Index

abstraction and critical competency 147
abusive behavior see cyberbullying
access see digital divide and inequalities in access
active responses to media 45–6
active audiences 85–6
activist groups and social networking 17–18, 183, 184–7
and bricolage 59, 107
culture jamming 57–8
environmental activism and film 51
see also agency
Advocates for Youth 57
Adorno, Theodor 37–8, 72
adulthood: delayed entry 20–1
advertising industry 39–40
Channel One domination in schools 35–6
cross-marketing and brands 30, 31–2, 53, 74, 165
food and beverage marketing in US 73–4, 166
invasiveness of online advertising 32–3, 161–7
lack of regulation of online advertising 164–5, 166
lonelygirl15 brand construct 98
research on and harnessing of youth trends 19–20, 21–2, 40, 94
and role of media education 194
youth practices and digital media 161–7
see also marketing
AIDS see HIV/AIDS youth media productions
Arendt, Hannah 197, 198
Arrangement and Rhetoric in Digital Age 178

Copyrighted Material
‘articulation’ and social networking 154
arts-based online community action 184–7
association and difference and meaning 82
audience and media education approaches 66, 84–92, 149–50
and cultivation analysis 81, 87, 90
and learning through youth media production 108–9
and Media Literacy 2.0 152–3
Australia and media education 10
author and intentional fallacy 86
avatars 155, 157

Baby Einstein (educational software) 52
Bakhtin, Mikhail 124, 135, 197
Barthes, Roland 63, 83, 86
‘bedroom culture’ and media usage 24
belonging and youth media production 134
Benjamin, Walter 42, 105
Bennett, W. L. 188
Big Four media companies 28–9, 32–3, 38, 40, 72–3
Biggest Loser, The (TV reality show) 68, 69–71
Billboard Liberation Front 58
billboard-refacing movement 58
blogs 171
Bloom, Allan 2
body image and media representations 84, 87
book as cultural repository ix–x
see also print culture
boyd, dana 154, 158
Bragg, Sara 106–9, 122–3
brain and new digital media 8, 168, 172
see also intelligence branding
and anti-smoking truth campaign 54–5
and children and youth market 30–3, 53, 94, 98
immersive advertising aimed at children 164–6
lonelygirl15 brand construct 98
Bree/lonelygirl15 phenomenon 94, 97–9
bricolage and culture jamming 58–9
young people as creative consumers 107, 110–11
broadcast media and Media Literacy 1.0 2–3
see also television
Buckingham, David 5, 148, 162
benefits of youth media production 105, 110
children and television 45
defense of media studies 191, 192, 193
and empowerment model 6
Buffy the Vampire Slayer (TV series) 57
BUGA UP movement 58
Burn, Andrew 147
capitalism and media production 37, 72–3
carnivalesque and children’s agency 135
cell phones
multi-media content delivery and usage 24, 151–2, 158
as profitable consumer market 161
Center for Media Literacy (US) 12, 65, 167
Centre for Visual Methodologies and Social Change (CVMSC) (South Africa) 186
centrifugal and centripetal aspects of convergence 167
change and new literacies 64, 143
media education and soft change 200–1
Channel One (US) 35–6
Index

children and young people's media lives 6–7, 17–34
as audiences and reception theories 90–2
branding and creation of consumers 30–3, 53, 74, 98
complexity of media usage 27, 33, 88, 110–11, 151–2, 183
conventional teaching and digital natives 7–9, 106–9, 145, 190
corporate influences 28–9, 32–3, 38, 40, 72–3, 98
data collection and surveillance on 162–3, 164, 166
demographics and consumer culture 20–1, 162
enjoyment of digital media 22–3, 132–6, 149
and food and beverage marketing in US 73–4, 166
inequities and parental concerns 25–7, 34, 89
market research on youth trends and consumption 19–20, 21–2, 40, 94
media for very young children 18–19, 29, 48–9, 52
misunderstanding and interpretation of film 42–3
research on media usage 23–5, 34, 88–90, 91–2
research on violence in media 43–4, 86–7, 91–2, 194–5
and role of learning environments 146–9
and ‘top-down’ approaches to digital literacies 144–6
young girls’ engagement with popular culture 60–2
see also youth media practices and new digital literacies
Children in Communication about Migration project 134
Children’s Television Workshop programs 48–9
choice
narrow range of media output 73
see also agency
cinema
children’s misunderstanding and interpretation of film 42–3
eyear analyses and need for education on 42
films as learning tools 50–1
representation and cultural tradition 75–6
see also film education and studies; video production
citizenship education and digital media issues 145–6
critical citizenship and media education 195–201
and cultural difference 159
civic engagement
and Educational Video Center approach 128, 129
and Facebook 17–18
and film 51
and individualized media interaction 34
and media literacies 201
young people and video gaming 27
youth practices and digital media 188–9, 196
see also citizenship education and digital media issues; community
classical world and literacy 140–1
codes
of belonging and media production 134
and media texts 77–9, 81–2, 128
coding frame and content analysis 79–80
collaboration
collaborative culture 189
new digital media projects 170
and teaching methods 190
video projects 119–20, 129–30
‘collective intelligence’ 188–9, 190, 198
Columbine High School massacre 4, 43, 171–2
commercialization of educational learning media 52–3
profitability of computer market 161
of television 2, 35–6, 47
see also advertising industry; marketing
commodification and media 37–8, 39, 194
communication technologies ix, x
see also cell phones; Internet; social networking media
communication and youth media practices 155, 158–61, 190
community
youth media practices and new digital media 182–9, 190
and youth media production 118–22, 125–32, 147
see also civic engagement
computer games see video and online gaming
computers
access see digital divide and inequalities in access
as profitable consumer goods 161
transformation over time 143
connotative meaning 83
consciousness and youth media practices 153–5, 156–8, 190
consumerism and young people 39, 40
branding and creation of consumers 30–3, 53, 74, 98
commercialism and educational television 35–6, 47
creative consumption 102–4, 110–12
food and beverage marketing in US 74, 166
influence of Big Four 28–9, 32–3, 72–3
market research 19–20, 21–2, 40
and role of media education 194
spending power 21–2
youth practices and new digital media 161–7
Consuming Kids (DVD and curriculum package) 167
consumption and surveillance and youth media practices 161–7
content analysis 79–81
‘continuous inquiry’ teaching practice 128–9
conventional teaching and digital natives 7–9, 106–9, 145, 190
conventions in media texts 78, 128
convergence culture and digital media 5, 7, 33
and advertising practices 164–6
and youth media practices 167–70
Cooney, Joan Ganz 48
copy-paste and youth media practices 174, 177–82
copyright law and copy-paste culture 177, 178–9, 181–2, 195
corporate context 15–16
deregulation and branding boom 30–1
dominance of Big Four companies 28–9, 32–3, 38, 40, 72–3
and need for media education 194
production and media education 68, 72–6
surveillance of young consumers 162–3
Creative Commons archive 179, 181, 194
creative economies and youth media production 102–4, 193
creativity and youth media production 190
creative consumption 102–4, 110–12
and dialogic relations 123–32
pleasure factor 132–6, 199
and self-expression 110, 115–23
and self-representation 175–7
and skills-based training 114–15, 126, 146, 193
and youth media practices and digital media 170–4, 175–7
critical citizenship and media education 195–201

critical thinking

critical citizenship and media education 195–201
documentary workshops and critical literacy 128–9

as essence of media education 15, 46, 47, 63, 114, 136, 192, 193, 194–5

and future of media literacy and education 191–3, 195–200

role of learning environments in development of 147–9

and threat from media 37–9

and youth media practices and digital media 154–5

and youth media production 108–9, 110, 114, 128–9, 136

cross-marketing and branding 30, 31–2, 53, 74, 165
‘crowded talk’ 124–5
‘crowdsourcing’ 189, 200
cultivation analysis 81, 87, 90
cultural difference and youth media practices 159–60
cultural imperialism 38, 39, 88, 89
cultural life

corporate dominance and restriction of 73, 98

early media education and ability to discriminate 37

and emergence of literacy 140–1

impact of branding on children and young people 31–2

impact of media on 92–9

lack of self-representations of youth 117–18, 127

and media education approaches 66, 67–8, 92–4, 97–9, 149–50, 198

and Media Literacy 2.0 152–3, 193–4

youth media practices and cultural difference 159–60

cultural references from media 19, 84

cultural studies approach 64, 66–99

cultural traditions

and emergence of literacy 140–1

and media production 74–1

culture of convergence see convergence culture and digital media

‘culture industries’ and commodification 37–8, 39, 194
culture jamming 57–8

and bricolage 58–9
cyberbullying 39, 145–6, 194, 195
cybercommunities 187–8
cyberethics and copy-paste
culture 177, 179, 181–2
cyborg intelligence 169
danger see risk
data collection and new digital media 162–3, 164, 166
de Block, L. 134
‘death of the author’ 86

Debord, Guy 57
deconstruction and media education 63, 128, 198

Degrassi TV franchise 57
democratic participation

and critical citizenship 196, 197, 198–9, 200

and youth media production 112, 130–2
demystification and media education 63, 198
denaturalization and media education 63, 198
denotative meaning 83

Department for Education and Skills (UK) 144
deregulation of media industry 30–1

Derrida, Jacques 63

Dery, Mark 57

Dewey, John 129, 157
diachronic representation 67–8
dialogic relations and media education 149

and critical citizenship 197–200

and youth media production 115, 123–32
difference
and association and meaning 82

cultural difference and youth media
practices 159–60
digital divide and inequalities in
access 25, 33, 34, 88–90, 147, 201
lessness with newer technologies 6
and media production lessons in
schools 113–14, 126, 146
digital literacies and new media
137–50
conventional teaching and digital
natives 7–9, 106–9, 145, 190
enabling youth media
production 102, 104, 127–8
influence of media on meaning and
message 76
limitations of top-down
approaches 144–6
nature of new literacies 141–3
and role of learning
environments 138–9, 144–5, 146–9
and space for young people’s
activities 22–3
see also convergence culture and
digital media; Media Literacy
2.0; youth media practices and new
digital literacies
discipline and youth media
production 122–3
discourse and semiotics 82–3
Disney 58, 73
corporate power and influence
28–9, 30, 38
educational role and products 17,
19, 52
‘distributed cognition’ 169–70, 190
documentary workshops and critical
literacy 128–9
doninant media readings 91
‘double-voiced discourse’ 124
Driver, S. 187
Drotner, Kirsten 146–7, 154, 159
dual-income families and
consumerism 22
‘dumbing down’ of television 2
Dyson, Anne Haas 111
‘Echo boom’ 22
economic system and media
production 72–3
youth media production and creative
economies 102–4, 193
education
anachronistic curriculum and need
for change 64
conventional teaching and digital
natives 7–9, 106–9, 145, 190
marginalization of media literacy in
curriculum 138
television as site of learning x, 46–9
‘top-down’ approaches to digital
literacies 144–6
see also learning; media education;
public pedagogy
educational achievement levels 25, 49
and media production lessons in
schools 113–14
educational children’s television
programming 46–9, 52–3
news programming and Channel
One 35–6
problem of commercialism 35–6,
46–7
Educational Video Center (EVC) (New
York) 128–9
‘edutainment’ 50–1, 55–7
effects see media effects model
effects without guarantees model
92–3
employment and creative
economies 103–4
empowerment and media
education 5–6
youth media production 117–18,
128–9, 199
see also agency
encoding of cultural life 78–9, 81–2,
91
entertainment education 50–1, 55–7
Erstad, Ola 144, 161
ethnicity and media usage 25, 26
ethnographic research
and peer-to-peer mentoring project 130–1
social networking sites 154
and video gaming 91–2
experiential learning and Second Life 157–8, 174
‘extended youth’ era 20–1

Facebook (social networking site) 17–18, 25, 59, 153–4, 160
‘false consciousness’ 37–8
fear and violence in media 44
Federal Communications Commission (US) 31
film education and studies 9, 47, 112–13, 116
see also cinema; video production
film production workshops in US 125, 128
Fleetwood, Nicole 122, 123
food and beverage marketing in US 73–4, 166
Foucault, Michel 123
Frankfurt School 37–8
Frau-Meigs, Divina 12–13, 200–1
Freire, Paulo 197
‘functional literacy’ 137, 139, 141

games see video and online gaming
gay, lesbian, bisexual and transgender online communities 187–8
Gee, Jim 172–3
gender
trivialization of female pop culture practices 60–1
and video gaming 27
Gendering Adolescent AIDS Prevention (GAAP) project 186
Gerbner, George 44, 81, 87
Giddens, Anthony 40
Girl Talk 181
Girls Intelligence Agency 33
Giroux, Henry 35–6, 50
Goldfarb, B. 46, 129

Goodman, S. 117, 128–9
Goody, Jack 141
Google 162, 182
Google Maps/Google Earth 179
Gore, Al 50–1
Grace, D. J. 132, 134–5
Gramsci, Antonio 197
Grand Theft Auto video game 91–2
Greenfield, Patricia 145, 159
Grimes, Sara M. 163, 164–6
Groening, Matt 95, 96
group work and youth media production 123–4
‘Gutenberg Parenthesis’ 5

Hall, Stuart 74–5, 91, 133, 154
harm reduction and media education 195
Harper, Bob 70–1
health
children and media 26, 73–4, 166
see also HIV/AIDS youth media productions; obesity
Hesmondhalgh, Desmond 102, 103
heuristics and media literacy 65–6, 152
history and media 63–4, 93
HIV/AIDS youth media productions 119–22, 184–7
Hochschmann, M. 94, 117
Hoggart, Richard 9
homogenization of media 38
Horkheimer, Max 37–8, 72
human–machine convergence 169–70
Hurd, Geoff 113
hybrid digital literacies 190
hypersociality and media usage 33
hypodermic media effects model 44, 85, 86–7, 88

ICT courses in schools 144, 146
identity
identity groups and online community-building 183, 187–8, 200
identity (cont’d)
and online intuitive advertising 162
video games and production of
student subjectivities 176–7
virtual identities 155, 156–8, 174
and youth media practices 153–5
and youth media production 111,
115–23, 132–3, 136
ideology and media interpretation
67–8, 81
Illich, I. 141
imitation and youth media
production 114–15
‘immersive advertising’ 32–3, 161–7
immersive media model 6, 15, 18
Inconvenient Truth, An (documentary
film) 50–1
individuals/individualization
personalization and media
usage 33, 34
and reality TV shows 70–1
and technology in 1990s 2
inequality see digital divide and
inequalities in access
information processing and new digital
literacies 160, 167, 168, 201
copy-paste culture 174, 177–82
‘information literacy’ training 177
and video gaming 173
information technology courses in
schools 144, 146
insider knowledge of media
consumer 16
‘insider mindset’ and new
literacies 142–3, 173
instant messaging (IM) 158
instrumentalism
and school-based learning 132
and skills-based training 114, 115,
146, 193
intelligence
‘collective intelligence’ 188–9, 190,
198
‘distributed cognition’
perspective 169–70, 190
see also brain
intentional fallacy 86
interactive media 152
and ‘immersive advertising’ 32–3,
161–7
and media literacy 4–5
range of interactive media 6–7
see also Internet; networking; social
networking media; video and
online gaming; youth media
practices and new digital literacies
interest groups and online
communities 183
intermediate youth media
production 111–12
Internet
children’s experiences in India 89
complexity of communication
variables 27, 33, 151–2, 183
cyberbullying 39, 145–6, 194, 195
growth since 2000 4, 6, 25
invasiveness of online
advertising 32–3, 161–7
as profitable consumer market 161
research on young people’s
usage 24, 25, 34
user-generated content 169–70,
171, 179–82, 184–7, 189
see also digital literacies and new
media; Facebook; social
networking media; video and
online gaming; YouTube
intertextuality and media texts 19, 84
intuitive advertising 162
invention and rhetoric in digital age
178
Ito, Joi 181
Jenkins, Henry
appropriation and sampling 179
‘collective intelligence’ 188
convergence and information
processing 5, 160, 167, 169
participatory culture 102, 155
play and video gaming 172, 174
Johnson, Richard 65–6, 76, 93, 152
Johnson, Steven 172
Index

Jordan, Michael 94
journalism: user-generated content 171
judging and critical citizenship 198–9
just-in-time learning 145, 173, 189
Kaiser Foundation 56–7
Kelly, Deirdre 117
‘key concepts’ model of media education 65
Kline, S. 44–5
Knobel, M. 140, 142, 144–5
knowledge production and new media 64, 108
‘collective intelligence’ and digital media 98, 188–9, 190
convergence and new digital literacies 167–8, 170
youth media production 119–22, 130
Kubey, R. W. 11
language
ancient Greek alphabet and literacy 140–1
see also rhetoric; semiotics and media texts
Lankshear, C. 140, 142, 144–5
lay literacies and new media 142–3
Leadbeater, C. 103
Leander, K. 133
learning
boom in learning media 49, 52–3
conventional teaching and digital natives 7–9, 106–9, 145, 190
effectiveness of children’s learning television 48–9
experience and Second Life as educator 157–8, 174
film as learning tool 50–1
formal and informal contexts 18, 101, 111–12, 132, 145, 146–9, 190
‘top-down’ approaches to digital literacies 144–5
and video gaming 172–4, 175–7
writing and learning through media production 105, 106–9
youth media production as praxis 101, 104–10, 113, 149, 199
see also media education
Leavis, F. R. 37
Lee, Spike 75
Lenhart, A. 26, 27
Lessig, Lawrence 178, 179, 180, 181
Lévi-Strauss, Claude 67
Levine, Peter 188
limited effects model 92
Linux software 179
literacy
benchmarks and cultural significance 141
definitions and meanings 14–15, 137
expanded meanings in modern world 139–41
Sesame Street and educational TV programming 48, 49
see also digital literacies and new media; media literacy; print culture
literary studies 81, 85–6
Livingstone, Sonia 20–1, 24, 27, 200
lobby groups and Facebook 17–18
lonelygirl15 phenomenon 94, 97–9
lottery effects model 92–3
Low, B. E. 117
low-income children and media production training 113–14, 126
Lowndes, Douglas 116
Lury, Celia 77
Lytard, Jean-François 201
McChesney, Robert 73
MacEntee, Katie 184–7
machines: human–machine convergence 169–70
McLuhan, Marshall 76
McRobbie, Angela 59, 103, 110
Marcuse, Herbert 37–8
marginalized youth and media production 113, 116, 118, 122, 126
and online community-building 183, 187–8, 200
marketing
branding and creation of consumers 30–3, 53, 74, 98
and educational television programming 35–6, 47
food and beverage marketing in US 73–4, 166
multimedia anti-smoking truth campaign 54–5
profitability of computer market 161
research into youth trends and consumption 19–20, 21–2, 40, 94
and youth practices and new digital media 161–7
see also advertising industry
Martin-Barbero, Jesus 5
‘mashups’ 168, 177, 178–82
Masterman, Len 3–4, 16, 114
‘mean world syndrome’ 44
meaning and active audiences 85–6
see also semiotics and media texts
Media Awareness Network (Canada) 167
Media Commission of the National Council of Teachers of English conference (US) 65
media education x–xi, 34, 35–62
conventional teaching and digital natives 8–9, 106–9, 145, 190
danger of focus on technical over analytical training 13–14, 113–14
and debates on violence in media 43–6, 87, 194–5
empowerment and education 5–6
future development 12–16, 191–202
historical development as subject in schools 9–12, 144
learning environments and new digital literacies 144–5, 146–9
and limitations of top-down approaches 144–6
and Media Literacy 1.0 era 2–4, 63–99
Media Literacy 2.0 and youth practices and digital literacies 149–50, 151–90
media and new learning horizons 41–3, 128–9
media as public pedagogy 41–3
merits of television in education 46–53
need for holistic approach 147–9
negative attitudes towards 191–3
as opportunity for new approach in teaching 16, 128–9
policy and prospects for future development 12–16, 193–4, 201–2
and soft change 200–1
see also critical thinking; educational children’s television programming; learning; media literacy; media studies in curriculum; public pedagogy; youth media production
Media Education Foundation (US) 12, 167
media effects model 44, 85, 86–90
effects without guarantees 92–3
limited effects 92
media industries see advertising industry; corporate context
media literacy 1–16
analytical and creative aspects 100–1, 128–9, 147–9
definitions 1, 15, 137
empowerment and participation 5–6
models of x–xi, 2–7
moral agenda 14
negative attitudes towards 191–3
range of multimodal texts 1–2
reactive positioning 4–5
see also digital literacies and new media; media education; Media Literacy 1.0; Media Literacy 2.0; youth media production
Media Literacy 1.0 x–xi, 2–4, 63–99, 138, 193
and audience 84–7, 90–2
and critical citizenship 198
and cultural life 67–8, 92–4, 97–9
demand for new heuristics 65–6, 152–3
and production 68, 72–6
and text 76–84

Media Literacy 2.0 x–xi, 4–7
and critical citizenship 198
and digital literacies and new media 137–50, 193
historical context 139–41
opportunity for mainstream educational role 138–9
and youth media practices 151–90

media production
as educational subject in schools 13, 16
as less important aspect of media education 100–1
and media education approaches 66, 68, 72–6, 149–50
and Media Literacy 2.0 152–3
see also corporate context;
technologies of media production;
youth media production
media studies in curriculum 64
negative attitudes towards 191–2
see also film education and studies
media texts see text and media education approaches
‘mediacy’ 15
mentoring and youth media production 130–1
merchandizing tie-ins 30, 31–2, 53, 54–5
Merchants of Cool (PBS documentary) 19–20
Michaels, Jillian 70–1
mind: privileging of 100, 113–14
Mitchell, C. 185
Mitchell, Claudia 133
mobile media 161
see also cell phones
Moletsane, Relebohile 119–22
Montgomery, K. C. 26, 32–3, 56, 74
moral agenda of media literacy 14
moral panics and modern media 38–9, 92, 194
MTV channel 2, 56–7
multimedia anti-smoking truth campaign 54–5
multitasking youth and media usage 24, 168–9, 172
Murdoch, Rupert 73
Murray, John 184–7
music
remixes 180–1
young girls and pop music 60–2
MySpace (social networking site) 154
myth and media images 83
National Association for Media Literacy Education (US) 65
National Media Education Conference (US) 11–12
Navas, Eduardo 180
NBC-Universal 73
negotiated media readings 91
neoliberalism and marketing to young people 30
Neopets online community 163, 164
network thinking and new digital media 160, 198
networking
children and young people’s media usage 33–4
dissemination of youth media production 160–1
see also social networking media
New Criticism 85, 86
new digital literacies see digital literacies and new media
New Literacy studies 140
New London Group 149
News Corp. 28, 38, 73
news programming for young people
Channel One domination in schools 35–6
Youth Radio in US 126–8
Nicktropolis (virtual gaming world) 165, 166
Nike adverts 94
Nixon, Helen 144, 161

obesity
children and media usage 26
and policy on advertising to children 166
weight-loss reality TV show 69–71

Office of Education (US) 10
one-way media flow 5
Ontario, Canada: media education 10, 65
Open Source Cinema Project 181
open-source Internet content 179, 181, 194
‘opinion leaders’ and audience response 85
oppositional media readings 91
Organization for Economic Co-operation and Development 166
Orner, Mimi 118, 122

parents
commercial pressure for digital learning 52–3
concerns and media usage 26–7, 89
financing youth consumption 22
participation
community-based youth media projects 118–22, 125–32, 147, 184–7
empowerment and interactive digital media 5–6
see also children and young people’s media lives; civic engagement; democratic participation; interactive media; social networking media; youth media production
participatory video projects 119–20
PBS (Public Broadcasting System) (US) 19–20, 48, 129
peer mentoring and youth media production 130–1

personalization issues 33, 34, 162
plagiarism and copy-paste culture 177–8, 181–2
Plato 100
pleasure/play
play as digital competency 172, 190, 199
and youth media production 112, 132–6, 149, 190, 199
plurality and media education 197–8
Pokémon franchise 168
policy
and children as targets of online advertising 163, 166, 167
and future developments in media education 12–16, 193–4, 201–2
neoliberalism and marketing techniques 30
‘top-down’ approaches to digital literacies 144–5
political economy of media production 72–3
popular culture and youth practices 40, 111, 132
trivialization of female practices 60–1
see also youth media practices and new digital literacies
Postman, Neil 2, 8
power
and Big Four media companies 28–9, 32–3, 38, 40, 72–3
and voice in youth media production 118, 122–3
PowerPoint and ‘transmedia navigation’ 168
Poyntz, S. R. 117, 118, 130–1
Prensky, Mark 7–8
print culture 64, 106, 141–2, 169, 178, 189
privacy issues and new digital media 159
data collection and marketing 162–3, 164, 166
probing as gaming competency 172
Index

product placement in online games 164–6
production see media production; technologies of media production; youth media production
psychology of branding 31
public attitudes towards media education 191–3
public pedagogy
and Channel One programming in schools 35–6
children’s learning television 48–9
film as learning tool 50–1
and media culture 41–3
television in India 89–90
public service announcements (PSAs) 53–5
public space
and youth media practices 158
and youth media production 117–18, 127–8
Pudovkin, V. I. 113
queer online communities 187–8
racial stereotypes
and video games 92
and youth media productions 122
racism as digital media issue 145–6
radio: Youth Radio in US 126–8
rap music and sense of belonging 134
reader-response criticism 85–6
Real People (MTV program) 56–7
reality and coding in media texts 78–9, 81–2
reality television 7, 69–71
reception theories and audiences 85–6, 90–2, 108–9
regulation
lack of regulation of online advertising 164–5, 166
of young people’s lives 158
remix cultures 110, 111, 115, 124–5, 177, 178–82
representation and cultural life 67, 74–6
coding and media texts 77–9, 81–2, 128
rule-breaking media texts 79
self-representations of youth 117–18, 127, 175–7
see also semiotics and media texts research
and children’s learning television 49
industry research on youth trends and consumption 19–20, 21–2, 40, 94
lack of correlation between violence in media and life 43–4, 87, 194
on young people’s media usage 23–5, 34, 88–90, 91–2
see also ethnographic research rhetoric
and anachronistic curriculum 64
and audience theories 85
and print and digital literacy 178
rip!: A Remix Manifesto (open-source documentary) 181
risk
in childhood and youth 21, 39
and video gaming techniques 172, 173
and violence in media debate 44–5, 171–2, 194
of youth media practices 158–9, 195, 199–200
Risk Commission (UK) 21
Rose, Nikolas 70
Rosenblatt, Louise 85–6
Rousseau, Jean-Jacques 38
SAFE (Student Action for the Environment) 51
sampling and copyright infringement 179
Saussure, Ferdinand de 67
Save the Children 188
scientific knowledge 148
screen education in UK 9
Second Life (virtual world) 155, 156–8, 174
Sefton-Green, Julian 111, 144, 161
self-employment in creative economies 103–4
self-expression and youth media production 110, 115–23
self-help and reality television 70–1
self-representations of youth 117–18, 127, 175–7
semiotics and media texts 77–8, 81–4
Sesame Street (TV program) 48–9, 53
‘seven Cs’ of youth media practices 149–50, 153–90
sexualization of children 21
sign and semiotics 82
‘silenced voices’ and youth media production 115–16, 117–18
Silverstone, Roger 14, 22, 198
SimCity (virtual reality game) 172
Simpsons, The (TV show) 2, 95–7
simulative gaming worlds 6, 155, 156–8, 174
Situationist movement 57
skills training
danger of narrow focus of media education 13–14, 193
ineffective teaching of computer skills 146, 190
and youth media production 110, 112–15, 126
smoking and public service announcements 53–5
social class and media education 113–14, 146
social issues
citizenship education and digital media issues 145–6, 199
and entertainment education 55–7
impact of public service announcements 53–5
and Sesame Street programming 48–9
video games and media education 176–7
and youth media production 128–32, 199
social networking media 17, 25, 39
and activist groups 17–18, 183, 184–7
and dissemination of youth media work 160
online communities 182–9, 200
sophisticated advertising methods 162, 163
and youth media practices 152, 153–5, 158, 182–9
see also Facebook
social relations 26, 27, 147
and learning 148
and literacy 140, 141
and youth media production 110, 123–32
youth practices and new digital media 158–9
see also social networking media
Soep, Elizabeth 117, 122, 124–5, 126–8
soft change and media education 200–1
software for educational learning media 49, 52
South Africa: AIDS awareness programs 185, 186
spontaneous knowledge 148
Squire, Kurt 91–2
Stack, Michelle 129–30
Star Wars brand 31
stereotypes and media education 74
and media production 75
privileging of mind over physical world 100
racial stereotypes and video games 92
‘Strawberry Shortcake’ strategy 31
structural factors and media influences 39–41, 59, 73
Stuart, Jean 119–22
stylization and consumer experience 77
Subrahmanyam, Kaveri 145, 159
‘sub-vertisements’ 57–8
surveillance and youth media practices 162–7
symbolic ‘articulation’ and social networking 154
symbolic codes and learning 148
see also semiotics and media texts
symbolic creativity 111
synchronic representation 67

TakingITGlobal website 170, 188
Tapscott, Don 170, 189
teaching
‘continuous inquiry’ teaching practice 128–9
conventional methods and digital natives 7–9, 106–9, 145, 190
ineffective teaching of computer skills 146, 190
see also education; learning; media education
‘teaching machines’: films as 50–1
Teaching Tolerance (web project) 188
technologies of media production and danger of narrow focus of media education 13–14, 113–14, 193
influence on meaning and message 76
youth media production and vocational training 112–15, 126, 193
technology
present-day pervasiveness ix, 17, 24, 88
young people and availability and usage 24–5, 34, 151–2
see also technologies of media production
 telescoping as gaming competency 172
television
apogee in 1990s 2
children as active viewers 45
children’s experiences in India 89–90
cross-marketing tie-ins 31, 47
cross-media convergence 7, 165
and development of media education in US schools 9–10
educational programming and problem of commercialism 35–6, 46–7
as educational resource x, 46–53, 89–90
interactive content 6
reflection of cultural life 68
research on usage 24, 26
text and media education approaches 66, 76–84, 93, 149–50
complexity of media texts 77
content analysis of media texts 79–81
and Media Literacy 2.0 152–3
semiotics and reading media texts 77–8, 81–4
texting 158
TheOneMinutesJr website 170
Thompson, Denys 37
Time Warner 28, 30, 38, 73
Tobin, J. 132, 134–5
‘top-down’ approaches to digital literacies 144–6
Torrent, Jordi 12–13, 200–1
transactional reading 85–6
transformation television 69–71
‘transformed practice’ 149
transgressive behavior 134–5, 145–6, 199–200
see also violence in media
‘transmedia navigation’ competency 168
Trend, David 118
truth campaign and anti-smoking announcements 54–5
TurnItIn software 177
two-way media flow 5, 143, 179–82
ubiquity and media usage 34
UK
development of media education 9, 10
media as learning tool 49, 50
UNESCO 101
  Grunwald Declaration on Media Education (1982) 3
Unilever Inc. 55
United Nations literacy benchmarks 139–40
upgrading and consumer market 161
US cultural imperialism 38, 39
development of media education 9–10, 11
television in education 46–7
user-generated Internet content 169–70, 171, 179–82, 184–7, 189
‘uses and gratification’ audience model 85
v-logs 98
values and cultivation analysis 81, 87, 90
and role of literacy 141
van Dijk, Teun 80
Viacom 28, 30, 38, 73, 164
Video Games Immersion Unit 176–7
video and online gaming 4–5, 6
and creativity 171–4, 175–7, 194–5
and debates on violence 43–6, 87, 171–2, 194–5
ethnographic research 91–2
and immersive advertising in children’s spaces 164–6
and media education potential 173–4, 175–7, 194–5
parental concern and violent games 26
pervasiveness in children’s lives 26–7
virtual reality games and identities 155, 156–8, 174
and youth media practices 170, 171–4, 175–7
video production children’s agency and pleasure in 134–5

community youth media projects 118–22, 125, 128–32
and online cultural production 178
violence in media 4, 26, 39, 43–6
lack of correlation between media and life 43–4, 87, 194
risk and effects 44–5
role of media education 45–6, 194–5
viral marketing 33
virtual communities 182–9, 190
virtual reality platforms 155, 156–8, 174
visual literacy and new digital media 167–8
vocational training and media production 112–15, 126, 193
voice and youth media production 112, 115–23
don Feilitzen, C. 43, 44, 45
Vygotsky, Lev 148–9
Wakefield, M. 53–4
Wasko, Janet 22, 28–9
Web 2.0 platforms 6, 94, 162, 171, 179, 182, 195
Web 3.0 platforms 162
Web Elements website 182
webcam productions 94, 97–8, 171
‘webquests’ 160
weight-loss reality TV show 69–71
Wesch, Michael ix
Wikipedia website 169–70, 189
Willett, Rebekah 32, 33, 59
Williams, Anthony 170, 189
Williams, Raymond 9
Willis, Paul 94, 101, 110–11
WireTap (online magazine) 188
women narrow representations in media output 73
trivialization of female pop culture practices 60–1
World Internet Project 25
World Wide Web 4
worldviews and media
  interpretation 67–8, 81, 87, 90
Wright, Will 172
writing
  alphabet and emergence of literacy 140–1
  and digital literacy 178
  and learning through media production 105, 106–9

YAHAnet networking tool 184–7
Yes Men 58
youth media practices and new digital literacies 149–50, 151–90
  and communication 155, 158–61
  and community 182–9
  and consciousness 153–5, 156–8
  and consumption and surveillance 161–7
  and convergence 164–6, 167–70
  and copy-paste 174, 177–82
  and creativity 170–4, 175–7
see also children and young people’s media lives; popular culture and youth practices; transgressive behavior

youth media production 100–36
  copyright and creative remixing 177–82, 195
  creative consumption 102–4, 110–12
  and creative economies 102–4, 193
  creativity and digital media literacies 170–4, 175–7
  educational value and pleasure/play 112, 132–6, 149, 190, 199
  educational value as praxis 101, 104–10, 113, 149, 199
  as form of agency 109–10, 112–36, 199
  formal and informal settings for 101, 111–12, 132, 190
  limitations of top-down approach 146
  lonelygirl15 hoax 94, 97–9
  online communities and arts-based action 184–7
  platforms for dissemination 160–1
  Youth Radio in US 126–8
  YouTube 25, 170
digital ‘mashups’ 181
lonelygirl15 phenomenon 94, 97–9