focusing on the dimension of race has been divided into two groups as those oriented to the critique of representations and those oriented to liberation from oppression in terms of their focus either on analysis and critique or

on producing counterhegemonic action and space. The first of these two sets of research includes nine studies focusing on critique of representations, which is presented in Table 29.

Table 29

Nine Studies with a Focus on Race (Critique of Representations)

Title	2nd Level Coding	Abstract	Tasks
“I can’t be a princess, I don’t have a princess face”: critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?	Critical thinking vs critical pedagogy: Analyzing representation s of race for empowerment and transformativ e education	“This research investigates both the Critical Thinking and Critical Pedagogy approaches to critical thinking and media literacy. Through participatory action research, the instructional consequences of both approaches are explored with a group of 3rd and 4th class children in an Educate Together primary school. The data emerging, firstly, from lessons adopting a Critical Thinking approach, would suggest that this approach to media literacy is limited, in that it takes insufficient account of the social context of media messages, therefore failing to equip children with the tools necessary to unearth hidden ideologies. A Critical Pedagogy approach, on the other hand, not only views children as active participants in the process of ‘reading’ media but it invites them to move beyond passively accepting the text’s message to question, examine, or dispute the power relations that exist between consumers and authors. Through problem-posing education (Freire, 1970), a strategy taken from Critical Pedagogy, the children in this study critically analyze representations of race, ethnicity, gender, and class, in a selection of Disney’s animated movies. The study demonstrates how this approach challenges children’s thinking, allowing them to question the authority of texts, explore various viewpoints, and delve into social and political issues that are often thought of as off-limits or beyond young children’s capabilities. The study also demonstrates that from these conversations and textual analysis, social transformation is possible. The process of empowerment is a major aspect of transformative education and this study shows it can take many forms, from building self esteem to creating alternative media that voice opposition to social problems. The path of the researcher throughout this study is also considered in the hope that it will provide guidance on the pedagogical requirements of Critical Media Literacy (CML) for fellow teachers. The study shows that CML requires a democratic pedagogy which involves teachers for sharing power with students as they join together in the process of challenging hegemony” (Barnwell, 2010).	Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media texts to oppose to social problems for empowerment and social change
Critical Race Media Literacy: Challenging Deficit Discourse about Chicanas/os	Challenging racism in entertainment media to raise social consciousness of race	“Discusses critical media literacy as an educator’s tool to raise social consciousness. Highlights critical race theory and the critical literacy process of Paul Friere to understand and challenge racism in entertainment media. Describes a critical media literacy curriculum, focusing particularly on American feature films, which was presented to Chicano/a students attending a California community college and outlines the students’ responses to it” (Yosso, 2002).	Analyzing a film in an educational context based on race and stereotypes, and challenging assumptions

Table 29 (cont'd)*Nine Studies with a Focus on Race (Critique of Representations)*

Title	2nd Level Coding	Abstract	Tasks
Good women becoming "queens": Young mothers on welfare as cultural readers	Stimulation of social consciousness and empowerment, considering social status due to class and race, and the social hierarchies	<p>"This dissertation project is an ethnographic audience reception study that approaches its participants as an interpretive community in order to access their standpoint as young mothers of color on welfare and explore what their media readings reveal about their lives and U.S. society. The project focuses on young (16-21 years old, primarily Puerto Rican and Black) mothers who were students in a series of critical media literacy classes I taught in 2006 at a local social service agency. The classes involved viewing and discussing media products that highlighted race/ethnicity, class, and gender, with the purpose of stimulating social consciousness and revealing central themes in the students' lives. Class discussions revealed that the participants share traditional U.S. values; yet their exclusion from mainstream economic and political resources leads them to find alternative means of actualizing their values, which positions them in opposition to the middle-class mainstream. For example, they value "respectability," however, not having access to traditional means of establishing social respect, they use the means available to them and become "good mothers," which earns them judgment as "social deviants." Thusly judged, their efforts to gain social respect via upward mobility are hampered by a combination of factors that reflect social hierarchies. In the private sphere, they are negotiating the tension between being empowered agents in their social world, in the sense of being physically and emotionally independent of men, and their desire for loving partnerships with men who inhabit a patriarchal social environment in which men establish social respect by denigrating women. In the public sphere, their status as young mothers on welfare renders them vulnerable to public policy and subject to intimate surveillance unheard of among middle-class women. Believing in the "American Dream," the participants eschew a "victim" mentality and—further demonstrating their internalization of traditional U.S. values—adopt the Protestant work ethic: if they work hard enough, they will succeed in their goals. Being low-income single mothers just means they will have to work harder. Implications for advocacy and women of color feminisms and the transferability of the methods to other populations are explored" (Brown, 2007).</p>	Analyzing music videos, clips from TV shows and films to address consumerism and stereotypes of identities, and writing counter narratives in a variety of media
Media and Music: A Qualitative Content Analysis of the African American Educational Experience as Portrayed in Black-produced Films, Songs and Print Publications	Black students analyzing various media produced by Black producers and writers depict Black school experience to encounter and critique stereotypes	<p>"African Americans have been treated unequally and unfairly by the media. This issue deserves national attention while stressing the need for more positive messages of African Americans. The intent of this study was to examine how Black produced films, Hip-Hop songs and magazines portray the African American high school educational experience. The theory that guides this paper is critical media literacy. Critical media literacy provides an opportunity to evaluate, understand and critically analyze all forms of media. A qualitative content analysis was used to determine how African Americans are depicted by Black producers, directors and writers. Central questions worth exploring were: (a) How is the African American experience in high school portrayed by Black producers, directors and writers? (b) In what ways do film, Hip-Hop and magazines illustrate the usefulness of the educational experience for social mobility (financial attainment, career vocation attainment, and school attainment)? and (c) Do certain types of media portray the African American high school experience in a more positive or negative light? The results of the study show that African Americans high school students are often portrayed as violent, criminal, poor, uneducated, overly sexual and athletes in popular films, Hip-Hop and magazines. These negative cultural stereotypes remain a concern for many African Americans" (Major, 2020).</p>	Analyzing representations of black educational experience in film, music and magazine by black producers based on 5 core concepts of CML to counter stereotypical depiction of blacks in media

Table 29 (cont'd)*Nine Studies with a Focus on Race (Critique of Representations)*

Title	2nd Level Coding	Abstract	Tasks
The cultural curriculum: Youth pedagogy and film	Analysis of representation of upper-class white male misbehavior in films with a view to race and white supremacy	“Redefinitions of pedagogy with the postmodern era demand that a critical media literacy be included in teacher education. This dissertation examines over twenty films dated between 1982 and 1996 which deal with white, middle to upper-class male misbehavior in the form of car theft, abuse of females and destruction of property. Through the cultural studies form of research known as bricolage, ethnography, semiotics, content analysis and critical hermeneutic interpretation are combined and these films are discussed in light of patriarchy, white supremacy and elitism. Questions are raised as to what youth "read" into these films. Do students take upon the risks and personas of those in films? The fact that neither poor or non-white youth ever take the risks that young white males do in the films is problematic. In fact, the author contends that if lower-class non-white youth or females did misbehave in the same fashion as the "heroes" in the films, that their misbehavior would not be allowed. Indeed, this misbehavior on the part of privileged males appears as a rite of passage into the patriarchal world of the upper middle-class. The author bases her research on film theory and cultural studies and uses issues of ideology and hegemony in defining the tacit curriculum that is viewed and consumed within the youth films examined. A detailed content analysis of scenes and dialogue is included, as well as the scripted data from the films taken by the author. Implications for teacher education are discussed as well as advocacy for a critical media literacy to be included as part of critical pedagogy” (Steinberg, 1997).	Analyzing films on representations of class, race and gender
“I Got New Feelings Coming In”: Drawn Emotions and Refusing Secondly across Anti-Racist English Language Arts Pedagogies	Exploring emotional and affective resonances to whiteness and anti-Blackness in literature for racial and social justice as a form of anti-oppressive pedagogy	“Given the current and historical context of power and oppression in the United States, English language arts (ELA) scholars have called for pedagogies that directly respond to the racialized violence present across texts, schooling, and society (Baker-Bell, Butler, & Johnson, 2017; Baker-Bell, 2020; Butler, 2018; Johnson, 2018). Scholars have long critiqued the ELA curriculum for its dearth of perspectives across race, class, gender, sexuality, and ability, and especially have called upon ELA teachers and researchers to center literature written by Black and Brown authors (Thomas, 2016, 2019). In this call for anti-racist ELA curriculum, scholars have also encouraged an attention to emotion, highlighting the necessity of not only including texts by authors of Color in classrooms but also the importance of the emotional and affective resonances through which students and teachers respond to literary texts for racial and social justice (Dutro, 2019; Grinage, 2019). This qualitative research project, then, explores the emotional responses of secondary ELA students and pre-service literacy teachers to literature that addresses race and racism. This dissertation builds upon critical (post)qualitative and visual arts-based methodologies centering the emotional and affective resonances present across our socially constructed identities as students and teachers work to deconstruct whiteness and anti-Blackness using anti-racist pedagogies (Sousanis, 2015; Love, 2019; Muhammad, 2019). In particular, this project explores how objects of feeling are drawn across space and time (Ahmed, 2010, 2014) and how readers refuse "secondly" (Adichie, 2009) within two research contexts: (1) a 12th critical media literacy course and (2) a critical young adult literature course for pre-service teachers. Findings from this study demonstrate how secondary ELA students and pre-service teachers might center the already present emotion traced across objects of feeling in literature classrooms committed to anti-racist and anti-oppressive pedagogies” (Neville, 2020).	Analyzing art from those historically marginalized across identity markers, analyzing art to elicit public discourse, and discussing media related to race and racism

Table 29 (cont'd)*Nine Studies with a Focus on Race (Critique of Representations)*

Title	2nd Level Coding	Abstract	Tasks
"Teenage addiction": Adolescent girls drawing upon popular culture texts as mentors for writing in an after-school writing club	Discourse analysis of adolescent girls' texts with a view to exploring interpretations of race	"The purpose of this action research study was to explore what and how a group of adolescent girls learned about writing from using popular culture texts as mentor texts for writing projects in an after-school writing club. This research was grounded in social perspectives of literacy, and the writing club that was the context for the inquiry was informed by writing workshop and critical media literacy pedagogies. The participants included four Black, four Latina, and one Native American/White girls who lived in a high poverty neighborhood in the Bronx. Data were collected over a 10-week period during which the writing club met 2-3 times a week for two-hour blocks and included: participant observation, collection of written artifacts from group activities and participants' writing projects, retrospective interviews about the participants' writing projects, and a focus group interview. Interpretive data analysis first focused on constant comparative analysis of the girls' construction of critical media literacy practices and then included the construction of case studies of two of the participants, Latoya's and Raquel's, writing projects. Case study analysis included both constant comparative analysis and discourse analysis of Latoya's and Raquel's oral and written texts. The findings of the case studies illustrated how Latoya and Raquel explicitly used popular culture texts as mentors for writing with perspectives of social class, gender, age, and race in mind to guide their crafting of short stories. Both Latoya and Raquel approached using popular culture texts as mentors for writing as an intertextual endeavor. Specifically, Latoya drew upon four upper middle class "family shows" as mentors for constructing her female adolescent character, and Raquel drew upon two adolescent movie mentor texts as mentors for critiquing high school popularity as a social construct that is determined by adolescents' social class status. In sum, using popular culture texts as mentors for writing opened up space for Latoya and Raquel to make sense of their lives in their writing and gave them opportunities to explore discourses of adolescent girls" (Skinner, 2006).	Analyzing websites and magazines based on 5 key questions of CML and identities, analyzing sitcoms as mentor texts to critique representations of social class, race, gender and age and to write short stories combining their lived experiences and social issues

Table 29 (cont'd)*Nine Studies with a Focus on Race (Critique of Representations)*

Title	2nd Level Coding	Abstract	Tasks
Black adolescents' critical encounters with media and the counteracting possibilities of critical media literacy	Raising critical awareness of the impact of negative representation of race on self and the society	<p>“This transformative mixed-methods research study, uniquely designed as a 12-week curriculum to facilitate critical media literacy, drew upon the principles of critical pedagogy to investigate Black adolescents’ perceptions of the impact of media on their racial identities. Responding to the high rate of media consumption among Black youth, the Critical Encounters Unit engaged 79 Black high school students in the southeast United States in examining how they made sense of their media encounters. Data on participants’ perceptions of the role media plays in constructing Black identities and societal perceptions of Blacks were gathered through pre-post study surveys of all participants’ self-identities and media literacy, interviews with 15 participants, 467 student journals, and 15 video observation field notes. Data analyses revealed the following findings: (a) Although participants claimed limited impact of the media on their self-identities, they perceived that Black society was gravely impacted by the media; (b) Participants claimed that the images of Blacks in the media negatively impacted society’s perception of Blacks; and (c) Critical media literacy heightened participants’ awareness of the role of media in shaping society’s knowledge about Blacks. These findings yielded several insights: (a) Critical awareness of the media was a catalyst for action; (b) The potentially negative impact of the media portrayals of Blacks were buffered by participants’ positive sense of self; (c) Participants did not perceive an alarming impact of the media on their perceptions of self; however there was an acceptance of the normalized media messages about Blacks; and (d) Participants were able to identify practices within the media that marginalized Blacks; however the problematization of their own views of society based on the metastereotypes was a concern. The study highlights the need for discursive spaces in schools, communities and homes for Black adolescents to deconstruct media master narratives, problematize the role of media in their lives, and develop counter-narratives that challenge the marginalization of people of color” (Waldon, 2015).</p>	Sharing previous experience of oppression with media, discussing popular TV from the lens of race and emotional response, analyzing media clips based on 5 Key Questions and Core Concepts of CML, problematizing and presenting a media project

Table 29 (cont'd)*Nine Studies with a Focus on Race (Critique of Representations)*

Title	2nd Level Coding	Abstract	Tasks
Pop culture, literacy and identity: Performative politics in a high school English classroom	Textual representation of race: broader social discourses of identity performance shaped by people daily	<p>“This year long classroom performance ethnography explores the ways a teacher and three tenth graders negotiated meaning for pop culture texts in school. This project is unique in its effort to conceive pop culture classroom curriculum as something teacher planned, enacted with the whole class, and simultaneously enacted on an ad hoc basis by students and their teacher in center and backstage performances, i.e., before the whole class and in more intimate side conversations. Through post-structural analysis of ethnographic fieldnotes, interactive interviews, participant photoethnography, artifact and document collection, the author grounds teacher and student conceptions of popular culture texts in thick descriptions of a year of planned and enacted curricula. The study then zooms in on three events where students, the teacher, and the researcher performed and positioned one another’s identities to and through pop culture texts. Findings pinpoint: (1) a world of backstage performances between a teacher, the researcher, and students where raced and classed subjectivities are always and already in play, (2) a hidden curriculum centered on embodied pop culture texts and social relationships enacted between and amongst students, teachers, and across these groups, (3) critical media literacy approaches to instruction and research might be extended to consider the critically media literate subjectivity as a discursive production, an embodied, lived subjectivity, and an identity performance, and (4) member-checks do not function to confirm or validate a researcher’s finding and instead produce a new series of recontextualized performances and a pedagogical space between researchers and participants during the member-checking interaction. The study is unique in its emphasis on student and teacher relationships to pop culture texts, its juxtaposition of planned, enacted, and hidden curriculum, and attention to the political possibilities inherent in classroom conflicts surrounding pop culture text meaning. Such moments of struggle between teachers, pop culture texts, and students are moments when broader social discourses of race, class, literacy, age, and gender are both shaping and being shaped by people daily” (Johnson, 2009).</p>	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project

In three of these studies, the participants are not all colored students but mixed groups. Barnwell (2010), for instance, concerns textual analysis in the classroom to question and examine power relations between consumers and authors, where students are guided to unearth hidden ideologies by critically analyzing representations of race, ethnicity, gender and class. Similarly, Steinberg (1997) examines White, middle- to upper-class male misbehavior in films with students to discuss representations of several identities. The construction of white supremacy is examined along with patriarchy and elitism, asking the question if students can act as

such in society. Next is Neville (2020), which explores the emotional responses of students and pre-service teachers to literature involving race and racism by deconstructing whiteness and anti-Blackness as a form of anti-racist and anti-oppressive pedagogy.

In the remaining six studies, the students or participants are all colored themselves. In Brown (2007), for example, raced and classed young mothers of color view and discuss media that highlight race along with ethnicity, class and gender with a view to stimulating social consciousness and eventually empowerment. In Major (2020) also, students of color themselves analyze depictions of Black educational experience by looking at media produced by Black producers and writers to critique reproduction of stereotypes. Likewise in Skinner (2006), raced and classed female students in a high poverty neighborhood construct their short stories based on the characters and plotlines from mentor popular culture texts to critique and challenge stereotypes of race in connection to gender and class. Waldon (2015), too, is a study with Black students that both explores the impact of media representations of Blacks on the Black society and the society at large, and seeks to raise critical awareness of media to garner positive sense of self and pinpoint how media marginalized Blacks. The students in Johnson (2009) are raced and classed subjectivities who explore media discourses of race based on various texts. Lastly, in Yosso (2002), there is a CML course with Chicano/a college students, which uses critical race theory to raise social consciousness by challenging racism in entertainment media.

The second category under the race dimension is the studies related to liberation from oppression. The rationale behind this classification is the inclusion of

counterhegemonic actions and/or narratives embedded in the curriculum. There are nine studies listed under this grouping, which can be seen in Table 30.

Table 30

Nine Studies with a Focus on Race (Liberation from Oppression)

Title	2nd Level Coding	Abstract	Tasks
The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	Analyzing reproduction of white supremacy and anti-blackness to rewrite damaging narratives as a form of pedagogy of healing	“Pedagogies of healing and critical media literacy are important, especially in the wake of racial violence when mainstream media work to stigmatize, characterize, and marginalize Black youth by projecting them as dangerous Others. In this article, we offer an overview of how mainstream media reinscribe and reinforce white supremacy, which leads to anti-blackness. Next, we discuss the impact that uncritical consumption of mainstream media narratives of Black people has on media consumers and how Black youth use social media as counterspaces. We then theorize about pedagogies of healing and critical media literacy as tools to encourage Black youth to investigate, dismantle, and rewrite the damaging narratives. We conclude with sample lesson plans and a discussion of how English educators have a responsibility to use our discipline to transform our world and raise awareness of the crisis of racial injustice” (Baker-Bell et al., 2017).	Analyzing video clips and billboards to deconstruct and identify racial stereotypes, writing to the companies on social media to resist the depictions, and creating protest signs for their messages by analyzing protestors' signs
Black Feminism and Critical Media Literacy: Moving from the Margin to the Center: Feminism, Race, Transnationalism	Black Women's Gathering Place: Practices of everyday activism through discussions of misrepresentation of race	“The topic grounded in this essay was inspired by the interactions had and stories shared by an intergenerational group of Black women (including the three coauthors) who termed their regular meetings "the Black Women's Gathering Place." During meetings, discussions ranged from popular culture and political events to everyday experiences with racism, sexism, and other burning topics that need sisterly advice. Eventually the group became a place where members not only supported and leaned on each other's shoulders for comfort, but also engaged in practices of everyday activism as described by Patricia Hill Collins (2000) and heeded Bell Hooks's (1997) call to critically examine media (re)presentations of Black women. The lesson plan that follows the essay represents an expansion of the learning space created by the Black Women's Gathering Place. It provides an educational opportunity for students to develop critical media literacy skills grounded in a Black feminist approach” (Patterson et al., 2016).	Analyzing representations of women and sexuality in TV shows and movies based on 5 Key Questions, discussing active engagement and activism and how to position as activists

Table 30 (cont'd)*Nine Studies with a Focus on Race (Liberation from Oppression)*

Title	2nd Level Coding	Abstract	Tasks
Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	Textual analysis of representation of Latinidad (Latinas) and race in order to transform oppressive representation to one of empowerment and liberation through techniques of Theater of the Oppressed	“This dissertation utilizes textual analysis of media representations of Latinidad and girl culture in order to demonstrate the multiple subjectivities Latinxs inhabit as well as highlight the power relations structured by race, gender, class and sexuality embedded in the mass media. This analysis considers the challenges young Latinas face when negotiating their identities with, through and against the oppressive images of the mass media. Drawing on the work of Chicana/Latina feminist educators, I term this pedagogical project Transformative Critical Media Literacy, defined as learning how to critically read images produced and put forth by the mass media and recognize them as representations of institutionalized oppression so as not to internalize and perpetuate the oppressive messages. TfCML can facilitate a process by which media viewers can imagine ways to transform the oppressive image to one of empowerment and liberation. TfCML is made up of methods that draw from Latinx media studies, Chicana/Latina feminist epistemology and pedagogy; and theatre studies methods as articulated by Augusto Boal and his Theatre of the Oppressed. TfCML offers Latinxs a space to negotiate their own process of identity while developing a critically conscious relationship with the mass media and hopefully become invested in social transformation and liberation” (Elisaldez, 2017).	Analyzing various media through power relations structured by race, gender, class and sexuality for empowerment against oppression using CML and Augusto Boal's 'theatre of the oppressed'
A critical race and LatCrit approach to media literacy: Chicana /o resistance to visual microaggressions	Exposing narratives of entertainment media portrayals of race toward transformative and resilient resistance to oppression	“This study utilizes media as a pedagogical tool to facilitate students' movement toward critical consciousness and transformative resistance. I draw upon critical race and LatCrit theory and adapt the Freirean critical literacy process, while utilizing the tradition of visual sociology to understand and challenge the role media plays in disguising racism as “entertainment.” Over the course of one semester, 35 Chicana/o, Latina/o community college students, who were enrolled in a Chicano Studies course, participated in this study. Initially, I conducted a survey that addressed students' self-efficacy, socioacademic status, and the frequency and types of roles that they saw Chicanas/os, Latinas/os play in English-language entertainment media. Students also responded to video-elicitation items and a casting exercise wherein they chose the race and gender of who they would like to see in various media portrayals. Then, I conducted two sessions of critical media literacy curriculum, utilizing Chicana/o entertainment media portrayals to address the links between the underlying narratives of entertainment media portrayals and social science theories about Chicanas/os. After this, I conducted the original survey again. Finally, I conducted individual interviews to assess students' experiences with and responses to the curriculum. This study recognizes that just as Chicanas/os, Latinas/os experience multiple layers of oppression; they also respond to and resist oppression in multiple ways. Interview findings indicate that when confronted with visual microaggressions, students attempt to “prove wrong” notions that Chicanas/os are stupid, lazy, and inferior to Whites. In this, students seem to be exhibiting resilient resistance; they are surviving and succeeding along the educational pipeline as a strategic response to visual microaggressions. Students' resistance strategies include: (a)reaching out to family, friends, and community, searching for role models, and taking Chicano Studies classes; and (b)reaching in and maintaining a positive outlook/attitude, developing high self-expectations, being self-vigilant, and struggling with issues of self-doubt. Overall, this research reveals the multifaceted nature of racism and oppression and the promise of resilient resistance” (Yosso, 2000).	Analyzing and discussing film clips from the lens of gender, race and class, and discussing representations of stereotyped Chicano/a characters from film clips to challenge the assumptions

Table 30 (cont'd)*Nine Studies with a Focus on Race (Liberation from Oppression)*

Title	2nd Level Coding	Abstract	Tasks
When stepping to college is stepping to consciousness : Cultivating critical college access and transformational resistance in an urban high school classroom	Analysis of a mixed pedagogy in a racially diverse class in terms of social justice agenda through transformational resistance against social inequalities	“Low-income youth of color, particularly in this nation’s segregated urban schools, face a crisis in access to higher education. This dissertation examines an educational intervention called Step to College (Step), which aimed to disrupt educational inequalities for one untracked urban high school class of African American and Latina/o youth during their sophomore through senior years. Step is a university and school partnership that aims to prepare the students for enrollment in four-year universities and foster in them the commitment to resisting inequalities in transformative ways. This study analyzes Step’s curriculum and pedagogy, the interweaving influences in students’ lives in addition to Step, and the impacts of Step on the youths’ academic achievement, college going, and social justice endeavors. I employed critical ethnographic research methods and researched con cariño (with authentic care) to understand how classroom teachers can explicitly attempt to pave critical college pathways for underserved youth. In addition to ethnographic methods this research approach entailed building reciprocal relationships with the research participants, being deeply committed to the welfare of the school and community, and paying attention to the particular needs of the school. I examined the Step program using theories of transformational resistance, critical and culturally relevant pedagogies, authentic care, critical media literacy, and critical college access. This dissertation provides important insights about classroom teaching practices that enhance students’ opportunities to attend college and nurture their engagement in healthy and positive acts of resistance against social inequities. The key aspects of the Step pedagogical approach include (1) high expectations and academic rigor, (2) critical, culturally relevant, and project-based course content and delivery, (3) intensive supports, (4) caring, family-like relationships, (5) and an emphasis on self-discipline. While the Step students encountered multiple influences in their lives that both promoted and impeded their access to college and their commitments to social justice, the Step pedagogical approach also had profound impacts on the youth. This untracked cohort of students (high- and low-achieving students placed together in a college preparatory class) persisted through high school and into four-year universities at much higher rates than their peers. They also resisted educational and social inequalities by engaging in peaceful protests, distributing critical youth-led research, influencing friends and family in positive ways, and going to college with the purpose of gaining knowledge, skills, and resources to empower their home communities. This study informs our understanding of how to create and sustain the conditions necessary for enhancing college access and transformational resistance across school and community contexts” (Hidalgo, 2011).	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights
Rap and orality: Critical media literacy, pedagogy, and cultural synchronization	Analysis of rap music as a tool to fostering interrogated voice of racial minorities	“Rap is a vehicle through which teachers can privilege student voices, especially those of black and Latino urban-center youth, while simultaneously teaching them to interrogate those voices. Rap can serve as literature independently without necessarily being paired with other literature” (Paul, 2000).	Analyzing images and meanings in music videos from the lense of race, ethnicity and social class

Table 30 (cont'd)*Nine Studies with a Focus on Race (Liberation from Oppression)*

Title	2nd Level Coding	Abstract	Tasks
KRS -One going against the grain: A critical study of rap music as a postmodern text	Using rap as a postmodern text to analyze the oppressive discourse related to race connected with cultural identity and stereotypes with a view to liberation and empowerment	<p>“We live in a society that is continually evolving, and yet somehow it has become generally accepted that schooling should not change. Realistically, the world is different and continuously changing, and we change with it. Schools must follow suit, particularly with literacy education. This study argues for the inclusionary practice of studying and interpreting postmodern texts in today's school curriculum using a cultural studies and critical theory approach, thus creating a transformative or cultural curriculum. Such an approach transforms the role of students from one of passivity and silence to one that is active, empowering, and liberating. An empowering critical education can be achieved by including multiple critical literacies into the existing curriculum. Therefore, incorporating multiple critical literacies, using postmodern texts, prompts students to draw multiple meanings and interpretations of texts based on their own personal histories and experiences. The purpose of this study was to analyze and critique rap music as a postmodern text, particularly because of the emancipatory potential it has for educating all youth, regardless of race, class or ethnicity, about Black culture and urban realities. In addition, this study examines how rap as an emancipatory pedagogy exposes power relations between oppressed groups in nearly all aspects of society. This study analyzes, critiques, and interprets the rap lyrics of one rap artist, KRS-One, because his rap articulates the harsh realities of urban and social life for Black youth, particularly concerning the issues of race, power, and identity. This study analyzes and critiques how KRS-One attempts to take his rap one step further by attempting to politicize the reasons such poor conditions continue to exist in urban areas. Furthermore, KRS-One's rap attempts to deconstruct the power institutions that help maintain and perpetuate mainstream ideologies, namely the media, government, police, and education, which are critiqued in this study as the rap lyrics are interpreted through a bricolage of methodologies, including textual analysis, rhetorical criticism, and critical hermeneutics. Educators who incorporate critical literacies, such as critical media literacy, using rap music as one example, legitimate and validate the students' culture, voice, knowledge, experiences, and histories as well as aid in the healthy construction of their own racial and cultural identities. Furthermore, students learn to critically examine issues such as race, class, culture, ethnicity, and identity instead of passively allowing traditional mainstream ideologies (i.e., the hidden curriculum and cultural hegemony) to unconsciously shape their values, thoughts, and beliefs. Finally, the critical examination of postmodern texts allows students to dispel myths and question stereotypes that the four power institutions analyzed in this study often perpetuate” (Parmar, 2002).</p>	Deconstructing lyrics of songs to analyze social justice issues such as race, class, identity and dominant ideology, and composing hip hop songs upon personal experiences

Table 30 (cont'd)*Nine Studies with a Focus on Race (Liberation from Oppression)*

Title	2nd Level Coding	Abstract	Tasks
Combining African-Centered and Critical Media Pedagogies: A 21st-Century Approach Toward Liberating the Minds of the Mis-Educated in the Digital Age	Combining African-centered and critical media pedagogies to mentally liberate African Americans from mental slavery to transform their lives	“Since the slave trade, African Americans have been the most media-stereotyped race of people. From that time, multiple forms of media have been used to convince Blacks of their inevitable servitude and Whites of their supremacy (Burrell, 2010), as a means of transferring physical slavery to mental slavery (Akbar, 1998). Additionally, African Americans have been the victims of a Eurocentric educational system essentially designed to “mis-educate” (Woodson, 1933)—to further oppress and devalue African and African American contributions to our global history. This qualitative research study aimed to analyze an existing curricular model known as Rise Above the Noise , which combines two educational pedagogies, African-centered (Murrell, 2002) and critical media (Morrell, 2008; Thoman, 2003a), and is designed to appropriately educate and mentally liberate African Americans whose ancestors were displaced by slavery. I adopted a critical race methodology (Delgado, 1995a; Yosso, 2006), utilizing video interviews, counter-storytelling, journaling, and a focus group as data collection tools, and analyzed data according to Banks’s (1982) model for appropriately educating the mis-educated (as cited and summarized by Akbar, 1998), known as D-R-C (deconstructionist—reconstructionist—constructionist). Using a convenience sample of five African American young adults (ages 18-30) from Los Angeles, CA who were considered socioeconomically disadvantaged, I attempted to discover how the implementation of a combined African-centered/critical media literacy pedagogy could impel participants to transform their current life circumstances” (Byard, 2012).	Analyzing and critiquing various forms of media based on race and whiteness for liberation from hegemony by employing 5 key questions and core concepts of CML, using counter storytelling and journaling.
Black Girls and Critical Media Literacy for Social Activism	Deconstructing and problematizing power of racist media narratives to create counter-narratives for youth activism	“Despite the largely degrading media representations of Blackness, historically, Black girls and women have been strong activists, disrupting narratives the media conveys about Black girl- and womanhood. Centering Black girls’ lived experience through critical media literacy can give them the opportunity to develop the language to identify, deconstruct, and problematize the complexity of power operating in media and negotiate visibility by counter-narrating racist, sexist, and classist media narratives with authentic stories of Black girlhood. This article centralizes Black girls in media literacy by articulating the aims of the individual and collective endeavors of the Black Girls’ Literacies Collective (BGLC). The author unpacks critical media literacy for classroom teachers and shares practical ways to employ media literacy for youth social activism to alter the educational landscape to effect change” (McArthur, 2016).	Deconstructing sexist, racist and classist images and messages of media for social activism by writing on social media

Five of these nine studies explore race and ethnicity together as they were done with Black and Latino students and these two dimensions go together. Hidalgo (2011) uses a pedagogy focused on social justice and transformational resistance with African American and Latina/o youth that aims to engage students in healthy and positive practices of resistance against social inequalities such as peaceful protests, distributing critical youth-made research and spreading the word to friends

and family in their community. The female students in Elisaldez (2017) are also raced themselves as Latinas, who discuss racial representations in relation to gender and class, and try to transform oppressive images to those of empowerment and liberation using methods of Theatre of the Oppressed for social transformation. In Yosso (2000), the emphasis is on transformational and resilient resistance in a course with raced students from Chicana/o origins. They study Chicana/o entertainment media portrayals to decipher stereotypes to resist oppression in multiple ways such as searching for role models, taking Chicano Studies classes, keeping a positive attitude, setting high self-expectations and being self-confident. Another study, Paul (2000) uses rap as literature to explore the construct of race and to bring black and Latino youth's voice to the fore by guiding them to explore and interrogate those voices at the same time. Finally, in Parmar (2002), students who are also raced themselves, living in poor urban areas, try to construct their own racial identities in a healthy way by textual analysis that examines issues of race, class and ethnicity.

The other four studies focus on race without an accompanying Latino or ethnic dimension. Patterson et al. (2016) tells us about a group of women of color who come together to discuss racist and sexist depictions of women of color to engage in everyday activism themselves. Baker-Bell et al. (2017) focuses on pedagogies of healing by exploring, resisting and rewriting damaging narratives that reinforce white supremacy and anti-Blackness, while Byard (2012) uses an African-centered and critical media literacy to mentally liberate African Americans to counter media stereotypes and transform their existing life circumstances. Lastly, McArthur (2016) focuses on racist media narrative to foster youth social activism through creating counter-narratives.

Ethnicity

The group of research that has a dimension of ethnicity are presented in Table 31. There are eight studies in this group. It can be seen in the Tables that all the studies with an ethnicity dimension also have a race dimension as well, except for Bing-Canar and Zerkel (1998), which concerns a documentary video and CML project with Arab women in the U.S. to tell their own stories and counter-narratives. The other seven studies are all targeted toward African Americans, Latinos and Chicanos in the U.S. Yet again, all the studies in this group also have an explicit class dimension as well, except for Bing-Canar and Zerkel (1998) with an implicit class dimension and Paul (2000), which is directly related to Black and Latino youth with a covert class dimension. However, one thing that is common across this group is that each of them specifically target some form of empowerment either through resistance or examined voice, each one geared toward social transformation through action.

Table 31

Eight Studies with a Focus on Ethnicity

Title	2nd Level Coding	Abstract	Tasks
Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	Textual analysis of representation of Latinidad (Latinas) in order to transform oppressive representation to one of empowerment and liberation through techniques of the Oppressed	“This dissertation utilizes textual analysis of media representations of Latinidad and girl culture in order to demonstrate the multiple subjectivities Latinxs inhabit as well as highlight the power relations structured by race, gender, class and sexuality embedded in the mass media. This analysis considers the challenges young Latinas face when negotiating their identities with, through and against the oppressive images of the mass media. Drawing on the work of Chicana/Latina feminist educators, I term this pedagogical project Transformative Critical Media Literacy, defined as learning how to critically read images produced and put forth by the mass media and recognize them as representations of institutionalized oppression so as not to internalize and perpetuate the oppressive messages. TfCML can facilitate a process by which media viewers can imagine ways to transform the oppressive image to one of empowerment and liberation. TfCML is made up of methods that draw from Latinx media studies, Chicana/Latina feminist epistemology and pedagogy; and theatre studies methods as articulated by Augusto Boal and his Theatre of the Oppressed. TfCML offers Latinxs a space to negotiate their own process of identity while developing a critically conscious relationship with the mass media and hopefully become invested in social transformation and liberation” (Elisalde, 2017).	Analyzing various media through power relations structured by race, gender, class and sexuality for empowerment against oppression using CML and Augusto Boal's 'theatre of the oppressed'

Table 31 (cont'd)*Eight Studies with a Focus on Ethnicity*

Title	2nd Level Coding	Abstract	Tasks
<p>“I can’t be a princess, I don’t have a princess face”: critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?</p>	<p>Critical thinking vs critical pedagogy: Analyzing representations of ethnicity for empowerment and transformative education</p>	<p>“This research investigates both the Critical Thinking and Critical Pedagogy approaches to critical thinking and media literacy. Through participatory action research, the instructional consequences of both approaches are explored with a group of 3rd and 4th class children in an Educate Together primary school. The data emerging, firstly, from lessons adopting a Critical Thinking approach, would suggest that this approach to media literacy is limited, in that it takes insufficient account of the social context of media messages, therefore failing to equip children with the tools necessary to unearth hidden ideologies. A Critical Pedagogy approach, on the other hand, not only views children as active participants in the process of ‘reading’ media but it invites them to move beyond passively accepting the text’s message to question, examine, or dispute the power relations that exist between consumers and authors. Through problem-posing education (Freire, 1970), a strategy taken from Critical Pedagogy, the children in this study critically analyze representations of race, ethnicity, gender, and class, in a selection of Disney’s animated movies. The study demonstrates how this approach challenges children’s thinking, allowing them to question the authority of texts, explore various viewpoints, and delve into social and political issues that are often thought of as off-limits or beyond young children’s capabilities. The study also demonstrates that from these conversations and textual analysis, social transformation is possible. The process of empowerment is a major aspect of transformative education and this study shows it can take many forms, from building self esteem to creating alternative media that voice opposition to social problems. The path of the researcher throughout this study is also considered in the hope that it will provide guidance on the pedagogical requirements of Critical Media Literacy (CML) for fellow teachers. The study shows that CML requires a democratic pedagogy which involves teachers for sharing power with students as they join together in the process of challenging hegemony” (Barnwell, 2010).</p>	<p>Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media texts to oppose to social problems for empowerment and social change</p>
<p>Rap and orality: Critical media literacy, pedagogy, and cultural synchronization</p>	<p>Analysis of rap music as a tool to fostering interrogated voice of ethnic minorities</p>	<p>“Rap is a vehicle through which teachers can privilege student voices, especially those of black and Latino urban-center youth, while simultaneously teaching them to interrogate those voices. Rap can serve as literature independently without necessarily being paired with other literature” (Paul, 2000).</p>	<p>Analyzing images and meanings in music videos from the lens of race, ethnicity and social class</p>

Table 31 (cont'd)*Eight Studies with a Focus on Ethnicity*

Title	2nd Level Coding	Abstract	Tasks
Good women becoming "queens": Young mothers on welfare as cultural readers	Stimulation of social consciousness and empowerment, considering social status due to ethnicity, and social environment	<p>"This dissertation project is an ethnographic audience reception study that approaches its participants as an interpretive community in order to access their standpoint as young mothers of color on welfare and explore what their media readings reveal about their lives and U.S. society. The project focuses on young (16-21 years old, primarily Puerto Rican and Black) mothers who were students in a series of critical media literacy classes I taught in 2006 at a local social service agency. The classes involved viewing and discussing media products that highlighted race/ethnicity, class, and gender, with the purpose of stimulating social consciousness and revealing central themes in the students' lives. Class discussions revealed that the participants share traditional U.S. values; yet their exclusion from mainstream economic and political resources leads them to find alternative means of actualizing their values, which positions them in opposition to the middle-class mainstream. For example, they value "respectability," however, not having access to traditional means of establishing social respect, they use the means available to them and become "good mothers," which earns them judgment as "social deviants." Thusly judged, their efforts to gain social respect via upward mobility are hampered by a combination of factors that reflect social hierarchies. In the private sphere, they are negotiating the tension between being empowered agents in their social world, in the sense of being physically and emotionally independent of men, and their desire for loving partnerships with men who inhabit a patriarchal social environment in which men establish social respect by denigrating women. In the public sphere, their status as young mothers on welfare renders them vulnerable to public policy and subject to intimate surveillance unheard of among middle-class women. Believing in the "American Dream," the participants eschew a "victim" mentality and—further demonstrating their internalization of traditional U.S. values—adopt the Protestant work ethic: if they work hard enough, they will succeed in their goals. Being low-income single mothers just means they will have to work harder. Implications for advocacy and women of color feminisms and the transferability of the methods to other populations are explored" (Brown, 2007).</p>	Analyzing music videos, clips from TV shows and films to address consumerism and stereotypes of identities, and writing counter narratives in a variety of media
Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	Constructing representation of self to counter mainstream representation of Arab ethnic minority for empowerment	<p>"Arab women are "usually shown in the harem and they're belly-dancing. Or they're in the chador and the hijab and they're so persecuted ... or usually, they're just seductress", says the college-aged woman on the television who wears fashionably short hair and rich fall colors. Her analysis of mass media representations of Arab women is well founded. However, she is herself defying those stereotypes by speaking to viewers of <i>Benaat Chicago (Daughters of Chicago): Growing Up Arab and Female in Chicago</i>, a video made in collaboration with young Arab-American women from the inner city of Chicago. The video is the result of a year-long workshop series in critical media literacy taught by the codirectors of the video and attended by the young women who helped make the video. Our experience with these young women revealed that, given the tools, space, and encouragement, youth are able to construct powerful and engaging representations of their own lives. In this article, we describe the process of working with this group of young women and the making of <i>Benaat Chicago</i>" (Bing-Canar & Zerkel, 1998). [No Abstract: introductory paragraph used instead]</p>	Doing role plays, keeping a journal, and producing a documentary video to resist religious and ethnic stereotypes and to reinforce agency and empowerment

Table 31 (cont'd)*Eight Studies with a Focus on Ethnicity*

Title	2nd Level Coding	Abstract	Tasks
When stepping to college is stepping to consciousness : Cultivating critical college access and transformational resistance in an urban high school classroom	Analysis of a mixed pedagogy in an ethnic minority class in terms of social justice agenda through transformational resistance against social inequalities	“Low-income youth of color, particularly in this nation’s segregated urban schools, face a crisis in access to higher education. This dissertation examines an educational intervention called Step to College (Step), which aimed to disrupt educational inequalities for one untracked urban high school class of African American and Latina/o youth during their sophomore through senior years. Step is a university and school partnership that aims to prepare the students for enrollment in four-year universities and foster in them the commitment to resisting inequalities in transformative ways. This study analyzes Step’s curriculum and pedagogy, the interweaving influences in students’ lives in addition to Step, and the impacts of Step on the youths’ academic achievement, college going, and social justice endeavors. I employed critical ethnographic research methods and researched con cariño (with authentic care) to understand how classroom teachers can explicitly attempt to pave critical college pathways for underserved youth. In addition to ethnographic methods this research approach entailed building reciprocal relationships with the research participants, being deeply committed to the welfare of the school and community, and paying attention to the particular needs of the school. I examined the Step program using theories of transformational resistance, critical and culturally relevant pedagogies, authentic care, critical media literacy, and critical college access. This dissertation provides important insights about classroom teaching practices that enhance students’ opportunities to attend college and nurture their engagement in healthy and positive acts of resistance against social inequities. The key aspects of the Step pedagogical approach include (1) high expectations and academic rigor, (2) critical, culturally relevant, and project-based course content and delivery, (3) intensive supports, (4) caring, family-like relationships, (5) and an emphasis on self-discipline. While the Step students encountered multiple influences in their lives that both promoted and impeded their access to college and their commitments to social justice, the Step pedagogical approach also had profound impacts on the youth. This untracked cohort of students (high- and low-achieving students placed together in a college preparatory class) persisted through high school and into four-year universities at much higher rates than their peers. They also resisted educational and social inequalities by engaging in peaceful protests, distributing critical youth-led research, influencing friends and family in positive ways, and going to college with the purpose of gaining knowledge, skills, and resources to empower their home communities. This study informs our understanding of how to create and sustain the conditions necessary for enhancing college access and transformational resistance across school and community contexts” (Hidalgo, 2011).	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights

Table 31 (cont'd)*Eight Studies with a Focus on Ethnicity*

Title	2nd Level Coding	Abstract	Tasks
A critical race and LatCrit approach to media literacy: Chicana/o resistance to visual microaggressions	Exposing narratives of entertainment media portrayals of race toward transformative and resilient resistance to oppression	<p>“This study utilizes media as a pedagogical tool to facilitate students' movement toward critical consciousness and transformative resistance. I draw upon critical race and LatCrit theory and adapt the Freirean critical literacy process, while utilizing the tradition of visual sociology to understand and challenge the role media plays in disguising racism as “entertainment.” Over the course of one semester, 35 Chicana/o, Latina/o community college students, who were enrolled in a Chicano Studies course, participated in this study. Initially, I conducted a survey that addressed students' self-efficacy, socioacademic status, and the frequency and types of roles that they saw Chicanas/os, Latinas/os play in English-language entertainment media. Students also responded to video-elicitation items and a casting exercise wherein they chose the race and gender of who they would like to see in various media portrayals. Then, I conducted two sessions of critical media literacy curriculum, utilizing Chicana/o entertainment media portrayals to address the links between the underlying narratives of entertainment media portrayals and social science theories about Chicanas/os. After this, I conducted the original survey again. Finally, I conducted individual interviews to assess students' experiences with and responses to the curriculum. This study recognizes that just as Chicanas/os, Latinas/os experience multiple layers of oppression; they also respond to and resist oppression in multiple ways. Interview findings indicate that when confronted with visual microaggressions, students attempt to “prove wrong” notions that Chicanas/os are stupid, lazy, and inferior to Whites. In this, students seem to be exhibiting resilient resistance; they are surviving and succeeding along the educational pipeline as a strategic response to visual microaggressions. Students' resistance strategies include: (a)reaching out to family, friends, and community, searching for role models, and taking Chicano Studies classes; and (b)reaching in and maintaining a positive outlook/attitude, developing high self-expectations, being self-vigilant, and struggling with issues of self-doubt. Overall, this research reveals the multifaceted nature of racism and oppression and the promise of resilient resistance” (Yosso, 2000).</p>	Analyzing and discussing film clips from the lens of gender, race and class, and discussing representations of stereotyped Chicano/a characters from film clips to challenge the assumptions

Table 31 (cont'd)*Eight Studies with a Focus on Ethnicity*

Title	2nd Level Coding	Abstract	Tasks
KRS - One going against the grain: A critical study of rap music as a postmodern text	Using rap as a postmodern text to analyze the oppressive discourse related to race connected with cultural identity and stereotypes with a view to liberation and empowerment	<p>“We live in a society that is continually evolving, and yet somehow it has become generally accepted that schooling should not change. Realistically, the world is different and continuously changing, and we change with it. Schools must follow suit, particularly with literacy education. This study argues for the inclusionary practice of studying and interpreting postmodern texts in today's school curriculum using a cultural studies and critical theory approach, thus creating a transformative or cultural curriculum. Such an approach transforms the role of students from one of passivity and silence to one that is active, empowering, and liberating. An empowering critical education can be achieved by including multiple critical literacies into the existing curriculum. Therefore, incorporating multiple critical literacies, using postmodern texts, prompts students to draw multiple meanings and interpretations of texts based on their own personal histories and experiences. The purpose of this study was to analyze and critique rap music as a postmodern text, particularly because of the emancipatory potential it has for educating all youth, regardless of race, class or ethnicity, about Black culture and urban realities. In addition, this study examines how rap as an emancipatory pedagogy exposes power relations between oppressed groups in nearly all aspects of society. This study analyzes, critiques, and interprets the rap lyrics of one rap artist, KRS-One, because his rap articulates the harsh realities of urban and social life for Black youth, particularly concerning the issues of race, power, and identity. This study analyzes and critiques how KRS-One attempts to take his rap one step further by attempting to politicize the reasons such poor conditions continue to exist in urban areas. Furthermore, KRS-One's rap attempts to deconstruct the power institutions that help maintain and perpetuate mainstream ideologies, namely the media, government, police, and education, which are critiqued in this study as the rap lyrics are interpreted through a bricolage of methodologies, including textual analysis, rhetorical criticism, and critical hermeneutics. Educators who incorporate critical literacies, such as critical media literacy, using rap music as one example, legitimate and validate the students' culture, voice, knowledge, experiences, and histories as well as aid in the healthy construction of their own racial and cultural identities. Furthermore, students learn to critically examine issues such as race, class, culture, ethnicity, and identity instead of passively allowing traditional mainstream ideologies (i.e., the hidden curriculum and cultural hegemony) to unconsciously shape their values, thoughts, and beliefs. Finally, the critical examination of postmodern texts allows students to dispel myths and question stereotypes that the four power institutions analyzed in this study often perpetuate” (Parmar, 2002).</p>	Deconstructing lyrics of songs to analyze social justice issues such as race, class, identity and dominant ideology, and composing hip hop songs upon personal experiences

Religion

In Table 32, there are three pieces of research with a focus on religion. The common point among these studies is that they are all focused on the representations of Muslims in their society, the U.S. While Jackson (2009) focuses on promoting the overarching concept of multiculturalism to challenge negative representations of

Muslims, Baaghil (2019) is specifically and only oriented toward the negative stereotyping on Muslims and its influence on identity formation on Muslims youth. Unlike these two studies, Bing-Canar and Zerkel (1998) also has a gender perspective that go with religion, being done with Arab women to counter negative representations.

Table 32

Three Studies with a Focus on Religion

Title	2nd Level Coding	Abstract	Tasks
Teaching about controversial groups in public schools: Critical multiculturalism and the case of Muslims since September 11	Analyzing stereotypical representation of Muslims calling for critical multicultural approach for balanced perceptions of others	“This study explores some major challenges involved in teaching about controversial groups in U.S. public schools, discussing as an example education about Muslims since September 11, 2001 (9/11), and the need for students to develop accurate and balanced perceptions of others in a democratic society. In the first chapter, the two prominent educational orientations toward social difference, assimilationism and pluralism, are critically reviewed, as well as a third approach, critical multiculturalism, which is recommended here. The second chapter considers the influence of the media on young people, and argues that because predominantly negative stereotypical representations of Muslims have proliferated in the mass media and popular culture since 9/11, that associate the subjects with terrorism, critical media literacy is a crucial component of a critical multicultural approach to difference in the classroom. In the third chapter, contemporary representations of Muslims in public schools are examined (primarily in standards and textbooks), and it is argued that while many framings of the subjects are more balanced than they have been in the past, additional orientations beyond those commonly given are needed to provide students with understandings in line with the critical multicultural approach advocated for here. In the fourth chapter, model practices for teaching about the subjects using a critical multicultural orientation are discussed, along with the implications for teacher education. The fifth chapter discusses limitations of the study, including areas where additional research is needed, and the study's potential value to future research and policy work” (Jackson, 2009).	Analyzing presentations of Muslims and other minorities in various media and education system, and discussing stereotypes and multiculturalism
Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	Constructing representation of self to counter mainstream representation of Muslim minority for empowerment	“Arab women are “usually shown in the harem and they’re belly-dancing. Or they’re in the chador and the hijab and they’re so persecuted ... or usually, they’re just seductress”, says the college-aged woman on the television who wears fashionably short hair and rich fall colors. Her analysis of mass media representations of Arab women is well founded. However, she is herself defying those stereotypes by speaking to viewers of <i>Benaat Chicago (Daughters of Chicago): Growing Up Arab and Female in Chicago</i> , a video made in collaboration with young Arab-American women from the inner city of Chicago. The video is the result of a year-long workshop series in critical media literacy taught by the codirectors of the video and attended by the young women who helped make the video. Our experience with these young women revealed that, given the tools, space, and encouragement, youth are able to construct powerful and engaging representations of their own lives. In this article, we describe the process of working with this group of young women and the making of <i>Benaat Chicago</i> ” (Bing-Canar & Zerkel, 1998). [No Abstract: introductory paragraph used instead]	Doing role plays, keeping a journal, and producing a documentary video to resist religious and ethnic stereotypes and to reinforce agency and empowerment

Table 32 (cont'd)*Three Studies with a Focus on Religion*

Title	2nd Level Coding	Abstract	Tasks
The Voiced and The Voiceless: The Effects of Their Portrayal in The Media on The Consciousness of Muslim Youth Post 9/11 in The United States	Analyzing impacts of negative stereotypes of Muslims in identity formation of Muslim American youth, and how they combat it through active social media use	“In the era following 9/11, Islam has become a target of discrimination and bigotry, and it is often misconstrued in the media and vilified by news members and political leaders. The mass media often negatively portrays Muslims as ‘terrorists’ and ‘extremists’ and Muslims are grouped, without will, into this category of being ‘evil’ and ‘strange.’ This portrayal may lead to an internalization of the negative stereotypes prevalent in the media and an eroding of Muslim American youth’s identity. Although some research has been done on the effects that post-9/11 media have had on the identity of Muslim youth, little research has yet been done on whether the mass media has specifically affected the identity formation of Muslim youth in America and how Muslim American youth’s mass media navigation is influenced by their portrayal therein. This research has addressed this need through a qualitative study, with a focus on interviews conducted with Muslim high school students. The results from this study found that Muslim American youth are conscious of the negative stereotypes in the news media; however, the core of their identity is not greatly affected for they interact positively on a daily basis with social media. Muslim American youth identified that they are creating their unique stories. While the news media perpetuates othering and white supremacy, participants noticed that social media is a platform that they are able to find positive influences and interact with like-minded individuals to strengthen their identity. Participants concluded that it is imperative for one to become active and positive participants in their society in order to combat negative news media portrayals. The results of this study have shown that there is a need for critical media literacy to exist in our schools in order to educate people on different religions and beliefs” (Baaghil, 2019).	Analyzing social media from the lens of representations of minorities and lower class, and engaging in discussions to create space

Sexuality

The four studies with a dimension of sexuality can be seen in Table 33. The common aspect of each of these studies is that sexuality is focused in relation to gender, specifically women. In Elisaldez (2017) and Maharajh (2013), sexuality is deal with a focus on sexualization of women and female body, whereas in Hayes (2004), this dimension is mentioned in relation to the discursive norms disseminated by media discourse and society on sexual activity of girls. In contrast, Ryden (2001) mentions media depictions desire and sex with reference to constructing the construct of gender as an object of desire in relation to power.

Table 33*Four Studies with a Focus on Sexuality*

Title	2nd Level Coding	Abstract	Tasks
Smart cookies: A Girl Scout learning community	Girl Scouts' Media Know-How radio program: Advocacy for resisting prevalent discourse of submissive femininity and repressing their sexuality in popular culture and social norms	<p>“The reported qualitative case study examines peer dynamics and program uptake among one group of adolescent Girl Scouts in a small, predominantly White, working- and middle-class Midwestern community. Specifically, the research, which included observation, interviews, and document analysis, focused on a troop of ninth and tenth grade girls and their implementation of the Girl Scouts' Media Know-How program through the collaborative authorship and production of a radio vignette. This study braids together scholarship about gender, adolescence, popular culture, critical media literacy, and learning communities to frame an analysis of the ways participants in an informal, outside-school educational program implemented a critical literacy program designed for girls. The project was intended to add both ethnographic evidence and the voices of youth to contemporary conversations about young people's relationships to popular media, girls' experiences in a sexist society, and learning in outside-school settings. For their Media Know-How project, focal girls produced a radio spot authored to promote the goal of teen pregnancy prevention to an audience of other girls. Informants saw their enterprise, a collaboratively constructed cautionary tale, as an affirmation of their goals for future schooling and a forum for speaking against prevalent discourses of acquiescent femininity. Focal girls characterized their message, with its exhortation to postpone sexual activity, as resistant rather than reproductive of social norms. They regarded their project as both situated within and potentially informing the discourse of adolescent femininity that they witnessed and experienced in their school and community, and as offering support to girls who were navigating these social spheres. The tension between the conservatism of their message and their definition of it as progressive in its advocacy of abstinence, serves as a reminder that young people's relationships to various discursive norms (e.g., assertive girl, cool teen) are complicated. Thus, adults who offer such programs as Media Know-How cannot predict the ways various groups will implement them, any more than we can presume how girls will define resistance to delimiting social norms” (Hayes, 2004).</p>	Discussing representations of girlhood and sexuality in media texts, and creating a radio spot to offer support to other girls in the community on these issues for emancipation
Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	Textual analysis of representation of Latinas women and their sexuality in order to transform oppressive representation to one of empowerment and liberation through techniques of Theater of the Oppressed	<p>“This dissertation utilizes textual analysis of media representations of Latinidad and girl culture in order to demonstrate the multiple subjectivities Latinxs inhabit as well as highlight the power relations structured by race, gender, class and sexuality embedded in the mass media. This analysis considers the challenges young Latinas face when negotiating their identities with, through and against the oppressive images of the mass media. Drawing on the work of Chicana/Latina feminist educators, I term this pedagogical project Transformative Critical Media Literacy, defined as learning how to critically read images produced and put forth by the mass media and recognize them as representations of institutionalized oppression so as not to internalize and perpetuate the oppressive messages. TfCML can facilitate a process by which media viewers can imagine ways to transform the oppressive image to one of empowerment and liberation. TfCML is made up of methods that draw from Latinx media studies, Chicana/Latina feminist epistemology and pedagogy; and theatre studies methods as articulated by Augusto Boal and his Theatre of the Oppressed. TfCML offers Latinxs a space to negotiate their own process of identity while developing a critically conscious relationship with the mass media and hopefully become invested in social transformation and liberation” (Elisaldez, 2017).</p>	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts

Table 33 (cont'd)*Four Studies with a Focus on Sexuality*

Title	2nd Level Coding	Abstract	Tasks
Feminine experience: media education and gender representation	Textual analysis of sexually idealized representations of women and feminine appearance to develop critical awareness and improve students' self-esteem	<p>“This doctoral thesis examines the ways young women experience media education in sixth form, with particular emphasis on their experience of gender representation lessons. Secondary research objectives include an examination of how young women regard the development of their own critical media literacy and how they conceive of the effects of media education on their self-esteem. Through classroom observations and interviews with A-level Media Studies teachers and female students, this research explores three key areas of focus in understanding young women’s experiences: media representations of feminine aesthetics and the sexualisation of feminine appearance, the negotiation between course material and students’ personal engagement with media, and lastly reflections on how critical media literacy is defined and developed within the Media Studies course. The thesis discusses ways in which content both constrains and enables students’ development of critical media literacy. The role of chosen exam boards, teaching styles, and forms (i.e. upper sixth form versus lower sixth form) are examined as influencing factors. Specific lessons from observations, which students reflected upon during interviews, are also discussed in order to understand the process of teaching and learning about gender representation. A feminist discourse is at times present though mostly in covert ways. A greater consideration for contemporary feminist work would resolve some of the current difficulties faced by educators in their efforts to develop students’ critical awareness, specifically when teaching about the representation of women. Female students often reflect what Gill has termed a ‘postfeminist sensibility’ (2007: 254); however, this exists in varying degrees. In certain contexts students tend to articulate more ‘traditional’ feminist values. In relation to one of the secondary research objectives, students find that A-level Media Studies improves the self-esteem of their physical appearance; however, other findings reveal that the extensive focus on textual analysis of sexualised and idealised representations of women can sometimes counter-act the aspects which students referenced as beneficial to their self-esteem. Despite many recommendations for improving the teaching of gender representation that are offered here, it is evident that some solutions are dependent on broader shifts occurring at the level of the education system” (Maharajh, 2013).</p>	Analyzing various types of media from the lens of gender and sexualization of women's appearance to reinforce their self-esteem

Table 33 (cont'd)*Four Studies with a Focus on Sexuality*

Title	2nd Level Coding	Abstract	Tasks
Fighting fire with fire: An analysis of critical media literacy videos	Rhetorical analysis and critique of media literacy videos which highlight problematic representation of gender	“Educational videos that teach media literacy to students have become an important tool in media literacy education. However, while a great deal of attention has been paid to the educational strategies utilized by media literacy educators, the pedagogical strategies of media literacy videos have remained largely unexamined. This project performs a rhetorical analysis of the strategies of three popular media literacy videos: Sut Jhally’s <i>Dreamworlds II: Desire, Sex, and Power in Music Video</i> , Jean Kilbourne’s <i>Slim Hopes: Advertising’s Obsession with Thinness</i> , and Jackson Katz’s <i>Tough Guise: Violence, Media and the Crisis in Masculinity</i> . Using personal analyses, this project examines how these media literacy videos attempt to persuade viewers of the problematic aspects of representations of gender in the mass media. Additionally, an audience analysis of fifty-six college students explores the following questions: (1)What are the responses of the viewers to the media literacy video texts? (2)What differences do the social locations of the viewers make in their reception of the texts? (3)What views on feminism and gender representation in the media do the participants bring to the viewing of the texts and how do these views intersect with discourses in the texts? This project argues that while the videos are useful pedagogical tools for educators, the strategies they use often run counter to the very critiques they are making. Moreover, the audience analysis reveals unanticipated reactions of students to the video of which educators using these videos should be aware” (Ryden, 2001).	Analyzing ML videos to critique representation of women, sexuality and reproduction of masculinity

Culture

In Table 34, there is only one study specifically focused on culture as a dimension. Yun (2008) concerns the analysis of an English textbook used in Korea together with the researcher’s actual Korean students with reference to multiculturalism. The study finds that the students critiqued the absence of critical topics in terms of multiculturalism and the excessive beautification and idealization of American culture in the textbook.

Table 34*One Study with a Focus on Culture*

Title	2n Level Coding	Abstract	Tasks
A case study: Snapshots of the politics of English textbooks on language, literacy, and culture for Korean students	Analyzing English text book with students with regard to absence of multiculturalism and presence of beautification and idealization of American culture	“The primary purpose of this study was to explore 10 participants' perceptions about learning an English critical textbook to have the educational principles of multicultural education, critical media literacy, and critical pedagogy. This study collected qualitative data about participants' perceptions and experiences as they became critical by learning an English critical textbook. In the middle and at the end of the teaching period, data were collected from participants through videotaping, audiotaping, or fieldnotes. The findings included: First, 10 participants agreed that the official English textbooks made by the major publishing companies under control of the government colonized Korean students consciously or unconsciously through excessive beautification and idealization of American culture. 8 participants voiced that they overall preferred not to use the existing authorized English textbooks. Second, all participants agreed that English tests in Korea were strongly related with success. They agreed that test-driven learning and teaching were big stress to students and the cramming system of education was a big obstacle to prevent students' creative and critical thinking. Two participants voiced that the reality associated with English test in Korea should not be disregarded. Contrastingly, the other side supported that an English critical textbook should be applied as a major part of class for preparation of authenticity, motivation, and feedback. They agreed that an English critical textbook offered authenticity, motivation, and feedback which could obtain good results in English tests and students' critical thinking. Finally, data demonstrated that multicultural education, critical media literacy and critical pedagogy were certainly needed for the students in Korean society which was increasingly more multicultural. The data also supported that an English critical textbook was useful to make students realize their roles as agents of change for social justice in the absurd reality of neoliberalism. All participants expressed their opinion that the existing official English textbooks should include the critical topics to emphasize the educational principles of multicultural education, critical media literacy, and critical pedagogy for making Korean students realize their own role in the absurd reality and perceive the mentally colonized reality surrounding them” (Yun, 2008).	Analyzing English textbooks to discuss the need for inclusion of topics of multiculturalism, different cultures, class, identities and minority groups, positioning students as agents of social change

Disability

The notion of disability is specifically targeted in one study, which is presented in Table 35. Murphy (2017) critically analyzes the representation of disability in U.S. TV, examining the influences of these representations on the society's perspectives of those with disability as well as on people with disability.

Table 35*One Study with a Focus on Disability*

Title	2nd Level Coding	Abstract	Tasks
Critical Media Literacy: Televisual Representation of Underrepresented Groups	Critically exploring characters or storylines that concern disability to interrogate the influence and construction of representation and stereotypes	“My thesis seeks to examine the influence that popular United States television has on informing policy and cultural understandings about people that have been historically underrepresented or represented inadequately on screen. Specifically, I examine television that deals with characters or storylines that concern LGBT+ identity and disability. My aim is to interrogate depictions of marginalized bodies in U.S. TV, exploring the ideologies that are implicit in these representations with the goal of identifying strategies that allow viewers to critically examine and question these representations and their influence as well as by paying special attention to the ways in which difference is expressed, celebrated and erased. My hope is that researching how and why particular identities are represented will allow me to create interventions for youth to critically think about the influence these representations have on people inhabiting these identities off screen. I have performed a literature review of media literacy programs in the U.S. and abroad, especially those that concern a K-12 demographic. With the help of my advisor and Margaret Caldwell a teacher at Hanover High school I have conducted a small scale, media literacy initiative. With approximately 45 students I have gained data through survey responses, in class discussion, and student annotations on a multimedia analysis platform called Mediathread which is utilized by Dartmouth’s Media Ecology Project. By interrogating representational strategies and tropes found in normative ideology, i.e. TV, my study can lead academics and other informed audiences to develop strategies toward new forms and tactics of media literacy with the goal of having students ask how these representations have been mediated, who has been constructing them, and how to best understand their influence” (Murphy, 2017).	Analyzing representations of disability and LGBT+ characters on TV series based on 5 Key Questions and Core Concepts of CML

Identity

In the dimension of identity, there are nine studies not directly related to race, ethnicity or gender, but those covering a broader concept of identity and diversity. That is why this dimension is divided into two. The first group covering a broader concept of identity, there are five studies, which are shown in Table 36.

Table 36*Five Studies with a Focus on Identity (Broader Concept of Identity)*

Title	2nd Level Coding	Abstract	Tasks
Framing America: Graduate students reading power, identity and American education through Hollywood movies	Textual analysis of films with a view to understanding identity formation	“This research involves two groups of graduate students in education programs (Classroom Context (CC) and Social Context (SC)), how they understand four Hollywood movies about education, and how they describe their identities as students and/or teachers. Through the methods of focus grouping, electronic mail dialogues, textual analyses of the movies, and "informal conversations," I found that while the four CC participants understood the movies and their identities in terms of power through personal educational experiences, the six SC participants analyzed through the lens of social issues. These findings point to the need for critical media literacy among all educators. Further, when said literacy is combined with social theory, spaces for understanding identity formation and American education are created and could be used as a pedagogical intervention in education classrooms” (Lalonde, 2007).	Analyzing films focusing on educational life through then lens of identities, social issues and power relations
MEDIAted a collaborative action research study on critical media literacy	Problematization of youth activities through deconstruction of media texts to engage historically marginalized students and foster critical consciousness	“I initiated a collaborative action research group on critical media literacy at an urban middle school involving three teachers and myself. The group, which met 17 times over the course of one school year, discussed a variety of topics related to teaching and learning in the classroom with media texts. The purpose of the group was to help teachers engage their children in school in more humanizing ways and to develop and study, within the group and teachers' classrooms, critical consciousness. To teach students in more humanizing ways, we engaged critical perspectives on media interaction that problematized and celebrated youth activities with media. The findings reveal that teachers were able to teach in ways they never had before. They used media, created student-centered and critically oriented curricula, and reflected on their own progress in the classroom with others. All of the teachers and their students did engage in critical consciousness/dialogic action in one way or another. For teachers and students, critical media literacy consisted of some deconstruction of media texts, but mostly was aimed at the design and construction of students' own media texts, including PowerPoints, multimodal books, and multimedia slideshows. According to teachers' curriculum development and what they found most compelling for their students, it was more important for students to produce their own texts than it was to deconstruct others, although de-construction and re-construction went hand-in-hand for the most part. This study suggests that teacher development must be seen as multi-vectored, and any description of teacher learning must also include unintended learning. From an activity perspective, this study connects the ways in which tensions in teacher learning and classroom life mediate each other across activity settings. It also suggests that critically oriented media pedagogy can be a useful tool for teachers to learn about their own practice as well as to engage historically marginalized students in school. It suggests that time for teacher study groups needs to be built into teachers' work schedules” (Tucker-Raymond, 2009).	Analyzing media texts on race, ethnicity and power relations through dialogic action, creating and presenting alternative media designs, analyzing representations of poverty and social issues in photos

Table 36 (cont'd)*Five Studies with a Focus on Identity (Broader Concept of Identity)*

Title	2nd Level Coding	Abstract	Tasks
Teaching Critical Reading: Media Literacy in the High School Classroom	Rhetorical analysis of popular culture texts to investigate and develop sensitivity to patterns of representation and stereotyping	“The present qualitative action research study was conducted to examine student-participant perceptions and performance in a critical media literacy unit in an Advanced Placement English Language and Composition (AP ELC) classroom. Critical media literacy skills and, specifically, rhetorical analysis skills, are tested on the end-of-course AP ELC exam. The teacher-researcher designed a four-week unit, Reading Mass Media, and implemented it with 38 student-participants in two sections of AP ELC taught by the teacher-researcher in a racially and economically diverse rural South Carolina high school. The purpose of the present action research is to describe student-participants’ performance and perceptions during the implementation of the Unit, which included rhetorical analysis of several popular culture texts (e.g., print advertisements, commercials, and movie trailers) as well as an investigation of issues of representation in the media. Though various types of media texts were used in the Unit, print advertisements were prioritized because student-participants from low socioeconomic backgrounds may have had limited access to online texts, which could affect their readiness to apply and develop new literacies. Action research methodology was used to answer the research question: What is the impact of a rhetorical analysis unit using critical media literacy on an Advanced Placement English Language and Composition class? Data collection included a pretest and pre-instruction survey, classroom observations, a posttest and post-instruction survey, and a focus-group interview. The pretest and posttest examined changes in student-participant performance, and the pre- and post-instructional surveys examined changes in student-participant perspectives. Classroom observations and the focus-group interview were used for triangulation. Findings include the following themes: The Unit improved student-participants’ confidence and performance with the skills of rhetorical analysis, increased student-participants’ sensitivity to patterns of representation and stereotyping, promoted the critical reading of media texts, and encouraged active student-participant engagement. Overall, student-participants enjoyed the Unit, describing it as interesting, relevant, eye-opening, and useful in developing the skills of rhetorical analysis. The teacher-researcher used these themes to develop an action plan, which includes updating the Unit for use with future AP ELC classes, developing professional development sessions to share findings and strategies, and working with district officials to design a media literacy course” (Anderson, 2019).	Analyzing and interpreting print ads and TV commercials based on 5 Key Questions of CML focusing on representations and stereotypes for critical consciousness
Critical Media Literacy in Middle School: Exploring the Politics of Representation	Analyzing dominant narratives of representations to foster transformation	“Schools are places where students can learn to transform society. In classrooms that embrace a pedagogy of critical media literacy, space should be made for students to analyze and critique dominant narratives. This study relates issues around the textual transactions of a group of middle school students who participated in an after-school club focusing on critical media literacy. By looking at their engagements with media, I explore issues relevant for teachers who wish to incorporate media education in the curriculum. What follows adds to scholarship in the areas of critical media literacy and points to the power of video as a teaching tool in democratic classrooms” (Gainer, 2010). [Missing abstract: introductory paragraph is used]	Analyzing representations of youth and schooling to discuss representations of social issues and identity, and making personal counter representation of schooling

Table 36 (cont'd)*Five Studies with a Focus on Identity (Broader Concept of Identity)*

Title	2nd Level Coding	Abstract	Tasks
Centering Student Identities in Critical Media Literacy Instruction	Using culturally relevant content to disrupt hegemonic normativity with a view to challenging labelling of student and youth identities	“It has been purported that half of all U.S. students will be children of color by 2030 (Sadker & Zittleman, 2012); yet, nationally, schools’ curriculum and instruction do not adequately incorporate the histories and identities of the nation’s varied ethnic, racial, and cultural backgrounds. Researchers have detailed the lack of culturally relevant and responsive curricular content for decades, and there has been much debate about the core foci of texts (Banks, 1991; Delpit, 2006; Gay, 2014; Ladson- Billings, 1995; Nieto, 2010). In many schools, White, Anglo- Saxon, male perspectives and writings have dominated how, particularly, English language arts educators teach learners to read and write (Applebee, 1993; Cooperative Children’s Book Center, 2016). Disrupting the hegemonic normativity of this type of English language arts curriculum and instruction is central to challenging the labeling of certain learners as “struggling” readers and writers. Specifically, I have used critical media literacy as a pedagogical practice, and intervention, with youths to challenge dominant traditions within English language arts instruction. In this column, I share the significance of using critical media literacy and counter-stories to engage young people with writing” (McArthur, 2019). [No Abstract: two introductory paragraphs used instead]	Analyzing music videos, clips from TV shows and films to address consumerism and stereotypes of identities, and writing counternarratives in a variety of media

Three of these studies focus on the broad concept of identity. In Lalonde (2007), students analyze movies as to representations of identities to explore identity formation, whereas Anderson (2019) studies issues of representations of various identities in media texts in a racially and economically diverse classroom. Similarly, Gainer (2010) also explores issues of representations of identities in media by textual analysis in the classroom.

Two of these studies, on the other hand, focus on student identities in the context of education. Tucker-Raymond (2009) focuses on historically marginalized students and youth identity by way of problematizing youth activities as shown in

various media and by students deconstructing and reconstructing media narratives. In a similar vein, McArthur (2019) concentrates on student identity, specifically labels of ‘struggling students’ through introduction of culturally relevant curriculum to disrupt the hegemonic normativity of White, Anglo-Saxon, male perspectives.

The last four studies directly touch upon the notion of diversity, which are presented in Table 37. Both Petit (2017) and McGillivray (2011) focus on addressing and promoting diversity for the purpose of understanding of others and social critique. On the other hand, the remaining two studies emphasize a similar concept – difference. Here the terms used are pedagogy of difference in Mikelli (2017) and politics of difference in Hall (2012) based on media representations of differences.

Table 37

Four Studies with a Focus on Identity (Diversity)

Title	2nd Level Coding	Abstract	Tasks
“Peace and Chicken” The Simpsons “do diversity” in the critical media literacy classroom	Critical discourse analysis of an animated TV series around issues of diversity and social critique to foster classroom engagement	“Now is a complicated time to be an educator. There are many facets underlying the issues that we face within our schools these days. Although we cannot tackle these challenges all at once, we can take small steps, one school, one class, and one student at a time. This thesis presents the animated TV series The Simpsons as a compelling example of the role popular culture plays in motivating and engaging student participation in the classroom. By focusing on the shows' satirical underpinnings, referential humour, and carefully-crafted subplots, The Simpsons becomes a powerful classroom tool for engaging students, as well as facilitating critical discourse around issues of diversity and promoting peaceful, interactive classroom communities. By discussing relevant educational theory as illustrated by examples of the show's tongue-in-cheek critique of our society, we will come to see The Simpsons as a valuable classroom resource (and so much more than simply a silly cartoon)” (McGillivray, 2011).	Analyzing and discussing cartoons addressing power, race, homosexuality, religious minorities, body image and class

Table 37 (cont'd)*Four Studies with a Focus on Identity (Diversity)*

Title	2nd Level Coding	Abstract	Tasks
Enhancing Visual and Critical Media Literacy in a Foreign Language Classroom through Media Production and Digital Storytelling: Students' Voice and Agency	Textual analysis to foster understanding of self and others by exploring individual differences and diversity	<p>“Grounded in the a Pedagogy of Multiliteracies (New London Group, 1996), this dissertation reports on the implementation of a fourth semester French curriculum informed by Cope and Kalantzis’s (2000, 2009, 2015) framework of learning by design , with a focus on visual and critical media literacy development to enable intermediate French students to consider multimodal texts from the perspective of consumers as well as producers and to understand the meaning potential that exists between and within the semiotic resources afforded in media production (Nelson and Kern, 2012). Drawing upon “the value of postmethod [and] postlinguistic teaching... which are not looking at language learning in the traditional sense... [but] rather at learners’ acquisition of... the ability to reflect on textualization and contextualization, considering language as one important dimension of semiosis among others” (Nelson and Kern, 2012, p. 61), this dissertation project examined how the frameworks of visual and critical media literacy within the process of design enhanced students’ voice and agency in the foreign language classroom. The first inquiry aims to explore if and how a curriculum centered around visual and critical media literacies creates the conditions to 1) foster students’ awareness of media ethics in the consumption and production of everyday media, and 2) engage students in a process of reflection upon the meanings created by semiotics resources used in mediated-texts, and their impact on shaping their vision of the world. Findings demonstrated that the implementation of visual and critical media literacy frameworks gave students the opportunity to reflect on their use of media and the ethical implications, and to foster students’ greater understanding and interest in self-reflection and considerations of others. The second inquiry aims to demonstrate, through the production of digital storytelling, how instructors might address diversity in foreign language classrooms by 1) allowing students to connect universal themes (e.g. technology, friendship, immigration) with their personal stories, and 2) by giving them the opportunities to display their uniqueness by using their own voices and positioning themselves as participative agents for social change. Findings demonstrated that digital storytelling fosters classroom diversity by allowing the exploration of individual differences and enhancing the understanding of the distinctiveness of every individual. The third inquiry, a case study explores how Digital Story Telling (DST) 1) contributes to students’ understanding of the way semiotic resource choice and orchestration construct layers of meaning and satisfy the purposes of the message conveyed to the audience, and 2) supports students’ agency through the process of design. Findings showed the potential of using multimodality projects as they allow students’ emerging literacies to take center stage in the foreign language classroom and increase students’ agency and ‘semiotic agility’ (Prior, 2010; Thorne, 2013)” (Petit, 2017).</p>	Analyzing various media texts to learn about media ethics, applying universal themes related to diversity through digital storytelling, strengthening agency for social change as well as consideration of others

Table 37 (cont'd)*Four Studies with a Focus on Identity (Diversity)*

Title	2nd Level Coding	Abstract	Tasks
Pedagogy of difference 20: introducing interactive documentary in the context of critical media literacy	Discourse analysis of students' interactive documentary as a tool to promoting empowerment as well as teaching for and about difference	<p>“The rise of digital interactive technology in recent years has been accompanied by claims about the democratic promise of interactivity, placing emphasis on the empowering potential it holds for users. This research set out to explore the implications of introducing the tool of interactive documentary in a series of Critical Media Literacy interventions with young people from disadvantaged backgrounds. The rapidly evolving field of Interactive Documentary has been theorised as a new learning system, offering contemporary ways to engage with the representation of reality. Interactive Documentary could be seen as the ideal platform for addressing the purposes of Critical Media Literacy, such as foregrounding a democratic pedagogy, due to its potential to create “spaces in which individuals can speak for themselves” (Nash 2014a: 51). This thesis provides empirical evidence of the challenges of delivering the benefits of interactivity in a complex lived environment and offers a critique of some of the assumptions of the theoretical discourse of Critical Media Literacy, namely promoting student voice and empowerment. A qualitative multi-method approach was adopted for conducting this research. The methodology of Participatory Action Research (PAR) was used as the overarching framework for data collection, as this was in line with the theoretical underpinnings of this research, and provided the practical means guiding the series of Interactive Documentary workshops, which served as distinct cycles of action and reflection. I combined PAR with Visual Research Methods throughout conducting fieldwork and I deployed Discourse Analysis for analysing the data. This research was also influenced by Ethnography, in terms of foregrounding reflexivity and observing groups of young participants with an emphasis on their values and perspectives. The findings of this study contribute to a reconfiguration of a ‘Pedagogy of Difference’, a concept often found in Critical Pedagogy literature, which denotes “teaching for and about difference” (Luke 1994: 38, italics in original) in terms of gender, class, ability, race, ethnicity, religion and nationality. In reconfiguring this concept, I present a “Pedagogy of Difference 2.0” for teaching and learning with interactive documentaries and outline the technological, relational, experiential and discursive dimensions which would sustain this new approach to pedagogy. Pedagogy of Difference 2.0 embraces 11 the limitations of interactivity on young people’s media production and does not take young people’s familiarity with the technology for granted. It foregrounds the notion of engagement, taking into account the challenges that emerged from engaging participants in Critical Media Literacy interventions. This approach to pedagogy also acknowledges the development of positive relationships between educators and learners and among learners, thus encouraging a sense of empowerment through forging new social relationships. In this regard, Pedagogy of Difference 2.0 acknowledges the contextual nature of teaching and learning, moving beyond the often abstract discourse of Critical Pedagogy” (Mikelli, 2017).</p>	Creating interactive documentaries on social issues of oppression to enhance voice and empowerment

Table 37 (cont'd)*Four Studies with a Focus on Identity (Diversity)*

Title	2nd Level Coding	Abstract	Tasks
Exploring and understanding the practices, behaviors, and identities of hip-hop based educators in urban public high school English/language arts classrooms	Analyzing hip-hop pedagogy and teacher identities with a view to critical consciousness and politics of difference	“Grounded in theories of culturally relevant and hip-hop pedagogies, this ethnographic study of a demographically diverse “community nominated” cohort of urban public high school teachers who integrate hip-hop pedagogies into their English/language arts classrooms responds to the methodological and theoretical shortcomings of a burgeoning body of research known as “hip-hop based education” (HHBE). HHBE has argued that curriculum and pedagogy derived from hip-hop culture can be used to transmit disciplinary knowledge, improve student motivation, teach critical media literacy, and foster critical consciousness among urban students in traditional and non-traditional K-12 learning environments. However, the field’s overreliance on firsthand accounts of teacher-researchers, the vast majority of whom position themselves as members of the “hip-hop generation,” discounts the degrees to which teachers’ cultural identity informs hip-hop based curricular interventions, pedagogical strategies, and minority students’ academic and socio-cultural outcomes. I argue that the hip-hop pedagogies evidenced by non-researching “hip-hop based educators” were diverse and reflected different beliefs about hip-hop, pedagogy, and the politics of education. Three primary findings emerge from 280 hours of classroom participant-observations and ethnographic interviews (January-June 2010): (1) teachers psychologically and discursively construct and perform individual hip-hop cultural identities through “necessary and impossible” politics of difference, (2) teachers’ respective curricular approaches to hip-hop as literary texts are closely linked to their respective hip-hop cultural identities, and (3) hip-hop pedagogues employed hip-hop methodologies and literacies that reoriented conceptions of self and other, teacher-student relations, and notions of knowledge around “pedagogies of hip-hop.” Study findings are salient to the fields of hip-hop studies, critical multicultural teacher education, and English/language arts education as they provide robust portraits of the instructional and relational nuances, as well as cultural-political implications of HHBE for a largely White, middle-class prospective teacher workforce and an increasingly diverse hip-hop nation” (Hall, 2012).	Analyzing magazine articles, documentaries and media discourse through hip hop lens for race and power

Commercialism

The next dimension in the studies is that of commercialism, tackled by two studies, which are shown in Table 38. In Gregg (2014), commercialism is discussed based on marketing of video games in a classroom with a view to give students critical consciousness about marketing of games along with violence so as to promote social justice. In Gainer, Valdez-Gainer and Kinard (2009), however, the emphasis is the critical reading of different forms of advertising by balancing social critique with students’ pleasure in popular culture.

Table 38*Two Studies with a Focus on Commercialism*

Title	2nd Level Coding	Abstract	Tasks
Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	Interpreting video game contents to raise awareness of marketing with a view to producing non-violent and socially just games	“Critical media literacy (Kellner & Share, 2005) may better equip children to interpret videogame content and to create games that are nonviolent and socially just. Videogames are growing in popularity in classrooms. Yet educators and parents have concerns about the violent and stereotypical content they include. An earlier study based on the curriculum <i>Beyond Blame: Challenging Violence in the Media</i> (Webb, Martin, Afifi, & Kraus, 2009) examined the value of a media awareness curriculum. In this mixed-method study, I explored the effectiveness of a critical media literacy program that incorporated collaboratively creating nonviolent or socially-just games in teaching fourth-grade students the factors of awareness of violence, marketing, and critical media literacy. Qualitative data collected from teacher reflection notes, student journals, Scratch projects, and interviews revealed the positive effects of the program. Quantitative data supported these conclusions. This highlights the need for schools to engage students in computer programming as a means to learn academics, while educating students in critical media literacy to better enable them to navigate wisely the media saturated world in which they live. In learning programming, students engage in collaborative work, their interactions helping them to collectively create meaning for the symbols they create. Set in a framework of critical media literacy and symbolic interactionism (Blumer, 1969; Mead, 1934), this study provides an innovative model for teaching computer programming and critical media literacy skills to students” (Gregg, 2014).	Learning about violence, marketing and 5 Core Concepts of CML, analyzing videogame trailers from violence perspective, keeping journals for reflection, creating non-violent videogame trailer projects, discussing what is learned with family members for activism and social justice.
The Elementary Bubble Project: Exploring Critical Media Literacy in a Fourth-Grade Classroom	Critical cultural inquiry focused on commercialism in advertising through popular culture to balance social critique with students’ pleasure in popular culture	“A great deal of advertising is directed at young people and is even embedded in their popular culture (Evans, 2005; Tobin, 2004; Vasquez, 2003). Mass media texts, including advertising, reflect certain values even when they appear to be neutral (Giroux, 1999) and such texts can influence people’s thinking (King, 2007). Therefore, having students interrogate commercialism in their environment, including popular culture, is a compelling site for a critical dialogic curriculum (Alvermann & Hagood, 2000; Kellner & Share, 2007; Trier, 2006). The purpose of this article is to examine how children in a fourth-grade classroom responded during a media literacy unit that focused on critically reading advertisements. We highlight some of the tensions that arose when we tried to balance social critique with students’ pleasure in popular culture. As in the example of Cecilia, we often found ourselves uncertain in our role as teachers when attempting to “teach” students to engage in critical cultural inquiry. At times we felt we were too leading, and other times we wondered if we were guiding the students to be critical at all. After describing the context of this project, we will discuss our efforts to guide a fourth-grade class in critical media literacy activities we call the Elementary Bubble Project” (Gainer, Valdez-Gainer & Kinard, 2009). [No Abstract: two of the introductory paragraphs used]	Analyzing ads in media, discussing an anti-hegemonic art project, and producing a similar art project against the ads

Violence

Another dimension covered by three studies is that of violence, which is seen in Table 439. Gregg (2014) approaches violence as a factor used to promote video games and seeks to give students critical awareness of the violence and stereotypes embedded in video games, urging them to create non-violent and socially just games. Katz (2009), however, covers violence in a gender context, critically exploring the relationship between violence and the formation of presidential hegemonic masculinities. Similarly, in Ryden (2001), violence is analyzed in its relation to gender in media literacy videos, where violence is once again explored in creating masculinity.

Table 39

Three Studies with a Focus on Violence

Title	2nd Level Coding	Abstract	Tasks
Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	Interpreting video game contents to raise awareness of violence and stereotypes with a view to producing non-violent and socially just games	“Critical media literacy (Kellner & Share, 2005) may better equip children to interpret videogame content and to create games that are nonviolent and socially just. Videogames are growing in popularity in classrooms. Yet educators and parents have concerns about the violent and stereotypical content they include. An earlier study based on the curriculum <i>Beyond Blame: Challenging Violence in the Media</i> (Webb, Martin, Afifi, & Kraus, 2009) examined the value of a media awareness curriculum. In this mixed-method study, I explored the effectiveness of a critical media literacy program that incorporated collaboratively creating nonviolent or socially-just games in teaching fourth-grade students the factors of awareness of violence, marketing, and critical media literacy. Qualitative data collected from teacher reflection notes, student journals, Scratch projects, and interviews revealed the positive effects of the program. Quantitative data supported these conclusions. This highlights the need for schools to engage students in computer programming as a means to learn academics, while educating students in critical media literacy to better enable them to navigate wisely the media saturated world in which they live. In learning programming, students engage in collaborative work, their interactions helping them to collectively create meaning for the symbols they create. Set in a framework of critical media literacy and symbolic interactionism (Blumer, 1969; Mead, 1934), this study provides an innovative model for teaching computer programming and critical media literacy skills to students” (Gregg, 2014).	Learning about violence, marketing and 5 Core Concepts of CML, analyzing videogame trailers from violence perspective, keeping journals for reflection, creating non-violent videogame trailer projects, discussing what is learned with family members for activism and social justice.

Table 39 (cont'd)*Three Studies with a Focus on Violence*

Title	2nd Level Coding	Abstract	Tasks
The presidency as pedagogy: A cultural studies analysis of violence, media and the construction of presidential masculinities	Discourse analysis into how violence is used to construct hegemonic masculinities in politics and its pedagogical function in the gender order	<p>“In recent years, researchers and theorists in political science, women’s studies, communication, sociology and other academic disciplines, along with journalists and bloggers, have intensified their attention to the ways in which gender functions in presidential politics. Much of the pioneering work in this area has been done by feminists, who have looked primarily at women as candidates and voters, and the changes in U.S. politics occasioned by women’s increasing political activity and electoral participation. This study, by contrast, examines how cultural ideas about masculinity have—especially in the television era—played a powerful subtextual role in presidential campaigns and electoral outcomes. In fact, presidential elections themselves can be seen as quadrennial referenda on the qualities that comprise the hegemonic masculinity at a given historical moment. Until 2008, every election was a contest between two (or three) versions of white masculinity; Barack Obama represents a new archetype. Because it is a cultural studies analysis, this study highlights the way media discourses and conventions help to construct presidential masculinities, the influence those constructions have on voter choices, and the pedagogical functions they play in the gender order. Attention is paid throughout to the transformative role of new media and information technologies. Violence is central to the construction of masculinities, so this study examines presidential masculinity with particular reference to a set of major historical issues that directly involve violence: the Cold War, violent crime, and terrorism. The bulk of analysis is focused on presidential campaigns since the 1980 election of Ronald Reagan, and includes an extended discussion of the George W. Bush presidency, and the 2008 election of President Barack Obama. The methodology utilized is a multiperspectival cultural studies analysis, which draws upon and builds on multicultural and feminist perspectives, men’s studies, political communication theory and critical media literacy. The dissertation concludes with the proposed creation of a new media literacy sub-field: critical political media literacy. The idea is to incorporate critical media literacy analyses and pedagogical strategies into the study and practice of politics at all levels, and to integrate these into K-12 curricula, as well as undergraduate and graduate education” (Katz, 2009).</p>	Analyzing and discussing presidential campaigns on TV in terms of creating hegemonic masculinity, analyzing rhetoric, discourse and audience response

Table 39 (cont'd)*Three Studies with a Focus on Violence*

Title	2nd Level Coding	Abstract	Tasks
Fighting fire with fire: An analysis of critical media literacy videos	Rhetorical analysis and critique of media literacy videos which highlight problematic representation of gender	“Educational videos that teach media literacy to students have become an important tool in media literacy education. However, while a great deal of attention has been paid to the educational strategies utilized by media literacy educators, the pedagogical strategies of media literacy videos have remained largely unexamined. This project performs a rhetorical analysis of the strategies of three popular media literacy videos: Sut Jhally's <i>Dreamworlds II: Desire, Sex, and Power in Music Video</i> , Jean Kilbourne's <i>Slim Hopes: Advertising's Obsession with Thinness</i> , and Jackson Katz's <i>Tough Guise: Violence, Media and the Crisis in Masculinity</i> . Using personal analyses, this project examines how these media literacy videos attempt to persuade viewers of the problematic aspects of representations of gender in the mass media. Additionally, an audience analysis of fifty-six college students explores the following questions: (1)What are the responses of the viewers to the media literacy video texts? (2)What differences do the social locations of the viewers make in their reception of the texts? (3)What views on feminism and gender representation in the media do the participants bring to the viewing of the texts and how do these views intersect with discourses in the texts? This project argues that while the videos are useful pedagogical tools for educators, the strategies they use often run counter to the very critiques they are making. Moreover, the audience analysis reveals unanticipated reactions of students to the video of which educators using these videos should be aware” (Ryden, 2001).	Analyzing ML videos to critique representation of women, sexuality and reproduction of masculinity

Politics

There are eighteen studies in the broader concept of politics. The common point in these studies is the lack of a specific focus on any identities, rather they dwell on ideological or social hegemonies at play in media depictions and texts, or their purpose of affecting social or political change and transformation. This category is divided into four groups in terms of their aims or focuses.

The first three of these studies have a clear purpose of democratization, which are presented in Table 40. Jiing (2002) focuses on community-based documentary film making as a form of consciousness raising and community building, which is aimed at forming a civil and democratic society. Caban (2012), on the other hand, is a study on the use of social media as part of new literacies in the context of globalization to create a democratic public sphere. Finally, Roychowdhury (2019)

applies radical participatory democratic practices to help students discover inner power of self-governance and democratic rules themselves with a view to fostering agency for transformative social action.

Table 40

Three Studies with a Focus on Politics (Promoting Democracy)

Title	2nd Level Coding	Abstract	Tasks
Documentary filmmaking as critical pedagogy	Community-based documentary filmmaking: as a transformative tool of consciousness-raising and community building with a view to developing a civil and democratic society	“Since the advent of portable video technology in the 1980s, not only have researchers had access to new types of visual information about people, places, and interactions, but people from all walks of life have begun to make films of their own—among them longtime victims of media exploitation and under-representation. In Taiwan, in particular, the portable video camera has been popularized and adopted by social and political activists as a tool of political activism to resist the mainstream media domination. Numbers of community colleges, NGOs, and other non-formal educational agencies have adopted new PH curricula to teach citizens to make documentary films. This process has contributed not only to the democratization of Taiwanese society but also to the democratization of the media, which in turn has enabled ordinary citizens to have a voice of their own and speak for themselves. Through Participatory Action research, this study examines the value of community-based documentary filmmaking as a learning tool for adults, especially with respect to consciousness-raising and community building. This study provides insight into the effectiveness of this Deweyan “learning by doing” type of instructional technique that has contributed to the critical understanding of the media. Accordingly, I argue that participatory action research can advance the project of developing critical media literacy, as well as to the construction of subjectivity, in the end, the development and reconfiguration of democracy in Taiwan. My intellectual inquiry tries to answer the following questions: (1)In what way can community-based filmmaking contribute to community development and the formation of a civil and democratic society in Taiwan? (2)In what way can the process of documentary filmmaking be a socially and politically transformative experience for the learner? (3)In what way can local documentary filmmaking experiences be applied to a present-day global context and contribute to the development of critical media literacy and pedagogy? My exploration of documentary filmmaking at community colleges in Taiwan can be viewed by others in order to disseminate knowledge on media as pedagogy, adult education, and social transformation” (Jiing, 2002).	Making documentaries for a project to raise awareness of economic and social issues in local community for a civil and democratic society

Table 40 (cont'd)*Three Studies with a Focus on Politics (Promoting Democracy)*

Title	2nd Level Coding	Abstract	Tasks
Global Literacies: Reading and Writing One's World in the Context of Globalization	Addressing new literacies in the context of globalization by using social media to claim agency and construct a democratic public sphere	“Freire wrote that reading one's world is a necessary precursor to writing it, or conscientization. The present dissertation, expanding on Kellner's concept of multiple literacies (1998; 2002a; 2005b; 2006a; 2008), explores what it means to read and write one's world in the context of globalization. Given the arrival of a new imaginary, with its impact on people's imaginations, it insists that a new set of literacies, global literacies, is central to claiming agency and constructing a democratic public sphere. Employing a multidisciplinary, Critical Theory framework, the dissertation begins with an analytic overview of the main processes presently associated with globalization. Next, engaging insights from the philosophies of John Dewey, Herbert Marcuse and Paulo Freire, and drawing upon the already established field of critical media literacy, it attempts to offer a normative initial framework for what I am calling global literacies. Finally, striving for praxis, it pursues action research as a means of applying, critiquing and revising theory. Research takes place in an English conversation course in a South Korean university, with inquiry focused upon the course content and material. Special discussion is given to the use of social media, namely Facebook, as a platform for addressing new literacies. The dissertation concludes by offering fellow educational researchers the border as a location for continued dialogic inquiry when addressing needs for the global city. Key words: action research, Critical Theory, digital literacy, English Language Teaching, globalization, media literacy, New literacies, social media, South Korea” (Caban, 2012).	Analyzing short clips and texts from the lens of social, environmental and economic issues in local context and personal experience, making group presentations analyzing a media text to identify stereotypes or dominant ideology, and an individual presentation related to globalization and media with a critical orientation

Table 40 (cont'd)*Three Studies with a Focus on Politics (Promoting Democracy)*

Title	2nd Level Coding	Abstract	Tasks
Raising Social Consciousness through Writing by Integrating Critical Media Literacy into Participatory Action Research in a College Classroom	Applying radical participatory democracy to discover inner power of self-governance and inclination to democratic rules with a view to personal and radical social transformation	“The purpose of this Participatory Action Research (PAR) is to explore whether the Critical Media Literacy (CML) framework enhancing critical social consciousness, engages the co-researchers in authentic and purposeful writing. The PAR-practitioner further investigates if the radical participatory democracy inspires the co-researchers to discover inner power of self-governance and proclivity for democratic rules; motivates them to explore social problems and find solutions collaboratively, dialogically, and reflectively. This study also aims to facilitate personal and radical social transformation, hence, a vision for a better world through authentic writing. The study has been conducted in an urban community college located in the southwest borderlands of USA, where the PAR-practitioner teaches College Composition. Her classroom is widely diverse with students coming from all walks of life. In this study, co-researchers obtain truthful information from the non profit public interest media and self select topics to present and write by using CML. Further, they take active role in curricular decision making processes following PAR principles. An epistemological break occurs when the PAR practitioner creates democratic condition replacing the subject-object relationship of banking system with the subject-subject horizontal dynamic in class. The PAR dynamics develops further into a close-knit community where the co-researchers share personal experiences from the depths of their souls. They intensely engage in collective, dialogic, reflective, purposeful learning and in authentic writing by embracing taboo issues that raise extraordinary critical social consciousness in them. PAR ambience and practice set forth the path toward conscientization, and its impact manifests acutely in co-researchers' opening act journal responses, personal narrative essays, thesis-driven and research-based argument essays, short reflective pieces, and reflective essays. A transformative vivencia - albeit in different degrees - takes place via PAR and CML. It triggers a shift in the co-researchers' worldviews and perspectives on media, wherein, the co-researchers and the PAR-practitioner alike develop strong agency for action to change social conditions while they envision themselves as future activists. The seeds of social action - germinating and maturing - with critical social consciousness, turn into action projects beyond the classroom by the co-researchers” (Roychowdhury, 2019).	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts

The next group under the politics dimension is critique of social issues. There are five studies in this group, which can be seen in Table 41. Three of these studies directly use the term social issues. Soto Vega (2010) aims at the critique of various social issues while analyzing music videos and short stories, while Aristizábal-Jiménez (2020) focus on analysis of YouTubers' videos based on which students produce alternative media to critique social issues. Lastly, French (2020) engages

students in a digital video project to see if this results in any change in their stances toward contemporary social issues.

Table 41

Five Studies with a Focus on Politics (Critique of Social Issues)

Title	2nd Level Coding	Abstract	Tasks
Social Critique and Pleasure: Critical Media Literacy with Popular Culture Texts	Social critique of popular music texts bearing in mind the pleasure-critique nexus	“In this article, I wish to highlight the power of words when using popular music as a text for critical media literacy learning. The pleasure-critique nexus is a way to describe the space that can be created when children engage in critical analysis of texts without sacrificing their pleasure from those texts” (Gainer, 2007).	Deconstructing and critiquing lyrics of songs analyzing power relations, oppressive discourse and representations of minorities
<i>Rocking and reading</i> exploring multimodal media literacy in an ESL college classroom	Examining implementation of literature course analyzing rock music and videos as well short stories to critique social issues relevant to students’ lives	“In spite of the multimodality of texts with which students interact nowadays, reliance on print-based literary textbooks in English classrooms prevails. This qualitative action research adopted a poststructuralist framework to examine the implementation of a unit in which students from an ESL literature-based composition course in the University of Puerto Rico at Mayagüez ‘read’ rock music and videos, in addition to short stories from a standard textbook. Data was analyzed using a multimodal theory of communication, as well as theories from critical media literacy studies. After implementing the unit, students were able to: recognize multiple modalities in different discourses, utilize specific multimodal designs in their own productions, and explore various concepts related to music distribution. While analyzing different media texts, students critiqued various social issues that were relevant to their lives and began to transfer the skills they learned to their interactions with media texts outside of the classroom” (Soto Vega, 2010).	Analyzing songs, music videos and short stories from the lens of race, gender, class and power and creating multimodal counter media texts
Embracing the Messiness of Research: Documentary Video Composing as Embodied, Critical Media Literacy	Documentary video composition as a form of embodied learning through critique of issues in local community	“Documentary video composition can be a form of embodied research as seen in the composing process of one group of high school students who research public transportation, paying special attention to embodied learning via field-based research and multimodality” (Doerr-Stevens, 2017).	Making documentaries about local community, holding interviews with locals to address social and political issues, stereotyped identities in the community

Table 41 (cont'd)*Five Studies with a Focus on Politics (Critique of Social Issues)*

Title	2nd Level Coding	Abstract	Tasks
Fostering Talk as Performance in an EFL Class Through the Critical Analysis of YouTubers' Content	Critical analysis of YouTubers' content for empowerment through awareness raising on social issues	“This paper reports an action-research study aimed at exploring the benefits of the critical analysis of YouTubers' content through the empowerment spiral model to foster students' talk as performance. Twenty 11 th -grade students shared alternative messages related to social issues based on content analysis and reflections. Data were collected via preservice teachers' journals, students' written and multimedia artifacts, and voice recordings, whose analysis was done through processes of codification and categorization. The results showed that the implementation of critical media literacy helped students become aware of the content they were consuming and improve their English oral performance by means of specific oral activities. Therefore, this study has a balance between English as a foreign language learning and the use of critical approaches” (Aristizábal-Jiménez, 2020).	Analyzing videos for explicit and hidden messages related to power, creating and sharing videos to challenge the originals
Critical Approaches to Digital Video Composition and Media Literacy in Preservice Teacher and High School Contexts: Understanding Students' Perspectives	Implementing a critical digital video project to affect students' stances toward contemporary issues and develop CML	“The first of the following manuscripts explores graduate-level preservice teachers' responses to a critical digital video project in the context of a Disciplinary Literacies course. This study was particularly interested in the preservice teachers' obstacles and collaborations they experienced while completing the project, as well as future applications they envisioned for the project in their own classrooms. Findings reveal common obstacles that many preservice teachers experienced throughout the composition process as well as key differences that contributed to some having a more favorable experience with the project than others. The study also identifies insights preservice teachers gained from the critical aspect of the project. The manuscript concludes with considerations of how their respective disciplines impacted the preservice teachers' experiences with the project, how the instructional approach to implementing the project could be modified, why the project is relevant in a Disciplinary Literacies context, and why critical digital literacies are imperative in K-12 contexts. The second manuscript employs a similar approach to the methods and content of the first manuscript, studying high school students' responses to the same critical digital video project in the context of a Media Literacy course. This study was also interested in the obstacles students experienced while completing the project as well as its applications, though their applications were strictly from a student's perspective rather than a preservice teacher's applications for a future classroom. The study also sought to understand whether the project impacted students' stances toward contemporary issues. Findings reveal that some obstacles were necessary to facilitate student learning, while others hindered the learning process; applications for the project were mostly confined to the classroom; and responses to the critical aspect of the project varied. The manuscript concludes with arguments for mitigating hindrances to students' access to participatory cultures in the K-12 classroom and increasing opportunities for critical interrogation through multimodal composition. The final manuscript studies the same high school Media Literacy students from the second manuscript, this time for the purpose of gaining a better understanding of their media literacy and critical media literacy development through the lens of their experiences in the course. Field notes and 28 students' responses to course assignments, questionnaires, and interviews throughout the semester comprised the data set. Most students experienced slight progress in their engagement with media literacy and critical media literacy concepts, some experienced substantial progress, and others' engagement was either unclear or ideologically concerning. Findings shed light on how courses like this can facilitate students' development of media literacy and critical media literacy and also show promise for integrating similar courses into the K-12 curriculum more broadly” (French, 2020).	Engaging in a critical digital video project on contemporary social issues by problematizing representations in videos and producing counter-hegemonic videos on the same issues

In Doerr-Stevens (2017), students engage in a documentary video project on local public transport to get critical awareness of social issues affecting their community and their depiction in the media. Finally, Gainer (2007) is a broader form of social critique, aimed at getting a child to discover social norms depicted in music lyrics by not sacrificing the pleasure aspect in popular media.

The next group under the dimension of politics is resisting hegemonic power through activism and/or action. There are four studies in this group, which can be seen in Table 42. Three of these studies aim to get students involved in political participation and struggles. Through the use of community-based media, Caton-Rosser (2006) aims to get students involved in political motivated hegemonic struggles, while Anderson (2002) seeks to use online learning environments to encourage students to get involved in social activism and struggles. Thevenin (2012) also focuses on social issues in the community to promote students' political participation and civic engagement. On the other hand, Saunders et al. (2017) is a study depicting the real-life media literacy experience of a group students, who published an editorial in their school newspaper about critique of a businessman's discourse from the perspective of economic gains and ideology, followed by media backlash.

Table 42

Four Studies with a Focus on Politics (Resisting Hegemonic Power)

Title	2nd Level Coding	Abstract	Tasks
"We're Already Somebody": High School Students Practicing Critical Media Literacy IRL (in Real Life)	Raising voice for public critique of power and responding to backlash	"As new media and multiliteracies become an expanding space for reading and writing both in and out of schools, it seems fitting to document events where students are engaged in authentic literacy events. This article tells the story of what happened when a group of news writers chose to publish an editorial in their news magazine critical of an invited speaker. After the story gained momentum through both the traditional press and social media, students experienced a twofold lesson: what it feels like to raise their voices and be heard, and ways to respond to and learn from the backlash of their critique" (Saunders et al, 2017).	Writing in school paper to discuss local social matters related to dominant ideology of corporate media and politics

Table 42 (cont'd)*Four Studies with a Focus on Politics (Resisting Hegemonic Power)*

Title	2nd Level Coding	Abstract	Tasks
Case studies of how community media enact media literacy and activism in the public sphere	Social learning process of ML initiated by community-based media for empowerment and active involvement in socially and politically motivated hegemonic struggles	“Mainstream mass media of the 21st century consists of a few corporate monopolies. In response, citizens seek media literacy and empowering participation through community-based media in what Habermas discussed as the public sphere. The purpose of this study is the examination of the social learning processes of media literacy initiated by community-based media, and how community media users become actively involved in socially and politically motivated hegemonic struggles. Some people initially become involved in community media to learn how to use equipment and be creative, but others intend to affect social and political change. Strategic activity using the tool of localized, mediated communication may be related to what Gramsci referred to as a war of position, and Buckingham has addressed as a form of preparation. A triangulation of qualitative and quantitative methods focuses on the review of data collected in four case studies, a community media studies blog and curriculum. The analysis of data explores a continuum of community media literacy along a spectrum. The educational outcomes of media literacy may be considered in a continuum that ranges from informational media literacy (I.M.L.) at an entry level, to critical media literacy (C.M.L.). Weick's social organizing model serves as a scholarly map for how this activity and learning takes place, aligned with the grassroots organizing strategies of community activists. A study of how these social learning processes in community media education contribute to media literacy is important in an era of concern about the imposing influence of monopolizing media. The research will reveal the important role of community media as human rights, the environment, and even entire cultures are threatened in a diverse and globalizing society. This information may be transferable to more formalized programs of media education in schools. At a time when scarcity of finances and resources in community media is of concern, the findings may contribute to their relevance and sustenance. In addition, other studies in community media will be motivated in the academy and elsewhere” (Caton-Rosser, 2006).	Analyzing various media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism
Critical media literacy in action: Uniting theory, practice and politics in media education	Media analysis project with young people to foster critical political participation and civic engagement for issues facing local community	“As media literacy is a growing field, there exist a number of distinct approaches to media education with varied political significance. Approaches such as protectionism, media arts education, and critical media literacy draw upon diverse theoretical traditions. Often overlooked in these traditions is the Critical Theory of the Frankfurt School. By implementing some key theoretical concepts from the work of the Frankfurt School into the design of a media education program, this project intends to test an approach to media literacy education that encourages critical political participation among young people. This program was conducted at an high school in Denver. Students engaged in Youth Participatory Action Research-oriented media education project in which they used media analysis activities to gather information on issues facing their community. They then worked in groups to create alternative media that somehow addressed these issues. The project—including the pedagogical methods and student praxis—were documented using participant observation, in-depth interviews, and journals. These materials were then analyzed to determine the relative effectiveness of the program in encouraging the development of students' critical consciousness and civic engagement” (Thevenin, 2012).	Discussing how to overcome contradictions within society for emancipation, analyzing uniformity in media messages, developing media projects on an issue facing the local community, and producing alternative media

Table 42 (cont'd)*Four Studies with a Focus on Politics (Resisting Hegemonic Power)*

Title	2nd Level Coding	Abstract	Tasks
And then what? An autoethnographic investigation of critical media literacy in an uncertain world	Using online learning environments to engage in praxis of critical pedagogy to foster social activism and struggles	“In the context of an online media literacy course for junior high school students, predominantly from low-income families, this critical autoethnography explores the question: What good does it do to know and teach about the media? In so doing, it pays particular attention to the challenges of utilizing critical pedagogy within a specific setting, and documents my attempt to engage in praxis—that is, theory, action, and reflection. The original question arose out of my recognition that the incorporation and co-optation of socially transgressive practices and ideas generally prevents them from having any long-term radical impact on society’s hegemonic norms. Additionally, many of those educated in critical media literacy demonstrate enlightened false consciousness. Consequently, I began to wonder whether engaging students in critical media literacy pedagogy is a worthwhile endeavor. In considering this question, I came to realize that the question itself—as well as many of my pedagogical practices—seemed to derive from assumptions born of my race and class privilege. In turn, I came to recognize that media literacy is, in fact, a crucial tool for preparing students to participate in any kind of social activism. Moreover, I began to understand the process of being critically engaged in struggle as a meaningful end in itself. This dissertation tells the story of my research. Woven into the narrative are critical reflections on: online learning environments, intermedial literacy, whiteness, and class privilege. The merits of differentiated instruction, the specific needs of learners from low-income backgrounds, transcripts of online chats, and reflections on the practice of critical pedagogy are also explored. The concluding chapter is composed as a hypertext document to reflect the experience of the class and the spiraling process of growth that can occur in an autoethnographic project. This chapter includes film reviews as a way of approaching the initial set of problems. This approach also allows me another opportunity to step outside myself in order to see my quandaries more clearly, and to incorporate the manner in which film analysis has for me become an epistemological tool” (Anderson, 2002).	Deconstructing complex intermedial texts in meaningful social situations related to global, physical and human environment, and sharing deconstructed media to affect change

The final group in the dimension of politics is the critique of hegemonic discourse in the media. This broader group of four studies concerns studies that aim to have students critically analyze the systemic forces that help shape media messages structured by power. These four studies are presented in Table 43.

Table 43*Four Studies with a Focus on Politics (Critique of Hegemonic Discourse)*

Title	2nd Level Coding	Abstract	Tasks
Middle School Students' Analysis of Political Memes to Support Critical Media Literacy	Rhetorical analysis and creation of political memes to examine their effects on public discourse and perceptions in creation of false binaries	<p>“Political memes are argumentative visual texts commonly encountered on social media. Through the strategic combination of imagery and captions, a political meme presents information as fact about a topic, an individual, or a specific group. The power of political memes can be attributed to their viral nature and their effects on public discourse and perceptions. To critically read a political meme, students must be equipped with critical media literacy skills. This article describes how action researchers engaged 56 middle school students in the rhetorical analysis of political memes with the goal of supporting critical media literacy skills through practical application. The two-week study took place in the Southeastern United States at a rural school. Students determined that the political memes created false binaries, appealed to group identities, drew on macro and micro sociopolitical contexts, and used strategic visual arrangements to form an argument. Critical media literacy is imperative given the prevalent and viral nature of media and its effects on people and public policy” (Elmore & Coleman, 2019).</p>	Analyzing political memes based on 5 key questions of CML from the lens of ideology and representations of stereotypes, and creating alternative memes
Preparing teachers for critical media literacy education: Portraits of sociopolitical development	Exploring development of critical consciousness and sociopolitical development in students based on understanding of political, economic, cultural and systemic forces	<p>“This study examined participant’s experiences in an eight-week graduate level critical media literacy course that introduced the participants to the concept of critical media literacy and critical theories about media. Lawrence-Lightfoot’s (1997) qualitative portraiture research method was used to uncover themes and capture participant’s perspectives as they relate to the two overarching research questions framing the study: First, do the participant portraits reveal gains in critical media literacy development? Second, at the end of the course, did the participants perceive the course as changing their perspectives about media, and, if so, in what way(s)? Six portraits were completed including; four study participants, the course, and the researcher. The data consisted of online observation of participant discussions, transcribed course assignment and discussion content, questionnaires, reflective field notes, and individual interviews. The portraits show that all the participants demonstrated evidence of growth in terms of critical media literacy by the end of the course. Watts’ (1999) five-stage theory of sociopolitical development was used in the portraits to frame participant’s growth in understanding and knowledge of the political, economic, cultural, and systemic forces conveyed through media. Growth in regards to sociopolitical development was not obviously revealed for all the participants. Additionally, gains in critical media literacy and sociopolitical development were not easily assessed as they did not appear to occur in a linear or consistent way (Watts, Griffith, Abdul-Adil, 1999). Finally, there was a significant discrepancy between the observed and self-reported gains in critical media literacy and sociopolitical development of participants. These findings reinforce the importance of recognizing that growth in regards to sociopolitical development and critical media literacy is nuanced and may include inconsistencies, regressive tendencies, stagnancies, and fluctuation throughout the process of the development of critical consciousness. This study points to a need for future research focusing on the unique challenges of teaching critical media literacy and sociopolitical development in an online environment, time-frames in a course setting to address concepts like sociopolitical development and critical media literacy, models of critical consciousness development and their relationship to sociopolitical development and critical media literacy, and identifying specific strategies to promote sociopolitical development, critical media literacy development, and critical consciousness” (Morgenthaler, 2016).</p>	Reading and discussing assigned readings related to critical media analysis, and analyzing media images and messages based on 5 Key Questions of CML for political, economic, cultural forces

Table 43 (cont'd)*Four Studies with a Focus on Politics (Critique of Hegemonic Discourse)*

Title	2nd Level Coding	Abstract	Tasks
Critical media literacy in K-5 classrooms: Three teachers' commitment to equity and access	Analysis of the practice of a number of teachers committed to promoting social justice through CML	“This study applied critical theory along with the critical media literacy framework to help position and analyze this study. The framework was used as a tool to analyze data to produce findings. The purpose of this study was to examine promising practices and construct a common understanding of Critical Media Literacy (CML) and what it looked like in practice. This study used a qualitative design to capture the commitment, benefits, resources, and structures that teaching CML entailed in three elementary classrooms. Data sources in this study were observations, formal, and informal interviews, researcher memos, and classroom documents such as lesson plans, charts, and student work. This study focused on a problem of practice in teaching CML in the elementary classroom. Specifically, when it is taught, what are the constraints and how can we recognize its potential? Findings from this study indicate that among the three participants studied, CML was a pre-established commitment to an ideology framed as a means to achieve a social justice agenda. This study impacts the literature by providing information on how teachers view the benefits of using CML in elementary classrooms, what CML looks like in practice, and factors that led to their commitment in providing their students the opportunity to be media literate and to promote social justice in their classrooms” (Limon Recendez, 2014).	Discussing issues of concern in the local community, discussing media on social justice, racial, religious stereotypes, and doing media projects related to these issues
[Booklet] Phattime: Critical Media Literacy for Urban Students	Using an educational online program with a view to repositioning propaganda and develop problem-solving capabilities	“This reflective paper highlights my final work in creating "Phattime: Critical Media Literacy for Urban Students," an educational online program with an accompanying booklet. The booklet offers youth a way to think about corporate media and shows them how to reposition corporate media's images and propaganda using technology to provide access to community and critical points of view. It is extremely important that urban youth be armed with tools and information that will at least give them problem-solving capabilities to climb over barriers that might impact their career choices. All students, well off or low income, ought to have access to information, and skills to critique media images and messages. It is essential that they explore their own assumptions and feelings about a particular topic or situation” (Rogers, 2011).	Analyzing various media and movies for empowerment and resistance against hegemonic power and stereotypical images, writing a journal on representations and creating counter media

All of the studies include the use of a variety of media forms, except Elmore and Coleman (2019), which specifically target rhetorical analysis of political memes to affect public discourse and perceptions. Morgenthaler (2016), however, focuses on sociopolitical development and critical consciousness by analyzing the political, economic, cultural and systemic forces in media messages, while Limon Recendez (2014) is a study of a number of teachers of CML who attempt to promote equity and access of students pursuing a social justice agenda in their teaching. Finally, Rogers

(2011) is about an online educational program that helps students analyze corporate media's messages and propaganda by critiquing messages and exploring their own assumptions.

Media Discourse

The broader category of media discourse consists of studies that deconstruct, analyze and explore media texts and inherent messages to develop critical analysis and thinking skills that will remain in the learner. There are four studies in this group, which are presented in Table 44.

Table 44

Four Studies with a Focus on Media Discourse

Title	2nd Level Coding	Abstract	Tasks
High School Teacher and Librarian Perspectives regarding Teaching Digital Media Skills	Building a curriculum plan including scaffolded technology skills to impact school culture and affect local community by fostering positive social change	“The problem addressed in this qualitative project study was the inconsistency in media literacy instruction provided by high school teachers and librarians when teaching students how to curate and create digital media. With the increase in technology and social media platforms in the 21st century, educators are expected to instruct students in the use of these new literacies. However, many are ill-prepared to teach media literacy. The study was grounded in the conceptual framework of critical media literacy pedagogy and research questions were designed to reflect teachers' perspectives about and use of elements of critical media literacy pedagogy. A purposeful sampling procedure was used to identify those teachers of English and librarians who had taught at the high school level for at least 1 year in the partner district. Interviews with 10 high school English teachers and one librarian were conducted using a basic inquiry research design. Data analysis involved 2 cycles of coding, a priori coding and axial coding, followed by theme development. The findings from this study reflected 3 themes that indicated a lack of specific curriculum, district policy, and support for the teaching of media literacy. The resulting project based on elements of these themes was a curriculum plan that spans Grades 9–12. The plan is comprised of unit and lesson plans that apply research-based pedagogy and scaffolded technology skills, which can be implemented in conjunction with the current district curriculum. This curriculum will inform best practices for teaching media literacy which will impact the school culture as teachers implement it and affect the local community by providing students the media literacy tools to be positive social change agents” (Turner, 2020).	Engaging in website evaluation, discussing fake news, copyright and fair use issues as well as creating, presenting and sharing alternative media

Table 44 (cont'd)*Four Studies with a Focus on Media Discourse*

Title	2nd Level Coding	Abstract	Tasks
Teaching and learning of critical media literacy in secondary English classrooms	Using popular media to highlight relationship between textuality and power to empower students to participate actively and reflectively in knowledge production and analysis	<p>“This ethnographic study explores the role(s) of popular media and media literacy in the secondary English classroom. Of particular interest are the ways in which popular media function in the classroom to support critical literacy, an approach that seeks to empower students to participate actively and reflectively in knowledge production and analysis. Much of the existent research in critical media literacy focuses on audience research and student identity, rather than on pedagogy and broader issues of literacy. Data were gathered in two English classes taught by the same critically-focused and media-savvy teacher. One class was a full-year elective called Cultural and Media Studies (grades 10–12) and the other was a “regular.” English class (grade 10). Sources of data include focal student and teacher interviews, classroom observations, and classroom artifacts. The data were analyzed inductively, using qualitative techniques. Analysis revealed that the intertextual space created by the teacher in both classes allowed a wide variety of texts into the classroom—including popular media, personal narrative, and community texts. The use of a variety of texts by the teacher and students scaffolded critical and reflective habits of mind for students. Student production of mixed-media compositions in the media elective provided a platform for experimenting with textuality and power, which in turn sharpened analysis of other media texts. Furthermore, the teacher's use of critical media literacy, in the context of an open social space, supported questioning stances for students. Tensions did arise in the class discussions, but these were part of the expanding possibilities and perspectives that students were exploring socially. Ultimately, the use of media and cultural texts in a dialogic English pedagogy seemed to support literacy in ways that helped students make new connections, demand new textual perspectives, and pursue an active participation in literacy and life” (Callahan, 2001).</p>	Juxtaposing literary pieces and popular media to analyze their themes related to power structures, analyzing segments of TV shows, and producing a documentary radio program as a classroom project
The role of Philosophy for Children's community of philosophical inquiry in Critical Media Literacy	Using Philosophy for Children to bridge the gap between Media Studies and CML to analyze philosophical content in media images in depth	<p>“This study explores the relevance of Media Studies (MS) and Critical Media Literacy (CML) and their compatibility with Philosophy for Children (P4C) as an aim for education. Under the assumption that a synthesis of the two camps (MS and CML) is necessary, it is not sufficient for defining a classroom practice. Instead, what is missing in media literacy is an in-depth analysis of the philosophical content inherent in media images such as those in television commercials. Thus, the following research question governed this study: To what extent can the curriculum of Critical Media Literacy be enhanced through the curricular approach—the identification and exploration of philosophical concepts—and the teaching methodology—community of philosophical inquiry—of philosophy for children? I have termed that putative enhancement Philosophical Media Literacy to bridge the gap between teaching, thinking philosophically and the information environment” (Cleary, 2011).</p>	Analyzing various commercials on racial stereotyping, dating environment, propaganda, desire and friendship, and one with a message that unhappiness can be treated with a product

Table 44 (cont'd)*Four Studies with a Focus on Media Discourse*

Title	2nd Level Coding	Abstract	Tasks
Critical Media Literacy in the High School Classroom: A Student Centered Approach	Using critical dialogue in class to explore positive benefits of CML skills into students' lives	“The purpose of this writing is to explore the relationship students have with popular media as well as the call to implement a Critical Media Skills course at the high school level. The research was interested in finding what images from popular media students were taking into their personal lives and how implementing a Critical Media Skills course could make positive benefits into their lives. From casual observations, informal student interviews, and the creation of an online survey in which 72 high school students participated I was able to collect data about the extent students were consuming popular media and how they believed that skills teaching them to analyze media would be beneficial. From these findings I was able to build upon Patricia Hill Collins (2009) to develop techniques for a classroom in which critical dialogue would be a focus. This exploratory study takes into account student voices, as well as research from others in the field of Education and Media Literacy” (Gonzales, 2012).	Discussing TV representations of social issues, identities and stereotypes
Critical Media Literacy Praxis: How Critical Theory and Popular Culture Changed a Teacher	Critical discourse analysis and deconstruction of mass communication and popular culture texts to develop critical analysis skills of the relationship between media, audiences and power	“This thesis centers on developing Critical Media Literacy praxis. Critical Media Literacy expands notions of literacy to take in forms of mass communication and popular culture to deepen students' abilities to critically analyze relationships between media and audiences, information and power. I conduct a critical analysis of the existing New Brunswick Media Studies Curriculum Guide (1992) and reveal the pedagogical changes made in moving toward Critical Media Literacy. This thesis uses the reflexivity of action research, in addition to examples from my own teaching to analyze tensions as well as transformations toward Critical pedagogy. Events are explored through Narrative Inquiry, while Deconstruction and Critical Discourse Analysis are also applied. Recommendations for further development of praxis, the media course and the curriculum guide are offered” (White, 2008).	Deconstructing music videos, cartoon movies, ad campaigns and social media texts through the lens of social issues of oppression and ideology
Critical media literacy is elementary: A case study of teachers' ideas and experiences with media education and young children	Analysis of a case school to evaluate the impact of media education on teaching practices with a view to the development of critical stance toward relationships between media, audiences and power	“This dissertation explores the theoretical underpinnings of critical media literacy and analyzes a case study involving an elementary school that received a federal grant to integrate media literacy and the arts into the curriculum. Combining with critical pedagogy, critical media literacy aims to expand the notion of literacy to include different forms of mass communication, information communication technologies and popular culture, as well as deepen the potential of literacy education to critically analyze relationships between media and audiences, information and power. Through interviews with teachers and a review of documents, this qualitative research evaluates the impact of media education on teaching practices in an elementary school. Throughout the research, a multiperspectival approach is used to explore the interconnections of feminist standpoint theory, critical pedagogy, and cultural studies” (Share, 2006).	Analyzing and discussing representations of gender, ideology, race and economic profit relations in various media, and creating plays to perform about themes of social issues with a social justice agenda

Turner (2020) and Callahan (2001) have a focus oriented toward social change through participation. Turner (2020) proposes a new CML curriculum plan to eventually affect both the local community and society through positive change initiatives of students, while Callahan (2001) aims at students' empowerment by developing critical and reflective habits of mind which will promote active participation in life.

The remaining two studies seek to develop critical analysis skills of media texts, discourse and messages in various ways. Unique among them is Clearly (2011), which aims to enhance the potential of CML through inclusion of Philosophy for Children for in-depth analysis of philosophical content in media images. In addition, White (2008) and Share (2006) both focus on critically analyzing the relationship between media and audiences, information and power through. Finally, Gonzales (2012) seeks to promote critical dialogue to privilege student voice in discussions of popular media images.

Results: Analysis of Tasks with Reference to Media

The 74 theses/dissertations and journal articles about CML constituting the data sources of this thesis were also analyzed based on the media used and their tasks. The different types of media used by each study are presented in Table 45 along with their relation to the three types of critical thinking – as reflective thinking, as dispositions and as critical pedagogy. Looking at the table, it is observed that the media that are most frequently utilized by the studies respectively are various media, film, TV and ads. It is also observed that almost all of these media are used to promote critical pedagogy, and that most of those that promote critical pedagogy also foster critical dispositions. When looking at the tasks, it is also observed that a large

number of studies engage in production of a variety of alternative media that address various skills.

Table 45

Studies Categorized according to the Type of Media and Critical Thinking

Type of Media	Number of Studies Using This Media	Number of Studies Targeting Reflective Thinking	Number of Studies Targeting Dispositions	Number of Studies Targeting Critical Pedagogy
Ads	10	2	5	8
Animation	3	0	2	3
Art	2	0	1	2
Blog	1	1	0	0
Documentary	7	0	6	7
Film	14	2	7	12
Images	2	0	0	2
Interview	2	0	2	2
Magazine	4	0	1	4
Media (various)	28	5	12	23
Memes	1	0	0	1
Music video	5	0	2	5
Newspaper	2	0	1	2
Play	4	0	2	4
Poster	2	0	1	2
Radio	3	0	2	3
Social media	5	0	2	5
Song	8	1	3	7
Storytelling	3	0	2	3
Text (media)	4	0	2	4
TV	11	1	5	10

Table 45 (cont'd)*Studies Categorized according to the Type of Media and Critical Thinking*

Type of Media	Number of Studies Using This Media	Number of Studies Targeting Reflective Thinking	Number of Studies Targeting Dispositions	Number of Studies Targeting Critical Pedagogy
Videogame trailer	1	0	1	1
Video	7	0	3	7
Website	3	1	0	2

Out of the 74 studies that make up the data source of this theses, 66 studies employ the CML approach in their instruction, while four use the media literacy approach, three use the protectionist approach, and one uses the media arts education approach.

In the following sections, each media is presented in a separate section with tables including their tasks and instructions in order to explain their connection with the three types of critical thinking. The following sections categorize the studies based on the type of media first, and then each media type is further categorized in relation to the language skills they address.

Ads

10 different studies make use of ads in CML instruction. Two of these studies (Chen, 2008; Feuerstein, 2002) are considered under reflective thinking, whereas the others under critical pedagogy. In addition, five studies also foster critical dispositions (Anderson, 2019; Baker-Bell et al., 2017; Chen, 2008; Markowitz & Puchner, 2016; Moscovitz & Carpenter, 2014).

While Chen (2008) uses a protectionist approach to CML in seeking to promote media skepticism against alcohol, Feuerstein (2002) is under media literacy

movement in that the study promotes critical reading of media without going into relations of power and hegemony. There are 10 entries in Table 46 for studies that address audio-visual skills.

Table 46

10 Studies Utilizing Ads (Audio-Visual Skills)

Author	Year	Title	Tasks	Media	Skill	Instructions
Anderson, Alisha Reed	2019	Teaching Critical Reading: Media Literacy in the High School Classroom	Analyzing and interpreting print ads and TV commercials based on 5 Key Questions of CML focusing on representations and stereotypes for critical consciousness	ads (commercials): stereotypes, 5KQ	Audio-Visual	analyze and interpret TV commercials for representations
Cleary, John Patrick	2011	The role of Philosophy for Children's community of philosophical inquiry in Critical Media Literacy	Analyzing various commercials on racial stereotyping, dating environment, propaganda, desire and friendship, and one with a message that unhappiness can be treated with a product	ads (commercials): stereotypes, propaganda, social issues	Audio-Visual	analyze representations of stereotypes, propaganda, social issues in commercials
Markowitz, Linda; Puchner, Laurel	2016	Troubling the ontological bubble: middle school students challenging gender stereotypes	Deconstructing gender binaries in media ads, and create alternative media ads project to counter the stereotypical hegemonies of power	ads (media): gender binaries	Audio-Visual	deconstruct gender binaries in media ads to counter stereotypical hegemonies
Dawe, Andrea	2010	Undressing Pop Culture	Analyzing representation of ads, teen media products and icons, music videos and performances and images from the lens of gender based on 5 core concepts & corresponding key questions of CML, and creating a toolkit against representations	ads (media): gender, 5KQ, 5CC	Audio-Visual	analyze representations of gender based on 5KQ and 5CC in ads
Gainer, Jesse S; Valdez-Gainer, Nancy; Kinard, Timothy	2009	The Elementary Bubble Project: Exploring Critical Media Literacy in a Fourth-Grade Classroom	Analyzing ads in media, discussing an anti-hegemonic art project, and producing a similar art project against the ads	ads (media): hegemony	Audio-Visual	analyze ads in various media on hegemony

Table 46 (cont'd)*10 Studies Utilizing Ads (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Moscowitz, Leigh; Carpenter, Micah Blaise	2014	Girl Zines at Work: Feminist Media Literacy Education with Underserved Girls	Analyzing ads, documentaries, lyrics, poems on representations of gender, race, class, and creating alternative zines with lived personal experiences, aspirations, ideals out of oppression	ads (media): race, gender, class	Audio- Visual	analyze representations of race, gender, class in ads
White, Michelle G.	2008	Critical Media Literacy Praxis: How Critical Theory and Popular Culture Changed a Teacher	Deconstructing music videos, cartoon movies, ad campaigns and social media texts through the lens of social issues of oppression and ideology	ads (media): social issues of oppression	Audio- Visual	deconstruct media ads for social issues of oppression
Markowitz, Linda; Puchner, Laurel	2016	Troubling the ontological bubble: middle school students challenging gender stereotypes	Deconstructing gender binaries in media ads, and create alternative media ads project to counter the stereotypical hegemonies of power	ads (media): alternative	Audio- Visual	create alternative media ads to counter stereotypical hegemonies
Chen, Yi- Chun	2008	The role of media literacy and pro-health entertainment programs in changing adolescents' perceptions of alcohol and alcohol advertising	Analyzing alcohol ads to adopt pro- health practices and develop media skepticism	ads (media): alcohol use	Audio- Visual	analyze alcohol ads to promote pro- health practices
Feuerstein, M.	2002	Media literacy in support of critical thinking	Analyzing TV series and newspaper advertisements to discuss how media depicts news and reality to foster critical thinking skills	ads (newspaper): depiction of reality	Audio- Visual	analyze newspaper ads for media depictions

Three studies in this category address such other skills as reading and speaking. These studies are presented in Table 47.

Table 47*Three Studies Utilizing Ads (Other Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Baker-Bell, April; Stanbrough, Raven Jones; Everett, Sakeena	2017	The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	Analyzing video clips and billboards to deconstruct and identify racial stereotypes, writing to the companies on social media to resist the depictions, and creating protest signs for their messages taking protestors as examples	ads (billboards): race	Reading	deconstruct and identify racial stereotypes in billboards
Anderson, Alisha Reed	2019	Teaching Critical Reading: Media Literacy in the High School Classroom	Analyzing and interpreting print ads and TV commercials based on 5 Key Questions of CML focusing on representations and stereotypes for critical consciousness	ads (print): stereotypes, 5KQ	Reading	analyze and interpret ads for representations
Feuerstein, M.	2002	Media literacy in support of critical thinking	Analyzing TV series and newspaper advertisements to discuss how media depicts news and reality to foster critical thinking skills	ads (newspaper): discussion	Speaking	analyze newspaper ads to discuss media depictions

Two of these studies address reading skills, while Feuerstein (2002) address speaking skills. In this group, only Feuerstein (2002) is not considered under critical pedagogy due to the lack of focus on power relations and hegemony.

Animation

There are three studies that utilize animations in CML instruction – all related to critical pedagogy. McGillivray (2011) and Barnwell (2010) also promote critical dispositions. All three studies adopt the CML approach in that they address issues of oppression through depiction of identities. All four entries in Table 48 address audio-

visual skills, and McGillivray (2011) is entered twice as it addresses speaking skills as well

Table 48

Three Studies Utilizing Animations

Author	Year	Title	Tasks	Media	Skill	Instructions
McGillivray, Emma Jane	2011	“Peace and Chicken” The Simpsons “do diversity” in the critical media literacy classroom	Analyzing and discussing cartoons addressing power, race, homosexuality, religious minorities, body image and class	animation: discussion	Speaking	discuss representations of race, homosexuality, religion, body, class
Barnwell, V.	2010	“I can’t be a princess, I don’t have a princess face”: critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?	Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media texts to oppose to social problems for empowerment and social change	animation: race, ethnicity, gender, class	Audio-Visual	analyze representations of race, ethnicity, gender, class in animations for empowerment
McGillivray, Emma Jane	2011	“Peace and Chicken” The Simpsons “do diversity” in the critical media literacy classroom	Analyzing and discussing a cartoon addressing power, race, homosexuality, religious minorities, body image and class	animation: race, homosexuality, religion, body, class	Audio-Visual	analyze and discuss representations in cartoons
White, Michelle G.	2008	Critical Media Literacy Praxis: How Critical Theory and Popular Culture Changed a Teacher	Deconstructing music videos, cartoon movies, ad campaigns and social media texts through the lens of social issues of oppression and ideology	animation: social issues of oppression	Audio-Visual	deconstruct animations for social issues of oppression

Art

There are two studies that utilize art in their instruction. Both these studies are considered under critical pedagogy. Neville (2020) also foster critical dispositions. The three entries in Table 49 all address different skills. Both studies use the CML approach in their instructions in that they approach CML from an anti-hegemonic perspective.

Table 49

Two Studies Utilizing Art

Author	Year	Title	Tasks	Media	Skill	Instructions
Gainer, Jesse S; Valdez-Gainer, Nancy; Kinard, Timothy	2009	The Elementary Bubble Project: Exploring Critical Media Literacy in a Fourth-Grade Classroom	Analyzing ads in media, discussing an anti-hegemonic art project, and producing a similar art project against the ads	art: alternative	Project	create alternative art project against ads
Gainer, Jesse S; Valdez-Gainer, Nancy; Kinard, Timothy	2009	The Elementary Bubble Project: Exploring Critical Media Literacy in a Fourth-Grade Classroom	Analyzing ads in media, discussing an anti-hegemonic art project, and producing a similar art project against the ads	art: discussion	Speaking	discuss an anti-hegemonic art project
Neville, Mary Lefere	2020	“I Got New Feelings Coming In”: Drawn Emotions and Refusing Secondly across Anti-Racist English Language Arts Pedagogies	Analyzing art from those historically marginalized across identity markers, analyzing art to elicit public discourse, and discussing media related to race and racism	art: marginalized identity markers	Visual	analyze art from historically marginalized identities to elicit public discourse

Blogs

There is one study that uses blogs in CML, which is related to reflective thinking, and addresses speaking skills. The study uses the media literacy approach in that it promotes critical readings of media representations without going into issues of social justice and ideology. This study is shown in Table 50.

Table 50

One Study Utilizing Blogs

Author	Year	Title	Tasks	Media	Skill	Instructions
Kelly, Courtney; Brower, Carleigh	2017	Making Meaning Through Media: Scaffolding Academic and Critical Media Literacy With Texts About Schooling	Analyzing representations of schooling and youth in popular media, blogging about counter readings of media texts by composing evidence-based arguments to develop academic CML	blog: argumentation	Speaking	compose evidence-based arguments for academic CML

Documentary

There seven studies that make use of documentaries in their CML instruction. All seven studies foster critical pedagogy and six of them (Bing-Canar & Zerkel, 1998; Doerr-Stevens, 2017; Jiing, 2002; Mikelli, 2017; Moscovitz & Carpenter, 2014) promote critical dispositions. All of these studies use the CML approach to instruction since they analyze and produce documentaries on either social issues in the local community or representations of identities. They all address audio-visual skills. Table 51 presents eight entries with four tasks of analysis and four tasks of alternative media production.

Table 51*Seven Studies Utilizing Documentary (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Moscowitz, Leigh; Carpenter, Micah Blaise	2014	Girl Zines at Work: Feminist Media Literacy Education with Underserved Girls	Analyzing ads, documentaries, lyrics, poems on representations of gender, race, class, and creating alternative zines with lived personal experiences, aspirations, ideals out of oppression	documentary : race, gender, class	Audio-Visual	analyze representations of race, gender, class in documentaries
Hall, H. Bernard	2012	Exploring and understanding the practices, behaviors, and identities of hip-hop based educators in urban public high school English/language arts classrooms	Analyzing magazine articles, documentaries and media discourse through hip hop lens for race and power	documentary : race, power	Audio-Visual	analyze discourse in documentaries for race and power
Gainer, Jesse S	2010	Critical Media Literacy in Middle School: Exploring the Politics of Representation	Analyzing films, documentaries and amateur videos that address representations of youth and schooling, discussing representations of social issues and identity, and making a short film/video of personal representation of schooling as counternarratives	documentary : social issues, identity related to youth and schooling	Audio-Visual	analyze representations in social issues, identities in documentaries
Doerr-Stevens, Candance	2017	Embracing the Messiness of Research: Documentary Video Composing as Embodied, Critical Media Literacy	Making documentaries related to local community for social change, analyzing existing documentaries, holding interviews with locals for documentaries addressing social and political issues and stereotyped identities in the community	documentary : social/political issues and stereotypes	Audio-Visual	analyze documentaries for social/political issues and stereotypes
Doerr-Stevens, Candance	2017	Embracing the Messiness of Research: Documentary Video Composing as Embodied, Critical Media Literacy	Making documentaries related to local community for social change, analyzing existing documentaries, holding interviews with locals for documentaries addressing social and political issues and stereotyped identities in the community	documentary : alternative	Audio-Visual	create documentary for social/political issues and stereotypes

Table 51 (cont'd)*Seven Studies Utilizing Documentary (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Jiing, Yng-ruey	2002	Documentary filmmaking as critical pedagogy	Making documentaries for a project to raise awareness of economic and social issues in local community for a civil and democratic society	documentary : alternative	Audio-Visual	make documentary on issues in local community
Mikelli, Danai	2017	Pedagogy of difference 20: introducing interactive documentary in the context of critical media literacy	Creating interactive documentaries on social issues of oppression to enhance voice and empowerment	documentary : alternative	Audio-Visual	create interactive documentaries against oppression for empowerment
Bing-Canar, Jennifer; Zerkel, Mary	1998	Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	Doing role plays, keeping a journal, and producing a documentary video to resist religious and ethnic stereotypes and to reinforce agency and empowerment	documentary : alternative	Audio-Visual	produce documentary to challenge stereotypes for empowerment

All the studies in this group are considered under critical pedagogy as they center on a societal perspective and/or identity. While the first four studies are analyses of documentaries on issues of identity, the latter four entries are related to alternative documentary making.

There are four studies that address writing skills under this category, which are presented in Table 52. These studies entail writing scripts for the alternative documentaries that are expected to be produced.

Table 52*Four Studies Utilizing Documentary (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Bing-Canar, Jennifer; Zerkel, Mary	1998	Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	Doing role plays, keeping a journal, and producing a documentary video to resist religious and ethnic stereotypes and to reinforce agency and empowerment	documentary: script	Writing	write scripts for documentary against religious and ethnic stereotypes
Doerr-Stevens, Candance	2017	Embracing the Messiness of Research: Documentary Video Composing as Embodied, Critical Media Literacy	Making documentaries related to local community for social change, analyzing existing documentaries, holding interviews with locals for documentaries addressing social and political issues and stereotyped identities in the community	documentary: script	Writing	write scripts for documentary about social/political issues and stereotypes in local community
Mikelli, Danai	2017	Pedagogy of difference 20: introducing interactive documentary in the context of critical media literacy	Creating interactive documentaries on social issues of oppression to enhance voice and empowerment	documentary: script	Writing	write scripts for documentary against oppression
Jiing, Yng-ruey	2002	Documentary filmmaking as critical pedagogy	Making documentaries for a project to raise awareness of economic and social issues in local community for a civil and democratic society	documentary: script	Writing	write scripts for documentary about issues in local community

Film

There are 14 studies that make use of film in CML instruction. All of these studies address audio-visual skills. Two of these studies (Domke et al., 2018; Fabrizi & Ford, 2014) are considered under reflective thinking as they address critical thinking skills alone. Except these two studies, all the other 12 use the CML approach. Whereas Fabrizi and Ford (2014) uses the media literacy approach since it centers on critical thinking skills without dealing with ideology and power, Domke et

al. (2018) is the only study that uses the media arts education approach as it dwells on critical reading and analysis of film based on artistic qualities. Besides, seven of these studies (Brown, 2007; Gainer, 2010; Hidalgo, 2011; McArthur, 2019; Patterson et al., 2016; Yosso, 2000, 2002) foster critical dispositions.

Table 53 presents 16 entries that address audio-visual skills. Hidalgo (2011) is entered twice since different films are used for different tasks. Also, Gainer (2010) is entered twice as one of the entries relates to alternative film production.

Table 53

14 Studies Utilizing Film (Audio-Visual Skills)

Author	Year	Title	Tasks	Media	Skill	Instructions
McArthur, Sherell A	2019	Centering Student Identities in Critical Media Literacy Instruction	Analyzing music videos, clips from TV shows and films to address consumerism and stereotypes of identities, and writing counternarratives in a variety of media	film: consumerism, stereotypes	Audio-Visual	analyze consumerism, stereotypes in films
Brown, Kennaria Charlott	2007	Good women becoming “queens”: Young mothers on welfare as cultural readers	Analyzing representations of black and Latina women in print and online texts, films and video clips for critical consciousness and empowerment in face of stereotypes	film: gender, race, ethnicity	Audio-Visual	analyze representations of stereotypes of gender, race, ethnicity in film
Rogers, Alvin	2011	[Booklet] Phattime: Critical Media Literacy for Urban Students	Analyzing various media and movies for empowerment and resistance against hegemonic power and stereotypical images, writing a journal on representations, and creating counter media	film: hegemonic power, stereotypes	Audio-Visual	analyze hegemonic power, stereotypes in film
Steinberg, Shirley Ruth	1997	The cultural curriculum: Youth pedagogy and film	Analyzing films on representations of class, race and gender	film: race, gender, class	Audio-Visual	analyze films on representations of race, gender, class
Yosso, Tara J	2002	Critical Race Media Literacy: Challenging Deficit Discourse about Chicanas/os	Analyzing a film in an educational context based on race and stereotypes, and challenging assumptions	film: race, stereotypes	Audio-Visual	analyze films for race and stereotypes

Table 53 (cont'd)*14 Studies Utilizing Film (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Hidalgo, Nicole D.	2011	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights	film: identity, comparison with book	Audio-Visual	analyze representation of identities in film
Hidalgo, Nicole D.	2011	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights	film: identity, comparison with play	Audio-Visual	analyze representation of identities in film
Major, Jamel	2020	Media and Music: A Qualitative Content Analysis of the African American Educational Experience as Portrayed in Black-produced Films, Songs and Print Publications	Analyzing representations of black educational experience in film, music and magazine by black producers based on 5 core concepts of CML to counter stereotypical depiction of blacks in media	film: race, 5CC	Audio-Visual	analyze representations of race based on 5CC in film
Yosso, Tara Joy	2000	A critical race and LatCrit approach to media literacy: Chicana /o resistance to visual microaggressions	Analyzing and discussing film clips from the lens of gender, race and class, and discussing representations of stereotyped chicano/a characters from film clips to challenge the assumptions	film: race, gender, class	Audio-Visual	analyze and discuss film representations of race, gender, class

Table 53 (cont'd)*14 Studies Utilizing Film (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Johnson, Elisabeth	2009	Pop culture, literacy and identity: Performative politics in a high school English classroom	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc.) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project	film: representations based on identity markers	Audio-Visual	analyze representations based on identity markers in film
Lalonde, Catherine Lara	2007	Framing America: Graduate students reading power, identity and American education through Hollywood movies	Analyzing films focusing on educational life through then lens of identities, social issues and power relations	film: social issues, identity, power relations	Audio-Visual	analyze film representations of social issues, identities and power relations
Patterson, Ashley N; Howard, Arianna; Kinloch, Valerie	2016	Black Feminism and Critical Media Literacy: Moving from the Margin to the Center: Feminism, Race, Transnationalism	Analyzing representations of women and sexuality in TV shows and movies based on 5 Key Questions, discussing active engagement and activism and how to position as activists	film: women, sexuality, 5KQ	Audio-Visual	analyze representations of women, sexuality in film
Gainer, Jesse S	2010	Critical Media Literacy in Middle School: Exploring the Politics of Representation	Analyzing films, documentaries and amateur videos that address representations of youth and schooling, discussing representations of social issues and identity, and making a short film of personal representation of schooling as counternarratives	film: social issues, identity related to youth and schooling	Audio-Visual	analyze representations in social issues, identities in film
Domke, Lisa M; Weippert, Tracy L; Apol, Laura	2018	Beyond School Breaks: Reinterpreting the Uses of Film in Classrooms	Analyzing film and book version and discussing stylistic differences and the choices of filmmakers	film: style, tone	Audio-Visual	analyze and compare film version of a story with that of the book for style and choices

Table 53 (cont'd)*14 Studies Utilizing Film (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Gainer, Jesse S	2010	Critical Media Literacy in Middle School: Exploring the Politics of Representation	Analyzing films, documentaries and amateur videos that address representations of youth and schooling, discussing representations of social issues and identity, and making a short film of personal representation of schooling as counternarratives	film (short): alternative	Audio-Visual	create short film about counter representation of schooling
Fabrizi, Mark A; Ford, Robert D	2014	Sports Stories and Critical Media Literacy	Analyzing lyrics of a song and seeing a movie about a famous convict related to social justice, researching secondary nonfiction sources, and writing about findings	film: social justice	Audio-Visual	analyze a film about depiction of a convict from social justice perspective

Three of the studies that use film address writing skills as well. Table 54 presents four entries related to writing skills with Hidalgo (2011) entered twice since different films are used for different tasks.

Table 54*Three Studies Utilizing Film (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Gainer, Jesse S	2010	Critical Media Literacy in Middle School: Exploring the Politics of Representation	Analyzing films, documentaries and amateur videos that address representations of youth and schooling, discussing representations of social issues and identity, and making a short film of personal representation of schooling as counternarratives	film (short): script	Writing	write scripts for short film/video as counter representation of schooling

Table 54 (cont'd)*Three Studies Utilizing Film (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Hidalgo, Nicole D.	2011	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights	film: analysis, identity	Writing	write about analysis of a film compared to the book version on identities
Hidalgo, Nicole D.	2011	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights	film: analysis, identity	Writing	write about analysis of a film compared to the play version on identities
Johnson, Elisabeth	2009	Pop culture, literacy and identity: Performative politics in a high school English classroom	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc.) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project	film: analysis, identity	Writing	write analysis of representations of identity in film

Lastly, three of the studies address speaking skills as well, all of which involve discussions (Table 55).

Table 55

Three Studies Utilizing Film (Speaking Skills)

Author	Year	Title	Tasks	Media	Skill	Instructions
Yosso, Tara J	2002	Critical Race Media Literacy: Challenging Deficit Discourse about Chicanas/os	Analyzing a film in an educational context based on race and stereotypes, and challenging assumptions	film: discussion	Speaking	discuss stereotypes and race in films
Yosso, Tara Joy	2000	A critical race and LatCrit approach to media literacy: Chicana /o resistance to visual microaggressions	Analyzing and discussing film clips from the lens of gender, race and class, and discussing representations of stereotyped Chicano/a characters from film clips to challenge the assumptions	film: discussion	Speaking	discuss and challenge film representations of race, gender, class
Domke, Lisa M; Weippert, Tracy L; Apol, Laura	2018	Beyond School Breaks: Reinterpreting the Uses of Film in Classrooms	Analyzing film and book version and discussing stylistic differences and the choices of filmmakers	film: discussion compared to book version	Speaking	discuss style and choices of filmmaker in film version of a book

Images

There are two studies that specifically use images in CML instruction. These studies are considered under critical pedagogy due to their focus on representations of issues related to power. Due to the emphasis on these issues of power as evident in their tasks, these studies also use the CML approach to instruction. These studies are shown in Table 56.

Table 56*Two Studies Utilizing Images*

Author	Year	Title	Tasks	Media	Skill	Instructions
Tucker-Raymond, Eli	2009	MEDIAted a collaborative action research study on critical media literacy	Analyzing media texts on race, ethnicity and power relations through dialogic action, creating and presenting alternative media designs, analyzing representations of poverty and social issues in photos	images: poverty, social issues	Visual	analyze representation of poverty, social issues in photos
Dawe, Andrea	2010	Undressing Pop Culture	Analyzing representation of ads, teen media products and icons, music videos and performances and images from the lens of gender based on 5 core concepts & corresponding key questions of CML, and creating a toolkit against representations	images: gender, 5KQ, 5CC	Visual	analyze representations of gender based on 5KQ and 5CC in images

Interview

There are two studies that entail interviews in CML instruction. They are both considered under critical pedagogy as these interviews are related social issues of oppression in the local communities. Since both these studies center on issues of oppression in using interviews, they also follow the CML approach in their instruction. In addition, they both promote critical dispositions. Table 57 presents these two studies.

Table 57*Two Studies Utilizing Interview*

Author	Year	Title	Tasks	Media	Skill	Instructions
Doerr-Stevens, Candance	2017	Embracing the Messiness of Research: Documentary Video Composing as Embodied, Critical Media Literacy	Making documentaries related to local community for social change, analyzing existing documentaries, holding interviews with locals for documentaries addressing social and political issues and stereotyped identities in the community	interview: local community	Speaking	hold interviews with local community for social/political issues and stereotypes in local community
Hidalgo, Nicole D.	2011	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights	interview: local community, family	Speaking	hold interviews with family and local community on human rights issues

Magazine

There are four studies that use magazines in CML instruction, all of which are considered under critical pedagogy due to their focus on identities and/or stereotypes. Only Moscovitz and Carpenter (2014) foster critical dispositions. Three of these studies address audio-visual skills, while only Moscovitz and Carpenter (2014) addresses production of alternative magazine. All four of these studies use the CML approach to instruction since they emphasize representations of different identities in media. These studies are shown in Table 58.

Table 58*Four Studies Utilizing Magazines*

Author	Year	Title	Tasks	Media	Skill	Instructions
Moscowitz, Leigh; Carpenter, Micah Blaise	2014	Girl Zines at Work: Feminist Media Literacy Education with Underserved Girls	Analyzing ads, documentaries, lyrics, poems on representations of gender, race, class, and creating alternative zines with lived personal experiences, aspirations, ideals out of oppression	magazine (zine): alternative	Writing	create a girl-zine of lived personal experiences, aspirations, ideals out of oppression
Skinner, Emily Neil	2006	“Teenage addiction”: Adolescent girls drawing upon popular culture texts as mentors for writing in an after -school writing club	Analyzing websites and magazines based on 5 key questions of CML and identities, analyzing sitcoms as mentor texts to critique representations of social class, race, gender and age and to engage in storytelling to combine their lived experiences and social issues	magazine: identity, 5KQ	Audio-Visual	analyze magazines based on 5KQ
Major, Jamel	2020	Media and Music: A Qualitative Content Analysis of the African American Educational Experience as Portrayed in Black-produced Films, Songs and Print Publications	Analyzing representations of black educational experience in film, music and magazine by black producers based on 5 core concepts of CML to counter stereotypical depiction of blacks in media	magazine: race, 5CC	Audio-Visual	analyze representations of race based on 5CC in magazines
Hall, H. Bernard	2012	Exploring and understanding the practices, behaviors, and identities of hip-hop based educators in urban public high school English/language arts classrooms	Analyzing magazine articles, documentaries and media discourse through hip hop lens for race and power	magazine: race, power	Audio-Visual	analyze discourse in magazine articles for race and power

Media (Various)

There are 28 studies that use various media in their own words in CML instruction. Five of these studies (Damico, 2004; Fabrizi & Ford, 2014; Kelly &

Brower, 2017; Mills & Levido, 2011; Tobias, 2005) are considered under reflective thinking, and the other 23 are under critical pedagogy. In addition, 12 of these studies (Byard, 2012; Caton-Rosser, 2006; Elisaldez, 2017; Hayes, 2004; Jackson, 2009; Limon Recendez, 2014; Maharajh, 2013; Neville, 2020; Patterson et al., 2016; Petit, 2017; Thevenin, 2012; Waldon, 2015) also promote critical dispositions.

Of these studies, three of them (Fabrizi & Ford, 2014; Kelly & Brower, 2017; Mills & Levido, 2011) use the media literacy approach with their emphasis on such critical thinking skills as argumentation, reflective thinking and judgement formation. In addition, two of the studies (Damico, 2004; Tobias, 2005) use the protectionist approach with their goal of protecting learners from the negative influences of the media without analyzing the media in relation to ideology. Table 59 presents 17 different studies that analyze various media for power relations related to ideology, all of which are under critical pedagogy.

Table 59

17 Studies Utilizing Various Media (Critical pedagogy & Audio-Visual Skills)

Author	Year	Title	Tasks	Media	Skill	Instructions
Callahan, Margaret C.	2001	Teaching and learning of critical media literacy in secondary English classrooms	Juxtaposing literary pieces and popular media to analyze their themes related to power structures, analyzing segments of TV shows, and producing a documentary radio program as a classroom project	media (various): power compared to literature	Audio-Visual	juxtapose themes of popular media with those of literary pieces to analyze power structures
Dawe, Andrea	2010	Undressing Pop Culture	Analyzing representation of ads, teen media products and icons, music videos and performances and images from the lens of gender based on 5 core concepts & corresponding key questions of CML, and creating a toolkit against representations	media (various): gender, 5KQ, 5CC	Audio-Visual	analyze representations of gender based on 5KQ and 5CC in teen media products

Table 59 (cont'd)*17 Studies Utilizing Various Media (Critical pedagogy & Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Morgenthaler, Deirdre J.	2016	Preparing teachers for critical media literacy education: Portraits of sociopolitical development	Reading and discussing assigned readings related to critical media analysis, and analyzing media images and messages based on 5 Key Questions of CML for political, economic, cultural forces	media (various): political, economic, cultural forces 5KQ	Audio-Visual	analyze various media based on 5KQ for political, economic, cultural forces
Maharajh, Divya	2013	Feminine experience: media education and gender representation	Analyzing various types of media from the lens of gender and sexualization of women's appearance to reinforce their self-esteem	media (various): 5KQ, self esteem	Audio-Visual	analyze representations in various media for self-esteem
Kelly, Lauren Leigh	2016	Broken Glass Everywhere: Deconstructing Popular Identities Through Critical Hip Hop Literacy	Analyzing, deconstructing and constructing media images and texts with a class focus to better understand self, youth and popular culture as well as social structures	media (various): class, self, youth, pop culture	Audio-Visual	analyze and deconstruct media images and texts for class, self, youth, pop culture
Kite, Lindsay D.	2013	Healthy media literacy: Bridging critical media literacy and health literacy to promote positive body image and health	Analyzing various media images and messages in terms of misguided conceptions of healthy life and body	media (various): healthy life, body	Audio-Visual	analyze representations of the body, healthy life in various media for misguided ideals of the body
Rogers, Alvin	2011	[Booklet] Phattime: Critical Media Literacy for Urban Students	Analyzing various media and movies for empowerment and resistance against hegemonic power and stereotypical images, writing a journal on representations, and creating counter media	media (various): hegemonic power, stereotypes	Audio-Visual	analyze hegemonic power, stereotypes in various media
Petit, Elyse B.	2017	Enhancing Visual and Critical Media Literacy in a Foreign Language Classroom through Media Production and Digital Storytelling: Students' Voice and Agency	Analyzing various media texts to learn about media ethics, applying universal themes related to diversity through digital storytelling, strengthening agency for social change as well as consideration of others	media (various): media ethics, diversity	Audio-Visual	analyze various media for media ethics and diversity

Table 59 (cont'd)*17 Studies Utilizing Various Media (Critical pedagogy & Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Jackson, Elizabeth Jeanne	2009	Teaching about controversial groups in public schools: Critical multiculturalism and the case of Muslims since September 11	Analyzing presentations of Muslims and other minorities in various media and education system, and discussing stereotypes and multiculturalism	media (various): Muslims, minorities	Audio-Visual	analyze representations of Muslims, other minorities in various media for multiculturalism
Caton-Rosser, Mary S.	2006	Case studies of how community media enact media literacy and activism in the public sphere	Analyzing various media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism	media (various): political hegemony, diversity	Audio-Visual	analyze political hegemony, diversity in various media to affect social change
Byard, Shani	2012	Combining African-Centered and Critical Media Pedagogies: A 21st-Century Approach Toward Liberating the Minds of the Mis-Educated in the Digital Age	Analyzing and critiquing various forms of media based on race and whiteness for liberation from hegemony by employing 5 key questions and core concepts of CML, using counter storytelling and journaling.	media (various): race, 5KQ, 5CC	Audio-Visual	analyze race, whiteness based on 5KQ, 5CC in various media for liberation
Tucker-Raymond, Eli	2009	MEDIAted a collaborative action research study on critical media literacy	Analyzing media texts on race, ethnicity and power relations through dialogic action, creating and presenting alternative media designs, analyzing representations of poverty and social issues in photos	media (various): race, ethnicity	Audio-Visual	analyze representations of race, ethnicity in various media
McArthur, Sherell A	2016	Black Girls and Critical Media Literacy for Social Activism	Deconstructing sexist, racist and classist images and messages of media for social activism by writing on social media	media (various): race, gender, class	Audio-Visual	deconstruct racist, sexist, classist media texts
Elisaldez, Renée Lemus	2017	Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	Analyzing various media though power relations structured by race, gender, class and sexuality for empowerment against oppression using CML and Augusto Boal's 'theatre of the oppressed'	media (various): race, gender, class, sexuality	Audio-Visual	analyze various media about race, gender, class and sexuality for empowerment

Table 59 (cont'd)*17 Studies Utilizing Various Media (Critical pedagogy & Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Share, Jeff Stuart	2006	Critical media literacy is elementary: A case study of teachers' ideas and experiences with media education and young children	Analyzing and discussing representations of gender, ideology, race and economic profit relations in various media, and creating plays to perform about themes of social issues with a social justice agenda	media (various): race, gender, ideology, economics	Audio-Visual	analyze and discuss race, gender, ideology, economic profit in various media
Anderson, Siri Sue	2002	And then what? An autoethnographic investigation of critical media literacy in an uncertain world	Deconstructing complex intermedial texts in meaningful social situations related to global, physical and human environment, and sharing deconstructed media to affect change	media (various): social situations	Audio-Visual	deconstruct intermedial media texts in social situations related to global, physical and human environment
Thevenin, Benjamin Joseph	2012	Critical media literacy in action: Uniting theory, practice and politics in media education	Discussing how to overcome contradictions within society for emancipation, analyzing uniformity in media messages, developing media projects on an issue facing the local community, and producing alternative media	media (various): uniformity	Audio-Visual	analyze uniformity in media messages

Four studies that address audio-visual skills, however, are considered under reflective thinking. They are presented in Table 60.

Table 60*Four Studies Utilizing Various Media (Reflective Thinking & Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Tobias, Jacqueline S. Abels	2005	Paradigms of praxis: Media literacy in the secondary language arts curriculum	Analyze media texts based on 5 Key Questions and Core Concepts of CML in line with the Protectionist approach of ML to protect students from the power of media	media (various): 5KQ	Audio-Visual	analyze media based on 5KQ, 5CC to protect students from negative media influences

Table 60 (cont'd)*Four Studies Utilizing Various Media (Reflective Thinking & Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Mills, Kathy Ann;Levido, Amanda	2011	iPed: Pedagogy for Digital Text Production	Challenging assumptions in various media texts, creating alternative media, preparing a web page, a blog page, a podcast page, a movie page	media (various): assumptions	Audio-Visual	challenge assumption in various media texts
Damico, Amy M.	2004	Exploring the complexities of personal ideologies, media literacy pedagogy and media literacy practice	Analyzing media texts focusing on the power of the media in shaping opinions and their connection with profit	media (various): power, profit	Audio-Visual	analyze media around issues of shaping opinions, profit orientation
Kelly, Courtney;Brower, Carleigh	2017	Making Meaning Through Media: Scaffolding Academic and Critical Media Literacy With Texts About Schooling	Analyzing representations of schooling and youth in popular media, blogging about counterreadings of media texts by composing evidence-based arguments to develop academic CML	media (various): schooling, youth	Audio-Visual	analyze representations of schooling and vulnerable youth in popular media

10 of these studies addressing audio-visual skills focus on creation of alternative media. They are all considered under critical pedagogy. These are presented in Table 61.

Table 61*10 Studies Utilizing Various Media (Alternative Media & Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Kelly, Lauren Leigh	2016	Broken Glass Everywhere: Deconstructing Popular Identities Through Critical Hip Hop Literacy	Analyzing, deconstructing and constructing media images and texts with a class focus to better understand self, youth and popular culture as well as social structures	media (various): alternative	Audio-Visual	construct alternative media on class, self, youth, pop culture

Table 61 (cont'd)*10 Studies Utilizing Various Media (Alternative Media & Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Limon Recendez, Marisela	2014	Critical media literacy in K-5 classrooms: Three teachers' commitment to equity and access	Discussing issues of concern in the local community, discussing media on social justice, racial, religious stereotypes, and doing media projects related to these issues	media (various): alternative	Audio-Visual	create a media project around issues in local community
Thevenin, Benjamin Joseph	2012	Critical media literacy in action: Uniting theory, practice and politics in media education	Discussing how to overcome contradictions within society for emancipation, analyzing uniformity in media messages, developing media projects on an issue facing the local community, and producing alternative media	media (various): alternative	Audio-Visual	create media projects on issues in local community
Turner, Tammy Renee	2020	High School Teacher and Librarian Perspectives regarding Teaching Digital Media Skills	Engaging in website evaluation, discussing fake news, copyright and fair use issues as well as creating, presenting and sharing alternative media	media (various): alternative	Audio-Visual	create various media paying attention to fake news, copy right, fair use
Waldon, Kalisha A.	2015	Black adolescents' critical encounters with media and the counteracting possibilities of critical media literacy	Sharing previous experience of oppression with media, discussing popular TV from the lens of race and emotional response, analyzing media clips based on 5 Key Questions and Core Concepts of CML, problematizing and presenting a media project	media (various): alternative	Audio-Visual	share personal experience of oppression with media
Anderson, Siri Sue	2002	And then what? An autoethnographic investigation of critical media literacy in an uncertain world	Deconstructing complex intermedial texts in meaningful social situations related to global, physical and human environment, and sharing deconstructed media to affect change	media (various): alternative	Audio-Visual	create and share deconstructed media to affect change
Rogers, Alvin	2011	[Booklet] Phattime: Critical Media Literacy for Urban Students	Analyzing various media and movies for empowerment and resistance against hegemonic power and stereotypical images, writing a journal on representations, and creating counter media	media (various): alternative	Audio-Visual	create counter media against representations

Table 61 (cont'd)*10 Studies Utilizing Various Media (Alternative Media & Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Soto Vega, Karriann M.	2010	<i>Rocking and reading</i> exploring multimodal media literacy in an ESL college classroom	Analyzing songs, music videos and short stories from the lens of race, gender, class and power and creating multimodal counter media texts	media (various): alternative	Audio- Visual	create counter media texts
Tucker- Raymond, Eli	2009	MEDIAted a collaborative action research study on critical media literacy	Analyzing media texts on race, ethnicity and power relations through dialogic action, creating and presenting alternative media designs, analyzing representations of poverty and social issues in photos	media (various): alternative	Audio- Visual	creating alternative media designs
Barnwell, V.	2010	"I can't be a princess, I don't have a princess face": critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?	Analyzing representations of race, ethnicity, gender and class in animations, and creating counter media to oppose to social problems for empowerment and social change	media (various): alternative	Audio- Visual	create alternative media to oppose social issues

In Table 62, there are 12 studies using various media with tasks that address speaking skills and one entry (Caton-Rosser, 2006) that addresses project/production skills, which goes beyond speaking skills. All of these studies are considered under critical pedagogy. Caban (2012) is entered twice as it does two different speaking tasks with media.

Table 62*12 Studies Utilizing Various Media (Speaking & Project Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Hayes, Monie LaFrance Wilson	2004	Smart cookies: A Girl Scout learning community	Discussing representations of girlhood and sexuality in media texts, and creating a radio spot to offer support to other girls in the community on these issues for emancipation	media: discussion , girlhood, sexuality	Speaking	discuss representations of girlhood, sexuality in media
Caton-Rosser, Mary S.	2006	Case studies of how community media enact media literacy and activism in the public sphere	Analyzing media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism	media: activism	Project	engage in media activism using community media
Patterson, Ashley N;Howard, Arianna;Kinloch, Valerie	2016	Black Feminism and Critical Media Literacy: Moving from the Margin to the Center: Feminism, Race, Transnationalism	Analyzing representations of women and sexuality in TV shows and movies based on 5 Key Questions, discussing active engagement and activism and how to position as activists	media: activism	Speaking	discuss activism and how to position oneself as one
Jackson, Elizabeth Jeanne	2009	Teaching about controversial groups in public schools: Critical multiculturalism and the case of Muslims since September 11	Analyzing presentations of Muslims and other minority in media and education system, and discussing stereotypes and multiculturalism	media: discussion	Speaking	discuss representations of Muslims, other minorities
Limon Recendez, Marisela	2014	Critical media literacy in K-5 classrooms: Three teachers' commitment to equity and access	Discussing issues of concern in the local community, discussing media on social justice, racial, religious stereotypes, and doing media projects related to these issues	media: discussion	Speaking	discuss media and issues of concern in local community

Table 62 (cont'd)*12 Studies Utilizing Various Media (Speaking & Project Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Morgenthaler, Deirdre J.	2016	Preparing teachers for critical media literacy education: Portraits of sociopolitical development	Reading and discussing assigned readings related to critical media analysis, and analyzing media images and messages based on 5 Key Questions of CML for political, economic, cultural forces	media: discussion	Speaking	discuss readings on media analyses
Thevenin, Benjamin Joseph	2012	Critical media literacy in action: Uniting theory, practice and politics in media education	Discussing how to overcome contradictions within society for emancipation, analyzing uniformity in media messages, developing media projects on an issue facing the local community, and producing alternative media	media: discussion, emancipation	Speaking	discuss media discourse and society for emancipation
Neville, Mary Lefere	2020	"I Got New Feelings Coming In": Drawn Emotions and Refusing Secondly across Anti-Racist English Language Arts Pedagogies	Analyzing art from those historically marginalized across identity markers, analyzing art to elicit public discourse, and discussing media related to race and racism	media: discussion, race	Speaking	discuss pieces of literature on race and racism
Share, Jeff Stuart	2006	Critical media literacy is elementary: A case study of teachers' ideas and experiences with media education and young children	Analyzing and discussing representations of gender, ideology, race and economic profit relations in various media, and creating plays to perform about themes of social issues with a social justice agenda	media: discussion, representations	Speaking	discuss representations of race, gender, ideology, economic profit
Tucker-Raymond, Eli	2009	MEDIAted a collaborative action research study on critical media literacy	Analyzing media texts on race, ethnicity and power relations through dialogic action, creating and presenting alternative media designs, analyzing representations of poverty and social issues in photos	media: presentation, alternative	Speaking	present alternative media designs

Table 62 (cont'd)*12 Studies Utilizing Various Media (Speaking & Project Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Turner, Tammy Renee	2020	High School Teacher and Librarian Perspectives regarding Teaching Digital Media Skills	Engaging in website evaluation, discussing fake news, copyright and fair use issues as well as creating, presenting and sharing alternative media	media: presentati on, alternative	Speaking	present and share alternative media designs
Waldon, Kalisha A.	2015	Black adolescents' critical encounters with media and the counteracting possibilities of critical media literacy	Sharing previous experience of oppression with media, discussing popular TV from the lens of race and emotional response, analyzing media clips based on 5 Key Questions and Core Concepts of CML, problematizing and presenting a media project	media: presentati on, alternative	Speaking	present media project problematizing racial oppression
Caban, Heather Leigh	2012	Global Literacies: Reading and Writing One's World in the Context of Globalization	Analyzing short clips and texts from the lens of social, environmental and economic issues in local context and personal experience, making group presentations analyzing a media text to identify stereotypes or dominant ideology, and an individual presentation related to globalization and media with a critical orientation	media: presentati on, globalizati on	Speaking	make individual presentation on globalization and media
Caban, Heather Leigh	2012	Global Literacies: Reading and Writing One's World in the Context of Globalization	Analyzing short clips and texts from the lens of social, environmental and economic issues in local context and personal experience, making group presentations analyzing a media text to identify stereotypes or dominant ideology, and an individual presentation related to globalization and media with a critical orientation	media: presentati on, stereotype s	Speaking	make group presentation on stereotypes and dominant ideologies

There are 10 different studies that address writing skills in CML in this category. Two of these studies (Frabrizi & Ford, 2014; Kelly & Brower, 2017) are considered under reflective thinking. Roychowdhury (2019) is entered three times as

there are three different writing tasks with respect to media. These studies are presented in Table 63.

Table 63

10 Studies Utilizing Various Media (Writing Skills)

Author	Year	Title	Tasks	Media	Skill	Instructions
McArthur, Sherell A	2019	Centering Student Identities in Critical Media Literacy Instruction	Analyzing music videos, clips from TV shows and films to address consumerism and stereotypes of identities, and writing counternarratives in a variety of media	media (various): alternative	Writing	write counternarratives in various forms of media
Roychowdhury, Debasmita	2019	Raising Social Consciousness through Writing by Integrating Critical Media Literacy into Participatory Action Research in a College Classroom	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts	media: essay, oppression	Writing	write an argumentative essay on oppression
Bing-Canar, Jennifer; Zerkel, Mary	1998	Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	A few young low-classed Muslim Arab women took series of workshops of CML based on Freirean model of critical pedagogy including role plays and journal writing. They aimed to produce their own documentary videos to resist the religious and ethnic oppression and tell their lives by reinforcing their agency and empowerment	media: journal, oppression	Writing	keep a journal on experiences of oppression
Roychowdhury, Debasmita	2019	Raising Social Consciousness through Writing by Integrating Critical Media Literacy into Participatory Action Research in a College Classroom	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts	media: journal, oppression	Writing	keep a journal on experiences of oppression

Table 63 (cont'd)*10 Studies Utilizing Various Media (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Gregg, Elizabeth A.	2014	Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	Learning about violence, marketing and 5 Core Concepts of CML, analyzing videogame trailers from violence perspective, keeping journals for reflection, creating non-violent videogame trailer projects, discussing what is learned with family members for activism and social justice.	media: journal, violence, marketing	Writing	keep a journal for reflection
Byard, Shani	2012	Combining African-Centered and Critical Media Pedagogies: A 21st-Century Approach Toward Liberating the Minds of the Mis-Educated in the Digital Age	Analyzing and critiquing various forms of media based on race and whiteness for liberation from hegemony by employing 5 key questions and core concepts of CML, using counter storytelling and journaling	media: journal, race	Writing	keep a journals on race discourse
Rogers, Alvin	2011	[Booklet] Phattime: Critical Media Literacy for Urban Students	Analyzing various media and movies for empowerment and resistance against hegemonic power and stereotypical images, writing a journal on representations, and creating counter media	media: journal, representations	Writing	keep a journal on representations
Hidalgo, Nicole D.	2011	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights	media: narrative text, oppression	Writing	write personal experience of oppression
Johnson, Elisabeth	2009	Pop culture, literacy and identity: Performative politics in a high school English classroom	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project	media: narrative text, oppression	Writing	write personal experience of oppression

Table 63 (cont'd)*10 Studies Utilizing Various Media (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Kelly, Courtney; Brower, Carleigh	2017	Making Meaning Through Media: Scaffolding Academic and Critical Media Literacy With Texts About Schooling	Analyzing representations of schooling and youth in popular media, blogging about counterreadings of media texts by composing evidence-based arguments to develop academic CML	media: blog	Writing	blog about counter readings of media texts
Roychowdhury, Debasmita	2019	Raising Social Consciousness through Writing by Integrating Critical Media Literacy into Participatory Action Research in a College Classroom	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts	media: narrative text, oppression	Writing	write personal experience and oppression
Dawe, Andrea	2010	Undressing Pop Culture	Analyzing representation of ads, teen media products and icons, music videos and performances and images from the lens of gender based on 5 core concepts & corresponding key questions of CML, and creating a toolkit against representations	media: toolkit	Writing	prepare a toolkit against media representations
Fabrizi, Mark A; Ford, Robert D	2014	Sports Stories and Critical Media Literacy	Analyzing lyrics of a song and seeing a movie about a famous convict related to social justice, researching secondary nonfiction sources, and writing about findings	media: secondary sources	Writing	write findings of research of secondary sources around an issue

Memes

There is one study on the use of political memes in CML instruction related to critical pedagogy. This study uses the CML approach to instruction as it analyzes the power relations communicated through political memes. There are two entries for this category as one is analysis and the other is creation of alternative media. They are presented in Table 64.

Table 64*One Study Utilizing Memes (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Elmore, Patricia G; Coleman, Julianne M	2019	Middle School Students' Analysis of Political Memes to Support Critical Media Literacy	Analyzing political memes based on 5 key questions of CML from the lens of ideology and representations of stereotypes, and creating alternative memes	memes: alternative	Audio- Visual	create political memes paying attention to ideology, stereotypes
Elmore, Patricia G; Coleman, Julianne M	2019	Middle School Students' Analysis of Political Memes to Support Critical Media Literacy	Analyzing political memes based on 5 key questions of CML from the lens of ideology and representations of stereotypes, and creating alternative memes	memes: stereotypes, ideology, 5KQ	Audio- Visual	analyze stereotypes and ideology in political memes based on 5KQ

Music Videos

There are five different studies using music videos in CML instruction – all under critical pedagogy. They all use the CML approach since they all analyze representations of stereotypes, identities and oppression. Two of these studies (McArthur, 2019; Paul, 2000) also promote critical dispositions. They are presented in Table 65.

Table 65*Five Studies Utilizing Music Videos (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
McArthur, Sherell A	2019	Centering Student Identities in Critical Media Literacy Instruction	Analyzing music videos, clips from TV shows and films to address consumerism and stereotypes of identities, and writing counternarratives in a variety of media	music videos: consumerism, stereotypes	Audio- Visual	analyze consumerism, stereotypes in music videos
Paul, Dierdre Glenn	2000	Rap and orality: Critical media literacy, pedagogy, and cultural synchronization	Analyzing images and meanings in music videos from the lens of race, ethnicity and social class	music videos: race, ethnicity, class	Audio- Visual	analyze meanings in music videos for race, ethnicity, class

Table 65 (cont'd)*Five Studies Utilizing Music Videos (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Dawe, Andrea	2010	Undressing Pop Culture	Analyzing representation of ads, teen media products and icons, music videos and performances and images from the lens of gender based on 5 core concepts & corresponding key questions of CML, and creating a toolkit against representations	music videos: gender, 5KQ, 5CC	Audio-Visual	analyze representations of gender based on 5KQ and 5CC in music videos
Soto Vega, Karriann M.	2010	<i>Rocking and reading</i> exploring multimodal media literacy in an ESL college classroom	Analyzing songs, music videos and short stories from the lens of race, gender, class and power and creating multimodal counter media texts	music videos: race, gender, class	Audio-Visual	analyze representations of race, gender, class in music videos
White, Michelle G.	2008	Critical Media Literacy Praxis: How Critical Theory and Popular Culture Changed a Teacher	Deconstructing music videos, cartoon movies, ad campaigns and social media texts through the lens of social issues of oppression and ideology	music videos: social issues of oppression	Audio-Visual	deconstruct music videos for social issues of oppression

Newspaper

There are two studies using newspapers in CML instruction – both related to critical pedagogy. In addition, Caton-Rosser (2006) also foster critical dispositions. Both these studies use the CML approach in their instruction as newspapers are used to address social issues in the local community to critique ideology. Since both of them relate to creating alternative newspapers, they address writing skills. These are presented in Table 66.

Table 66*Two Studies Utilizing Newspaper (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Caton-Rosser, Mary S.	2006	Case studies of how community media enact media literacy and activism in the public sphere	Analyzing various media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism	newspaper (community): alternative	Writing	produce community newspaper as a community media to affect social change
Saunders, Jane M; Ash, Gwynne Ellen; Salazar, Isabelle; Pruitt, Rowan; Wallach, Daniel; Breed, Ellie; Saldana, Sean; Szachacz, Ana	2017	"We're Already Somebody": High School Students Practicing Critical Media Literacy IRL (in Real Life)	Writing in a school newspaper to speak up about social local matters related to dominant ideology of corporate media and politics	newspaper (school): alternative	Writing	write in school newspaper to speak up against dominant hegemony and profit

Play

There are four studies that utilize plays in CML instruction – all related to critical pedagogy. Two of them (Bing-Canar & Zerkel, 1998; Elisaldez, 2017) also promote critical dispositions. All these studies utilize the CML approach to instruction with their emphasis on critique of oppression and stereotypes. Four of the six entries in Table 67 address projects skills as they concern performance of plays and/or role plays, while two concern writing the scripts of the plays, addressing writing skills.

Table 67*Four Studies Utilizing Play (Project & Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Bing-Canar, Jennifer; Zerkel, Mary	1998	Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	Doing role plays, keeping a journal, and producing a documentary video to resist religious and ethnic stereotypes and to reinforce agency and empowerment	play (role): stereotypes	Project	role play to challenge stereotypes
Roychowdhury, Debasmita	2019	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts	play: oppression	Project	perform a group or solo act on situations of oppression
Elisalde, Renée Lemus	2017	Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	Analyzing various media through power relations structured by race, gender, class and sexuality for empowerment against oppression using CML and Augusto Boal's 'theatre of the oppressed'	play: oppression	Project	resist oppressive representations of race, gender, class and sexuality through techniques of theater of the oppressed
Share, Jeff Stuart	2006	Critical media literacy is elementary: A case study of teachers' ideas and experiences with media education and young children	Analyzing and discussing representations of gender, ideology, race and economic profit relations in various media, and creating plays to perform about themes of social issues with a social justice agenda	play: social justice	Project	perform a play on social issues for social justice
Share, Jeff Stuart	2006	Critical media literacy is elementary: A case study of teachers' ideas and experiences with media education and young children	Analyzing representations of gender, ideology, race and economic profit relations, and creating plays to perform about themes of social issues with a social justice agenda	play: script	Writing	write script for a play on social issues for social justice

Table 67 (cont'd)*Four Studies Utilizing Play (Project & Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Roychowdhury, Debasmita	2019	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts	Writing experiences of oppressive social situations and reflections, keeping a journal to discuss media texts about oppression, doing an open act topic for group or solo acts on oppression, and writing an argument essay on a topic from their journal acts	play (role): script	Writing	write scripts for group or solo acts

Posters

There are two studies using posters or signs in CML instruction – both related to critical pedagogy. In addition, Baker-Bell et al. (2017) also promotes critical dispositions. Both these studies use the CML approach to instruction with their use of posters to critique and speak up against hegemony and power. One of them concerns posters and the other protest signs, which is placed in this category. The four entries in Table 68 related to these studies address a variety of skills.

Table 68*Two Studies Utilizing Posters*

Author	Year	Title	Tasks	Media	Skill	Instructions
Aristizábal-Jiménez, Yesika	2020	Fostering Talk as Performance in an EFL Class Through the Critical Analysis of YouTubers' Content	Analyzing YouTubers' videos based on 5 key questions of CML for explicit and hidden messages related to power, presenting posters, creating and sharing their own videos to challenge the original videos	posters: alternative	Writing	prepare posters about video analysis related to messages of power

Table 68 (cont'd)*Two Studies Utilizing Posters*

Author	Year	Title	Tasks	Media	Skill	Instructions
Aristizábal-Jiménez, Yesika	2020	Fostering Talk as Performance in an EFL Class Through the Critical Analysis of YouTubers' Content	Analyzing Youtubers' videos based on 5 key questions of CML for explicit and hidden messages related to power, presenting posters, creating and sharing their own videos to challenge the original videos	posters: presentation	Speaking	present posters about video analysis related to messages of power
Baker-Bell, April; Stanbrough, Raven Jones; Everett, Sakeena	2017	The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	Analyzing video clips and billboards to deconstruct and identify racial stereotypes, writing to the companies on social media to resist the depictions, and creating protest signs for their messages by analyzing protestors' signs	protest signs: race	Audio-Visual	analyze protestors and their protest signs against racial stereotypes
Baker-Bell, April; Stanbrough, Raven Jones; Everett, Sakeena	2017	The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	Analyzing video clips and billboards to deconstruct and identify racial stereotypes, writing to the companies on social media to resist the depictions, and creating protest signs for their messages by analyzing protestors' signs	protest signs: alternative	Writing	prepare protest signs against racial stereotypes based on examples from protestors

Radio

There are three studies utilizing radio in CML instruction – all related to critical pedagogy. Two of these studies (Caton-Rosser, 2006; Hayes, 2004) also promote critical dispositions. All three studies utilize the CML approach to instruction producing alternative radio to critique representations of power and/or identities. The related tasks of these studies concern producing alternative radio. The three entries are presented in Table 69.

Table 69*Three Studies Utilizing Radio (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Caton-Rosser, Mary S.	2006	Case studies of how community media enact media literacy and activism in the public sphere	Analyzing various media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism	radio (campus): alternative	Audio-Visual	produce campus radio as a community media to affect social change
Callahan, Margaret C.	2001	Teaching and learning of critical media literacy in secondary English classrooms	Juxtaposing literary pieces and popular media to analyze their themes related to power structures, analyzing segments of TV shows, and producing a documentary radio program as a classroom project	radio (documentary): alternative	Audio-Visual	create documentary radio program as a project
Hayes, Monie LaFrance Wilson	2004	Smart cookies: A Girl Scout learning community	Discussing representations of girlhood and sexuality in media texts, and creating a radio spot to offer support to other girls in the community on these issues for emancipation	radio (spot): alternative	Audio-Visual	prepare a radio program for emancipation of local girls

Social Media

There are five studies using social media in CML instruction – all related to critical pedagogy. Baker-Bell et al. (2017) and Baaghil (2019) also promote critical dispositions. All five studies use the CML approach in their instruction with emphasis on identities, class and their interrelations with power. Some of them

address writing, some address audio-visual skills, while one addresses speaking skills. These studies are presented in Table 70.

Table 70

Five Studies Utilizing Social Media

Author	Year	Title	Tasks	Media	Skill	Instructions
Baker-Bell, April; Stanbrough, Raven Jones; Everett, Sakeena	2017	The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	Analyzing video clips and billboards to deconstruct and identify racial stereotypes, writing to the companies on social media to resist the depictions, and creating protest signs for their messages taking protestors as examples	social media: alternative	Writing	write to companies to oppose stereotypical depictions
McArthur, Sherell A	2016	Black Girls and Critical Media Literacy for Social Activism	Deconstructing sexist, racist and classist images and messages of media for social activism by writing on social media	social media: alternative	Writing	write counter media texts on social media
Huang, Shinying	2015	Reconceptualizing Self and Other Through Critical Media Engagement: Experiences and Reflections of English Learners and Teacher	Examining TV shows to deconstruct how masculinity is constructed, writing response pieces, posting in blogs, responding to each other's' entries, and writing a reflection paper	social media: alternative	Writing	respond to others' entries about creation of masculinity on TV
White, Michelle G.	2008	Critical Media Literacy Praxis: How Critical Theory and Popular Culture Changed a Teacher	Deconstructing music videos, cartoon movies, ad campaigns and social media texts through the lens of social issues of oppression and ideology	social media: social issues of oppression	Audio-Visual	deconstruct social media texts for social issues of oppression
Baaghil, Zainab Samy	2019	The Voiced and The Voiceless: The Effects of Their Portrayal in The Media on The Consciousness of Muslim Youth Post 9/11 in The United States	Analyzing social media from the lens of representations of minorities and lower class, and engaging in discussions to create space	social media: minorities and class	Audio-Visual	analyze representations of minorities and social class in social media

Table 70 (cont'd)*Five Studies Utilizing Social Media*

Author	Year	Title	Tasks	Media	Skill	Instructions
Baaghil, Zainab Samy	2019	The Voiced and The Voiceless: The Effects of Their Portrayal in The Media on The Consciousness of Muslim Youth Post 9/11 in The United States	Analyzing social media from the lens of representations of minorities and lower class, and engaging in discussions to create space	social media: discussio n, minoritie s, class	Speaking	discuss representations of minorities and class to create space

Songs

There are eight studies using songs in CML instruction. Only one of them (Fabrizi & Ford, 2014) is related to reflective thinking; the other seven are considered under critical pedagogy. Only Fabrizi and Ford (2014) uses the media literacy approach to instruction as it uses a song to reflect a different opinion of an ex-convict to foster comparison of various sources for judgement formation. The other seven studies use the CML approach since they prioritize analysis and critique of various identities. Three of these studies (Hidalgo, 2011; Parmar, 2002; Moscovitz & Carpenter, 2014) also promote critical dispositions. Eight entries that address audio-visual skills are shown in Table 71.

Table 71*Eight Studies Utilizing Songs (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Gainer, Jesse	2007	Social Critique and Pleasure: Critical Media Literacy with Popular Culture Texts	Deconstructing and critiquing lyrics of songs analyzing power relations, oppressive discourse and representations of minorities	songs: minorities, oppression	Audio- Visual	deconstruct and critique lyrics of songs about minorities and oppression

Table 71 (cont'd)*Eight Studies Utilizing Songs (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Hidalgo, Nicole D.	2011	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights	songs: identity, comparison with poetry	Audio-Visual	analyze representation of identities in songs
Major, Jamel	2020	Media and Music: A Qualitative Content Analysis of the African American Educational Experience as Portrayed in Black-produced Films, Songs and Print Publications	Analyzing representations of black educational experience in film, music and magazine by black producers based on 5 core concepts of CML to counter stereotypical depiction of blacks in media	songs: race, 5CC	Audio-Visual	analyze representations of race based on 5CC in music
Parmar, Priya	2002	KRS -One going against the grain: A critical study of rap music as a postmodern text	Deconstructing lyrics of songs to analyze social justice issues such as race, class, identity and dominant ideology, and composing hip hop songs upon personal experiences	songs: race, class, identity	Audio-Visual	deconstruct song lyrics about race, class, identity for social justice
Moscowitz, Leigh; Carpenter, Micah Blaise	2014	Girl Zines at Work: Feminist Media Literacy Education with Underserved Girls	Analyzing ads, documentaries, lyrics, poems on representations of gender, race, class, and creating alternative zines with lived personal experiences, aspirations, ideals out of oppression	songs: race, gender, class	Audio-Visual	analyze representations of race, gender, class in lyrics
Soto Vega, Karriann M.	2010	<i>Rocking and reading</i> exploring multimodal media literacy in an ESL college classroom	Analyzing songs, music videos and short stories from the lens of race, gender, class and power and creating multimodal counter media texts	songs: race, gender, class	Audio-Visual	analyze representations of race, gender, class in songs

Table 71 (cont'd)*Eight Studies Utilizing Songs (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Johnson, Elisabeth	2009	Pop culture, literacy and identity: Performative politics in a high school English classroom	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc.) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project	songs: representations based on identity markers	Audio-Visual	analyze representations based on identity markers in music
Fabrizi, Mark A; Ford, Robert D	2014	Sports Stories and Critical Media Literacy	Analyzing lyrics of a song and seeing a movie about a famous convict related to social justice, researching secondary nonfiction sources, and writing about findings	songs: social justice	Audio-Visual	analyze lyrics of a song about a convict for social justice

Three of these studies using songs also address writing skills. They are listed in Table 72.

Table 72*Three Studies Utilizing Songs (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Parmar, Priya	2002	KRS -One going against the grain: A critical study of rap music as a postmodern text	Deconstructing lyrics of songs to analyze social justice issues such as race, class, identity and dominant ideology, and composing hip hop songs upon personal experiences	songs: alternative	Writing	write and compose a song to challenge representations of race, class, identity

Table 72 (cont'd)*Three Studies Utilizing Songs (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Hidalgo, Nicole D.	2011	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	Writing personal identity stories and experience of oppression, writing about analysis of a play and its film version, a book and its film version, poetry and songs on representations of identities, holding interviews with family and local community on human rights	songs: analysis, identity	Writing	write about analysis of songs compared to poetry on identities
Johnson, Elisabeth	2009	Pop culture, literacy and identity: Performative politics in a high school English classroom	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc.) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project	songs: analysis, identity	Writing	write analysis of representations of identity in music

Storytelling

There are three studies using storytelling in CML instruction – all three are related to critical pedagogy, while Byard (2012) and Petit (2017) also promote critical dispositions. All three studies utilize the CML approach to instruction as they use counter stories to narrate and combat oppression of identities. Both of these studies address writing skills and are presented in Table 73.

Table 73*Three Studies Utilizing Storytelling (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Byard, Shani	2012	Combining African-Centered and Critical Media Pedagogies: A 21st-Century Approach Toward Liberating the Minds of the Mis-Educated in the Digital Age	Analyzing and critiquing various forms of media based on race and whiteness for liberation from hegemony by employing 5 key questions and core concepts of CML, using counter storytelling and journaling	storytelling: race	Writing	write counter stories to challenge race discourse
Petit, Elyse B.	2017	Enhancing Visual and Critical Media Literacy in a Foreign Language Classroom through Media Production and Digital Storytelling: Students' Voice and Agency	Analyzing various media texts to learn about media ethics, applying universal themes related to diversity through digital storytelling, strengthening both self-reflection and agency for social change as well as their consideration of others	storytelling: diversity	Writing	write counter stories for social change and diversity
Skinner, Emily Neil	2006	“Teenage addiction”: Adolescent girls drawing upon popular culture texts as mentors for writing in an after -school writing club	Analyzing websites and magazines based on 5 key questions of CML and identities, analyzing sitcoms as mentor texts to critique representations of social class, race, gender and age and to engage in storytelling to combine their lived experiences and social issues	storytelling: race, gender, class, age	Writing	write counter stories to combat stereotypes by taking the characters in a sitcom as a mentor text

Text (Media)

There are four studies using various texts in CML instruction – all related to critical pedagogy. Two of them (Brown, 2007; Yun, 2008) also promote critical dispositions. One of these studies (Yun, 2008) uses an English language textbook to analyze identities and culture, and thus is placed in this category of texts. All four

studies use the CML approach to instruction These studies address a variety of skills, which can be seen in Table 74.

Table 74

Four Studies Utilizing Media Texts (Various Skills)

Author	Year	Title	Tasks	Media	Skill	Instructions
Brown, Kennaria Charlott	2007	Good women becoming “queens”: Young mothers on welfare as cultural readers	Analyzing representations of black and Latina women in print and online texts, films and video clips for critical consciousness and empowerment in face of stereotypes	text (online): gender, race, ethnicity	Reading	analyze representations of stereotypes gender, race, ethnicity in online texts
Brown, Kennaria Charlott	2007	Good women becoming “queens”: Young mothers on welfare as cultural readers	Analyzing representations of black and Latina women in print and online texts, films and video clips for critical consciousness and empowerment in face of stereotypes	text (print): gender, race, ethnicity	Reading	analyze representations of stereotypes gender, race, ethnicity in print texts
Johnson, Elisabeth	2009	Pop culture, literacy and identity: Performative politics in a high school English classroom	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc.) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project	text (print): representations based on identity markers	Reading	analyze representations based on identity markers in print texts
Caban, Heather Leigh	2012	Global Literacies: Reading and Writing One's World in the Context of Globalization	Analyzing short clips and media texts from the lens of social, environmental and economic issues in local context and personal experience, making group presentations analyzing a media text to identify stereotypes or dominant ideology, and an individual presentation related to globalization and media with a critical orientation	texts (media): social, environmental, economic issues	Audio-Visual	analyze media texts for social, environmental, economic issues in local context and personal experience

Table 74 (cont'd)*Four Studies Utilizing Media Texts (Various Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Johnson, Elisabeth	2009	Pop culture, literacy and identity: Performative politics in a high school English classroom	Analyzing representations of race and class in music, print texts and film as well as embodied pop culture texts (hair, accessories, clothing, jewelry etc.) in media that mark identities, reading and writing personal experiences of oppression related to social issues, and analyzing representations in a writing project	texts (print): analysis, identity	Writing	write analysis of representations of identity in print texts
Yun, Do-Hyun	2008	A case study: Snapshots of the politics of English textbooks on language, literacy, and culture for Korean students	Analyzing English textbooks to discuss the need for inclusion of topics of multiculturalism, different cultures, class, identities and minority groups, positioning students as agents of social change	textbook: culture, class, identity, minorities	Reading	analyze multiculturalism, class, identity, minorities in an English textbook

TV

There are 11 studies using TV in CML instruction. Only one of these studies (Feuerstein, 2002) is considered under reflective thinking, whereas the other 10 are related to critical pedagogy. Five of these studies (Caton-Rosser, 2006; McArthur, 2019; Murphy, 2017; Patterson et al., 2016; Waldon, 2015) also promote critical dispositions. Feuerstein (2002) is also the only study that uses media literacy approach to instruction in this group with its focus on critical thinking skills and judgement formation based on the presentation of realities on TV, while the other ten studies use the CML approach using TV to discuss issues of oppression and representation of identities. Those that address audio-visual skills are presented in Table 75.

Table 75*11 Studies Utilizing TV (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Caton-Rosser, Mary S.	2006	Case studies of how community media enact media literacy and activism in the public sphere	Analyzing various media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism	TV (community): alternative	Audio-Visual	produce community TV as a community media to affect social change
Feuerstein, M.	2002	Media literacy in support of critical thinking	Analyzing TV series and newspaper advertisements to discuss how media depicts news and reality to foster critical thinking skills	TV (series): depiction of reality	Audio-Visual	analyze TV series for media depictions
Murphy, Brittany	2017	Critical Media Literacy: Televisual Representation of Underrepresented Groups	Analyzing representations of disability and LGBT+ characters on TV series based on 5 Key Questions and Core Concepts of CML	TV (series): LGBT+, disability, 5KQ, 5CC	Audio-Visual	analyze representations of LGBT+, disability on TV based on 5KQ, 5CC
McArthur, Sherell A	2019	Centering Student Identities in Critical Media Literacy Instruction	Analyzing music videos, clips from TV shows and films to address consumerism and stereotypes of identities, and writing counternarratives in a variety of media	TV (shows): consumerism, stereotypes	Audio-Visual	analyze consumerism, stereotypes in TV shows
Huang, Shinying	2015	Reconceptualizing Self and Other Through Critical Media Engagement: Experiences and Reflections of English Learners and Teacher	Examining TV shows to deconstruct how masculinity is constructed, writing response pieces, posting in blogs, responding to each other's entries, and writing a reflection paper	TV (shows): gender	Audio-Visual	examine and deconstruct creation of masculinity on TV
Katz, Jackson Tambor	2009	The presidency as pedagogy: A cultural studies analysis of violence, media and the construction of presidential masculinities	Analyzing and discussing presidential campaigns on TV in terms of creating hegemonic masculinity, analyzing rhetoric, discourse and audience response	TV: masculinity	Audio-Visual	analyze and discuss TV discourse of hegemonic masculinity in presidential elections on TV

Table 75 (cont'd)*11 Studies Utilizing TV (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Callahan, Margaret C.	2001	Teaching and learning of critical media literacy in secondary English classrooms	Juxtaposing literary pieces and popular media to analyze their themes related to power structures, analyzing segments of TV shows and producing a documentary radio program as a classroom project	TV (shows): power structures	Audio- Visual	analyze segments of TV show for power structures
Patterson, Ashley N; Howard, Arianna; Kinloch, Valerie	2016	Black Feminism and Critical Media Literacy: Moving from the Margin to the Center: Feminism, Race, Transnationalism	Analyzing representations of women and sexuality in TV shows and movies based on 5 Key Questions, discussing active engagement and activism and how to position as activists	TV (shows): women, sexuality, 5KQ	Audio- Visual	analyze representations of women, sexuality in TV shows
Skinner, Emily Neil	2006	“Teenage addiction”: Adolescent girls drawing upon popular culture texts as mentors for writing in an after -school writing club	Analyzing websites and magazines based on 5 key questions of CML and identities, analyzing sitcoms as mentor texts to critique representations of social class, race, gender and age and to write short stories combining their lived experiences and social issues	TV (sitcom): as mentor texts for race, gender, class, age	Audio- Visual	critique representations race, gender, class, age
Waldon, Kalisha A.	2015	Black adolescents' critical encounters with media and the counteracting possibilities of critical media literacy	Sharing previous experience of oppression with media, discussing popular TV from the lens of race and emotional response, analyzing media clips based on 5 Key Questions and Core Concepts of CML, problematizing and presenting a media project	TV: race, 5KQ, 5CC	Audio- Visual	analyze media about race, emotional responses of receivers

Three of the studies in this category address speaking skills. They are shown in Table 76.

Table 76*Three Studies Utilizing TV (Speaking Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Caton-Rosser, Mary S.	2006	Case studies of how community media enact media literacy and activism in the public sphere	Analyzing various media based on political hegemony and diversity, engaging in group work to prompt social change through the power of community media by producing a campus radio, a community newspaper, a community TV and performing media activism	TV (community): alternative	Audio-Visual	produce community TV as a community media to affect social change
Feuerstein, M.	2002	Media literacy in support of critical thinking	Analyzing TV series and newspaper advertisements to discuss how media depicts news and reality to foster critical thinking skills	TV (series): depiction of reality	Audio-Visual	analyze TV series for media depictions
Murphy, Brittany	2017	Critical Media Literacy: Televisual Representation of Underrepresented Groups	Analyzing representations of disability and LGBT+ characters on TV series based on 5 Key Questions and Core Concepts of CML	TV (series): LGBT+, disability, 5KQ, 5CC	Audio-Visual	analyze representations of LGBT+, disability on TV based on 5KQ, 5CC

Finally, the four entries for two studies in Table 77 also address writing skills.

Table 77*Two Studies Utilizing TV (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Huang, Shinying	2015	Reconceptualizing Self and Other Through Critical Media Engagement: Experiences and Reflections of English Learners and Teacher	Examining TV shows to deconstruct how masculinity is constructed, writing response pieces, posting in blogs, responding to each other's entries, and writing a reflection paper	TV (shows),: response	Writing	write response pieces about creation of masculinity on TV

Table 77 (cont'd)*Two Studies Utilizing TV (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Huang, Shin-ying	2015	Reconceptualizing Self and Other Through Critical Media Engagement: Experiences and Reflections of English Learners and Teacher	Examining TV shows to deconstruct how masculinity is constructed, writing response pieces, posting in blogs, responding to each other's entries, and writing a reflection paper	TV (shows): blog	Writing	write in blogs about creation of masculinity on TV
Huang, Shin-ying	2015	Reconceptualizing Self and Other Through Critical Media Engagement: Experiences and Reflections of English Learners and Teacher	Examining TV shows to deconstruct how masculinity is constructed, writing response pieces, posting in blogs, responding to each other's entries, and writing a reflection paper	TV (shows): paper	Writing	write a reflection paper about creation of masculinity on TV
Skinner, Emily Neil	2006	"Teenage addiction": Adolescent girls drawing upon popular culture texts as mentors for writing in an after-school writing club	Analyzing websites and magazines based on 5 key questions of CML and identities, analyzing sitcoms as mentor texts to critique representations of social class, race, gender and age and to write short stories combining their lived experiences and social issues	TV (sitcom): short story based on sitcoms	Writing	write a short story critiquing representations gender, race, class, age based on mentor texts

Videogame Trailer

One of the studies use videogame trailers in terms of raising awareness of violence, stereotyping and marketing – related to critical pedagogy as well as critical dispositions. The study also uses the CML approach to instruction since it analyzes video games based on stereotypes and violence with production of counter game trailers. The tasks involved address a variety of skills. The study is shown in Table 78.

Table 78*One Study Utilizing Videogame Trailers (Various Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Gregg, Elizabeth A.	2014	Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	Learning about violence, marketing and 5 Core Concepts of CML, analyzing videogame trailers from violence perspective and stereotypies, keeping journals for reflection, creating non-violent videogame trailer projects, discussing what is learned with family members for activism and social justice.	videogame trailers: violence, stereotypes, marketing, 5KQ	Audio- Visual	analyze videogame trailers for violence, stereotypes, marketing
Gregg, Elizabeth A.	2014	Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	Learning about violence, marketing and 5 Core Concepts of CML, analyzing videogame trailers from violence perspective and stereotypies, keeping journals for reflection, creating non-violent videogame trailer projects, discussing what is learned with family members for activism and social justice.	videogame trailers: script	Writing	write scripts for videogame trailers
Gregg, Elizabeth A.	2014	Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	Learning about violence, marketing and 5 Core Concepts of CML, analyzing videogame trailers from violence perspective and stereotypies, keeping journals for reflection, creating non-violent videogame trailer projects, discussing what is learned with family members for activism and social justice.	videogame trailers: alternative	Audio- Visual	create non- violent videogame trailers
Gregg, Elizabeth A.	2014	Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	Learning about violence, marketing and 5 Core Concepts of CML, analyzing videogame trailers from violence perspective and stereotypies, keeping journals for reflection, creating non-violent videogame trailer projects, discussing what is learned with family members for activism and social justice.	videogame trailers: discussion	Speaking	discuss with family for awareness of violence in videogames

Videos

There are seven studies that use videos in CML instruction – all related to critical pedagogy. Three of these studies (Baker-Bell et al., 2017; Brown, 2007; Gainer, 2010) also promote critical dispositions. All of the seven studies employ the CML approach to instruction with the use of videos to deconstruct issues of ideology and identities. Two of these studies also address writing skills in the form of script writing. The entries in Table 79 are those addressing audio-visual skills.

Table 79

Seven Studies Utilizing Videos (Audio-Visual Skills)

Author	Year	Title	Tasks	Media	Skill	Instructions
Aristizábal-Jiménez, Yesika	2020	Fostering Talk as Performance in an EFL Class Through the Critical Analysis of YouTubers' Content	Analyzing YouTubers' videos based on 5 key questions of CML for explicit and hidden messages related to power, presenting posters, creating and sharing their own videos to challenge the original videos	videos: 5KQ	Audio-Visual	analyze YouTubers' videos for explicit and hidden messages of power
Ryden, Patricia Anne	2001	Fighting fire with fire: An analysis of critical media literacy videos	Analyzing ML videos to critique representation of women, sexuality and reproduction of masculinity	videos: gender, masculinity, sexuality	Audio-Visual	analyze representation of gender and masculinity in media literacy videos
Brown, Kennaria Charlott	2007	Good women becoming "queens": Young mothers on welfare as cultural readers	Analyzing representations of black and Latina women in print and online texts, films and video clips for critical consciousness and empowerment in face of stereotypes	videos: gender, race, ethnicity	Audio-Visual	analyze representations of stereotypes gender, race, ethnicity in video clips
Baker-Bell, April; Stanbrough, Raven Jones; Everett, Sakeena	2017	The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	Analyzing video clips and billboards to deconstruct and identify racial stereotypes, writing to the companies on social media to resist the depictions, and creating protest signs for their messages taking protestors as examples	videos: race	Audio-Visual	deconstruct and identify racial stereotypes in video clips

Table 79 (cont'd)*Seven Studies Utilizing Videos (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
French, Seth D.	2020	Critical Approaches to Digital Video Composition and Media Literacy in Preservice Teacher and High School Contexts: Understanding Students' Perspectives	Engaging in a critical digital video project on contemporary social issues by problematizing representations in videos and producing counter-hegemonic videos on the same issues	videos: representations	Audio-Visual	problematize representations of social issues in videos
Gainer, Jesse S	2010	Critical Media Literacy in Middle School: Exploring the Politics of Representation	Analyzing films, documentaries and amateur videos that address representations of youth and schooling, discussing representations of social issues and identity, and making a short film of personal representation of schooling as counternarratives	videos: social issues, identity related to youth and schooling	Audio-Visual	analyze representations in social issues, identities in amateur videos
Caban, Heather Leigh	2012	Global Literacies: Reading and Writing One's World in the Context of Globalization	Analyzing short clips and media texts from the lens of social, environmental and economic issues in local context and personal experience, making group presentations analyzing a media text to identify stereotypes or dominant ideology, and an individual presentation related to globalization and media with a critical orientation	videos: social, environmental, economic issues	Audio-Visual	analyze short clips for social, environmental, economic issues in local context and personal experience
Aristizábal-Jiménez, Yesika	2020	Fostering Talk as Performance in an EFL Class Through the Critical Analysis of YouTubers' Content	Analyzing YouTubers' videos based on 5 key questions of CML for explicit and hidden messages related to power, presenting posters, creating and sharing their own videos to challenge the original videos	videos: alternative	Audio-Visual	create alternative videos to challenge assumptions in original videos

The two studies in Table 80 are the studies that also address writing skills.

Table 80*Two Studies Utilizing Videos (Writing Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Aristizábal-Jiménez, Yesika	2020	Fostering Talk as Performance in an EFL Class Through the Critical Analysis of YouTubers' Content	Analyzing YouTubers' videos based on 5 key questions of CML for explicit and hidden messages related to power, presenting posters, creating and sharing their own videos to challenge the original videos	videos: alternative	Audio-Visual	create alternative videos to challenge assumptions in original videos
French, Seth D.	2020	Critical Approaches to Digital Video Composition and Media Literacy in Preservice Teacher and High School Contexts: Understanding Students' Perspectives	Engaging in a critical digital video project on contemporary social issues by problematizing representations in videos and producing counter-hegemonic videos on the same issues	videos: alternative	Audio-Visual	create counter videos against representations of social issues
Aristizábal-Jiménez, Yesika	2020	Fostering Talk as Performance in an EFL Class Through the Critical Analysis of YouTubers' Content	Analyzing YouTubers' videos based on 5 key questions of CML for explicit and hidden messages related to power, presenting posters, creating and sharing their own videos to challenge the original videos	videos: alternative	Audio-Visual	create alternative videos to challenge assumptions in original videos

Websites

There are three studies that use websites in CML instruction. Mills and Levido (2011) is considered under reflective thinking – the other two under critical pedagogy. Mills and Levido (2011) also use the media literacy approach to instruction in its emphasis of challenging assumptions made in media for judgement formation. The other two studies use the CML approach in their analyses in connection with issues of power. These studies are shown in Table 81.

Table 81*Three Studies Utilizing Websites (Audio-Visual Skills)*

Author	Year	Title	Tasks	Media	Skill	Instructions
Skinner, Emily Neil	2006	“Teenage addiction”: Adolescent girls drawing upon popular culture texts as mentors for writing in an after -school writing club	Analyzing websites and magazines based on 5 key questions of CML and identities, analyzing sitcoms as mentor texts to critique representations of social class, race, gender and age and to write short stories combining their lived experiences and social issues	websites: 5KQ	Audio- Visual	analyze websites based on 5KQ
Turner, Tammy Renee	2020	High School Teacher and Librarian Perspectives regarding Teaching Digital Media Skills	Engaging in website evaluation, discussing fake news, copyright and fair use issues as well as creating, presenting and sharing alternative media	websites: fake news, copy right, fair use	Audio- Visual	evaluate websites on fake news, copy right, fair use
Mills, Kathy Ann;Levido, Amanda	2011	iPed: Pedagogy for Digital Text Production	Challenging assumptions in various media texts, creating alternative media, preparing a web page, a blog page, a podcast page, a movie page	websites: alternative	Audio- Visual	create alternative websites, blog-podcast-film pages to challenge assumptions

CHAPTER 5: DISCUSSION

Introduction

This chapter presents an overview of the study to discuss what conclusions are drawn from the data in relation to the critical thinking, media literacy and curriculum ideology frameworks in order to inform an instructional framework for media education, and critical media literacy instruction in particular. The chapter also discusses what implications can be drawn in terms of aims and tasks in practice and in terms of further research in media literacy education.

Overview of the Study

The purpose of this study has been manifold insofar as it sets out to explore a number of selected studies on critical media literacy (CML) with reference to the critical thinking movements as discussed by Davies and Barnett (2015), approaches to media literacy as expressed by Kellner and Share (2007), and the curriculum ideologies as conceptualized by Schiro (2013). Departing from these interactions uncovered, this study seeks to provide guidelines for developing an instructional framework for media education, and critical media literacy instruction in particular, which could address each of the individual components under the frameworks of critical thinking, media literacy and curriculum ideologies. To do this end, the researcher selected theses/dissertations and journal articles on CML on a certain set of criteria, analyzed each study based on the movements of critical thinking, media literacy and curriculum ideologies based on their abstracts and tasks within the framework of Noblit and Hare's approach to interpretive synthesis. The researcher also used the abstracts and tasks of these studies to discover the aims, the types of media used and what skills are addressed.

Lenses for Developing Critical Media Literacy Instructional Framework

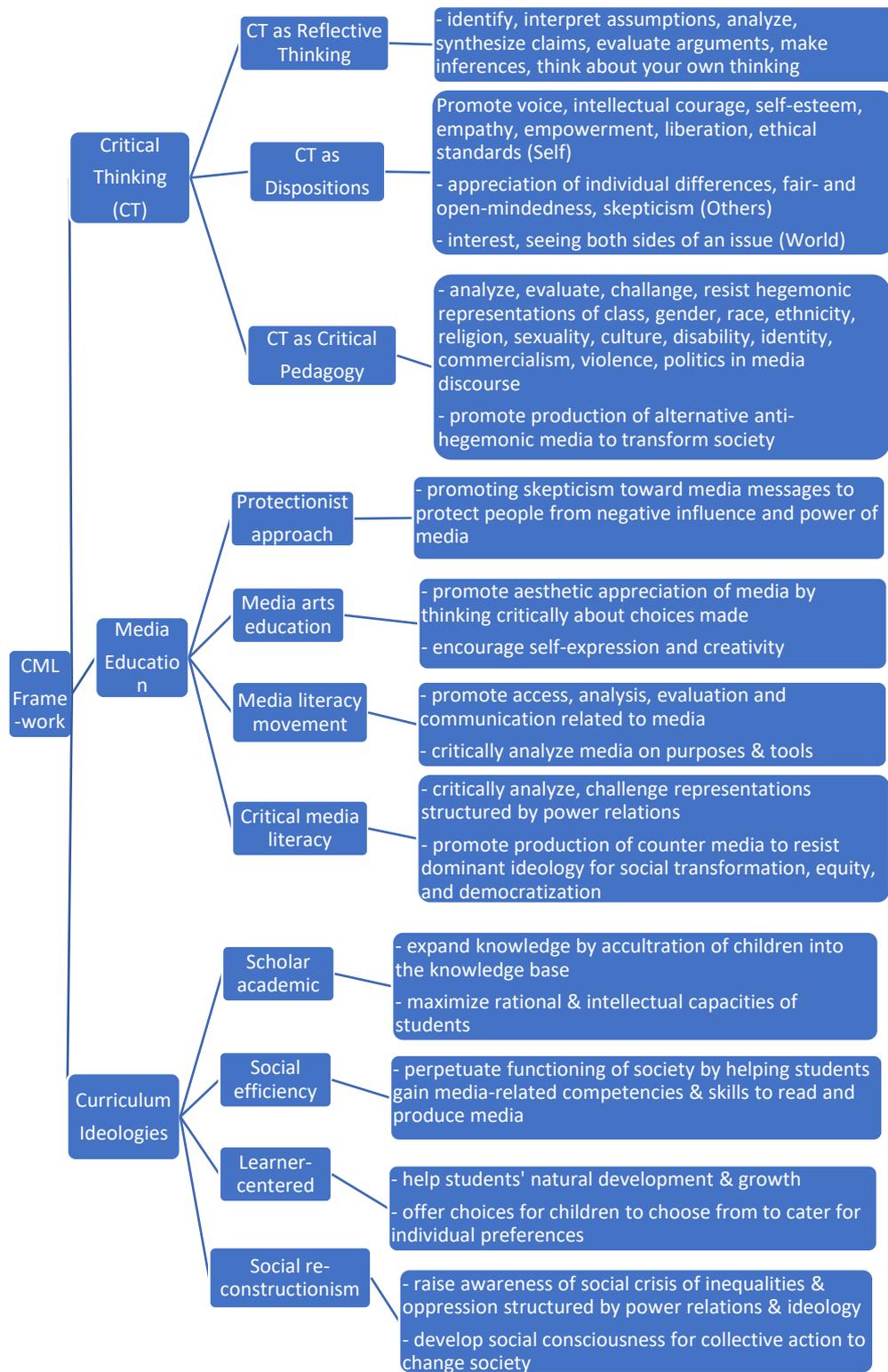
Based on the analysis using the lenses provided by Davies and Barnett (2015), Kellner and Share (2007), and Schiro (2013), this study discusses some guidelines for preparing a critical thinking media literacy instructional framework (Figure 5), which includes

- a. major dimensions of the concept of critical thinking, including critical thinking as reflective thinking, as disposition and as critical pedagogy,
- b. main approaches to media education, including protectionist, media arts education, media literacy, and critical media literacy,
- c. major characteristics of curricular ideologies, including scholar-academic, social-efficiency, learner-centered, and social reconstructionist,

could be used as a pivotal reference point in discreet or combined terms to develop and structure a media education framework in general, and critical media literacy instructional framework in particular.

Figure 5

Instructional Framework of Critical Media Literacy Showing the Aims of Each Component



Critical Thinking Movements as a Lens for Developing Critical Media Literacy

This section discusses the 74 media literacy studies based on Davies and Barnett's (2015) framework of critical thinking in relation to correspondence of their aims and objectives (Figure 5) with those of each three critical thinking movements. The first of these movements, critical thinking as reflective thinking relates to judgement formation based on reflective and reasonable thinking. The second movement of critical thinking emerged as one that comes to view critical thinking as critical dispositions as well as skills in thinking. The third and final movement is the view of critical thinking as critical pedagogy, which is concerned with critical analysis of media messages to raise awareness of ideology, hegemony and power relations embedded in media as well as production of alternative anti-hegemonic media to resist media representations.

Critical Thinking as Reflective Thinking

Critical thinking as reflective thinking concerns formulation of good judgement based on reflective and reasonable thinking. To exhibit reflective thinking for good decision making necessitates skills in argumentation aimed at judgement formation. Wales and Nardi's (1984) categorization of critical thinking skills has four categories of skills (Table 1). Based on the aims of this view of critical thinking and its required skillset, this study found eight studies within the data sources that view critical thinking as a form of reflective thinking.

From a critical thinking as reflective thinking perspective and based on the aims found in these eight studies, a critical media literacy framework can include the aims of identifying and interpreting assumptions, analyzing and synthesizing claims, evaluating arguments, making inference, and metacognition. The studies also seek

creation of alternative media and media messages to make sound arguments challenging media messages to promote critical thinking skills in argumentation.

It is observed that these skills of critical thinking as reflective thinking and argumentation are present in some of the studies on CML as a sole focus. However, it is also observed that the remaining 66 studies possess additional aims of critical thinking along with the aims of reflective thinking and argumentation. Therefore, although these skills certainly have a place in media education, they are not sufficient in terms of wider understandings of critical thinking.

Critical Thinking as Dispositions

The second movement of critical thinking emerged as one that comes to view critical thinking as dispositions. This movement sees critical thinking as a composite of both skills and dispositions, and “one must develop the disposition to use those skills” (McPeck, 1981, p. 3). In addition, there is an interplay between the skills and dispositions according to Facione et al. (1995) – “the disposition toward critical thinking reinforces critical thinking skills and that success with critical thinking skills reinforces the disposition” (p. 17). These critical dispositions are found in Table 2.

There are 35 studies in the data sources that address critical dispositions in relation to self, others and world; however, they are not explicitly stated as dispositions. However, the nature of the tasks and the aims of the studies imply promotion of these dispositions as prerequisites or by-products of the instruction. In many of the studies the dispositions toward self, others and world exist side by side, while some studies focus on a single category.

Dispositions in Relation to Self. The dispositions in relation to self are those that support and follow one another. Based on the dispositions promoted in these 35

studies, a critical media literacy framework can include the aims of promoting voice, intellectual courage, self-esteem, empathy, empowerment, liberation, ethical standards and self-vigilance.

Dispositions in Relation to Other. As for dispositions relating to others, the most common dispositions addressed are appreciation of individual differences and fair-mindedness. Although open-mindedness and respect for alternative viewpoints are promoted in a few studies, they are quite similar to appreciation of individual differences. It is important to note here that 34 of these 35 studies are also included in the studies that foster critical thinking as critical pedagogy. There is only one study that addresses the disposition of skepticism under dispositions related to others, which is not under critical thinking as critical pedagogy, but under that as reflective thinking. This sole study seeks to develop critical media skepticism solely around promotion of alcohol, which is an isolated aim requiring evaluating of assumptions and claims in the media. However, promoting skepticism toward media can especially be an important disposition in fighting against fake news, propaganda and media manipulation. Therefore, based on the dispositions in relation to others in these studies, a critical media literacy framework can include the aims of promoting appreciation of individual differences, fair-mindedness, open-mindedness, respect for alternative viewpoints, and skepticism.

Dispositions in Relation to World. Finally, with regard to dispositions in relation to world, the most common two dispositions addressed are seeing both sides of an issue, and interest. Again, though there are very subtle differences between some of the dispositions, seeing both sides of an issue is particularly present alongside fair-mindedness and appreciation of individual differences in studies related to analysis and critique of representations of stereotypes of various identities.

The disposition of interest, however, is taken as an active interest in issues of social justice that will potentially yield to activism or counter-action. Therefore, based on the dispositions in relation to world in these studies, a critical media literacy framework can include the aims of promoting interest and seeing both sides of an issue.

It is possible to note here the co-existence of critical dispositions with critical pedagogy, except for one study addressing reflective thinking. The aims of these studies can certainly find a place in CML instruction alongside critical thinking skills of reflective thinking and argumentation. However, as seen with one study that both address critical thinking skills and the disposition of skepticism, these two movements and skillsets are not sufficient to cover wide areas of critical thinking when it comes to social critique of power relations.

Critical Thinking as Critical Pedagogy

The notion of critical thinking as critical pedagogy stipulates that critical thinking be extended beyond skills and dispositions to become “the critique of lived social and political realities to allow greater freedom of thought and action” (Kaplan, 1991, p. 362). Therefore, the aim of critical thinking is to “develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power” (Giroux, 2010). Critical pedagogy seeks to use education to unlearn the social conditions that limit human freedom by being alert to the existence of ideology in discourse and by critical and active engagement with such ideologies (Davies & Barnett, 2015). It views social issues in a framework of struggles for social justice as well as different forms of cultural and material oppression (Burbules & Berk, 1999). For critical pedagogy, apart from critically reflecting and interpreting the world, individuals also need to be interested in and capable of taking action to change that

world (Burbules & Berk, 1999). Included in these views is the assumption that critical pedagogy also promotes, by default, critical thinking skills and dispositions, but not limited to them. Further, critical pedagogues emphasize the importance of action – not merely individuals' actions, but collective action and social institutions to affect change and resist the ideological hegemony of capitalism.

There are 66 studies that promote critical thinking as critical pedagogy, which are categorized as to their focal points of critique into class, gender, race, ethnicity, religion, sexuality, culture, disability, identity, commercialism, violence, politics and media discourse. The common aims in these studies are not only to analyze, deconstruct and critique arguments and assumptions of media messages, but also to critique their relation to the dominant ideology and hegemonic power. The ultimate aim when doing such is to raise awareness and prompt action to change the society through taking counter-action by use of alternative media. That is why the aims of empowerment and liberation are interchangeably expressed in a great many of these studies with the ultimate aim of a socially just, civil and democratic society.

It is observed that the aims of critical pedagogy go far beyond those of the other two views of critical thinking in that it involves a political and societal critique as to the underlying reasons of inequality, oppression and thus, injustice. There is a clear tendency in studies on CML to take critical thinking as critical pedagogy. As the nature of the aims of these studies also involve the aims of critical dispositions and also reflective thinking, critical pedagogy can be considered as an understanding of critical thinking with a broader view of criticality for CML instruction.

When the studies are analyzed with reference to types of media, it is important to note that a wide range of media from ads to animations, or blogs to memes, could be used for exploiting and developing a wide range of critical thinking

skills from reflective thinking to critical pedagogy (Table 45). Finally, based on the skills promoted by these 66 studies, a critical media literacy framework can include the aims of analyzing, deconstructing, resisting and challenging hegemonic representations of class, gender, race, ethnicity, religion, sexuality, culture, disability, identity, commercialism, violence and ideology in media discourse.

Approaches to Media Education as a Lens for Developing Critical Media

Literacy

This section discusses the 74 media literacy studies based on Kellner and Share's (2007) framework of media literacy education in relation to correspondence of their aims and objectives (Figure 5) with those of each four media literacy approaches. The first one of these approaches is the protectionist approach, which seeks to protect students from the negative influences of the media, while the second approach, media arts education, aims to promote self-expression through media education focused on aesthetics and media arts. The third approach, media literacy movement, aims at politically neutral, critical readings of the media to develop media literacy skills, whereas critical media literacy approach attempts to uncover the hidden curriculum embedded in the media structured by hegemony and power relations as well as encourage production of counter-hegemonic media to resist media representations.

Protectionist Approach

The first approach to media literacy education is the protectionist approach, which aims to protect people against the hazards of media manipulation by perceiving media audiences as passive victims. There are three studies in data sources that approach media education from such a perspective. They all focus on the immense power of the media, particularly with its power of persuasion to shape

opinions. Thus, they try to develop skepticism toward media messages, images and depictions using critical thinking. However, they do not go into deeper points about what exactly audiences should be skeptical to. They dwell on topics mostly related to commercialism, advertising and fake news without discussing the connection of these topics to dominant hegemony.

While the aims of the protectionist approach to analyze media texts with a critical view to protect audiences from media influence is part of media education with sound aims, it lacks creating skepticism with a sound substance, and opts for criticism of safer apolitical subjects. Therefore, while the audiences do not trust the media discourse, they may not really know the underlying reasons of their distrust. In this vein, this approach could be considered in connection with the view of critical thinking as reflective thinking and also dispositions due to its focus on skepticism. The disposition of skepticism is also an important disposition to resist and challenge fake news, propaganda and media manipulation.

Media Arts Education

The second approach to media education is the media arts movement, which values the aesthetic qualities of media and the arts, critically discusses the choices made in the media from an aesthetic and ideational perspective, and encourages creativity for self-expression through production of media and art. However, the problem with this approach according to Kellner and Share (2007) is that it ignores the transformative potential of education by unproblematically teach learners to reproduce hegemonic representations or express themselves without any type of social and ideological critique.

There is one study that uses this approach to media literacy instruction that compares the film versions of some books, focusing on the stylistic differences,

underlying reasons of the differences in depiction of characters, and the choices of the filmmakers. While the aim to analyze arts media with a view to stylistics, aesthetics and choices could be part of the aims of media education with sound justification, it runs the risk of reproducing hegemonic representations and valuing these depictions unless further analysis and critique are made as to the connection between these representations and their ideological implications. Accordingly, this approach runs short in terms of the extent of criticality when addressing media messages. In this vein, this approach could be considered in liaison with critical thinking as reflective thinking, as this one study is found to address as such. Therefore, based on the skills promoted by this one study using this approach, a critical media literacy framework can include the aims of promoting aesthetic appreciation of media arts, and encouraging self-expression and creativity.

Media Literacy Movement

The third approach to media education is the media literacy movement, which views media literacy as consisting of a set of competencies. These competencies are broadly included in the abilities to access, analyze, evaluate and communicate media. The media literacy movement seeks to objectively expose students to media content, getting them to analyze the obvious messages without questioning ideology and issues of power based on the idea that education must be politically neutral (Kellner & Share, 2007).

There are four studies in the data sources that employ this approach to media education with the aim of critically analyzing media texts and messages to discuss issues in depictions. They teach making use of a variety of media with practice, engage in counter-readings of media texts with juxtapositions of different views, and create and share alternative media. However, all of these studies focus on promoting

skills of argumentation and judgement formation without analyzing any issues related to hegemonic power and ideology in order to objectively analyze the messages. However, as Giroux (1997) puts it, “the notion that theory, facts, and inquiry can be objectively determined and used falls prey to a set of values that are both conservative and mystifying in their political orientation” (p. 11). On this note, it is possible to argue that this approach to media education is also inadequate to include wider areas of critical thinking that requires political and social critique to uncover effects of hidden curriculum embedded in media representations and depictions. Therefore, this approach can be considered to promote critical thinking as reflective thinking and argumentation. Based on the skills promoted by the four studies using this approach, a critical media literacy framework can include the aims of promoting access, analysis, evaluation and communication related to media, and critically analyzing media on their purposes and tools as well as encouraging use and production of various media.

Critical Media Literacy

The approach that Kenner and Share (2007) propose is a type of critical media literacy that focuses on ideology critique which analyzes the politics of representations of the dimensions of gender, race, class and sexuality. This approach to media education is a critique of other approaches to media literacy and “a political project for democratic social change” (Kellner & Share, 2007, p. 8). As expressed by Kellner and Share (2007), this model includes certain aspects of the other three approaches, but offers “an understanding of ideology, power and domination that challenges relativist and apolitical notions of much media education” (p. 8).

There are 66 studies that employ this CML view of media education in the data sources, which aim to engage in analysis, critique and evaluation of media

depictions for the purpose of social change. They engage in analyzing, deconstructing, evaluating and critiquing media representations of identities and/or issues of power related to ideology. The dimensions that these 66 studies address are presented in Table 82.

Table 82

Dimensions Addressed by the Studies Using the Critical Media Literacy Approach

Dimensions	Number of Studies
Class	8
Gender	18
Race	18
Ethnicity	8
Religion	3
Sexuality	4
Culture	1
Disability	1
Identity	9
Commercialism	2
Violence	3
Politics	18
Media discourse	6

In accordance with Kellner and Share's (2007) idea that CML must also promote the production of alternative counter-hegemonic media, these studies also have such a dimension in varying degrees, some in the form of creating and sharing media, some in the form of community action, and some in the form of activism to affect social change for democratization and social transformation. Accordingly, it is

possible to consider these studies directly within the context of CML approach to media education.

Further, when commenting on the view of critical thinking taken by these studies and this approach, it will be fair to say that the CML approach uses the perspective of critical pedagogy as do the 66 studies in the data with their focus on oppression, hegemony, ideology critique, stereotyped identities and social transformation through counter hegemonic action in collective form. Therefore, this approach to media education is wider in its scope of media analysis and critique as well as the view of critical thinking addressed. Thus, based on the skills promoted by these 66 studies, a critical media literacy framework can include the aims of critically analyzing, deconstructing, resisting and challenging media representations structured by power relations of class, gender, race, ethnicity, religion, sexuality, identity, commercialism, violence and ideology.

Curriculum Ideologies as a Lens for Developing Critical Media Literacy

This section discusses the 74 media literacy studies based on Schiro's (2013) framework of curriculum ideologies in relation to correspondence of their aims and objectives (Figure 5) with those of each four curriculum ideologies. The first of these ideologies is scholar academic ideology which focuses on broadening academic disciplines and transfer of the knowledge of the disciplines to students. The next ideology is the social efficiency ideology, which emphasizes perpetuating the basic functions and skills to sustaining the society and economy. The third is the learner-centered ideology with the sole emphasis on the individual growth and development of the child without clearly specified educational objectives by stakeholders. Finally, the last ideology, social reconstructionism, aims to save society from its own

destruction by promoting students to critique the society in terms of power and ideology and by getting students to envision a new and better society.

Scholar Academic Ideology

The first curriculum ideology is the scholar academic ideology, which regards the curriculum from the perspective broadening the academic disciplines by unilaterally transferring the knowledge of the disciplines to students, who have a role of sole receivers of this knowledge. Scholar academics aim to acculturate children into a cultural knowledge base of society; therefore, transferring the discipline-specific knowledge is prioritized for this acculturation. Further, as the rational and intellectual dimensions of the child are emphasized, critical thinking plays a role for curricula in the context of scholar academic ideology.

In addition to the emphasis on the knowledge of disciplines, scholar academics perceive knowledge as objective – something that can be learned independent of social conditions. This view of knowledge seems to be in line with the view of critical thinking as reflective thinking due to the emphasis on the prioritization of a skillset for thinking and argumentation for good judgement, independent of the social context, whereas critical pedagogy views knowledge as dependent on the social norms and ways of thinking shaped by the hidden curriculum of the society, and the view of critical thinking as dispositions which emphasizes the role of behavior.

As for the approaches of media education, scholar academic ideology seems to be in accordance with the tents of media literacy movement with the emphasis on objective and politically neutral education. Similarly, media literacy approach also promotes critical thinking as reflective thinking by emphasizing certain media literacy competencies that students need to practice and gain. In this vein, it is

possible to note that there is certain objective knowledge to be gained in media education such as the core concepts and guiding questions of media literacy as well as a variety of other similar principles suggested by the literature and other specific principles suggested to analyze different types of media such as principles of film critique, art critique, etc. however, only teaching specific principles and competencies will be limited in scope as is media literacy approach. As such, the curriculum needs to be supplemented and supported with the approaches of the other curriculum ideologies as well. Therefore, based on the tenets of this ideology, a critical media literacy framework can include the aims of expanding knowledge of media by acculturation of students into the knowledge base, and maximizing rational and intellectual capacities of students.

Social Efficiency Ideology

The second ideology, social efficiency seeks to maintain the working of social functions and thus civilization by behavioral conditioning of learners to fit the functional necessities of the society. Bobbitt (1913) launched social efficiency ideology by calling for the use of techniques of production developed by industry in education. As such, the value of knowledge is dependent on to meet the needs of mankind as “successful performance of a class of tasks” in objective reality (Gagne, 1962, p. 355). The role of the child, therefore, requires extensive practice to gain essential competencies required by each task. Thus, learning is perceived as an active process of practice until the essential skills and competencies are gained, and teaching relies on creating and maintaining successful conditions of learning.

Learning the necessary skills to analyze and evaluate media under social efficiency ideology can foster critical thinking skills by working on skills of reflection and argumentation. The assumption is that these skills of analysis and of

using different forms of media are essential skills and tasks for individuals to function in society and economy. Using a variety of types of media is necessary for all levels of education and work life in contemporary life. Likewise, these skills are also crucial to function in society today as most of the traditional media are now followed online as well as many applications such as online banking on smart phones. The knowledge of fake news, fair use, copy right and media ethics have similar functions to lead people's lives, studies and jobs as well. Knowledge of media is necessary today more than ever in all spheres of life. Thus, the assumptions of critical thinking as reflective thinking are in line with social efficiency. Similarly, media education along the lines of social efficiency ideology can partially benefit critical dispositions and vice versa as these dispositions are necessary for smooth functioning of society, and intense practice of tasks can support dispositions to an extent.

As for the approaches of media education, the aims of social efficiency can be supported by both media literacy approach and media arts education, and protectionist approach. Media literacy approach aims to teach students about the use of media and the necessary competencies to work analyze and evaluate media, which are both compatible with the aims of social efficiency. In a similar fashion, teaching students about aesthetic analysis and critique of media arts can also benefit students be it for societal or professional purposes. Protectionist approach, too, is about critical analysis of media messages, and because it aims to foster skepticism toward media, it could help use media in a more critical and skeptical sense.

Social efficiency not only supports critical thinking as reflective thinking and dispositions, but it could also be supported by three approaches to media education. Its potential lies in its aims to teach how to use different types of media both

pragmatically and critically. Therefore, the ideology has certainly a role to play when teaching how to use media, how to create alternative media and issues to consider when using and creating media. Nevertheless, it still remains restricted in the sense that it handles media as a task to learn and a tool to operate albeit critically. One of the great challenges in media education is a deeper critique and analysis of media messages and representations in an era of bombardment of media messages and images all around. Understanding the underlying motives of media messages and their imprints of ideology is also essential to live with media. Hence, based on the tenets of this ideology, a critical media literacy framework can include the aims of perpetuating the functioning of society and economy by helping students gain media-related competencies and skills necessary to read and produce media for a successful life.

Learner-Centered Ideology

The third curriculum ideology is learner-centered ideology, whose aim is to stimulate and nurture the growth of students, where students create meaning for themselves. The child, thus, is the center of all movement in education as self-propelled agents of their own growth. The curriculum in a learner-centered school is determined around the interests and the needs of the child rather than the objectives and wishes of parents, teachers, administrators or social expectations. A learner-centered school is full of activity as children are considered to learn through experience. Learning takes place through interaction with people and their environments, in which the role of teaching is to provide the instructional environment that learning takes place in.

As for critical thinking, the understanding of the learner-centered curriculum could support critical thinking as reflective thinking, dispositions and critical

pedagogy to a certain extent. Tapping interests of the child could mean offering choices to students to choose from, thereby making it possible to address each of the critical thinking views. Furthermore, these individual preferences and choices of students also have the potential to introduce things that course designers and teachers have not thought before, which could enrich the lesson content and extent. In addition, the activity-driven nature of this view of the curriculum with an emphasis on group work could well support critical thinking skills to turn into dispositions in the long-run. Working in groups could produce outcomes that will benefit critical thinking as critical pedagogy too provided that the basic concerns, themes and points of critique are discussed with students before. However, the lack of clear aims for the curriculum and the lack of a social perspective in learner-centered ideology runs certain risks in achieving critical thinking as critical pedagogy. Critical pedagogy possesses a societal concern and is a political as well as a social project, which requires compatible aims for the transformation of society in the long run. Yet the intense emphasis of the individual child to the detriment of a social perspective does not seem to be compatible with critical pedagogy.

As for approaches to media education, all approaches can potentially be applied under learner-centered ideology, though protectionist and critical media literacy approaches to a certain extent. Media arts education could provide areas that will attract the attention of children, where they will both analyze, critique and produce media, while under media literacy movement, children can learn to use various types of media of their own choosing and to analyze them. On the other hand, the protectionist approach comes from a social perspective of protecting society from the negative influences of media, which runs somewhat counter to the individualistic, activity- and pleasure-driven nature of learner-centered ideology.

Critical media literacy approach, too, has a strong social perspective and corresponding aims to change the mindsets of students to liberate them, which could be perceived as indoctrination by learner-centered ideology. Even though it is possible to tap into certain aspects of these two latter approaches, this impact may not be significant under this curriculum ideology. Therefore, based on the tenets of this ideology, a critical media literacy framework can include the aims of helping students' natural development and growth, as well as offering them choices to choose from to cater for individual preferences.

Social Reconstructionist Ideology

The last curriculum ideology, social reconstructionism views the society as in a state of destruction, for which a better society must be reconstructed through education. It is the existing social and political system that characterizes the class-oriented dominant society. Since schools are institutions that perpetuate the reproduction of these social relationships and hegemony, the prime aim of social reconstructionists is to create “a public vision of self- and social empowerment” (Giroux, 2005, p. 4). In line with their extensive emphasis on society, social reconstructionists view children “as products of society, as social actors, and as potential contributing members of society who can aid in its reconstruction” (McLaren, 2007, p. 94). As for learning, it can take place in relation to what is already known; therefore, for experiences to make sense to the learner, learning needs to occur in the context where what is learned occurs. Learning as a social act rather than an individual one, which can happen both in the classroom and in the community, where learners will interact with a social group. In line with this view of learning, there are two essential methods of teaching: the discussion method and the experience method. The discussion method aims to engage a group of students in a

conversation to reconstruct their already present knowledge. As for the experience method, this involves putting students in an environment to experience a crisis or getting them to experience from someone else's experience of a crisis.

As for critical thinking, social reconstructionist ideology particularly addresses critical thinking as critical pedagogy both in terms of the aims and the methods of how to reach these aims. Since the aim of critical pedagogy is to achieve social transformation for democratization through promoting voice, empowerment and liberation from oppression by way of analyzing and resisting the oppressive discourse of the dominant political hegemony, this will support the understanding of social reconstructionism. As for critical dispositions, since working for transformation through resistance and active engagement requires a commitment to the ideals and aims of critical pedagogy, this active counter-hegemonic commitment can also help establish the dispositions firmly in learners.

Regarding the approaches of media education, the CML model that Kellner and Share (2007) propose is directly in line with the ideals of social reconstructionism as "a political project for democratic social change" (p. 8). Whereas media arts education focuses on aesthetics of media representation to promote self-expression and runs the risk of reproducing the implications of the dominant hegemony, media literacy movement sees political neutrality in media education by not deconstructing media messages based on their ideological implications. On the other hand, the protectionist approach is deterministic rather than empowering and liberating in the sense that it already knows what students must be protected from and only analyzes that which is the focus of protection. Overall, the CML approach to media education is the sole model that promotes the aims and ideals of social reconstructionism. Therefore, based on the tenets of this ideology, a

critical media literacy framework can include the aims of raising awareness of social crisis of inequality, injustice and oppression structured by power relations and ideology, as well as developing social consciousness for collective action to change society.

Implications for Practice

The implications of this study might interest language teachers, media literacy teachers and educators, curriculum designers and policy makers alike. The study sets out to establish the contemporary trends in media education in terms of its relation to critical thinking, media literacy approaches and curriculum ideologies. Based on the connections made, it presents the observed aims and tasks in contemporary media literacy as well as the various types of media used in instruction and how they were used. The following list presents some of the tasks based on the skills they address.

- Analyzing, deconstructing and challenging media representations of reality, identities and power (Audio-visual)
- Creating alternative media in various forms for self-expression and for resistance to dominant hegemonies structured by power relations (Audio-visual)
- Discussing in dialogic conversations about media representations, presenting projects and designs, holding interviews in the local community, role playing and/or performing plays (Speaking)
- Writing analyses, journals, essays, responses, posters, reflections, personal and counter stories, and scripts for various types of media (Writing)

The studies constituting the data make use of a variety of different media, but tend to utilize audio-visual media that can be more easily accessed and more

commonly consumed along with traditional media. These audio-visual types of media address both reading and listening skills, and are used both for analysis and production purposes. These audio-visual media also lend themselves to promote speaking and writing skills through various tasks. It is observed that alternative media production is an essential task in most of the studies that take many forms to be shared.

Implications for Further Research

This study reviews previously written studies on CML education using three conceptual frameworks as lenses; therefore, based on each framework, an empirical study could be conducted to examine and/or explore stakeholder perceptions and/or classroom practice.

Due to the large scope of the research on hand, this study focused on both the theoretical and practical connections between media education practices and critical thinking, media literacy and curriculum ideology literature. The tasks are derived from the studies to arrive at the aims; hence, the tasks are not analyzed in more detail. That is why there is a great amount of insight that could be gained by studying tasks in critical media literacy practices. Further research into the tasks of media literacy practices can inform practice and policy planning by providing news ways and perspectives to broaden the possibilities of education.

Limitations

This study uses critical interpretive synthesis but case studies in the form of classroom research can open up further discussions on the actual instruction, and inform design and policy-making further.

This study examines the second-order interpretations on CML education, combining the aims of the study, and the tasks included; therefore, the process of the practices, and the challenges encountered are not part of the scope of this study.

Another limitation of the study is under-emphasis on the nature of the tasks and their detailed explanations due to the large scope of the study. Further research into various tasks included in CML instruction would provide more insight into actual practice and instruction to inform design.

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media literacy. *Journal of Language and Linguistic Studies*, 16(4), 1952-1967.

Appendix A

List of Selected Journal Articles

Author	Title	Year	Document type
Aristizábal-Jiménez, Yesika	Fostering Talk as Performance in an EFL Class Through the Critical Analysis of YouTubers' Content	2020	Journal Article
Baker-Bell, April; Stanbrough, Raven Jones; Everett, Sakeena	The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy	2017	Journal Article
Bing-Canar, Jennifer; Zerke, Mary	Reading the Media and Myself: Experiences in Critical Media Literacy with Young Arab-American Women	1998	Journal Article
Doerr-Stevens, Candance	Embracing the Messiness of Research: Documentary Video Composing as Embodied, Critical Media Literacy	2017	Journal Article
Domke, Lisa M; Weippert, Tracy L; Apol, Laura	Beyond School Breaks: Reinterpreting the Uses of Film in Classrooms	2018	Journal Article
Elmore, Patricia G; Coleman, Julianne M	Middle School Students' Analysis of Political Memes to Support Critical Media Literacy	2019	Journal Article
Fabrizi, Mark A; Ford, Robert D	Sports Stories and Critical Media Literacy	2014	Journal Article
Gainer, Jesse	Social Critique and Pleasure: Critical Media Literacy with Popular Culture Texts	2007	Journal Article
Gainer, Jesse S	Critical Media Literacy in Middle School: Exploring the Politics of Representation	2010	Journal Article
Gainer, Jesse S; Valdez-Gainer, Nancy; Kinard, Timothy	The Elementary Bubble Project: Exploring Critical Media Literacy in a Fourth-Grade Classroom	2009	Journal Article
Huang, Shin-ying	Reconceptualizing Self and Other Through Critical Media Engagement: Experiences and Reflections of English Learners and Teacher	2015	Journal Article
Kelly, Courtney; Brower, Carleigh	Making Meaning Through Media: Scaffolding Academic and Critical Media Literacy With Texts About Schooling	2017	Journal Article
Markowitz, Linda; Puchner, Laurel	Troubling the ontological bubble: middle school students challenging gender stereotypes	2016	Journal Article
McArthur, Sherell A	Centering Student Identities in Critical Media Literacy Instruction	2019	Journal Article
McArthur, Sherell A	Black Girls and Critical Media Literacy for Social Activism	2016	Journal Article
Mills, Kathy Ann; Levido, Amanda	iPed: Pedagogy for Digital Text Production	2011	Journal Article
Moscowitz, Leigh; Carpenter, Micah Blaise	Girl Zines at Work: Feminist Media Literacy Education with Underserved Girls	2014	Journal Article
Patterson, Ashley N; Howard, Arianna; Kinloch, Valerie	Black Feminism and Critical Media Literacy: Moving from the Margin to the Center: Feminism, Race, Transnationalism	2016	Journal Article

Appendix A (cont'd)

Author	Title	Year	Document type
Paul, Dierdre Glenn	Rap and orality: Critical media literacy, pedagogy, and cultural synchronization	2000	Journal Article
Yosso, Tara J	Critical Race Media Literacy: Challenging Deficit Discourse about Chicanas/os	2002	Journal Article

Appendix B

List of Selected Theses/Dissertations

Author	Title	Year	Document type
Anderson, Alisha Reed	Teaching Critical Reading: Media Literacy in the High School Classroom	2019	Dissertation/Thesis
Anderson, Siri Sue	And then what? An autoethnographic investigation of critical media literacy in an uncertain world	2002	Dissertation/Thesis
Baaghil, Zainab Samy	The Voiced and The Voiceless: The Effects of Their Portrayal in The Media on The Consciousness of Muslim Youth Post 9/11 in The United States	2019	Dissertation/Thesis
Barnwell, V.	“I can’t be a princess; I don’t have a princess face”: critical media literacy: how can critical thinking strategies empower children to critically analyse representations and stereotypes within popular culture?	2010	Dissertation/Thesis
Brown, Kennaria Charlott	Good women becoming “queens”: Young mothers on welfare as cultural readers	2007	Dissertation/Thesis
Byard, Shani	Combining African-Centered and Critical Media Pedagogies: A 21st-Century Approach Toward Liberating the Minds of the Mis-Educated in the Digital Age	2012	Dissertation/Thesis
Caban, Heather Leigh	Global Literacies: Reading and Writing One's World in the Context of Globalization	2012	Dissertation/Thesis
Callahan, Margaret C.	Teaching and learning of critical media literacy in secondary English classrooms	2001	Dissertation/Thesis
Caton-Rosser, Mary S.	Case studies of how community media enact media literacy and activism in the public sphere	2006	Dissertation/Thesis
Chen, Yi-Chun	The role of media literacy and pro-health entertainment programs in changing adolescents’ perceptions of alcohol and alcohol advertising	2008	Dissertation/Thesis
Cleary, John Patrick	The role of Philosophy for Children's community of philosophical inquiry in Critical Media Literacy	2011	Dissertation/Thesis
Damico, Amy M.	Exploring the complexities of personal ideologies, media literacy pedagogy and media literacy practice	2004	Dissertation/Thesis
Dawe, Andrea	Undressing Pop Culture	2010	Dissertation/Thesis
Elisaldez, Renée Lemus	Transformative Critical Media Literacy: Negotiating Latinidad and Girl Culture through Theatre Pedagogy	2017	Dissertation/Thesis
Feuerstein, M.	Media literacy in support of critical thinking. (BL: DXN057892)	2002	Dissertation/Thesis
French, Seth D.	Critical Approaches to Digital Video Composition and Media Literacy in Preservice Teacher and High School Contexts: Understanding Students’ Perspectives	2020	Dissertation/Thesis
Gonzales, David	Critical Media Literacy in the High School Classroom: A Student Centered Approach	2012	Dissertation/Thesis

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Author	Title	Year	Document type
Gregg, Elizabeth A.	Teaching Critical Media Literacy Through Videogame Creation in Scratch Programming	2014	Dissertation/Thesis
Hall, H. Bernard	Exploring and understanding the practices, behaviors, and identities of hip-hop based educators in urban public high school English/language arts classrooms	2012	Dissertation/Thesis
Hayes, Monie LaFrance Wilson	Smart cookies: A Girl Scout learning community	2004	Dissertation/Thesis
Hidalgo, Nicole D.	When stepping to college is stepping to consciousness: Cultivating critical college access and transformational resistance in an urban high school classroom	2011	Dissertation/Thesis
Jackson, Elizabeth Jeanne	Teaching about controversial groups in public schools: Critical multiculturalism and the case of Muslims since September 11	2009	Dissertation/Thesis
Jiing, Yng-ruey	Documentary filmmaking as critical pedagogy	2002	Dissertation/Thesis
Johnson, Elisabeth	Pop culture, literacy and identity: Performative politics in a high school English classroom	2009	Dissertation/Thesis
Katz, Jackson Tambor	The presidency as pedagogy: A cultural studies analysis of violence, media and the construction of presidential masculinities	2009	Dissertation/Thesis
Kelly, Lauren Leigh	Broken Glass Everywhere: Deconstructing Popular Identities Through Critical Hip Hop Literacy	2016	Dissertation/Thesis
Kite, Lindsay D.	Healthy media literacy: Bridging critical media literacy and health literacy to promote positive body image and health	2013	Dissertation/Thesis
Lalonde, Catherine Lara	Framing America: Graduate students reading power, identity and American education through Hollywood movies	2007	Dissertation/Thesis
Limon Recendez, Marisela	Critical media literacy in K-5 classrooms: Three teachers' commitment to equity and access	2014	Dissertation/Thesis
Maharajh, Divya	Feminine experience: media education and gender representation	2013	Dissertation/Thesis
Major, Jamel	Media and Music: A Qualitative Content Analysis of the African American Educational Experience as Portrayed in Black-produced Films, Songs and Print Publications	2020	Dissertation/Thesis
McGillivray, Emma Jane	"Peace and Chicken" The Simpsons "do diversity" in the critical media literacy classroom	2011	Dissertation/Thesis
Mikelli, Danai	Pedagogy of difference 20: introducing interactive documentary in the context of critical media literacy	2017	Dissertation/Thesis
Morgenthaler, Deirdre J.	Preparing teachers for critical media literacy education: Portraits of sociopolitical development	2016	Dissertation/Thesis
Murphy, Brittany	Critical Media Literacy: Televisual Representation of Underrepresented Groups	2017	Dissertation/Thesis
Neville, Mary Lefere	"I Got New Feelings Coming In": Drawn Emotions and Refusing Secondly across Anti-Racist English Language Arts Pedagogies	2020	Dissertation/Thesis

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Author	Title	Year	Document type
Parmar, Priya	KRS -One going against the grain: A critical study of rap music as a postmodern text	2002	Dissertation/Thesis
Petit, Elyse B.	Enhancing Visual and Critical Media Literacy in a Foreign Language Classroom through Media Production and Digital Storytelling: Students' Voice and Agency	2017	Dissertation/Thesis
Rogers, Alvin	[Booklet] Phattime: Critical Media Literacy for Urban Students	2011	Dissertation/Thesis
Roychowdhury, Debasmita	Raising Social Consciousness through Writing by Integrating Critical Media Literacy into Participatory Action Research in a College Classroom	2019	Dissertation/Thesis
Ryden, Patricia Anne	Fighting fire with fire: An analysis of critical media literacy videos	2001	Dissertation/Thesis
Share, Jeff Stuart	Critical media literacy is elementary: A case study of teachers' ideas and experiences with media education and young children	2006	Dissertation/Thesis
Skinner, Emily Neil	"Teenage addiction": Adolescent girls drawing upon popular culture texts as mentors for writing in an after -school writing club	2006	Dissertation/Thesis
Soto Vega, Karriann M.	<i>Rocking and reading</i> exploring multimodal media literacy in an ESL college classroom	2010	Dissertation/Thesis
Steinberg, Shirley Ruth	The cultural curriculum: Youth pedagogy and film	1997	Dissertation/Thesis
Thevenin, Benjamin Joseph	Critical media literacy in action: Uniting theory, practice and politics in media education	2012	Dissertation/Thesis
Tobias, Jacqueline S. Abels	Paradigms of praxis: Media literacy in the secondary language arts curriculum	2005	Dissertation/Thesis
Tucker-Raymond, Eli	MEDIAted a collaborative action research study on critical media literacy	2009	Dissertation/Thesis
Turner, Tammy Renee	High School Teacher and Librarian Perspectives regarding Teaching Digital Media Skills	2020	Dissertation/Thesis
Waldon, Kalisha A.	Black adolescents' critical encounters with media and the counteracting possibilities of critical media literacy	2015	Dissertation/Thesis
White, Michelle G.	Critical Media Literacy Praxis: How Critical Theory and Popular Culture Changed a Teacher	2008	Dissertation/Thesis
Yosso, Tara Joy	A critical race and LatCrit approach to media literacy: Chicana /o resistance to visual microaggressions	2000	Dissertation/Thesis
Yun, Do-Hyun	A case study: Snapshots of the politics of English textbooks on language, literacy, and culture for Korean students	2008	Dissertation/Thesis