The Impact of Technology
on Character Education

Tessa Jolls
President and CEO
Center for Media Literacy

Prepared for:
U.S. Department of Education
Character Education Symposium 2008

CML
Mission: Media Literacy Center for Media Literacy, **www.medialit.com**

Abstract/Tessa Jolls/Impact of Technology on Character Education

Today, the global online village is open 24/7. Prior to this global village emerging, the

local village provided children with a daily filter – adults -- through whom youth learned about

values, lifestyles and points of view. Today, adults are largely absent in the global village and

technology filters are not enough. Children need to develop internalized processes to filter messages

and acquire content knowledge. Such process skills, grounded in values and character, will

enable youth to benefit from technology, to manage the risks they encounter, and to make responsible

choices on a lifelong basis. Children need to be formally taught these process skills, which facilitate

knowledge acquisition, problem solving and citizenship.

   First, they must understand their own being and how they may represent themselves to others.

This can be accomplished by educating children about identity and branding systems that pervade both

the local and global villages, and that relate to personal identity and representation in today's online

world. Second, children need arts training to understand persuasive techniques and to enable self-expression.

Third, children must internalize the media literacy process skills so they learn to apply a methodology for

critical thinking in understanding and creating messages. Content today is infinitely accessible, media

literacy allows for accessing, analyzing, evaluating, creating and participating with multi-media messages.

And finally, children need a sound value base to evaluate information, choices and decisions while

weighing risks and rewards. Character education provides this understanding.

   Technology tools make integration of these foundations feasible, and technology offers

new ways to contribute positively to character education. Because the education system is

profoundly affected by new technologies, structural changes must be made to teach process skills as

well as content knowledge to address the needs of the whole child.

The Impact of Technology on Character Education

TABLE OF CONTENTS

The Impact of Technology on Character Education
Introduction

Today, the global online village is open 24/7. Youth currently spend an average of 8.33 hours per day (Rideout, Roberts, & Foehr, 2005) – more hours than a full-time working adult – engaging with technology-driven media. Douglas Rushkoff (2006) has called the younger generation "screenagers" because they so frequently interact with technology screens. But using such screens is not passive. Such activity now involves participation as part of a global "participatory culture" (Jenkins, 2006), including posting pictures, drawings, videos or text, discussing and circulating the postings, and "mashing" them into new creations -- and yes, purchasing products and services, as well.

Prior to the emergence of this global village, the local village provided an environment in which everyone knew everyone else. Parents and other adults provided a daily filter through which youth learned about differing values, lifestyles and points of view. Today through the media and technology, local is now global. The village has become so large that filters are no longer provided through human interaction (Walkosz, Jolls, & Sund, 2008) but through technology itself. V-Chips, parental controls and other software solutions provide these filters, but these technology filters are still not capable of delivering the discernment that human judgment renders. The sheer volume of media interaction in the global village precludes much discussion with children about individual messages. Yet parents, educators and concerned adults see the need to assist the young in interpreting the messages they receive – whether perceived as positive or negative --and to understand their responsibility in producing messages in the global village.

Technology and media provide powerful benefits, no question. Usage alone attests to this power and the human desire to use it. But because of the powerful effects of media and technology, children need help in navigating these waters. Examples of harm done to children – and sometimes by children -- are cyberbullying, cyberstalking and videogame addiction (Byron, 2008). When coupled with the notion that children under 12 also face an onslaught of media marketing designed to capitalize on their $30 billion in spending and their influence on more than $500 billion in purchases per year (Golin, 2006), the global village puts quite a decision-making burden on very young shoulders.

As Tanya Byron (2008), author of the Byron Review, recommended recently, "Having considered the evidence, I believe we need to move from a discussion about the media 'causing' harm to one which focuses on children and young people, what they bring to technology and how we can use our understanding of how they develop to empower them to manage risks and make the digital world safer" (p. 2). Although Byron's vision is a positive step, it is limited by its view of an unsafe world. This paper focuses on how to provide children with the foundation to be a force for good, equipping them and the adults supporting them to manage the inevitable risks that life proffers, using technology tools to enrich their everyday lives.

A Context for Learning

The Internet and technologies like video games appear most likely to impact children's development in the moral and pro-social arenas (Goswami, 2008), but cognitive developmental neuroscience is revealing powerful learning in all domains of child development from the earliest months of life. In that sense, new media is another cultural "tool" that can be used strategically to affect a child's developing understanding of the world.

Children experience technology from birth. Whether in a car seat engineered for safety, in a room with music or television, or observing a parent speaking on the telephone, babies interact with a world driven by technology. How children process this experience is unknown, but the field of cognitive development has changed dramatically over the last three decades (Goswami, 2008), upending assumptions about what is taking place within a child's head. The linear progress associated with child development that was posited by Jean Piaget (1954) has been subsumed by a new understanding. "It is now recognized that children think and reason in the same ways as adults from early in childhood. Children are less efficient reasoners than adults because they are more easily misled in their logic by interfering variables such as contextual variables, and because they are worse at inhibiting irrelevant information…Child development is today conceptualized as an essentially social process, based on incremental knowledge acquisition driven by cultural experience and social context," Goswami said (2008, p. 3).

This new child development view reinforces a strong message from Harold Hodgkinson in a 2006 report for the Association for Supervision and Curriculum Development (ASCD) called *The Whole Child in a Fractured World*, "If one wanted a general rule about changing the educational system, the best advice would be: start earlier…It isn't just that intellectual skills are heavily developed in the years before school: emotional social aesthetic and physical aspects are as well" (p.9). The advantages of early preschool education are particularly true of children from disadvantaged backgrounds (Dalmia & Snell,2008). And, Hodgkinson aptly noted, education doesn't just take place in classrooms. About a third of today's students do not graduate from high school. These millions of youth must be reached outside of school. Arts clubs, religious institutions, social clubs, after-school organizations, athletic programs – and

most importantly, the home -- offer arenas for learning. And in today's global world, media are

sometimes called "the other parent;" media are a place where children live and learn to live.

Media and technology touch all citizens, and media can be forces for good – or not. But when

media are looked upon as teachers, it is important to recognize that media are unfettered by

local custom or local control. Rather, media are influenced by values, lifestyles and points of

view from throughout the globe.

In addition to learning to navigate their relationship with their local village and its

customs, children must also learn to navigate the global village from an early age. Seventy

percent of four- to six-year-olds are using a computer, 64 percent can use a mouse, and 40

percent can load a DVD by themselves (Rideout, Vandewater, & Wartella, 2003). Today, these

children need to learn in a conscious and systematic way the values and critical thinking skills

that were once a "given" in a face-to-face world. When parents and teachers aren't present –

and adults are often absent in the media world of youth – children must acquire and use an

internalized process to parent themselves and through which they can negotiate their

relationship with media on a lifelong basis. (Walkosz, Jolls, & Sund, 2008).

When this need for an internalized filtering system is combined with the enormous

volume of information at hand, citizens need a sorting process they can easily and consistently

apply, and have confidence in its effectiveness. Media literacy skills – learning to access,

analyze, evaluate, create and participate with media wisely (Jolls & Thoman, 2004) – provide a

framework for children and adults. With wise choices, citizens of the global village may be:

- *Efficient information managers* who can access information quickly and be able to store
  information effectively.

- *Wise consumers* who are able to critically analyze messages that come their way, making wise individual decisions based on information.

- *Responsible producers.* Today, everyone can be a multi-media producer. But in producing, it is important to represent oneself effectively to all audiences responsibly. Responsible producing reflects character – behaving in ways that care for the self and others.

- *Active participants* in using media, to make decisions, buy products or cast a ballot. With these decisions, citizens send messages and vote and participate in society. They not only buy a product or a service, but they buy an organization's advertising and communications, and they buy the worldview that the organization's communication represents. Votes count, and so does expression. Where would a company, a university, a nonprofit, an entertainer, an executive or a politician be without the audience?

Realizing this vision makes the process skills of media literacy more important than ever, since technology has made information and facts available at the touch of a button. This information accessibility has changed the very nature of education itself.

As David Berlo said in 1975, in *Communication and Behavior*, "Most of what we have called formal education has been intended to imprint on the human mind all of the information that we might need for a lifetime. Education is geared toward information storage. Today that is neither possible nor necessary. Rather, humankind needs to be taught how to process information that is stored through technology. Education needs to be geared toward the *handling* of data rather than the *accumulation* of data" (p. 3-18).

Yet education is stuck in an outdated mode where academic content often trumps process skills in setting expectations for learning. Although media literacy is represented in state education standards, often under other names or skills, presently, only Montana has media literacy formally identified as a strand in its language arts standards (McCulloch, 2001), while independent education organizations such as the Partnership for 21st Century Skills (2008) and Achieve Inc. (Thoman & Jolls, 2004) recognize media literacy as an integral part of 21st century education and have called for its inclusion.

But acquiring these skills is a long process, and so, for example, to evaluate information, one must be able to set criteria against which to judge information. Such criteria might be a list of specifications for buying a car or for making a decision based on the 10 Commandments Regardless, many skills are involved in the decision-making process. Values provide another lens through which judgments are made, reinforcing the timeless importance of character education in decision-making.

The Character Education Partnership published Eleven Principles of Effective Character Education in 2007. Principle 1 notes that effective character education "promotes core ethical values and supportive performance values as the foundation of good character" (Lickona, Schaps, & Lewis, 2007, p.2). "Character education holds that widely shared, pivotally important, core ethical values – such as caring, honesty, fairness, responsibility and respect for self and others – along with supportive performance values – such as diligence, a strong work ethic and perseverance – form the basis of good character" (Lickona, Schaps, & Lewis, 2007, p.2). Because character is a lens through which each individual views the world and makes decisions, character education and media literacy education work hand in hand.

The Urban Programs Resource Network (2008), in providing resources for educators through the University of Illinois Extension Program, reinforced the value of character education: "Character education is the development of knowledge, skills, and abilities that enable the learner to make informed and responsible choices …Character education enables students to come face to face with the realities of life. It encourages them to think critically and then act responsibly. Instructional materials, methods and strategies, when developed into interdisciplinary curricular themes, empowers teachers to create meaning while allowing students time for purposeful exploration and self-reflection…" (para. 4).

President Theodore Roosevelt recognized that "to educate someone in mind and not in morals is to educate a menace to society" (qtd. in Ellenwood, 2006, p. 1). Yet teaching values and character has always held a low priority in schools because it is risky (Ellenwood, 2006), especially in light of demands to focus heavily on the development of academic talents.

But the public recognizes that academics alone are not enough to educate a child. A Public Agenda and Gallup poll revealed that academic achievement ranks near the bottom of public concerns, while lack of parent involvement, student drug use, problems with student discipline and gangs, and now inadequate funding lead the Gallup list (Hodgkinson, 2006).

With this in mind, the Association for Supervision and Curriculum Development (ASCD) has initiated a new compact to educate the whole child, calling upon educators, parents, policymakers and business leader to ensure that, in their own community:

- Each student enters school healthy and learns about and practices a healthy lifestyle

- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults

- Each student is actively engaged in learning and is connected to the school and broader community

- Each student has access to personalized learning and to qualified, caring adults

- Each graduate is prepared for success in college or further study and for employment in a global environment.

In this context, the whole child makes for a greater society. Technology as an education tool is able to provide in-depth information on an infinite number of topics on a global basis. But choices are made, with consequences to individuals and society. Choices are rooted in values, and in a technology-driven world where choices abound, it is values, coupled with information, that make the difference.

So while technology offers limitless information options, humans need filters and frameworks through which to negotiate meaning. John Naisbitt said in 1988 that society is drowning in information and starved for knowledge; that remains the case. Beginning at birth, children need tools to gain knowledge and make wise choices. Like learning to swim or to row, using these tools takes practice over time. Reinforcement and discussion with adults helps children through the thickets while these adults learn themselves.

This adult interaction is essential since humans have "social" brains (Goswami, 2008) which acquire knowledge incrementally through cultural experience and social context. But children also need technical skills and equipment to thrive in the technological world. The United States leads all other Organization for Economic Co-Operation & Development (OECD) nations in providing computers access in schools and classrooms (Hodgkinson, 2006), but predictions are that it may take another decade for teachers to acquire good instructional software and training. Increasingly, technology affords the necessary tools for curricular

integration and a constructivist approach to education, in contrast to the traditional silo

approach which lacks little if any connection to the world outside the classroom. These silos,

which define traditional academic subject areas such as language arts, mathematics, history and

science, are rich in tradition and knowledge. However, they also discourage sharing of

knowledge, since silos represent discreet and often impervious subject areas separated by their

own unique vocabularies and views.   The silos provide endless opportunities to "drill down"

deeper into a particular content area, but often at the expense of a broader perspective.

The constructivist direction in education, facilitated by technology, encourages a

broader approach through integrating subjects, and is well illustrated by the Social Studies 21st

Century Skills Map recently created by the Partnership for 21st Century Skills in cooperation

with the National Council for the Social Studies. Through project-based learning, the map

names sample outcomes for teaching interdisciplinary themes while also addressing critical

thinking, problem solving and ethics (Partnership for 21st Century Skills, 2008).

In England, where the government has promoted technology in schools for a decade, the

experiment with technology-driven change in education is further along. Steve Lohr in the

New York Times (2008) recently reported on two schools, the Shireland Collegiate Academy

and the George Salter Collegiate Academy, in high-crime neighborhoods in Birmingham.

There, a web-based portal is the entry path for assignments, school-related social activities,

online mentoring, discussion groups and email. The schools' executive principal, Sir Mark

Grundy, reports that students who are suspended from school for a few days beg not to lose

their portal access. Today, the schools are among the top in the nation in yearly improvements

in students' performance in reading and math tests. In the U.S., the New Technology

Foundation now has 42 schools in nine states that are experimenting with the Foundation's model for project-based teaching.

As these movements toward using technology for integration continue, what will be combined? What will be taught discreetly? Going forward, technology provides a virtual centrifugal force for teaching and learning. What skills and tools will enable children to be effective choosers and users of technology? What process skills do children need to be able to think critically and to integrate information from the various knowledge silos? In this paper, understanding the relationship between identity and branding, arts education, media literacy, and character education, including sports and games, will be explored. These disciplines are foundational for empowering children to make wise choices grounded in values and sound character. Though these sometimes overlapping subjects are not part of the traditional 3Rs, a whole child in the 21st Century must be equipped with the understanding and the research-based frameworks with which to appropriately and efficiently sift and sort information – whether incoming or outgoing.

Identity: Branding and Representation in Private, Public and Commercial Spheres

As Renee Descartes observed, "I think, therefore I am" (qtd. in Burnham, 2006, sec. 3). But this thought raises questions: "Who am I? What am I doing here? Where do I belong?" Humans continue to ask these central questions of identity throughout their lives. The answers are the underpinnings of character. Without identity, people lack anchors, floating without direction or connection while trying to relate, understand and be useful, somehow, somewhere, to someone.

Identity is central to human experience, but identity is hard to identify. The Webster Collegiate dictionary definition of identity (2008) reveals a paradox: 1a: "Sameness of

essential or generic character in different instances b: sameness in all that constitutes the objective reality of a thing: ONENESS 2a: the distinguishing character of personality of an individual: INDIVIDUALITY b: the relation established by psychological identification." On an individual level, identity is what distinguishes each person; on a social level, identity shows what is the same or what we have in common.   It is an interactive process, with society affecting our individual identity and our individual identity affecting society. An understanding of identity formation brings new meaning to the saying "All for one and one for all."

Like individuals, organizations also have identities. Branding, through the use of names, logos, slogans and other communication symbols, is a shorthand way of establishing, attracting and promoting identity in a systematic and sustained way. Branding is promoted and disseminated through technology. Through a well-conceived and executed brand, audiences can readily find and identify the "sameness" that they are seeking to express their individual desires. Today, both individual and corporate identities are being promoted and formed through global media. Brand identity is widely adopted and indeed, a widely-recognized brand identity – whether corporate or person -- is coveted as a means to fame and/or fortune.

Do consumers buy from Chanel or from Wal-Mart? Do they watch NBC or Fox News? Do they use MySpace or Facebook? Similar branding applies to individuals. What name does one use for an avatar online? How many avatars does one maintain? What sounds denote one's individual cell phone ring? How many "friends" does a person have? How are these friends ranked? Is a person's MySpace page, their "brand statement," interesting enough to attract more "friends?" Or is it dull dull dull, nevermind, click-away …

Branding represents a system of communication at work, and often, this system operates globally through the global village. Brands like Coke are universally known, and branding

plays an important part in establishing this name recognition. Branding and identity are closely

tied, both on a corporate and a personal level. Yet though children are immersed in branding,

they are seldom taught to critically analyze what branding is and how it relates to them and

their choices. New media, like social networking with its global technological reach, has

offered unprecedented avenues for branding and shaping identity, and understanding how the

system works is fundamental if one is to be prepared to make choices about and within the

system.

Corporate branding reflects corporate identity like a name reflects individual identity,

and corporate branding is a reflection of corporate structure. The following chart illustrates the

relationships that branding implies, both on an individual and a corporate basis. This sample

worksheet is designed for high school students, but it can be adapted for all ages since it can be

depicted visually as well as verbally (see next page):

Table 1
Worksheet   **What is a Brand?**

A *brand* is a collection of images and ideas representing organizations, products or services. It refers to the concrete symbols such as a name, logo, slogan and design scheme as well as the associations and expectations people have about the owner of the brand.
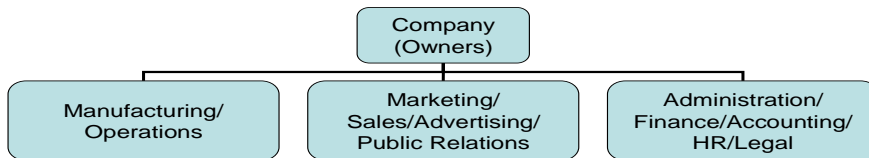
Examples of Brand Names

Brand names reflect how companies/organizations are organized:

Product Description	*Marketing Name*	*Company Name*
Toasted rice cereal	Rice Krispies	Kellogg's
Harry Potter books	Harry Potter & the Goblet of Fire	Scholastic, Inc.
Undertaker	SmackDown	World Wrestling Entertainment

Operations/Manufacturing	**Marketing/Sales/ Advertising/PR**	**Owners/Executives Administration**
Make the product or provide the service	Sell the product or product(s)	Finance and oversee/advise Operations/Manufacturing and Marketing/Sales

Organization Chart Showing Structure/Responsibility:

The worksheet gives a brief definition of the word *brand*. Then, examples of brand names are given: Rice Krispies and Kellogg's, for example, or the actor Undertaker, who has become a celebrity by appearing in a television show called "SmackDown" produced by World Wrestling Entertainment. The avatar Lord Mongoose is a popular player amongst a band of Halo 3 online game players. These descriptions can be augmented with logos or images, recognizable by students who associate them with the product, individual or company.

Discussions with students help them explore, in a manageable way, the difference between generic product descriptions, marketing names (product brands) and company names (or corporate identities). Once students understand these distinctions, they are able to make the connection between how a company's structure and major functional areas, such as operations, marketing and administration, relate to each of the products and brand names. So that students have the opportunity to see how a company visually represents its structure, a simple organization chart is shown that can easily be related to the major company functional areas.

Understanding this system of visually representing organization structure, products and identity provides students with access to information that will serve them all their lives, not only helping them understand the marketing of products, services and corporate identities, but also showing them where they may fit into the consumer world, or into future employment as they pursue their own career identities. To be able to navigate the system and determine one's place in it, one must first understand the system.

The stakes are high from every point of view – organizations and individuals. Corporations literally spend billions on their brands and corporate identities each year, using every available tool known to promote their brands and identities throughout the world. The

impact of this effort affects everyone, consciously or not. A quick look at this chart shows a

"new way" of learning the ABCs:

Table 2
The ABCs of Branding

These ABCs were not learned in school, but literally millions of people have mastered them.

And that brands influence choices was recently demonstrated again in a study that showed that,

when given a choice of an identical food in a branded wrapper versus an unbranded wrapper,

children will choose the food in the branded wrapper as being tastier (Robinson, Borzekowski,

Matheson, & Kraemer, 2007). These choices have profound implications in educating a whole

child.

Branding is about splicing and dicing, appraising and valuing, judging and separating.

In a sense, branding offers risk management, because trusted brands are, yes, trusted to

represent a certain level of quality and reliability. Literally, "In Brands We Trust." And yes,

branding is also about affiliating with something or someone. However, this affiliation always

comes with a price tag, because branding is about valuing and commercializing, about "monetizing" people, places and things. Branding is now about the commercialization of individual identities.

In this commercialized world, everything has a risk, everything has a value, everything is for sale, everything has a price. There is a pecking order and a hierarchy, and intrinsic value is ne'er to be encouraged or found. Transactions are what count. Yet people yearn for the transcendent. MasterCard has brilliantly acknowledged this in its long-running campaign that puts a price on a bicycle at $129, for example, but then points out that a ride with a child is "priceless." People yearn for the priceless, but they often seek the priceless through more brands and more transactions.

People even brand themselves and their relationships, literally and figuratively. Tattoos: Aren't they a type of labeling and branding? Screen names and avatars: Don't they just represent one aspect of self? And maybe even a contrived aspect of self? "Viral" marketing: How about when "campus leaders" are identified, and a company gives them gifts to hand out to their friends so that the company can create a buzz, and sell more product? Isn't this a type of branding and commercialization of friendship?

Yet the consequences of this personal branding are seldom discussed or explored. People remain eager to brand themselves. To stand out, and yet to affiliate. To belong. Or at least to *look* like they belong. Isn't it ironic, that by picking brands and buying brands, people are really not standing out; they are herding together to try to define themselves. But in the end, this safety net turns out to be the riskiest strategy of all, because if one wears Burberry from head to toe, who is that person, really? If a fellow only drinks Michelob, does it really make him a hipper, more affluent person? By defining self from the outside in, the risk is that

one comes up empty at the end, with vital questions unanswered: who one *really* is, what one can really do and where and with whom one feels a sense of belonging.

Since people can extend themselves throughout the world, with the Internet reaching globally, individuals are faced with new interpretations and representations of self that were never before possible. Adolescence is a critical time period for development of identity (Kafai, Fioelds & Cook, 2007) and the computer is a tool for exploration of oneself. But the newness of technology such as social networking is causing confusion and a blending of private, public and commercialized "selves." So celebrities like Oprah Winfrey attract crowds for politicians like Barack Obama. Who are citizens really voting for? Sometimes there are tragic consequences of this boundary-blurring between the private, public and commercial selves. For example, one "shooter" said in his suicide note that he just wanted people to know who he is, and by murdering people at random, he was sure to be noticed (Associated Press, 2008). By whom? And for how long?

For many, creating and networking with online content is becoming an integral means of managing one's identity, lifestyle and social relations (Livingstone, 2008). This usage is fast becoming ubiquitous, with 65 percent of teens having created a social networking profile for themselves; 64 percent having created online content and 30 percent owning a cell phone (Rainie, 2008), which they use to text messages, circulate images and surf the Internet.

An understanding of media, branding and how it relates to identity is essential to delineate the private, the public and the commercialized self, and for making responsible choices in representing one's own identity to others.

Following is a framework, the 3 B's, to explore identity and the boundaries between private, public, and commercial selves. Understanding how self identity works in private,

public and commercialized spaces is a foundation for providing conscious paths for decision-making and behavior in the world of technologies, such as social networks. The 3Bs framework is divided into three categories across the top and three categories down the left side:

Table 3
Identity in the Global Village

IDENTITY IN THE GLOBAL VILLAGE

	Self-Aware	Enlightened	Empty
	Private Self	**Public Representation of Self**	**Commercialization of Self**
BE	Self-acceptance: authentic, whole, integrated	Authentic self as shown in public spaces	Aspects of self named and represented in public spaces
BE ME	Self-actualization: behavior	Mediated self-expression	Brand names represent self through products or services used
BELONG	Extending self to others in relationships	Interacting with others in mediated public spaces	Service or product brands used or gifted to form basis of interaction with others
	honest, balanced, intimate	authentic, responsible, reciprocal	narcisstic, contrived, exploitive
	Trust, character, connections Integrated, relational, reciprocal		*Selling, transaction-oriented, separated, isolated, one-way*

© 2008 Center for Media Literacy

Starting with the three categories down to the left side, the "Three Bs," relate to all the other categories in the framework:

The Private Self

When one looks at the Three B's in relation to the Private Self, one has a basis for exploring self and self-identity.

Be. Being is the self. Ideally, with honest self-awareness, the private person accepts him or herself, and is an authentic, whole, integrated person, with unmeasured and unjudged intrinsic value.

Be Me. Behavior is the outward manifestation of self. This is self-actualization; behavior is the action-oriented representation of character, personality, choices, talents and skills.

Belong. Be-long. By being long, individuals extend themselves to others through relationships. We make ourselves available; are capable of trust and intimacy with others and actively engage in interactions with others through sharing ourselves.

The Public Self

On the other hand, Public Representations of Self occur in settings where others are present to witness behavior, or through media representations such as photos or videos or theater or other mediated environments which are generated by oneself or others.

Be. Here, the self is revealed to others, perhaps consciously or unconsciously, perhaps authentically or not, but the key to understanding is that the self is being observed or recorded by others. That observation may be shared widely or not, but because the self is not alone, it is a public representation or observation that is being made.

Be Me. Here, the self is revealed (or disguised) to others through a conscious attempt to represent the self, typically through one-way communication. This can occur through artwork, photos, videos, writing or other media or mode of expression. Whether the person intends the self-revelation to be shared or not is immaterial; the point is that the individual expressed him or herself through some conscious public behavior or media representation.

Belong. In interacting with others, whether individually or through some form of media, a person is extending him or herself to them. The self being revealed may or may not be authentic, whole or integrated, but there is a sharing of "self" that occurs in a community-oriented environment, such as a social networking site, through texting or instant messaging. This type of "belonging" is different from private forums, however, in that the record of the interaction is permanent and can be widely shared and circulated, even on a world-wide basis, instantly and forever, through the Internet. The interaction may extend to people who are not and may never be personally known.

The Commercial Self

When global media and branding are added to the mix of self-identity, a whole new dimension emerges to an understanding of the Three Bs – involving a commercialization of self and identity, often a re-definition of self. To explore some of these implications:

Be. Rather than an integration and wholeness of an authentic self, commercialization of the self encourages a splintering, a "slicing and dicing" of self, depending upon the image and the audience desired. So, for example, a gamer may adopt a gamertag like "Blade011" to elicit a reaction by other gamers of a sharp, dangerous player. This may not be the only screen name adopted by the gamer; this person may have many names for many different applications, with each name projecting a different identity selected to "market" a particular image.

Be Me. In expressing identity, the individual selects products or services according to brand. So, for example, a person may select a neighborhood based on a branded zip (90210, Beverly Hills) in a branded home (architecture by Frank Gehry) with branded carpets, furniture and home accessories and then wear branded shirts, dresses, pants, socks or underwear and drive a branded car going to a branded restaurant to eat branded food. These labels are ever-present, and they make a statement about how individuals live and who the individuals define themselves to be.

Although brands are useful in making selections, it's important to note that there is a difference between a brand and the self. A brand fragments the self into thousands of identities; the self is greater than the sum of all these various parts, which do not identify the actual self.

Belong. Who are "friends" today? Are they limited to a ranked list of five, ten or twenty people on a social networking site? Are they long lists of people who are attracted to a self-projected media image and who want to identify with that image? Are they people who have lots of "swag" or "bling" to share? Are they individuals who are selected by viral marketers as "thought leaders" who can influence others to buy certain products or services? The basis of these relationships are transactions rather than interactions, often with a commercial basis. Selling is always going on, whether selling to attract friends through a carefully-manufactured and transmitted image or selling these so-called friends products or services. At worst, these relationships are exploitative, opaque and devoid of real friendships or acceptance of the authentic self.

Yet, in an intense desire to belong and to feel accepted – by oneself and by others – people allow themselves to be seduced by image, fooled into thinking that the mediated,

branded world can offer a new and improved version of themselves that will be accepted. While people seek wholeness, integration, connections, trust, intimacy, transparency and reciprocity, what they get often encourages fragmentation, isolation, separation, judging, transactions, fear, opaqueness and competitiveness.

This age-old search for self will never end; but by understanding and using a framework, children can come to see the relationship between the media, the message and the brand, and see how they fit in more clearly. Then there is a choice on how citizens identify themselves and others.

The Arts: Understanding Values and Expression

To be able to express their identity, their thoughts and feelings, and to actively participate as producers in the global village, children need arts education. Arts participation increases academic achievement, creativity, fluency and originality in thinking and feelings of self-worth (Holloway & LeCompte, 2001). This in itself is enough of an endorsement for arts education, but there is more.

The arts enable children to express themselves in healthful ways, permitting them to try on a variety of alternative identities in relatively risk-free environments and to develop a sense of voice and agency. They provide opportunities to interact meaningfully with adults over extended periods of time, facilitating development of communication and critical thinking skills. And perhaps most important, they provide a way for children to express their emotions – *all emotions* – in a safe way (Holloway & LeCompte, 2001).

The arts show character at work and provide a testing ground. In an online program called Arts Focus, designed for middle school girls, girls "had the opportunity to embody and practice new ways of being and becoming. Embodiment and practice allows children to

imagine themselves in new roles – whether considered positive or negative by adults – and learn how it feels to act out alternative roles in the world" (Holloway & LeCompte, 2001).

Even the physiology of the brain speaks affirmatively for arts education and the influence the arts have on cognition: arts training works through the training of attention to improve cognition for those with an interest and ability in the arts (Posner, Rothbart, Sheese, & Kieras, 2008). Since this "executive" attention in the brain is related to a child's everyday control of thoughts, feelings and behavior, arts education improves children's self-regulation of cognition and emotion, impacting their behavior.

The arts are pervasive in technology-driven media, and artists have typically embraced technology. The visual arts, such as typesetting, went digital in the 1970s; graphic arts went digital through publishing software programs in the 1980s; musicians now compose using computer software; storytelling moved from the campfire and the theater to the screen, the radio and now the Internet; and dance and movement are now choreographed electronically, through animation and video. Today, with digital photography, video, recorders, and the Internet and cell phones, anyone can be a producer, an artist, global distributor and collaborator. As the global village grows, its highways, buildings and even "people" are built through the media arts and technology. So as the global village grows, so do the media arts, offering careers in an important and growing part of the local economy. In Los Angeles and Orange counties alone in 2005, the creative economy created more than one million direct and indirect jobs; more than $140.5 billion in sales/receipts; and more than $3.4 billion in state tax revenues (Kyser, Sidhu, Freeman & Huang, 2007).

The convergence of media, technology and education is well illustrated in arts education. The U.S. Dept. of Education, in conjunction with the National Endowment for the

Arts, sponsored 17 grants on media literacy and the arts beginning in 2000. One of these grants resulted in Project SMARTArt, a joint effort of Los Angeles Unified School District, the Education Division of the Music Center of Los Angeles County, the Center for Media Literacy, and AnimAction, Inc. Project SMARTArt explored how media literacy and the arts might inform one another as disciplines. The Project used the theme of violence prevention as the inspiration for 30-second animation shorts produced by participating elementary school students.

Three years of work at Leo Politi Elementary School in Los Angeles showed that the arts and media literacy could be integrated together and across the curriculum, in Language Arts and English Language Development. Project SMARTArt revealed that media literacy and the arts can underpin a cycle of analysis and expression, where students engage both their heads and their hearts. Initially it was posited that media literacy content would drive student media analysis, and that the arts would provide a vehicle for expression through the creation of media. However, the distinctions between these two purposes were not so clear cut. On a deeper level, the processes engaged in media literacy (accessing, analyzing, evaluating and creating) are directly paralleled in the study of the arts, as the following framework comparisons show using California State Education Standards for Visual and Performing Arts (qtd. By Jolls & Grande-Harris, 2005):

- *Access*: Participation in the arts allows students to access and process
   information, as well as demonstrate knowledge, using various learning
   modalities. As different art forms engage different learning styles, more students
   are given opportunities to be successful in the educational system. In this way,

the arts provide access to learning — which might otherwise be difficult in the traditional academic environment — for many students.

- *Analysis:* Quality arts education includes the component of Artistic Perception, which "refers to processing, analyzing, and responding to sensory information through the use of the language and skills unique to" the arts. As students develop skills in artistic perception, they are expected to specifically articulate "the what" in communicating "the why" (for example: "the slow, steady beat of the bass drum conveyed a feeling of loneliness"). The ability to articulate "the what" to communicate "the why" is a central principle in the teaching of media literacy.

- *Evaluation:* Aesthetic Valuing, also a key component of arts education, requires that students "critically assess and derive meaning from the work of an (arts) discipline, including their own." This emphasis on making individual judgments about what they observe (and what they create) in the arts empowers young people to draw their own conclusions and make their own choices. Applied in the broader context, this skill set directly services the conviction that a media literate person is equipped to make more informed choices, and is able to live consciously in a media-oriented society.

- *Creation:* Through Creative Expression, "students apply processes and skills in compositing, arranging and performing a work and use a variety of means to communicate meaning and intent…" This component of arts education engages students in the process of creating works, providing them opportunities to

explore, learn, practice and refine their own abilities to communicate a specific point of view or message.

Project SMARTArt defined "media" to include any channel of communication thereby identifying all art as "media." With this expanded view, works of art themselves became source material for critical analysis. However, Project SMARTArt did not address participation with interactive online media, since at the time of the program implementation (2001-2004) such classroom access was unavailable at Leo Politi Elementary School (Jolls & Grande-Harris, 2005).

The 30-second animation shorts that students produced during Project SMARTArt are clear examples of technology-oriented production that can serve as the basis for social media campaigns, spotlighting: violence prevention, smoking cessation, safe sex, healthy eating, etc. Through active production and participation, students learn to translate theory into action and engage with society at large in socially responsible ways.

Today, such engagement is happening regularly. *VERB™ It's what you do* was a national, multicultural and social marketing campaign coordinated by the U.S. Department of Health and Human Services' Centers for Disease Control and Prevention (CDC). This social marketing campaign applied commercial marketing strategies to influence the voluntary behavior of target audiences to improve personal and social welfare by increasing and maintaining physical activity among tweens (aged 9-13). The 2002-2006 campaign provided clear evidence that a national media campaign with strong social marketing elements can have a demonstrable impact on physical activity, nationwide (Cavill & Maibach, 2008). Such campaigns turn ordinary citizens into active participants using multi-media technology tools.

Although such a sophisticated social marketing campaign required knowledge of many subjects, the arts serve as a core element in communicating the content area by expressing values, identity, thoughts, emotion, realities and ideals.

Media Literacy: Acquiring a Lifelong Process for Inquiry

The skills of critical analysis are fundamental to media literacy, whether one is acting as a consumer, producer or active participant with media. Media literacy, grounded in inquiry-based, process-oriented pedagogy, offers not a new subject to teach but rather a new way to teach and a new way to learn.

Media literacy began at the grassroots as parents, educators and concerned citizens concluded that if media was to play a pivotal role as children's teacher, children would need a way of filtering through the messages. The goal is wise choices, in accordance with acceptable community norms. For example, in seeing alcohol advertising, children are less likely to be influenced if they have media literacy skills to refute such messages. Furthermore, if they have received media literacy training in analyzing alcohol advertising, their decision-making process can be positively affected in other risky situations. Once children master a decision-making skill, they can apply it to a variety of contexts. For long-term benefits, then, it seems more valuable to concentrate on helping children develop media literacy skills than to teach them which specific decisions to make (Austin & Johnson, 1997).

Formal education in media literacy, not just censorship or control, is an avenue to help young people understand their choices and to help question the values represented through the media. Media literacy has continued to grow globally and has some common characteristics:

First, media literacy helps individuals explore their deep and enduring relationship with media. In 1989, Eddie Dick, Media Education Officer for the Scottish Film Council, developed the Media Triangle, which illustrated the relationship between Text, Production and Audience. Understanding this relationship is fundamental to understanding the power dynamic between these three elements.

In looking at a common brand identity or logo, for example, it becomes evident that audiences have a shared understanding of the text – the logo – that was produced by a particular organization. The audience did not necessarily "ask" for this understanding, but because of repeated exposure to the brand, people have internalized an understanding of what the brand means and how they may have interacted with it in the past. The producer has established a relationship with the audience through the text, which is the logo. Yet the audience exerts the ultimate power over the relationship when consciously deciding to engage or not.

Second, the focus of media literacy is on process rather than content. The goal of media literacy is not to memorize facts about media or be able to make a video or design a Web site. Rather, the goal is to explore questions that arise when one engages critically with a mediated message – print or digital. It involves posing problems that exercise higher order thinking skills – learning how to identify key concepts, make connections between multiple ideas, ask pertinent questions, identify fallacies, and formulate a response. It is these skills, more than factual knowledge, that form the foundation of intellectual inquiry and workplace productivity, and that are necessary for exercising full citizenship in a democratic society and a global economy (Thoman & Jolls, 2004).

Such skills have always been essential for an educated life, and good teachers have always fostered them. But they too emerge only as a by-product of mastering content areas such as literature, history, the sciences and mathematics. Seldom are process or learning skills explicitly taught. But if society is to graduate students who can be in charge of their own continual learning in a media culture, learning skills must be "incorporated into classrooms deliberately, strategically and broadly" (Partnership for 21st Century Skills, 2003, p. 6). As writer Alvin Toffler (qtd. in Partnership for 21st Century Skills, 2003) pointed out, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn" (p. 6). By its very nature, media literacy teaches and reinforces 21st century learning skills.

Third, media literacy education expands the concept of text to include all message forms – verbal, aural or visual (or all three together!) – used to create and then pass ideas back and forth between human beings. Full understanding of such a text involves not just deconstruction activities – that is, taking apart a message that already exists – but also construction activities – learning to write opinions and ideas with the wide range of multimedia tools available to young people growing up in a digital world.

Fourth, media literacy is characterized by the principle of inquiry – that is, learning to ask important questions about whatever one sees, hears, produces or engages with:

- Is this new scientific study on diet and weight valid?
- What are the implications of ranking friends on a social networking site?
- What does a "photo-op" mean?

With a goal of promoting healthy skepticism rather than cynicism, the challenge for the teacher (or parent) is not to provide answers but to stimulate more questions – to guide, coach, prod and challenge the learner to discover how to go about finding an answer. "I don't know: How could we find out?" is the media literacy mantra.

Questions, of course, open up many more questions. And how one even approaches a question determines what answers one might find. Inquiry is also a messy process because one question leads to another and yet another. To keep inquiry on course and to provide a way to be able to master a process of inquiry, curriculum specialists look for a comprehensive framework to provide guidance and structure. Core concepts of media literacy, rooted in media studies by academics throughout the world, are a way to express common media characteristics. Various adaptations of core concepts have been developed, starting with 18 concepts originally named by Len Masterman in his seminal work, *Teaching the Media*, and eight core concepts used in Canada as a way of structuring curriculum. The National Association for Media Literacy Education provides a listing of Core Principles for media literacy, as do other organizations such as Project LookSharp.

The Center for Media Literacy (CML), one of the pioneering media literacy organizations in the United States, provides a research-based framework through the release of its original CML MediaLit Kit™ in 2002. Designed to provide a common vocabulary and approach, the CML MediaLit Kit features Five Core Concepts for Media Literacy, and provided Five Key Questions for deconstruction of media messages. Recognizing that skills of critical analysis are just as important during media production, in 2007 CML also developed Five Key Questions for construction of media messages. This pioneering CML framework,

called Questions/TIPS (Q/TIPS), addresses questions from the viewpoint of both consumers and producers.

Based on the work of media scholars and literacy educators in the U.S. and from around the world, each of the Five Key Questions flows from a corresponding Core Concept and provides an entry point to explore the five fundamental aspects of any message in any medium: authorship, format, audience, content and purpose. Starting with simple versions of the questions for young children and moving on to more sophisticated analyses for adults, anyone can apply the questions to a variety of texts. Because the questions are succinct, media literacy literature includes a variety of "guiding questions" to tease out the deepest understanding possible.

Learning to ask and to apply the Five Key Questions to texts is a process skill that is not mastered the first time out. Once learned, however, the process becomes automatic as users build the habit of routinely subjecting media messages to a battery of questions appropriate to their age and ability.

As the cornerstone of the media literacy process, the Center for Media Literacy's Five Key Questions provide a shortcut and an on-ramp to acquiring and applying critical thinking skills in a practical, replicable, consistent and attainable way. They are an academically sound and an engaging way to begin and they provide curriculum developers with a useable structure.

Teachers are often called upon to teach critical thinking, but seldom given guidance on "how." The CML framework, Questions/Tips (Q/TIPS), provides a point of entry for thinking critically and a quick process for continued skill development on a lifelong basis (see next page):

Table 4
CML's FIVE CORE CONCEPTS AND KEY QUESTIONS
FOR CONSUMERS AND PRODUCERS
Media Deconstruction/Construction Framework

CML's Questions/TIPS (Q/TIPS)				
© 2002-2007 Center for Media Literacy, www.medialit.org				
#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	Authorship	Who created this message?	All media messages are constructed.	What am I **authoring**?
2	Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in **format**, creativity and technology?
3	Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target **audience**?
4	Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my **content**?
5	Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my **purpose** effectively?

CML's Five Key Questions of Media Literacy apply to both deconstruction, or analysis and consumption of media messages, as well as construction, or production of media messages.

When audiences "consume" or analyze media messages, they have no control over the content of the message. Instead, they only control the meaning that they make from the message and how they might want to respond in making decisions or taking action. They can accept or reject the message, but unless the message is "remixed" and "rehashed," the audience cannot change it until they enter into an active production process.

But when an individual or team "produces" or constructs media messages, they *do* control the content of the message to the extent that they have autonomy or self-awareness. Yet they always bring themselves to the message, with all of the experiences and knowledge that inevitably affects the content of their messages, because by definition, human beings have imperfect understanding, and each human being is unique.

In constructing a message, a producer has many decisions to make. The producer is not just deciding how to make meaning from his own message, but through his construction techniques, he is also influencing how others might make meaning from it and possibly reacting to input from others. All producers have both personal and social power, and therefore personal and social responsibility, toward their audience. Where there is communication, there is audience, even if it is an audience of one!

The Five Core Concepts apply in both consumption and production of media; however, the Five Key Questions that stem from the Five Core Concepts are slightly altered because consumers have a different point of view from producers. This point of view affects the "voice" of the questions, from the passive voice for consumers to the active voice of producers.

The analysis process encouraged by the Five Key Questions and the Five Core Concepts informs the decision-making or actions that may be taken. This decision-making/action process is represented through CML's Empowerment Spiral. The Empowerment Spiral starts with:

- awareness of an issue or message,

- analysis through the Five Key Questions,

- reflection through processing our learning, and

- action -- whether we decide to take action or not.

Media literacy is about understanding ongoing relationships with media, about how audiences make meaning from a media product and about understanding the greater role of media in society. Though being media literate implies having a broader skill set than simply evaluating a media product, evaluating a media product always involves the skills of media literacy.

Character Education: Values as a Base for Evaluation

What Aristotle called "the habits of right action" can surely be taught, but it is highly doubtful whether they can simply be instilled or coerced (Ellenwood, 2006). Regardless of what habits of right action may be, or how they are taught, they rest squarely on an understanding of values: what they are, why they are important, and how they are applied.

Establishing a vocabulary for values is a first step, and many character education programs do a thorough job of labeling and explaining values such as respect, fairness, integrity so that students have common understanding and grounds for discussion. When these ideas are presented as a framework, students have tools which they can use on a lifelong basis. Many organizations involved in character education provide solid frameworks, such as the Six Pillars

of Character by Character Counts (Josephson Institute, 2008), or the CHEER™ framework provided by the Harlem Globe Trotters (Business Wire, 2008).   Ann W. Rousseau, president, Involve Me, I Will Learn, Inc., has developed an excellent framework, defining "character" in a memorable way (personal communication, July 31, 2008): Char-Actor (Care Behavior); and further defining character, "My character is the things I say and do that show how much I care about me and you!" The core values are communicated as "being a R.A.S.C.A.L." who, before saying or doing anything, asks whether the action is:

- Respectful of myself and others

- Appropriate for the time and place

- Safe – emotionally and physically

- Considerate of another's feelings/needs

- Accepting of others' beliefs & actions

- Loving – coming from my heart

Having a knowledge of what values are is necessary in decision-making of all types and in all contexts. In identity formation, values determine what individuals are attracted to and affiliate with, or not (Livingstone, 2008).   In using a media literacy approach, values play a central role in evaluating information and in using judgment. With the advent of new technology, there are new ways to present students with opportunities to test their values in simulated settings or even with multiple identities using avatars. In a sense, interactive media and technology has opened doors that didn't exist before, and like all fields of knowledge, character education is moving from the paper-and-pencil era to the virtual era in helping students cope with the new landscape of the global village.

So rather than just using traditional print-based fiction and biography as ways of providing students with scenarios built on a believable, rich series of actions, Web sites like "Teach with Movies" provide a compendium of films categorized according to values or character lessons. In using such vehicles over time, students gradually come to understand the intricate interplay of rational, humane, caring, courageous and cultural factors in judgments and decisions (Ellenwood, 2006). They have opportunities to explore conflict between values and the context in which decisions are made. These kinds of lessons can be integrated into language arts, social studies or other content areas, while meeting state education standards.

Additionally, interactive Web sites and games provide new worlds in which children can experiment and play, trying on various guises and as active agents, while still being constrained by the rules and values of the technological box in which the game or Web site is contained. These virtual games play on the very qualities that make physical education so integral to character formation: the ability to participate with others as a team, learning how to negotiate the relationship and interplay between self and others. There are new freedoms for players who adopt avatars in games, which allow participants to adopt new names, different genders, altered ages, different looks, for example, without revealing their true identities. And certainly, in these new fantasy worlds, there are many of the same old behaviors evident from the real world -- class stratification, pressure to fit in with the latest trend, and even inequitable racial representation (Kafai, Fields, & Cook, 2007). These online worlds present "teachable moments" impossible to replicate in the real world. "Video games represent a process…that leads to better and better designs for good learning and indeed, good learning of hard and challenging things," James Paul Gee (2007) noted in his ground breaking book, *What Video Games Have to Teach Us About Learning and Literacy* (p. 6).

One media world, *Kaleidostories*, was created explicitly to explore how middle and

high school students and their teachers, in five different Spanish/English sites around the world,

created a virtual community to exchange stories about shared values and role models. The

research project goal was to explore how new technologies can assist young people to discover

their selves as well as the underlying patterns of thought and behavior that connect the

worldviews proposed by different cultures. The project shows how teachers were able to use

the online community to complement and augment their face to face activities and interactions

by integrating *Kaleidostories* into different curricular content areas (Bers, 2005).

Although values and character education are timeless, the arena where behaviors and

character come into play is rapidly moving online, to the point that when one is not "online,"

one is "offline." The world of ideas in the global village is a competitive marketplace, and

values guide citizens on what to place value on. To be able to deliver character education,

educators must move to the virtual world and use the power of technology to help teach, so that

students may more effectively learn in a context that is meaningful to them. Only then can

citizens be prepared to make the judgments that will determine whether they allow themselves

to be manipulated -- or whether they are guided by more sophisticated evaluations of the

tradeoffs between risk and reward.

In this valuing of the balance between opportunity and risk, people need to determine

what their *real* risks and opportunities are, and sort through the "scares" and the red herrings.

Providing children with meaningful skills such as statistical analysis and helping them practice

valuing their risks and opportunities is a facet of character education often overlooked. Here

are some facts about Internet use reported by the Pew Internet & American Life Project

(Lenhart, 2007):

- 93 percent of American teens ages 12 – 17 use the Internet

- 32 percent of online teens report they have been contacted online by a complete stranger (defined as someone who has no connection at all to you or any of your friends)

- Of teens who have been contacted, 23 percent say they were made scared or uncomfortable by the stranger contact

- Overall, 7 percent of online teens experienced disturbing stranger contact.

What value should be placed on this research? What resources should be matched to address this problem and how should those resources be allocated? It is in answering these types of questions that values play out, and citizens and their representatives are called to answer these questions. Such decisions cannot be lightly made; they take skills, knowledge, understanding and indeed, wisdom, since choices will affect people world-wide. Citizenship in the global village requires preparation, just like citizenship in the local village.

Technology can facilitate or exacerbate sorting through the information at hand, and the media literacy skills, combined with character education, provide a way to integrate the processes necessary to make choices. So, for example, if a choice is made to minimize the number of stranger contacts to online teens (prompted by valuing this action), a cursory example of how to attack this issue would be to seek to answer, "How can the number of contacts by strangers to online teens be minimized?" Using media literacy skills, one would access, analyze, evaluate, create and participate with multi-media information to conduct a process of inquiry:

Access: By tapping into digital resources and databases, it is possible to access an enormous repository of information to expand knowledge about this question.

Analyze: Using an analysis process for critically thinking about the information obtained, it is important to use a sound methodology for determining the accuracy and efficacy of the information. Tools like CML's Five Key Questions enter into use in this step.

Evaluate: Setting criteria pertinent to solving the problem or answering the question is the key with this skill. It is in this step that values are reflected, tradeoffs considered, and information eliminated or considered accordingly.

Create: Integrating, documenting, presenting, sharing and disseminating information – these are all part of the creation process, using a variety of multi-media/technology tools.

Participate: Interacting with others while using the information elicits a dynamic process of interchange; questions and knowledge-sharing deepens understanding and generates options for problem solving.

In addition, decision-making tools such as the CML Empowerment Spiral, based on the work of Paulo Friere (1970), provide a model for the steps needed in taking action:

Awareness: One has to be aware of an issue.

Analysis: The media literacy steps outlined above provide an analysis process.

Reflection: One must reflect, judge and choose.

Action: One can do nothing, or do something to the extent desired, alone or with others.

These steps are age-old and do not require technology, but technology allows for better, faster and cheaper ways to teach people needed skills and more quickly arrive at decisions. With the sheer volume of information available, these skills are needed more than ever. Students need explicit labeling and processes to develop a shared vocabulary for interactive problem solving.

On balance, then, the impact of technology on character education is positive because technology gives more power to the people, and empowers people to solve problems more efficiently and to live better lives. Character education is not just about learning to be safe or managing risk; it is about maximizing the positive prospects for individuals and society, about living values that elevate people and the human condition in even the most trying circumstances.

That this message resonates with people is exemplified in the phenomenal response to the late Randy Pausch's last lecture called "Really Achieving Your Childhood Dreams." On September 18, 2007, computer science professor Randy Pausch stepped in front of an audience of 400 people at Carnegie Mellon University to deliver his lecture with slides of his CT scans beaming out to the audience. Randy told his audience about the cancer that was devouring his pancreas that would claim his life in a matter of months, but he also laid out his philosophy for how to live fully the gift of life. Randy's lecture became an instant world-wide phenomenon on YouTube, as has the book he wrote. Sadly, Randy lost his battle to pancreatic cancer on July 25th, 2008, but his legacy – his framework for living -- will continue to inspire generations to come, thanks to the power of the global village to hear his message.

Implications for Education Practice

Technology affords new understanding and new approaches as the global village becomes ever more complex. The world of education is often disconnected from the global village due to a continuing paucity of technology use in classrooms, and as a result, it operates in a world removed from where children spend much of their time. All disciplines, including character education, are contained in the education structure, and it is impossible to separate the education structure from an individual discipline within it. With the pace of technological

change, the U.S. education system is under unprecedented and much-needed pressure to adapt and to engage in a process of creative destruction to reinvent itself. The change that technology is bringing is revolutionary, not evolutionary, and it affects all stakeholders – students, teachers, administrators, parents, employers and citizens.

This is particularly true in the shift from emphasizing content knowledge over process skills. They are not mutually exclusive – rather, they are mutually supportive of each other, with the combination actually strengthening the two.   But embedding the formal teaching and learning of process skills into the education system takes new understanding, new modeling and an ongoing, high-level, determined commitment.

This chart captures some of the major shifts that technology has brought to the education world – changes which educators are still struggling to understand and adapt to:

Table 5
Comparisons between Local Village and Global Village

Past **Local Village**	**Today** **Global Village**
Adult Guidance Plentiful For Children	Adult Guidance Scarce
Local Representations	Global Branding
Information Access Scarce	Information Access Plentiful
Information Acquisition	Information Sorting
Content Knowledge Transmitted	Process Skills Practiced and Applied
Granular Content Knowledge	Research-based Framework Sorting
Isolated Content Silos	Integrated Problem Solving
Production by Few	Production by Many
Access to Best Teachers Scarce	Access to Best Teachers Plentiful through Technology
Physical Location of Schools	Virtual School Locations

Examining this table more closely, the present education was born in an era when:

- children's contact with adults in the local village was intense on a daily basis, providing children with guidance and filters on the information and people they came in contact with. Now, in the global village, such contact with adults is scarce.
- businesses and organizations in the local village were known individually. Today, businesses and organizations are often branded globally for instant recognition.
- information and access to printed information was scarce. Now, information access is plentiful and overwhelming.
- content knowledge was passed down through individual teachers and printed information was often hard to obtain. Now, sorting through and validating information are the priorities, using research-based frameworks grounded in information process skills.

- content silos developed as ways to specialize and share scarce knowledge and scarce access; today, deep knowledge is readily documented and available while problem solving across disciplines, using specialized knowledge from various resources, is needed.
- production of media was controlled by a few; today, everyone is a media producer using digital tools.
- access to the best teachers was limited to physical proximity. Today, everyone can have access to the best teachers through the global village.
- students had to be physically present in school to progress; today, students are free from time, space and a lock-step pace.
- learning to play together, to work in teams cooperatively, was confined to physical interaction. Now, students can learn teamwork through online sports and games.
- students were more physically active because their world was more physical. Today, students are less physically active, creating poor environments for physical health and well-being.

With these changed conditions of life in the 21st Century, then it is imperative to ask:

If process skills are central to being an educated citizen, why are process skills not clearly defined and articulated through educational frameworks? Why are these skills not the focal point for learning and acquiring content knowledge?

So, for example:

- If values are the fundamental prism for evaluating choices and decision making, why isn't character education at the heart of education?
- If critical analysis of representations, including branding systems, is key to sorting valid information for risk analysis and decision-making, why isn't media literacy education central to teaching?
- If the arts provide the creative language for emotional expression and understanding, why are the arts being downsized in schools when children need these skills to understand the global village and need to have outlets for expression and learning through different modalities?
- If sports and games are effective ways of learning to work individually and in teams in today's complex society, then why are physical education programs being eliminated when children need these skills more than ever?

The whole child is more than the sum of the parts that are currently being addressed in today's schools.

Conclusion

Due to the revolution that technology has engendered, the present education system reflects a system of values from the past. Access to content knowledge is being valued by our society as scarce when it is indeed plentiful. Process skills represented in character education and media literacy have not been explicitly labeled and taught in schools through the years because in the local village, access to adult guides was plentiful. Now, access to caring adults is scarce in the global village. Citizens need internalized frameworks and process skills now more than ever, to navigate the media world.

This is not to say that content knowledge is unimportant – quite the contrary – but <u>process skills in the global village are needed as the central tools through which to acquire and apply content knowledge.</u> This means that process skills must be valued, articulated and taught systematically. The goal of teaching children the problem solving skills they need in life must be grounded in a process of value-based inquiry. It is these values -- coupled with skills of analysis, expression and self-representation -- that will inform and guide their decisions throughout life.

Equipping children with the tools to be able to evaluate their opportunities and risks and to make their own choices is the ultimate responsibility – and gift – of educators to their young charges and the nation's citizens. The global village, built on the base of technology and media, is as much an arena for learning as the classroom in the local village. It's time to embrace this new way of living and learning and indeed, loving. Isn't that what character is all about?

Recommendations

Here are some recommendations for educators who must teach youth to live and work together in the global village:

1. *Prepare citizens to learn, work and play -- alone and together -- in the global village.* As commercialization drives much of the global village, give citizens the understanding and tools they need to access, analyze, evaluate, create and participate in this new world. Citizens have the ultimate power of choice, but they must be prepared to use their power and choices wisely. They must be able to evaluate risks and rewards and allocate resources through the prism of their own individual and social values. This is the profound goal for educating responsible citizens.

2. *The process skills of character education, media literacy, arts education, and sports/team play must provide the focal point for education, not a peripheral role*, because it is through these process skills that students learn to acquire the content knowledge and content expertise they need to apply in their chosen fields and lives.

    Additionally, in providing such contextualization for acquiring knowledge, educational efforts are not only more effective in facilitating student learning but also provide students with the lifelong learning skills needed to be healthy, active citizens.

    To accomplish this goal, standards, curriculum development, professional development, assessment and evaluation, and systems support must be aligned with 21st Century Skills using media literacy as an integration tool and methodology for teaching critical thinking in all disciplines through deconstruction and construction of information as well as participation in the global village.

3. *Provide a national office and team for media literacy education as a coordinating body.*
   Great Britain currently has a unit devoted to media literacy education in its Office of

   Communications (OfCom). This group has provided an entire research base on the

   media literacy skills of the UK population, including special demographics such as

   seniors, early childhood, and disabled citizens. Additionally, the European Union has

   recently adopted a directive requiring all member states to report on their media

   literacy activities, and has worked actively to promote media literacy. Europe's Safer

   Internet Action Plan is a strong model for the U.S. and other countries to follow

   (Family Online Safety Institute, 2008)   Canada requires media literacy for high school

   graduation. There is a worldwide movement toward media literacy and U.S.

   participation is lagging.

4. *Integrate curriculum more and eliminate redundancies*. The global village breaks down

   barriers between countries, cultures, subjects and disciplines, while at the same time

   providing an arena for those with common interests to gather. The silos of the past

   were necessary because it was too difficult physically and geographically to

   communicate ideas and solutions rapidly and easily between academic disciplines.

   Those silos are breaking apart as common language, vocabulary, technology tools and

   cross-disciplinary collaboration become more accessible. This power is now being

   unleashed through more access to and integration of knowledge. As the global village

   becomes more complex, this integration becomes more and more important.

   Like all other disciplines, especially those focused on process skills,

   character education has often lived in a silo that now must be integrated with other

   disciplines. As process skills span over all academic subjects, the process skills become

a new way to teach all subjects rather than a new subject to teach. This shift, in turn, provides the opportunity to narrow the number of content/subject areas that must be addressed during the school day, and to focus on using the process skills to acquire knowledge.

5. *Use technology to deliver quality curriculum more consistently*. Excellent curriculum, especially interactive curriculum, is expensive to develop but because it does not rely on human delivery, it provides a more consistent message to students. Values and character inform all decisions; character education is a classic example of a subject that should be integrated across all curricular areas and delivered through technology. Corporate training systems provide some useful models in disseminating curriculum through technology.

6. *Emphasize process skills as well as content knowledge*. The global information glut is impossible for humans to comprehend. Process skills are all-important in preparing citizens to be lifelong learners, and acquiring these process skills takes practice over time. It's no longer about memorizing the content because access to books and resources is scarce; it's about knowing how to access, analyze, evaluate, create and interact with an infinite amount of readily-available content. It's about problem-solving, with judgment, risk management, choices and consequences. These are domains where character education is central.

7. *Develop standards and assessments designed for process skills.* State education standards currently reflect a glut of content-oriented expectations and a dearth of process-oriented expectations. In turn, the standards are driven by testing that places an emphasis on content-oriented expectations at the expense of process skills. Content

knowledge and process skills are mutually supportive, not mutually exclusive, especially

considering how children learn and develop. New standards for process skills are

needed, and these process standards should not be intermingled with content standards.

New methods for assessment and evaluation are needed and are becoming possible

through technology. Character education is key to the mix of process skills needed.

8. *Determine minimum standards for process skills that should be mastered, as well as for content knowledge.* Some content knowledge and process skills are foundational for all

citizens; others are more appropriate for higher levels of competency. There will always

be a continuum of knowledge amongst citizenry on an infinite number of content subjects

as well as process skills. What should be common for all students, and what should be

individualized? What are the minimum standards – both in content and process arenas --

for students preparing for life in the global village? How can redundancy be eliminated?

There is a critical sorting process that must take place.

Technology will be an essential tool in providing the knowledge and the

infrastructure with which to make and manage these decisions. Local communities

continue to need control over setting priorities to address local needs, while meeting the

needs of all students for life in the global village. Since character education is

fundamental to educating a whole child, it must be part of the "basic" training that all

citizens should have.

9. *Use technology to provide students with the best instruction available, regardless of geography.* Technology provides the tools to conduct distance learning and to cut

expenses on delivering quality instruction, where direct instruction is required. Why not

give students access to leading thinkers in character education, or in math or in social studies? Technology relieves local teachers of the need to be the experts in every subject.

This will sometimes require more sophisticated technological learning resources, such as games or online learning environments, which school districts are not currently prepared to finance or develop. Regardless, technology can enable local teachers to engage with students as facilitators and devote their time to organizing projects and process-oriented experiences and discussions.

In using technology, not only can instruction be freed from geographical constraints but students can be freed, as well, from lock-step grade promotions, one size-fits all instruction delivered in local school-based classrooms. Character education will benefit from integration into all curriculum subjects and delivery via technology. This approach will provide students with access to the best resources available.

10. *Provide ongoing professional development for teachers in how to become "guides on the side" to support student learning rather than "sages on the stage."* There is no substitute for adult interaction with children. Teaching process skills changes the way that teachers teach and students learn; teachers need to understand media literacy, arts and character education before they can teach; they need solid resources to work with and classroom-based assessments to guide them.

11. *Provide technology programs and support at the local level, and pay competitive salaries to attract the best technology professionals.* Although the U.S. is an international leader in providing equipment and software to schools, there is a dearth of technical support at the local level. Teachers are prevented from maintaining or getting

help with their equipment. In some cases, teachers lack any technology equipment at all, even televisions and DVD players. Schools often lack the resources to teach children to learn programming or other technical skills necessary for life in the global village.

12. *Provide research-based frameworks to help students cut through the information glut and provide lifelong learning tools.* To help cut through the complexity of today's global village, humans need frameworks that provide sound approaches, time-tested processes and quick and simple ideas that can be internalized and used on a lifelong basis. The more research-based these frameworks are, the more confidence citizens may have in them. Character education frameworks are no exception: they are needed and should be validated through research.

13. *Support media literacy as a metaframe for teaching critical thinking, production and participation skills necessary for prospering in the global village*. Support arts education and character education as foundational for learning to make wise choices. If process skills in areas like character education and media literacy are to be valued and taught, the educational structure must accommodate and support them. This means major change in teaching and learning approaches.

14. *Involve students more as teachers*. Through project-based learning geared toward problem solving (such as social marketing) students can contribute to solutions while learning. They can interact with the real world and the global village. Although students need adult guidance, they enjoy and benefit from being active learners who have purpose. Character education needs to be represented in these major development efforts, and teachers should be retained or selected on the basis of their desire and capacity to deliver 21st century skills.

15. *Actively teach students, teachers, administrators and parents how to engage appropriately with their online school relationships.* Interacting online and using technology tools for school communication requires a different skill set than face-to-face, interpersonal communication. Simply handing members of the school community an Acceptable Use Policy Statement to sign annually is not enough; people need education on how to relate fluently and responsibly to technology and their online community.

16. *Update K-12 structures and financing methods to be more flexible*. Given how technology has up-ended educational needs, the regulatory structures and financial underpinnings of K-12 schools are too rigid, too outdated and based on 19th century models. Often, schools and districts receive their major funding on the basis of student attendance, which is confining in terms of planning and in keeping students literally in their seats. Regulations – for example, in teacher credentialing -- are so voluminous as to be unmanageable, causing the need for more and more administration rather than direct service to students.

   One notable example of the disconnect over resource allocation – showing how out of touch with the global village the education world is -- is that school districts are often forced to buy paper-based textbooks they do not want or need, and that are outdated by the time they are delivered to the warehouse, due to slow and cumbersome state adoption requirements. Some schools have no texts at all. In spite of recent progress with accountability measures, reform is still desperately needed at all levels and the responsibility lies squarely with policy makers and legislators.

17. *Free teachers to select educational resources that meet the state standards.*

    Standards-based education provides a flexible way to approach educational

    resources, since teachers could be free to use whatever resources they see fit so

    long as standards are being met and students are learning and performing.

    Technology provides tools to measure effectiveness immediately.

    This is especially important since one size does not fit all, in a country where

    there are at least 17,000 school districts.

18. *Use technology to help identify, organize and use research.* Much is known through

    research, but often the research is redundant or little used.

    Identifying research has become easier with online searches but the movement

    from research to practice is still uneven at best. Using online assessment

    tools and other technology for research will speed the cycle times on collecting and

    analyzing data for research and policy decisions so that the results are timely and

    meaningful for educators.

19. *Remember to teach the parents and community as well.* Adults did not grow up

    learning process skills; they grew up in an environment where content mastery

    was emphasized. Grassroots support is essential. The public supports teaching

    children how to become responsible citizens, but they need to be appraised of

    how this is done and how results will be realized.

20. *Recommend that higher education institutions work more closely with K-12 in*

    achieving a new vision for education. K-12 may make important shifts, but if

    students and parents perceive that universities devalue the type of K-12 education

    received, they will not support change. Generally, universities today value

individual academic achievement most highly. Since subjects like character education, the arts and media literacy are not measured and not looked on as "academic," they are often less valued.

21. *Recommend that university schools of education provide training for teachers that meet the needs of the global village, emphasizing how to teach process skills.* Teachers can only teach what they understand, and they must be prepared. Schools of education have an important role to play; they must adapt and lead the way.

22. *Call for K-12 education to provide more resources and alternative resources for students who are not university-bound.* Some public high schools only provide college prep curricula that ignores other modes of learning or outcomes. Students who wish to acquire technical skills must turn to private alternatives at significant expense. Regardless, all students need the process skills that media literacy, the arts and character education provide.

23. *Look outside the K-12 walls for solutions.* Nonprofit organizations, corporations, museums and factories, faith-based organizations, community colleges, universities, home-schooling groups – there are myriads of people who can and want to help; learning to unlock this power is essential in changing the insularity of the K-12 world.

24. *Start early in reaching children.* Just as K-12 education must be responsive to the requirements of higher education and employers, educators must cope with equalizing the skills and knowledge that kindergarten students bring into the classroom. When it comes to basic skills as well as process skill-building in

character education, the arts and media literacy, it's best to find ways to start

early with disadvantaged children, for both content knowledge and process skills.

****

References

Associated Press (2007, December 27). Mall shooter's suicide note: 'I just snapped.' *USA Today*. Retrieved July 28, 2008 from http://www.usatoday.com/news/nation/2007-12-07-mallshooter-suicidenote_N.htm.

Austin, E.W & Johnson, K.K. (1997). Effects of general and alcohol-specific media literacy training on children's decision making about alcohol. *Journal of Health Communication*, *2*(1), 17-42. doi: 10.1080/108107397127897.

Berlo, D. (1975). The context for communication. In G. Hanneman & W. McEwen (Eds.), *Communication and behavior*. Reading, MA: Addison-Wesley.

Bers, M. (1998). A constructionist approach to values through online narrative tools. In *Proceedings of International Conference for the Learning Sciences* (ICLS' 98; pp. 49-55). Charlottesville, VA: AACE.

Burnham, J. (2006). Renee Descartes, 1596-1650. In *The Internet encyclopedia of philosophy*. Retrieved July 28, 2008 from http://www.iep.utm.edu/d/descarte.htm.

Business Wire (2008, April 8). Harlem globetrotters summer youth basketball camp June 16-20 in Harrisburg. Retrieved August 24, 2008 from http://findarticles.com/p/articles/mi_m0EIN/is_2008_April_8/ai_n25129574.

Byron, T. (2008, March). *Safer children in a digital world*. The report of the Byron Review. Retrieved from http://www.dcsf.gov.uk/byronreview/pdfs/Final%20Report%20Bookmarked.pdf.

Cavill, N. & Maibach, E.W. (2008). VERB™: Demonstrating a viable national option for promoting physical activity among our children. *American Journal of Preventative Medicine*, *34*(6), S173-S174. doi:10.1016/j.amepre.2008.03.013.

Center for Media Literacy (2002). *MediaLit Kit™*. Retrieved from http://www.medialit.org/bp_mlk.html.

Dick, E. (1989). The media triangle. Retrieved August 24, 2008 from http://www.frankwbaker.com/mediatriangle.htm.

Dalmia, S. & Snell, L. (2008, August 22). Protect our kids from preschool. *The Wall Street Journal*, p. A15.

Ellenwood, S. (2006). Revisting character education: From McGuffey to narratives. *Journal of Education*, *187*(3), 21-43. Retrieved July 28, 2008, from MasterFILE Premier database.

Family Online Safety Institute. (2008). FOSI projects. Retrieved August 23, 2008 from http://www.fosi.org/projects/.

Friere, P. (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.

Gee, J.P. (2007). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.

Golin, J. (2006, March). *Marketers and kid power.* Retrieved from http://www.mothering. com/guest_editors/kids_commercialism/kids_commercialism_archive.html.

Goswami, U. (2008, January). *Byron Review on the impact of new technologies on children: A research literature review: Child development*. Annex H to the Byron Review.
Retrieved
from http://www.dcsf.gov.uk/byronreview/pdfs/Goswami%20Child%20Development% 20Literature%20Review%20for%20the%20Byron%20Review.pdf

Hanneman, G.J., Berlo, D., & McEwen, W.J. (1975). *Communication and behavior*. Reading, MA: Addison-Wesley.

Hodgkinson, H.B. (2006, January). *Whole child in a fractured world*. A report for the Commission on the Whole Child convened by the Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/ASCD/pdf/ fracturedworld.pdf.

Holloway, D.L. & LeCompte, M.D. (2001). Becoming somebody!: How arts programs support positive identity for middle school girls. *Education and Urban Society*, *33*(4), 388-408. doi: 10.1177/0013124501334004.

Identity. (2008). In *Merriam-Webster Online Dictionary*. Retrieved July 29, 2008, from http://www.merriam-webster.com/dictionary/identity.

Jenkins, H. (with Clinton, K., Purushotma, R., Robison, A.J., & Weigel, M.). (2006, October). *Confronting the challenges of participatory culture and media education for the 21st century*. An occasional paper on digital media and learning for the MacArthur Foundation. Retrieved from http://www.digitallearning.macfound.org/atf/cf/ %7B7E45C7E0-A3E0-4B89-AC9C E807E1B0AE4E%7D/JENKINS_WHITE _PAPER.PDF.

Jolls, T & Grande-Harris, D. (2005). *Project SmartArt: A road to follow: Methods, structure and tools for replication*. Retrieved from http://www.medialit.org/reading_room/casestudy/SmartArt_ARoadToFollow.pdf.

Josephson Institute (2008). *Character counts!* Brochure retrieved from http://charactercounts.org/pdf/charactercounts_brochure.pdf.

Kafai, Y. B., Cook, M., & Fields, D. A. (2007).*Your second selves: Avatar design and identity play in a teen virtual world*. (Under review). Paper submitted to DiGRA07. Retrieved July 28, 2008 from www.gseis.ucla.edu/faculty/kafai/paper/whyville_ pdfs/DIGRA07_avatar.pdf.

Kyser, J., Sidhu, N.D., Freeman, G., & Huang, G. (2007). *Otis College of Art Design report on the creative economy of the Los Angeles region*. Retrieved from http://www.culturela. org/press/Economic_Report_OTIS.pdf.

Lenhart, A. (2007). *American teens and online safety: What the research is telling us*. Powerpoint presentation delivered at the Family Online Safety Institute Annual Conference. Retrieved from http://www.pewinternet.org/PPF/r/110/presentation _display.asp.

Lickona, T., Schaps, E., & Lewis, C. (2007). *CEP's eleven principles for effective character education.* A report from the Character Education Partnership. Retrieved from http://www.character.org/uploads/PDFs/Eleven_Principles.pdf .

Livingstone, S. (2008). Taking risky opportunities in youthful content creation: Teenagers' use

of social networking sites for intimacy, privacy and self-expression. *New Media & Society*, *10*(3): 393-411. doi: 10.1177/1461444808089415.

Lohr, S. (2008, August 16). At school, technology starts to turn a corner. *New York Times*, BU4.

McCulloch, L. (2001). *Montana content standards integration chart for media literacy*. Montana Office of Public Instruction. Retrieved from http://www.opi.state.mt.us/pdf/Standards/ MediaLitChart.pdf.

Naisbitt, J. (1988). *Megatrends: Ten new directions for transforming our lives*. New York: Grand Central Publishing.

Partnership for 21st Century Skills (2003). Learning for the 21st century: A report and mile guide for 21st century skills. Retrieved from http://www.21stcenturyskills.org/ downloads/ P21_Report.pdf.

Partnership for 21st Century Skills (with the National Council for Social Studies). (2008, July). *The 21st century skills and social studies map*. Retrieved from http://21stcenturyskills.org/documents/ss_map.pdf.

Pausch, Randy. (2007, September 18). Really achieving your childhood dreams. Video retrieved August 24, 2008 from http://video.google.com/videoplay?docid=362421849901825950.

Piaget, J. (n.d.). *Stages of intellectual development in children and teenagers.* Retrieved July 29, 2008 from http://www.childdevelopmentinfo.com/development/piaget.shtml.

Posner, M., Rothbart, M.K., Sheese, B.E., & Kieras, J. (2008, March). *How arts training influences cognition*. Learning, arts and the brain: The DANA consortium report, 1-10. Retrieved from http://www.dana.org/uploadedFiles/News_and_Publications/Special_ Publications/Learning,%20Arts%20and%20the%20Brain_ArtsAndCognition_Compl.pdf

Rainie, L. (2008, June 28). *Online child safety and literacy*. Powerpoint presentation presented to the Point Smart / Click Safe Summit. Retrieved from http://www.pewinternet.org/PPF/r/ 244/presentation_display.asp.

Rideout, V.J., Vandewater, E.A., & Wartella, E.A. (2003). *Zero to six: Electronic media in the lives of infants, toddlers and preschoolers*. A Kaiser Family Foundation report. Retrieved from http://kff.org/entmedia/upload/Zero-to-Six-Electronic-Media-in-the-Lives-of-Infants-Toddlers-and-Preschoolers-PDF.pdf.

Roberts, D.F, Foehr, U.G., & Rideout, V. (2005, March).*Generation M: Media in the lives of 8-18 year-olds*. A Kaiser Family Foundation Study. Retrieved from http://kff.org/entmedia/upload/Generation-M-Media-in-the-Lives-of-8-18-Year-olds-Report.pdf.

Robinson, T.N., Borzekowski, D.L.G., Matheson, D.M., & Kraemer, H.C. Effects of fast food branding on young children's taste preferences. *Archives of Pediatrics & Adolescent Medicine*, *161*(8), 792-797. Retrieved from http://archpedi.ama-assn.org/cgi/content/full/161/8/792?tr=y&auid=2909446.

Rushkkoff, D. (2006). *Screenagers: Lessons in chaos from digital kids*. Cresskill, NJ: Hampton Press.

Thoman, E. & Jolls, T. (2004). Media literacy: A national priority for a changing world. *American Behavioral Scientist*, *48*(1), 18-29. doi: 10.1177/0002764204267246.

Urban Programs Resource Network. (n.d.). Character education: Creating a framework for excellence. University of Illinois Extension Program. Retrieved July 29, 2008 from http://www.urbanext.uiuc.edu/programs/character.html.

Walkosz, B.J., Jolls, T., & Sund, M.A. (2008, May). Global/Local: Media literacy for the global village. Paper presented at the Ofcom International Media Literacy Research Forum Inaugural Meeting, London.