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COLLEGE OF EDUCATION
Department of Curriculum, Foundations, and Reading

BRILL | SENSE

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California State University, East Bay

Dr. Danielle Ligocki  
Oakland University

Wifi Name: HHonors  
Password: VIP2019
**Friday, February 22**

- **8:30 – 9:00 a.m.**
  - Registration Opens | Coffee and Donuts
  - Lobby, DoubleTree

- **9:00 – 10:15 a.m.**
  - Keynote Presentation
  - Hypervisible Invisibility: Centering Black Girls in Critical Media Literacy
  - Sherell McArthur, University of Georgia
  - Grand Salon, DoubleTree

- **10:15 – 10:30 a.m.**
  - Break | Visit Exhibitors

- **10:30 a.m. – 12:00 p.m.**
  - Session 1

- **12:00 – 1:15 p.m.**
  - Lunch On Your Own | Explore Savannah!

- **1:20 – 2:50 p.m.**
  - Session 2

- **2:50 – 3:00 p.m.**
  - Refreshment Break | Visit Exhibitors

- **3:00 – 4:30 p.m.**
  - Session 3

- **5:00 – 8:00 p.m.**
  - After Hours Reception at the Distillery

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**Saturday, February 23**

- **8:00 – 8:30 a.m.**
  - Registration Opens
  - Lobby, DoubleTree

- **8:30 – 10:00 a.m.**
  - Session 4

- **10:00 – 10:15 a.m.**
  - Break | Visit Exhibitors

- **10:15 – 11:45 a.m.**
  - Session 5

- **11:45 a.m. – 1:35 p.m.**
  - Lunch and Keynote Address
  - So Now We are Fake: An Exploration of Fake News Throughout Black History
  - LaGarrett J. King, University of Missouri

- **1:35 – 1:55 p.m.**
  - Break | Visit Exhibitors

- **1:55 – 3:25 p.m.**
  - Session 6

- **3:25 – 3:35 p.m.**
  - Break | Visit Exhibitors

- **3:35 – 5:05 p.m.**
  - Session 7
Friday, February 22

8:30 - 9:00 a.m.
Lobby, DoubleTree

Registration Opens | Coffee and Donuts

Keynote

Hypervisible Invisibility: Centering Black Girls in Critical Media Literacy

9:00 - 10:15 a.m. | Grand Salon, DoubleTree

Introduction: Brad Porfilio, Seattle University

Dr. Sherell A. McArthur

University of Georgia

This lecture will share how Black girls are both hypervisible and invisible in society, media and educational research. She will discuss how the deficit literature overwhelmingly supports an ideology that controlling the Black girl body offers the key to academic achievement while simultaneously neglecting the multiplicity of experience, the structural barriers to academic success, and the voices of Black girls themselves. This lecture will call on educational scholars to center Black girls in research and community engagement.

Sherell A. McArthur, Ph.D. is an assistant professor in the Department of Educational Theory and Practice at the University of Georgia with affiliated faculty membership with Women’s Studies and Critical Studies. Her research specializations include Black girls and identity, media literacy development of children and youth, popular culture as an educative site, and social justice education. As a former elementary school teacher and current community-engaged scholar, Sherell specializes in practitioner development through transformative pedagogical interventions and educational justice for Black girls.

SEE A QR CODE?
Scan It and Let Us Know What You Think of the Sessions!

10:15 -10:30 a.m.
Lobby, Hilton Garden Inn

Break | Visit Exhibitors

Refreshment break will be held in the lobbies of the DoubleTree and the Hilton Garden Inn
Chair/Discussant: Tricia Kress, Molloy College

Critical Kaleidoscopic Pedagogy: Kaepernick, Nike and Critical Media Literacy in the Post-Truth Era

Tricia Kress, Molloy College
Robert Lake, Georgia Southern University
Maria Cox-Vineyard, Molloy College
Karen P. Buechner, Molloy College

Since former NFL player Colin Kaepernick first kneeled during the U.S. national anthem, there has been no shortage of media commentary about the controversial #takeaknee movement which has culminated in Nike endorsing Colin Kaepernick as the face of the 30th anniversary of their “Just Do It” campaign. Social media outlets have erupted with the ad itself, pundit commentary about it, appropriations of the slogan by various groups, and viral videos of people burning Nike sneakers and clothing. Within this discursive moment multiperspectival, critical media literacy lessons abound. In this session participants will engage in a symposium-length theoretical and practical exploration of “critical kaleidoscopic pedagogy,” an orientation toward critical pedagogy designed to respond to the contemporary post-truth, post-Trump U.S. context. Critical kaleidoscopic pedagogy is informed by postformalism (Kincheloe, 1999), critical literacy (Gee, 2015), critical media pedagogy (Duncan-Andrade & Morrell, 2005; Haddix & Sealy-Ruiz, 2012), and critical pedagogy (Freire, 1970). The presenters will describe the philosophy and practice of critical kaleidoscopic pedagogy and share hands-on activities that illustrate how the Kaepernick Nike advertising campaign can be used in classrooms with diverse secondary students and graduate students, and as professional development for teachers. Participants will tap multi-modal ways of knowing to critically “read” the unfolding of discursive events as a manifestation of complex and contradictory socio-historical, cultural, political and economic conditions.

Chair/Discussant: Eleanor Blair, Western Carolina University

Teacher Moonlighting in the Media: Critical Depictions of a Profession in Crisis

Eleanor J. Blair, Western Carolina University

The implications of teacher moonlighting on the status of the teaching profession and teachers’ work are often debated in the media. Recent media representations of teachers’ work and teacher moonlighting often “feed” popular notions about teachers that are superfluous and inaccurate. Rather than encouraging critical discussions of the professional status of teachers, these media misrepresentations do little to promote meaningful discussion about the process and product of teachers’ work in 21st century schools. This paper presentation will examine recent media characterizations of teachers’ work and teacher moonlighting within a critical media context.
Teachers as a Target Audience: Critical Discourse Analysis and Propaganda in Schools
Rachelle F. Marshall, Eastern Michigan University

This session combines a theoretical framework for propaganda analysis with a historical overview and literature review of free market propaganda in schools. Using this approach, the presenter will highlight a critical discourse analysis of a propagandized, climate skepticism text to demonstrate how the theoretical framework can be applied in research. The presenter will also share potential methods for additional studies on the topic of propaganda in schools with the goal of obtaining feedback for future research.

Students as Critical Media Makers: Practical Strategies for Creating Detournement with Students
Seth French, University of Arkansas

This session will introduce attendees to detournement as a critical media literacy art form, share its applications for the classroom, demonstrate student-created examples and provide practical strategies for creating detournement with students at the secondary level and beyond.

Chair/Discussant: Nolan Higdon, California State University, East Bay

Post-Truth Democracy: Learning to Live With Fake News
Nolan Higdon, California State University, East Bay

The presenter will analyze the changing shape and influence of fake news on American democracy while offering resources to mitigate its impact.

The Creative Crisis and the Call for Constructive Journalism
Kenn H. Burrows, San Francisco State University
Amber J. Yang, San Francisco State University
Beth M. Surface, San Francisco State University

Welcome to the creative crisis, to a nation incapable of civil discourse and unable to solve its mounting problems. This ultimate crisis is not economic or intellectual—it is imaginal, and it is fed by today’s journalistic practice where negative news headlines contribute to a cycle of cynicism and social disengagement. This presentation will call for a “Constructive Media” movement as a creative antidote to this crisis of imagination, emphasizing solution-based journalism and the power of the arts to spark common values and collective action.
Chair/Discussant: Jennifer Beech, University of Tennessee, Chattanooga

Curricular Constructions In/Of My Weird School, 1-21
Rebecca A. Goldstein, Montclair State University
Laura Nicosia, Montclair State University

This presentation will report on a critical media analysis of the popular children’s series, *My Weird School* (books 1-21). Theoretically, teachers embrace Pinar’s positions regarding curriculum. Thus, a study of MWS will help attendees better understand how students engage with a key institution in American society: public education.

The Kids Are Not Alright: LGBTQIA+ Identity and Introductory Film Studies Textbooks
Stephanie P. O’Brien, University of North Carolina at Asheville

In attempting to address a broad range of students, introductory film studies curriculum serves to reinforce the marginalization of certain student identities that do not conform to hegemonic ideals reinforced through classical analysis. This presentation will consider the structure, language and examples used in survey film studies curriculum in order to reveal a pattern of knowledge that illuminates a historical privileging of western, patriarchal, heteronormative ideologies within critical film literacy.

Lunch on Your Own | Explore Savannah!

12:00 – 1:15 p.m.
Friday, February 22

1:20 - 2:50 p.m. | Session 2 Breakouts

Session 2A
Grand Salon, DoubleTree

Chair/Discussant: Derek Ford, DePauw University

Keywords in Radical Philosophy and Education: Pedagogical Frames for Engaging Media
Derek Ford, DePauw University
Savannah Jo Wilcek, DePauw University
Anneliese Waalkes, DePauw University
Clayton Cooprider, DePauw University

What kinds of educational engagement does critical media literacy need? What kinds of implicit assumptions undergird the field, and how can we advance the field by making these explicit? This panel will explore distinct pedagogical logics and educational keywords—including “studying,” “listening,” “digital” and “groundings”—to help critical media literacy think more precisely about itself.

Session 2B
Summit, DoubleTree

Chair/Discussant: William M. Reynolds, Georgia Southern University

Stylized Politics: Youth Movements and Critical Media Literacy
Julie Webber, Illinois State University

This paper will examine “post” politics: post-digital, subculture and network strategies in order to apprehend how radical current youth movements can be in the U.S. to effect change.

The Anti-Pedagogy of Authoritarian Discourses: Digital Social Media in the Age of Neo-Fascism
Panayota Gounari, University of Massachusetts

Social media has been hailed as either emancipatory tools contributing to a more participatory democracy or just another tool for control and containment. In the context of rising authoritarianism and right-wing populism, in this presentation, data from social media will be used to examine these platforms in two ways: a) as a new kind of symbolic “machine,” an effective political instrument that, in the context of advanced capitalism, both dehumanizes politics and struggles, and absolves people from the guilt of inertia; and b) as a site of public pedagogy that has the force to distort knowledge, create common sense discourses, and produce and legitimize new knowledge as information.
Chair/Discussant: Danielle Ligocki, Oakland University

Reestablishing Discourse Control: The Tripartite Collusion to Snuff Out Online Dissent, Opposition and Counterhegemonic News and Views
Emil Marmol, University of Toronto

The government and its related bodies, tech giants and corporate news firms are working together to suppress alternative sources of online news and information while simultaneously re-establishing the corporate press as the sole purveyor and manufacturer of public consent. This presentation will provide details on the actors involved and how this process is being carried out.

Digital Media Literacy in the Era of “Fake News”
Meredith L. Pruden, Georgia State University

This presentation will review the concepts of “fake news,” “post-truth” and digital media literacy, specifically examining the importance of critical consumption of online content. It will then proceed to provide some examples of questionable content for an interactive discussion with the audience. It will conclude by touching on the consequences of critical media consumption to democracy and citizenship.

Chair/Discussant: Amy Mungur, Green Mountain College

Dangerous Minds, Dead Poets and Democratic Education: Examining Representations of Students, Teachers and Education in Hollywood Feature Film
Amy Mungur, Green Mountain College
Scott Wylie, Chaminade University of Honolulu

This co-led presentation will detail a course taught in several renditions since 2011. The co-presenters will share essential questions and a basic course overview, and will reflect on particular issues the students faced, including the ways in which their thinking was challenged and/or reinforced through the films they watched, and the subsequent discussions with their peers. The presenters will also reflect upon their own experiences of revisiting these films as teacher educators, working with their own pre-service teachers in face-to-face, hybrid and online formats.

The Problem with Thanos: Metamodernism, Mega-Movies and the Monomyth
Beth A. Pollock, Gordon State College

This presentation will be a discussion of the material presented in the presenter’s research paper. It is the presenter’s hope that a dialogue may ensue that questions the concepts discussed in ways not yet considered.
Session 3A
Grand Salon, DoubleTree

Chair/Discussant: William M. Reynolds, Georgia Southern University

Teaching Critical Media Literacy in the Age of Trump
Jennifer Beech, University of Tennessee, Chattanooga
Matthew Guy, University of Tennessee, Chattanooga

This panel will explore how teaching critical media literacy in the age of Trump presents kairotic challenges with respect to how people digest and—perhaps—produce discourse: differentiating between fake and credible news, grappling with a supposed post-fact era, engaging with and producing new political and activist media, producing and consuming satire, etc. The presenters will discuss how, as teachers of literature, rhetoric and writing, they respond to the imperative of helping students become ethical consumers and producers of rhetoric.

Session 3B
Summit, DoubleTree

Chair/Discussant: Robin Anderson, Fordham University

Critical Media Literacy in Interdisciplinary Spaces: Teaching and Learning About China
Amy Mungur, Green Mountain College

This interactive presentation will analyze film and advertising clips as well as movie and television trailers. These clips will illustrate the presenter’s work on representation, teacher education and critical media literacy in their courses.

Refugees or Invaders?: The Construction and Consequences of Fake News About Central American Refugees
Robin Andersen, Fordham University

After detailing how the news stories about the Central American Refugees were distorted—making false claims about who the refugees were, why they fled their home countries, and why they would attempt to enter the United States—this presentation will place the fake news content within the context of the 2018 midterm elections, and the sometimes violent consequences of false stories.
Session Information Continues on the Next Page
Imagineering Childhood: Disney and the Use of Innocence
Julie C. Garlen, Carleton University

The paper will describe the evolution and implications of the concept of childhood that was mobilized by Walt Disney through the expert engineering of his entertainment empire. The presenter will suggest that Disney’s corporate curriculum of the child teaches society into the self-perpetuating logic of magical capitalism and illustrate the profound and complex connections between popular culture, political and scientific discourse, and social and economic relations.

Don’t Miss the After Hours Reception
hosted by Mass Media Literacy

The Distillery Ale House
416 W Liberty Street
Savannah, GA 31401
5 – 8 p.m.

Saturday

8:00 – 8:30 a.m. | Registration Opens
Lobby, DoubleTree

8:30 – 10:00 a.m. | Session 4 Breakouts

Session 4A
Grand Salon, DoubleTree

Chair/Discussant: Allison Butler, University of Massachusetts, Amherst

Retheorizing Critical Media Literacy Pedagogy
James F. Hamilton, University of Georgia

This paper presentation will address how theories of communication constitute the pedagogy of critical media literacy.
Problem Posing Media Literacy: Engaging Students Through Teaching Practice

James D. Swerzenski, University of Massachusetts, Amherst

This presentation will highlight some of the background on the conception and goals of the study, then focus primarily on a presentation of materials collected up until the point of the conference. Given the in-progress nature of the study, the presenter will detail early successes and frustrations of the research and court feedback from those on the panel as to the best means of moving forward.

Mindful Approaches to Media Literacy

Sarah Morris, Emory University Libraries

In this session, participants will explore ways in which principles and ideas from mindfulness and social-emotional learning can inform approaches to media literacy education, with a focus on strategies and approaches that can encourage learners to reflect and be more self-aware in their media consumption habits. This session will also consider ways that mindfulness principles can be used to help learners tackle challenges associated with misinformation, which often tries to provoke an emotional reaction.

Chair/Discussant: Ben Boyington, Action Coalition for Media Education: Global Critical Media Literacy Project

The Global Critical Media Literacy Project: A Network of Media Literacy Educator-Activists

Ben Boyington, Action Coalition for Media Education: Global Critical Media Literacy Project

Global Critical Media Literacy Project (GCMLP) Coordinator Ben Boyington will present on the history and work of the GCMLP, collaboratively founded by Project Censored, ACME and two professors from Sacred Heart University in 2015. He will share with participants the organization's current and future directions (e.g., publishing venue, resource center, digitally connected network of activist-educators) and will invite them to work with GCMLP in contributing to the creation of a critically media-literate society.

Prisoners of Silence 25 Years Later: A Look at the Impacts of Critical Reporting on Facilitated Communication

Kathryn L. Haughney, Georgia Southern University

The evidence for the presence of facilitator control was described as overwhelming and yet, facilitated communication methods persist across the globe. Intertwined with the issue of presumed competence for communicators with complex communication needs, subsequent discussions have sought to progress from the initial debate with limited progress. Essential in the discussion is the need to respect the authorship of communicators while freeing them of the risk of having others “speak for them.”
The Silicon Values and Education Technology
Bradley Robinson, University of Georgia

In this session, attendees will examine the ClassDojo app, an online classroom communication and behavior management platform currently used in over 90 percent of K-8 classrooms in the U.S. Specifically, the presenter will discuss how the app carries the stamp of the “Silicon Values”—competition, disruption, connectivity, individualization, quantification and speed—and describe how such values may come to bear upon classrooms where ClassDojo is deployed. Finally, the presenter will discuss the need for teacher-focused critical media literacy around Silicon Values and critical media literacy.

Chair/Discussant: Teresa Marie Kelly, Purdue University Global

“That’s Not in the Book!”: Narrative Discord from Text to Film
Carol P. Harvest, Eastern Florida State College
Wendy McLannen, Eastern Florida State College

The presenters will address the narrative discord that occurs when filmmakers make particular choices concerning a protagonist’s state of mind. To effect cultural change, they argue that the reader/viewer must have agency in analyzing the narration of novels and short stories. While film is critical for exposure of texts, there is a risk that the viewer will lazily accept a filmmaker’s changes and lose the drive for investigating the protagonist as anything more than what is presented.

Dallas to Diana to Donald: Developing Critical Media Literacy Using Five Decades of Breaking News
Teresa Marie Kelly, Purdue University Global

Every generation experiences those “where were you when” moments that they see live through the prism of the media. Breaking news needs a special type of critical media literacy that considers its past and present fundamental characteristics and its development over time. Learning activities using breaking news coverage helps students develop critical media literacy skills using familiar events to foster engagement. This session will use small group activities to define critical media literacy, find credible sources of recordings, create learning activities and find tools to help students from Pre-K to 20 develop critical media literacy.

Chair/Discussant: Charlene Dellinger, Southern Connecticut State University

It’s All in the Irony: Satirical Television Characters Teach Lessons of America’s Racial Unease
Charlene Dellinger, Southern Connecticut State University

The presentation will show the specific strategies for two ironic characters in television and how they reflect attitudes to social conflict—particularly racial tension during the time the characters were popular.
Using Graphic Novels for Middle-Grade Students to Develop Critical Thinking for Analyzing Propaganda Devices

Paulette Harris, Augusta University Literacy Center

Middle-grade students find graphic novels very appealing to read. Research indicates that students listen, speak, read and write more effectively with the use of graphic novels. Middle-grade teachers may use graphic novels to stimulate their students’ critical thinking skills. Tied directly to critical thinking skills, one finds in the research tools for identifying and analyzing propaganda devices. Such propaganda devices include the following six techniques: card-stacking, glittering generalities, plain folks, testimonials, bandwagon and name-calling.

Break | Visit Exhibitors

10:15 - 11:45 a.m. | Session 5 Breakouts

Critical Media Literacy and Environmental Pedagogy: Children's Books, Hip-Hop, Fake News and Hell

How are our understandings of the current global climate crisis influenced and developed through various forms of media? This panel will consist of four presentations focusing on multiple literacies and their relationship to issues centering on critical environmental pedagogy and the global climate crisis. The presenters will provide in-depth critical analysis of various forms of media from widely varying philosophical and theoretical perspectives. These various analyses will help attendees formulate critical questions in unquestioning, authoritarian times.

The Power of Discourse: CML and the Tantrum that Saved the World
Donna Alvermann, University of Georgia

Biased Coverage: How the Flint Water Crisis Was Covered and Where We are Now
Danielle Ligocki, Oakland University

The Hell of Lies, Denial and Distraction: Critical Environmental Pedagogy Through Popular Dystopic Films
William M. Reynolds, Georgia Southern University

Session Information Continues on the Next Page
**Session 5B**  
Summit, DoubleTree

**Chair/Discussant:** James Trier, University of North Carolina at Chapel-Hill

**What's Needed Now: Critical Media Literacy in Teacher Education**  
*Allison Butler, University of Massachusetts, Amherst*

Critical media literacy is needed in classrooms, but how are teachers supposed to integrate it without training? Sharing research on teacher education and media literacy, this presentation will illustrate how prospective teachers trained in critical media literacy will be able to make media literacy part of, rather than an addition to, their lesson planning and curriculum development. With examples of possible ways to include the study of the media into various classes, this presentation will aim to illustrate the necessity of critical media literacy training as part of teacher education.

**Infusing Critical Media Literacy into Pecha Kucha Presentations in an Undergraduate Education Course**  
*James Trier, University of North Carolina at Chapel Hill*

This presentation is about the central role that critical media literacy played in students’ analyses of popular representations of education and how students constructed critical “pecha kucha” presentations as their culminating projects in an undergraduate course.

**“Seduction” as a Contemporary Strategy for Media Literacy Pedagogy**  
*Nolan Bazinet, University of Sherbrooke*

This presentation will be based on a theoretical framework in order to teach critical media pedagogy that assists students in being more ambiguous about what and how they post online.

**Session 5C**  
Telfair, Hilton Garden Inn

**Chair/Discussant:** Daniel Chapman, Georgia Southern University

**Narcissism in Postmodernism**  
*Chia-I Hou, University of Georgia*

Christopher Lasch considered that American narcissistic individualism was shaped by the changes in the structure of late capitalism, and the author considered late capitalism as a postmodern society in which individuals might lose their self-identity due to hyper-reality. This presentation will illustrate Baudrillard’s and Simmel’s perspectives to elucidate narcissism in postmodern society. Additionally, the presenter will discuss the waning of patriarchy from Frankfurt school scholars, such as Horkheimer and Adorno, since Lasch himself was deeply influenced by those intellectuals.
Refugees of Color as Racial and Criminal Others: The Critical Analysis of Media Discourses on Burmese Refugees in Local News
Eunbi Lee, University of Massachusetts, Amherst

Representation of refugee issues in the U.S. tend to be in the frames of humanitarianism and national security. However, it is important to see issues that are deeply embedded in racial formation and the criminalization of immigrants. Often, Burmese refugees appear as objects of humanitarian aid in the media, becoming welcomed refugees in media campaigns and news. However, those who have settled in white dominant, rural towns in the U.S. struggle against racial and criminalized discrimination. In that regard, this study will analyze how Burmese refugees in the U.S. are represented in the local media.

Documenting the Invisible: A Black Institution Through White Eyes
Caroline Whitcomb, Georgia Southern University
Daniel Chapman, Georgia Southern University

The documentary form has a long history of filmmakers representing other people’s communities. Sometimes this means visual ethnographers traveling around the world to “say something” about/with a people far in distance and culture. Sometimes, this means independent filmmakers telling stories about/with marginalized groups closer to home. Frequently, participants in the film have less social capital than the filmmaker or the audience. Filming and editing someone carries with it an aspect of violence, as the form necessitates reducing people to characters and/or icons. This raises issues of trust. The filmmaker must gain the trust of the participants to fairly represent their story, and the filmmaker must gain the trust of the audience as a fair storyteller. As Brain Winston posits, does the documentarian have more responsibility to the participants or the audience? There is a delicate balance to negotiate between the potential and real benefits to the subjects for participating and the desire to tell a compelling story. In this presentation, attendees will explore these issues through the creation of a film about an all Black private boarding school (now closed) outside of Augusta. The white researcher/filmmaker’s family has lived in the county where this school was located for generations, yet she never heard of Boggs Academy until recently. The researcher must negotiate the problems and tensions that arise from trying to represent this Black institution and her relationship to it.

Chair/Discussant: Adam Dean, Susquehanna University

Public Opinion Formation in the Digital Age: How Tribalism and Political Fury are Manufactured Through Social Media Micro-Targeting
Julie Frechette, Worcester State University

This paper will discuss the need for critical digital media literacy education curricula and initiatives to help apprise students, parents and educators of data mining services by big tech giants to influence democracy and commerce through micro-targeting, political partisanship and tribalism.
#teachingbydesign: Cultivating Critical Digital Literacy
Ashlyn Walden, University of North Carolina at Charlotte
Cat Mahaffey, University of North Carolina

This presentation explores missed opportunities in modeling digital literacy through instructional design. More specifically, our presentation will suggest ways for faculty and students to (1) identify the barriers in digital reading and writing; (2) consider the quality and type of digital compositions; (3) find space to practice, engage and sometimes fail while navigating new media territory; (4) complicate notions of digital composing in ways that critically assess digital footprints; and (5) develop flexible digital composing strategies to evaluate the conventions of the writing situation.

Private Profits in the Public Space of the Internet
Adam Dean, Susquehanna University

This paper presentation explores public service obligations of private companies operating on a publicly-funded Internet. It analyzes the use of this public infrastructure for commerce and subsequent user agreements created by key web consumer data merchants Facebook, Alphabet, Twitter and Snapchat that seek to supersede constitutional rights such as the First Amendment.

NOTES
LaGarrett J. King
University of Missouri

The 45th President of the United States has made “fake news” part of the media lexicon. King will argue that fake news has always been around, especially in how Black people were constructed through its mediums. In this presentation, he will explore how the media is and was used as a racial apparatus to not only spread fake news about Black people, but to instill a sort of racial knowledge to infer that Black people were subhuman. He will introduce the terms “critical race media literacy” to explore these topics. His presentation will close with ideas for educators to use in sifting through the racial grammar used by media outlets.

LaGarrett J. King is an Associate Professor of Social Studies Education. He received his Ph.D. from the University of Texas at Austin after an eight-year teaching career in Georgia and Texas. His primary research interest examines how Black history is interpreted and taught in schools and society. He also researches critical theories of race, teacher education and curriculum history. Dr. King has received two early career scholar awards for the Critical Issues in Curriculum and Cultural Studies special interest group of the American Educational Research Association and the College and University Faculty Assembly of the National Council for the Social Studies. He has also been published in scholarly journals such as Theory and Research in Social Education, Race, Ethnicity, and Education, Journal of Negro History and Teaching Education.
Critical Media Literacy is Not an Option for English Learners Either!
Camilo Dominguez, Sallie B. Howard School for the Arts and Education

In this session, the presenter will describe a qualitative study conducted in an English as a Second Language (ESL) K-8 context in the United States. The study aimed to develop young English Learners’ (ELs) critical awareness of media. Accordingly, ELs critically analyzed soft drink commercials, reflected about their findings and envisioned some transformative actions. The presenter will share findings, challenges and implications emerging from this study. He will also pose new questions for further research.
**Chair/Discussant:** Karen P. Burke, Southern Connecticut State University

**The Trumping of Trump**  
*Karen P. Burke, Southern Connecticut State University*

This presentation will include a framing analysis of U.S. news magazine covers depicting Donald J. Trump as he campaigned for the U.S. presidency.

**Killing Two Birds with One Stone?: WeChat Approach to School Life**  
*Ru Li, Georgia Southern University*

Every coin has two sides, and there is no exception with WeChat usage. It is a super convenient, accessible and effective tool for almost everyone in China to pay bills and to consume, be it in the big mall or on the street, to video chat with family and friends, to post and like on Facebook, to make appointments with doctors, and even more. It has been incorporated into school as well. Teachers, parents and children join the group chat to communicate students’ performance in school and at home. Nevertheless, they all simultaneously suffer from constant interruption from the group chat and are publicly under the scrutiny of the entire community. How the messaging app could better serve an educational setting becomes a big concern for teachers because it changes school curriculum.

**American Pragmatism, Symbolic Interactionism and Human Communication**  
*Chai-I Hou, University of Georgia*

This paper presentation will illustrate how historical experiences in the United States provided the impetus for the emergence of American pragmatism and symbolic interaction, and how human communication played a role during the process. The presentation will also focus on historical events that happened in Dewey’s time and how those events made human communication a pivotal function to solidify social cohesion. Influenced by pragmatism, symbolic interactionists, such as Mead, contended that different from animals, human beings use symbols to reflect themselves, think and interact with others in social contexts. Blumer considered that humans’ behaviors toward objects were based on their interpretation of the meanings of the objects; the process of meaning-interpretation between human communications was tailored and re-tailored to accord with the constantly shifting social and historical contexts.

**BREAK | VISIT EXHIBITORS**

**3:35 - 5:05 p.m. | Session 7 Breakouts**

**Session 7A**  
*Grand Salon, DoubleTree*

**All Invited!**  
**Open Forum on Critical Media Literacy**  
*Jeff Share, University of California, Los Angeles*

All attendees are invited for an open forum to discuss what they feel are key issues for critical media literacy. This session is intended to provide a space for non-hierarchical dialogue about the core concerns. Jeff Share will facilitate the forum with the goal being the creation of a democratic space for sharing and discussing ideas.
Save the Date for ICML 2020!
February 28-29, 2020

Wifi Name: HHonors
Password: VIP2019