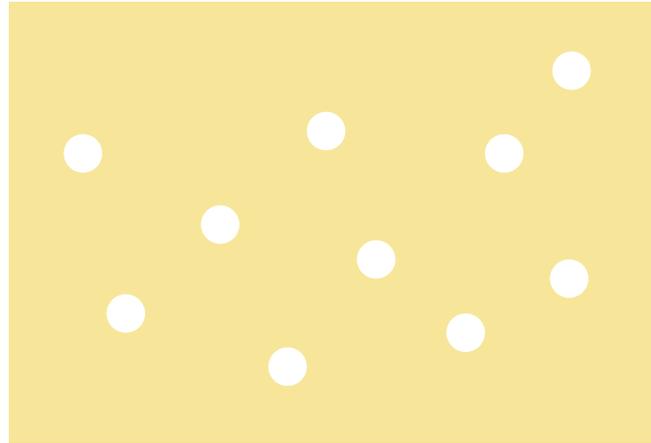
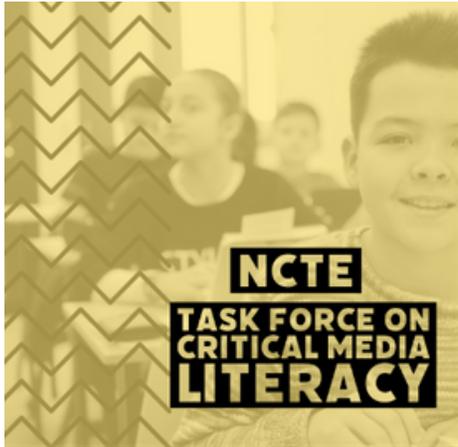


**REPORT OF THE
TASK FORCE ON**

2021



**CRITICAL
MEDIA LITERACY**



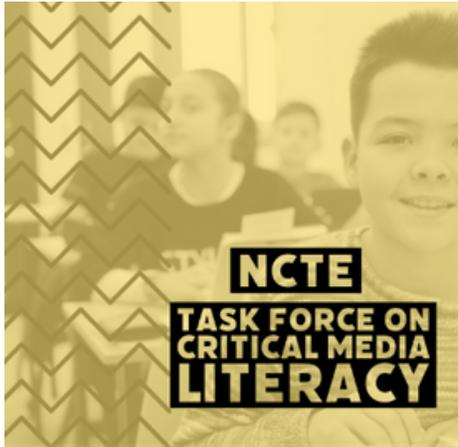
THE CHARGE

The Task Force on Critical Media Literacy was convened in June, 2020 with a group of academic scholars, longtime NCTE media literacy advocates, and classroom teachers selected by NCTE Executive Director Emily Kirkpatrick, President Leah Zuidema, and the Executive Committee.

The Task Force was charged with assessing the current national landscape of policies, practices, resources, and dialogue related to critical media literacy education. The NCTE leadership sought these goals:

- to outline specific ways in which NCTE is already meeting needs for promoting critical media literacy education;
- to identify possible gaps where new or revised policies, practices, resources, and dialogue are needed to promote effective Critical Media Literacy education;
- to outline potential ways that NCTE could offer unique literacy leadership in these gap areas;
- to suggest a few possible priorities for action that take into account how NCTE's strengths and capacities could best be used to meet these needs over the shorter and longer term given limited resources and an abundance of additional opportunities.

Members of the NCTE Task Force met monthly for a total of 6 meetings with the charge to produce recommendations with concrete practical strategies to guide NCTE leadership and action for the next 5 years. In between meetings, Task Force members completed writing, research, and other work designed to understand the challenges and opportunities for NCTE to advance critical media literacy.



FIVE KEY RECOMMENDATIONS

1. Improve NCTE members' understanding of Critical Media Literacy
2. Help NCTE members integrate Critical Media Literacy into the curriculum
3. Increase the visibility of media texts, authors, and pedagogies across the NCTE community
4. Energize and inspire the NCTE community by cultivating leadership and advocacy competencies
5. Improve public understanding of Critical Media Literacy and promote its relevance to English education, communication, and democracy

Defining Terms

Educators use a variety of terms to describe the pedagogical practices of critically analyzing and creating media. A brief review of some terms is offered here:

Visual literacy: the ability to interpret, recognize, appreciate, understand, and create information presented through visual actions, objects and symbols.

Media literacy: the ability to access, analyze, evaluate, create, reflect, and take action, applying these competencies to a variety of forms of media.

Information literacy: the ability to assess the credibility, authenticity, and authority of information sources.

News literacy: the appreciation of journalism and the ability to use news and information to make informed decisions in the public sphere.

Multimodal composition: the creative practice of composition which uses more than one modality (linguistic, visual, audio, gestural, or spatial) to achieve its intended purpose.

Digital literacy: the use of digital texts, tools and technologies for self-expression, learning, and citizenship.

Critical media literacy: the practice of critically analyzing media texts and institutions with emphasis on the relationship between power and knowledge, specifically in relation to issues of inequalities in access, representation, and economics.

Critical pedagogy: an approach to teaching and learning which emphasizes social justice, social critique, and political action.

Critical literacy: an approach that emphasizes the relationship between language and power through analysis of written texts, media, and popular culture.

Critical digital literacy: the practice of critically analyzing digital media, platforms, and technologies and the production of digital texts that interrogate issues of power, representation, and access.

Shared Values

These Terms Have Much in Common with the Core Values of English Language Arts Education

They all focus on expanding the concept of literacy to be responsive to contemporary culture and society. Because all these terms include both “reading” and “writing” dimensions of literacy, they are relevant to the work of English educators.

They all include a heightened awareness of media consumption as a set of choices for accessing information and ideas; an appreciation for the constructed nature of media codes and conventions; the examination of media institutions and social systems; and creative media production as a means to develop knowledge and skills.

The variety of terms reflects the fast-changing nature of media and technology and the diversity of forms, genres, and formats that are part of everyday life. Some terms focus on particular modalities, forms, or genres, while other explicitly highlight issues of power and knowledge.

Some terms are more relevant to elementary and secondary learners, while other terms are more valuable to those in higher education. Among NCTE members, there are individuals who have strong preferences for one of these terms over the others. These preferences may reflect differences in disciplinary backgrounds, academic training, pedagogical values, as well as ideologies and world views.

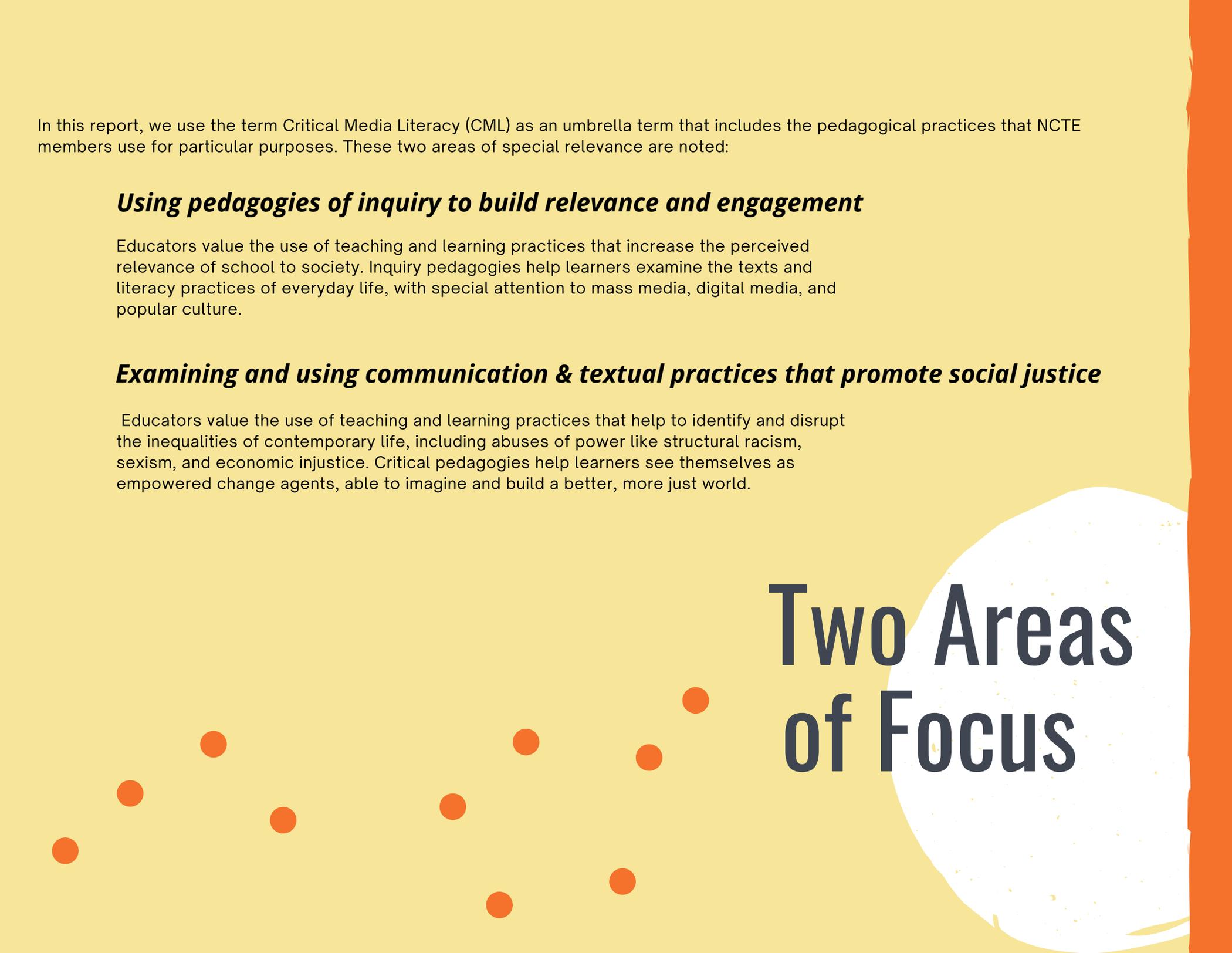
In this report, we use the term Critical Media Literacy (CML) as an umbrella term that includes the pedagogical practices that NCTE members use for particular purposes. These two areas of special relevance are noted:

Using pedagogies of inquiry to build relevance and engagement

Educators value the use of teaching and learning practices that increase the perceived relevance of school to society. Inquiry pedagogies help learners examine the texts and literacy practices of everyday life, with special attention to mass media, digital media, and popular culture.

Examining and using communication & textual practices that promote social justice

Educators value the use of teaching and learning practices that help to identify and disrupt the inequalities of contemporary life, including abuses of power like structural racism, sexism, and economic injustice. Critical pedagogies help learners see themselves as empowered change agents, able to imagine and build a better, more just world.



Two Areas
of Focus

CRITICAL MEDIA LITERACY OFFERS



CONNECTIONS TO **LANGUAGE**

As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, students need a wide range of abilities and competencies. Critical Media Literacy includes the exploration of a full repertoire of social practices, with particular focus on text features, multimodality, and meaning-making.

CONNECTIONS TO **LITERATURE**

Films and streamed video series offer windows into their creator's imagined realities and are more widely consumed, and thus more influential, than print fiction. Critical Media Literacy helps students learn to bring their critical, rhetorical reading skills to these media in order to become more aware of the ways these media influence public discourse and shape the public mind.

CONNECTIONS TO **WRITING**

Critical Media Literacy builds on students' engagement with popular culture and digital media to help them develop as mindful producers of diverse texts, including formal written text, digital media, multimodal texts, and more. In the process of producing texts, students learn to express and represent themselves and imagine the future.



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CHALLENGES

At the present time, Critical Media Literacy is still a marginal component of English language arts education in K-12 and teacher education because of certain beliefs that are normative within the ELA community. They represent important challenges that need to be addressed:

“Not My Job”

English teachers may introduce Critical Media Literacy when exploring the topic of literary adaptation or in examining genres like journalism or graphic novels. But given the increasing focus on high-stakes tests in reading, some may perceive that Critical Media Literacy is the responsibility of other education professionals, including school librarians, social studies teachers, or media teachers.

“Not Allowed”

Because school policies may limit how film, video, and popular culture can be used in many schools, English teachers must be strategic and intentional when using contemporary media in the classroom to advance Critical Media Literacy competencies.

“Not a Priority”

Well before the Common Core State Standards replaced the study of persuasion with a focus on argumentation, English educators have not felt compelled to teach persuasive genres like advertising and propaganda.

“Not Relevant”

Within the NCTE community, there is a substantial gap between K-12 teachers and Critical Media Literacy experts. At times, experts may seem to be “speaking a different language” and this may affect how practitioners approach classroom implementation within ELA curriculum in elementary, middle-school, and high schools.

“Not Valued”

The hierarchical positioning of literature and writing as superior to other forms of media has marginalized Critical Media Literacy in English language arts education. These hierarchies are evident in the NCTE convention. Authors who write literature are showcased at NCTE conventions; filmmakers, podcasters, video producers, journalists, YouTubers, and social media influencers are generally not featured. NCTE gives awards to student writers, but does not acknowledge students who compose using other forms of media.

OPPORTUNITIES

While those challenges are substantial, opportunities also abound. There is rising public interest in the problem of so-called “fake news” as well as an increasing interest in promoting student voice through multimedia composition. This has given some visibility to the practice of Critical Media Literacy education, in and out of schools. Here are some opportunities to build upon in the years ahead:

Awareness of Expanded Literacies

Educators are generally aware that news stories, films and videos, podcasts, memes, photographs, textbooks, and social media platforms are carefully constructed “texts” that need to be read, interrogated, discussed and responded to by a community of readers. Many NCTE members see such practices as fundamental literacy competencies, essential for work, life and citizenship.

Students as Young Authors and Activists

Each year seems to bring new voices and new perspectives on media culture, environmental and social justice, and young people are using TikTok, Instagram, Snapchat, YouTube and other forms of expression to critique and comment on contemporary culture, analyze media, and express ideas using language, image, sound and multimedia.

Higher Education and Academic Voices

The topic of Critical Media Literacy continues to gain traction in the research community, with hundreds of PhD dissertations published on the topic in just the past three years.

Widespread and Varied Classroom Practice

Although there is a lack of survey research evidence about how frequently English teachers incorporate media literacy into instruction, there is a growing evidence base of case studies and accounts of practice, including from NCTE publications, that suggest that many different forms of Critical Media Literacy education are occurring in schools.

Five Key Recommendations

Given these challenges and opportunities, a significant investment will be needed in order to ensure that all NCTE members are able to integrate Critical Media Literacy into their work with K-12 students as well as current and future teachers.

In the next section, we offer detailed recommendations designed to be implemented over the course of 3 - 5 years. First, it is essential to improve NCTE members' understanding of Critical Media Literacy, because with **increased knowledge and confidence**, it will be more likely that NCTE members will **engage with their learners** to develop these competencies.

But it will be also equally important to increase the visibility of media texts, authors, and pedagogies across the NCTE community, in order to shift longstanding negative attitudes about media texts, tools and technologies. The **study of media texts, genres, platforms, and institutions** must be showcased as a central practice of literacy and language arts education.

A significant expansion of the numbers of people within the NCTE community will be needed who are committed to this work. The **leadership and advocacy competencies** among NCTE members must be developed to help them be change agents who can help bring Critical Media Literacy into the routines of school practice at the local, state, and national levels.

As a leading national membership organization in education, NCTE also has the obligation to help **improve public understanding** of Critical Media Literacy and promote its relevance to literacy & language arts education, communication, and democracy.



FIVE KEY RECOMMENDATIONS



1. Improve NCTE members’ understanding of Critical Media Literacy

Over the past 15 years, as it has become obvious that literacy is expanding beyond a focus on the printed word, a great variety and diversity of “new literacies” have been conceptualized. Some of these approaches are familiar to ELA educators, while others are less well known. Teachers are aware of how the rise of the internet and social media have reshaped public access to information, entertainment, and persuasion by institutions that include the largest businesses in the world. Teachers are aware that online reading requires competencies, habits of mind, and strategies that differ from those used to comprehend the printed word. For these reasons, we recommend:

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>1.1. Conduct a policy audit of education and literacy policy documents from across a diverse global knowledge community to depict how media literacy is conceptualized and understood.</p>	<p>The English language arts research and practice community does not have an exclusive lock on the theory and practices in PK-16 education that are conceptually linked with Critical Media Literacy.</p>	<p>A call for papers in a special issue of a journal, a symposium with invited experts, or a strategic partnership with other membership organizations could help pool knowledge that could be shared with NCTE members.</p>
<p>1.2 Update NCTE Multimodal Literacies position statement building upon resolution on critical literacy in politics and media and recommendation for how digital technology can be integrated in ELA Teacher Education.</p>	<p>The NCTE resolution on critical literacy in politics and media was developed in 2019 and the 2018 resolution on digital technology in teacher education represent “state of the art” knowledge. By contrast, the multimodal literacies position statement is 15 years old and needs a complete overhaul to embody the current state of knowledge in the field.</p>	<p>Members of the Critical Media Literacy Task Force might be invited to join with authors of the other resolutions to develop a position statement that is strategically coordinated to advance the knowledge and understanding of NCTE members.</p>

FIVE KEY RECOMMENDATIONS

1. Improve NCTE members' understanding of Critical Media Literacy

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>1.3 Build a leadership cadre with expertise on how teachers, schools, districts and teacher preparation programs have integrated CML into English education.</p>	<p>Leaders exist in the NCTE community but they are geographically solated. In some states and regions, the English language arts research and practice community has developed approaches to integrating Critical Media Literacy into teacher education, state curriculum documents, and local practice. Increased coordination is needed to share and expand best practices.</p>	<p>An annual symposium with NCTE regional leaders, members, and invited experts could help pool knowledge across the NCTE community that could help to build a dynamic leadership cadre.</p>
<p>1.4 Make CML a priority in NCTE publications to ensure that all members develop a strong understanding of theory and practice.</p>	<p>NCTE offers 14 publications that provide robust resources for effective ELA instruction, but only <i>Voices from the Middle</i> offers a dedicated Media Literacy column. <i>English Journal</i> offers columns which include “Teaching Creative Writing” and “Teaching Shakespeare,” along with four other columns. Occasionally “High School Matters” or “Speaking My Mind” covers a CML topic or concern/ Critical Media Literacy has formed the focus for an entire issue but not as often as other ELA topics. On NCTE’s website, its Field Notes component offers searchable access of only 10 pieces tagged as Media Literacy from a range of sources and NCTE authors, dating from 2020 to 2018, but this tool hasn’t reached its full potential as an ongoing, robust CML resource.</p>	<p>The NCTE editorial team should coordinate actions to scale up a sustained focus in CML over 3 – 5 years. Through vetted high-quality contributions in NCTE publications, members can gain awareness of how to advance the thoughtful integration of Critical Media Literacy skills into ELA pedagogy.</p>

FIVE KEY RECOMMENDATIONS



2. Help NCTE members integrate Critical Media Literacy into the curriculum

Many middle school and secondary teachers interviewed by the Task Force understood the need to include CML in ELA curricula, but felt ill-prepared to fully implement the pedagogy. Early-to-late-career ELA teachers described the importance of support from colleagues and school administrators, who may not recognize it as an essential part of literacy practice. Teachers and school leaders also welcome guidance from NCTE as a trusted resource for their own professional development and for local curriculum revision. Educators would feel more confident in implementing CML pedagogies in their classrooms if they could clearly identify CML’s guiding principles as well as its practical implementations across a variety of classroom contexts. In order to scale up quality education, NCTE must help cultivate a large number of qualified teachers who put meaningful curricula and pedagogy into action in the classroom. To realistically see CML enacted across PK-16 contexts, teachers and teacher educators need a firm knowledge base in both the “what” and the “how” of CML. For these reasons, we recommend:

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>2.1 Expand the range of curriculum resources and link these resources to themes already popular in Language Arts, English and American literature, young adult literature, and writing composition.</p>	<p>Many ELA teachers have a limited understanding of Critical Media Literacy. Providing an accessible collection of resources will help teachers to expand their knowledge and practice in this area of focus. While Critical Media Literacy does not take the place of already established themes in English studies, it can easily be incorporated within existing curricular themes.</p>	<p>Create a crowdsourced #BuildYourStack program for Critical Media Literacy that enables easy sharing of assignments, activities, and units of instruction using texts from a diverse mix of media. Timely examples of media texts appropriate for use with students could be aligned with and arranged by themes common in the literature and composition classroom. Examples that offer conflicting views of the same incident or offer case studies in issues of power, representation, and access can be shared.</p>
<p>2.2 Communicate the value of multimedia expression and multimodal writing composition practices across all NCTE stakeholders.</p>	<p>Many ELA teachers invite students to create videos, websites, visual presentations, and performance-based work, but this work is not visible at NCTE. NCTE Awards must be better aligned to ideas about what counts as “writing” in English education.</p>	<p>Create new awards or revise existing awards to fully include student multimedia composition. Develop a submission platform and judging criteria that are more supportive of multimodal expression, including animation, live-action films, spoken word poetry, videos, songs.</p>

FIVE KEY RECOMMENDATIONS

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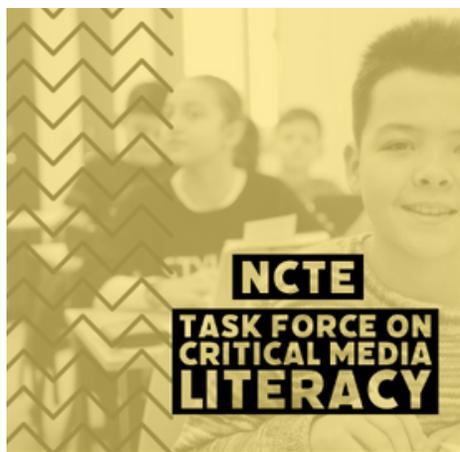
Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>2.2 Provide a variety of forms of professional development for Critical Media Literacy in the ELA curriculum.</p>	<p>Most writing about CML pedagogies in NCTE publications comes from academic voices. It is essential to provide professional development programs and resources that emphasize practical examples that showcase CML in action. The construction of a welcoming and inclusive community space allows teachers to see the value of Critical Media Literacy in their own personal practices. Exposure to regular professional development experiences can build confidence and camaraderie.</p>	<p>Create NCTE quick reference guides for sample Critical Media Literacy projects and activities differentiated by grade level.</p> <p>Start a new NCTE book series focusing on CML practical classroom strategies and resources.</p> <p>Offer monthly webinars (e.g., SLAMschool sessions) that illustrate approaches for integrating Critical Media Literacy into existing curriculum. Make explicit connections between specific titles in the literary canon and texts of media and popular culture.</p> <p>Use networked inquiry conversation circles to illustrate approaches by featuring educators who have built integrated or stand-alone electives in topics related to Critical Media Literacy.</p>
<p>2.3 Advance leadership in teacher education to support the inclusion of Critical Media Literacy into pre-service teacher education programs.</p>	<p>Teacher education is an essential avenue for enacting Critical Media Literacy in the classroom, as teacher educators shape how preservice teachers approach their pedagogy. ELATE’s commissions on Digital Literacies and Social Justice could effectively guide their members to better understanding Critical Media Literacy.</p>	<p>Offer an annual symposium or seminar sponsored by ELATE to showcase best practices in CML in Teacher Education.</p>

FIVE KEY RECOMMENDATIONS

2. Help NCTE members integrate Critical Media Literacy into the curriculum

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>2.4 Build a body of evidence concerning the value of Critical Media Literacy in English education.</p>	<p>CML research has steadily grown over the past 15 years. Research that connects Critical Media Literacy to practices in English education could help educators and school leaders see the value of this pedagogy.</p>	<p>Issue a call for papers in a special issue of each of the 14 NCTE publications over the next 3 years.</p> <p>Offer an annual award for research excellence in Critical Media Literacy.</p>
<p>2.5 Use the power of video to visualize Critical Media Literacy pedagogies for educators and the public.</p>	<p>Video demonstrations of effective pedagogical strategies are arguably the most effective means of showing preservice teachers how to implement CML in practice. A YouTube video series would be readily accessible for teacher educators to share with their students and guide them in their attempts to implement CML in their own classrooms.</p>	<p>Create a YouTube video series that showcases CML pedagogies for use with pre-service teachers to help them visualize instructional practices of media literacy. Reach out to ELATE’s commission leaders with recommendations and encourage them to partner with members of this Task Force to develop a YouTube video series that will effectively reach members of each commission. To ensure consistency in how CML is being applied/modeled, videos should involve CML task force members in the creation process and/or be vetted by members of the CML task force.</p>

FIVE KEY RECOMMENDATIONS



3. Increase the visibility of media texts, authors, and pedagogies across the NCTE community

Educators often rely on print texts and more traditional forms of literature and writing because these are often the most prevalent, familiar, circulated, and tested materials in the ELA community. In many English classrooms, media texts play a minor and supplementary role, either as an ‘add-on’ tool for engagement or as a mere delivery mechanism offering content that supports the ‘real work.’

By elevating the status of media texts and authors in the NCTE community, the organization can demonstrate the relevance, exigency, and complexity of these texts for participation in contemporary society. As NCTE has affirmed in myriad position statements and resolutions (e.g. ‘Definition of Literacy in a Digital Age’; ‘Beliefs for Integrating Technology into the English Language Arts Classroom’), there is a need to expand curricular and pedagogical possibilities in contemporary ELA practice to reflect the current dynamic and shifting contexts, tools, and practices of communication in a digital age. For these reasons, we recommend:

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>3.1 Ensure that film and video programs & screening pedagogies are featured regular events at all NCTE and Affiliate meetings.</p>	<p>There needs to be a more deliberate expansion of video, film, audio, and other textual forms within and across the NCTE community. NCTE leadership can emphasize that literacy includes the sharing meaning through multiple forms and genres of media. When film and video are featured, it is important to model and demonstrate a concrete set of pedagogical tools for how to engage critically with multimedia materials (including how young people can make and circulate their own media texts to address various audiences). NCTE should include varied media forms in lists, displays and screenings (e.g., podcasts, teacher-created films, youth-created videos, image collages, art installations. etc) to normalize ways of engaging in pedagogical and scholarly activity.</p>	<p>Integrate screening and discussion opportunities across NCTE conference program strands and sessions, deliberately inviting presentations that model and include multiple media forms.</p> <p>Develop a monthly “NCTE Media Club” where NCTE members discuss popular films, TV shows, podcasts, and other media.</p> <p>Create conference spotlight sessions that include media forms like popular music, YouTube, TikTok, and Instagram. To help educators imagine how to screen and discuss these kinds of texts in the classroom, sessions could include a pedagogical focus, modeling how to engage in critical conversations about media.</p>

FIVE KEY RECOMMENDATIONS

3. Increase the visibility of media texts, authors, and pedagogies across the NCTE community

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>3.2 Invite filmmakers, YouTubers, youth media activists, education influencers, and journalists to “author events” at both the national conference and affiliate meetings.</p>	<p>The national conference and affiliate meetings offer members the opportunity to engage with texts, materials, people, and ideas they might not otherwise. By showcasing media authors of diverse texts, NCTE can demonstrate that they value the diversity of genres and forms which are all ways of making meaning in the world.</p> <p>A focus on the diversity of authorship practices and media-rich texts also models for educators how to put different kinds of texts and authors in critical conversation with literature and expands the conceptions of ‘what counts’ in ELA teaching and learning.</p>	<p>NCTE should identify those members who create media and encourage them to share their work at conference events and online.</p> <p>Honor authors across a variety of newer media forms (e.g., activists, citizen journalists, and influencers on YouTube, Instagram, Twitter, etc.). Special attention should be paid to media makers who hail from marginalized/minoritized linguistic and cultural backgrounds nationally and internationally. Call out the importance of Critical Media Literacy when featuring celebrities, journalists, and multimedia authors who speak at the annual convention.</p> <p>Offer an annual showcase for student multimedia contributions across different genres, modalities, and media channels.</p>

FIVE KEY RECOMMENDATIONS



4. Energize and inspire the NCTE community by cultivating leadership and advocacy competencies

To expand and diversify the discourse about Critical Media Literacy pedagogies within and beyond the NCTE community, leadership and advocacy are needed. The Task Force learned that Critical Media Literacy is a rich category that is practiced quite differently in different settings by individual teachers and teacher communities. While we honor and support this diversity, it is important to also create structures that connect NCTE members so that they may learn from each other and refine their practice collectively. For Critical Media Literacy to be taken seriously and not merely an accessory to real, core ELA work, NCTE members themselves must take action to ensure the full and logical integration of CML practices within the teaching of literature/reading, genre studies, and writing studies/composition and rhetoric. By cultivating leadership and advocacy competencies, NCTE members can be vital change agents at the local, regional and federal levels. For these reasons, we recommend:

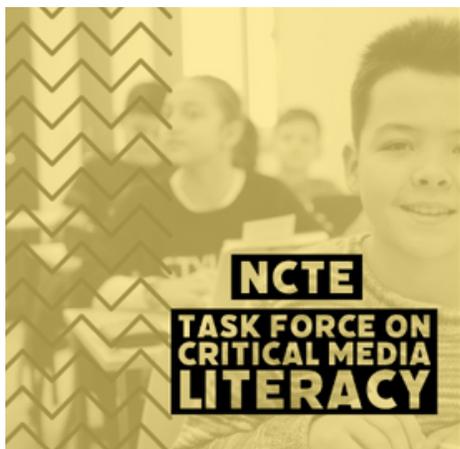
Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>4.1 Increase awareness of CML within the existing NCTE leadership community by highlighting how diverse CML approaches and practices are explicitly connected to literature and writing composition.</p>	<p>With the loss of the Media Arts Assembly and SLAM, it is difficult to fully locate NCTE members with interest and expertise in CML pedagogies. They are present within every unit of NCTE but they cannot be easily identified.</p> <p>In order to deepen, improve, and spread Critical Media Literacy practices across the field, it's necessary to highlight the ways that CML is a natural, necessary outgrowth of more traditional ELA practices in the sub-fields of literary studies and writing studies. Rather than allowing these fields to become further fragmented and allowing CML to continue to be positioned outside the ELA box, non-print and interactive digital media must be given substantial attention as texts well within the discipline's focus.</p>	<p>Create a new tag to showcase and unify Critical Media Literacy pedagogies and practices. Tags that label program content when it is related to Critical Media Literacy would make it easier for teachers to both locate CML resources and appreciate the diversity of pedagogies across the larger NCTE community. The tagging function could even allow creators and viewers to document the literacy practices tapped in each post (e.g., close reading, genre analysis, audience analysis, etc.) that will help make clearer ways that CML is deeply related to well-established ELA pedagogical moves and goals.</p> <p>Solicit applications to create an annual cadre of CML leaders who offer workshops and speakers for NCTE Affiliate meetings and Leadership meetings. This could include members of JEA, this Task Force, and others with interests in CML. NCTE Affiliates and Leadership teams can engage the cadres to create professional development experiences tailored to specific needs which supplement or extend programming offered at the annual convention.</p>

FIVE KEY RECOMMENDATIONS

4. Energize and inspire the NCTE community by cultivating leadership and advocacy competencies

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>4.2 Increase coordination between English educators and those in other fields to advance media literacy instructional practices across the curriculum.</p>	<p>Critical Media Literacy is a concern and interest for a number of prominent groups and organizations around the country, including the International Society for Technology in Education (ISTE), Critical Media Literacy Conference of the Americas, Media Literacy Now, and the National Association for Media Literacy Education (NAMLE). A number of these groups and organizations have developed strong materials and positions that NCTE can and should draw on and amplify. NCTE could find constructive partnerships with various organizations and groups in order to avoid replicating good work that has already be done (i.e., creating position statements, producing researched definitions, building networks, etc.). Additionally, NCTE brings the expertise of professionals who can modify or adapt CML materials as appropriate to language arts classroom in order to contribute to a coordinated effort to advance CML instructional practices across the curriculum.</p>	<p>Reach out to various groups and organizations to negotiate strategic partnerships. These could take the form of professional development programs, endorsements of position statements/policies, research projects, strategic resource investments, or blended committees or working groups.</p> <p>NCTE should promote outside events that members might like to attend, co-sponsor events with other groups, or seed small scholarships to encourage for cross-event attendance. In addition, NCTE can reach out to representatives of other organizations to participate in NCTE events and establish cross-curricular/cross-organizational connections.</p>

FIVE KEY RECOMMENDATIONS



5. Improve public understanding of Critical Media Literacy and promote its relevance to literacy & language arts education, communication, and democracy

While the public may think of today’s students as ‘digital natives’ who are growing up in an environment rich with technology, teachers recognize the limitations of this framing. They realize that many learners lack vital competencies as both “readers” and “writers” of media. Parents and educators may overlook the need for students to develop more critical and reflective practices governing how they interpret, understand, and analyze media and popular culture. Public understanding of English education must shift towards an focus on “literacy for life,” where reading and writing practices support work, life, and citizenship. When literacy for life is truly valued, magazines, photographs, music, movies, advertising, games, apps, websites, and popular culture are included alongside poetry, fiction, drama, short story, and non-fiction print materials in ELA curricula. In order for local schools to make curricular reforms, it is vital for members of the public to understand the need for Critical Media Literacy. For these reasons, we recommend:

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>5.1 Survey NCTE members annually about how practices of Critical Media Literacy are enacted locally in their schools and communities.</p>	<p>An annual, nationally representative survey of media literacy practices could help to establish a baseline understanding of CML in ELA and help increase awareness of NCTE’s leadership in Critical Media Literacy. If results were presented state-by-state in a way that documents the range of practices already in use, perceptions, and gaps, such evidence would also help members better advocate for CML. Over the course of 5 years, an annual survey would measure improvements resulting from NCTE’s vision, leadership and support.</p>	<p>Co-sponsor a annual survey report card that identifies the frequency of instructional practices and perceptions of obstacles in implementing media literacy pedagogies. The DemocracyReady NY Coalition report, Developing Digital Citizens: Media Literacy Education for ALL Students, provides a useful set of metrics that could be used. Additionally, NCTE might consider a partnership with the Pew Resesarch Center, the Rand Corporation, or CEE to coordinate such a survey since they have already developed methods and procedures.</p>

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5. Improve public understanding of Critical Media Literacy and promote its relevance to literacy & language arts education, communication, and democracy

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
<p>5.2 Substantially increase the visibility and importance of the NCTE Media Literacy Award.</p>	<p>The past recipients of the NCTE Media Literacy Award enjoyed their moment of recognition at the awards ceremony and typically shared their work at a special interest group meeting or a session during the annual convention. But outreach to fellow NCTE members was fleeting and narrow in its impact. The reach of the application process has not necessarily targeted many candidates as it could; consequently, the applicant pool has been relatively shallow over the life span of the award.</p>	<p>Create opportunities to highlight previous recipients of the NCTE Media Literacy Award who are teaching media literacy in 2021 and beyond to help school leaders see CML as fundamental part of English education. YouTube videos can be created to highlight how these recipients are teaching CML in their classrooms with links available on the Council’s Field Notes page. Guarantee a concurrent session at the annual convention or find other ways to showcase educators who receive the award. Recipients should contribute to one or more of the NCTE publications.</p>
<p>5.3 Develop and support cadre of NCTE leaders who advocate for Critical Media Literacy to state and federal officials.</p>	<p>A number of states have passed legislation that emphasizes media literacy and other states have revised state standards to include media literacy. In 2019, a bill to advance media literacy education was introduced in Congress by Senator Amy Klobuchar (D-MN). If there had been an active network of NCTE leaders with expertise in CML who were ready to spring into action as citizen lobbyists, such efforts would accelerate education reform.</p>	<p>Establish an Annual Fellows Program of 3 – 12 educators who are charged with developing materials and strategies for CML advocacy at the local, state and federal levels.</p>

FIVE KEY RECOMMENDATIONS

5. Improve public understanding of Critical Media Literacy and promote its relevance to literacy & language arts education, communication, and democracy

Recommendations	Why is This Recommended?	How Can This Goal be Enacted?
5.4 Engage parents and community leaders and help them appreciate the value of CML pedagogies in creating engaged, lifelong learners.	Video demonstrations of effective pedagogical strategies are arguably the most effective means of showing preservice teachers how to implement CML in practice. A YouTube video series would be readily accessible for teacher educators to share with their students and guide them in their attempts to implement CML in their own classrooms.	Create a webinar series or Town Hall events in coordination with other organizations designed for parents and community leaders about the need for CML in K-12 education. Create a podcast or YouTube video series that showcases CML pedagogies to help school officials, parents and community leaders visualize instructional practices of media literacy.

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Curated Collection
of Source Material

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