

A PUBLICATION OF THE NATIONAL TELEMEDIA COUNCIL • SINCE 1953

# THE Journal of Media Literacy

VOLUME 56, NUMBERS 1&2 • 2009

## SCHOOL 2.0

*Transforming  
21st Century Education  
Through New  
Media Literacies*

MARTIN RAYALA, Ph.D.  
GUEST EDITOR

DOCUMENTARY  
FILM-MAKER

*Ken Burns*

LITERACY  
THROUGH MEDIA

ANDERSEN • ARCUS • CORTÉS • DE ABREU • DEZUANNI • DUNCAN • FANCHER  
FRECHETTE • GEE • GOBLE • GOMEZ • KAPP • RAYALA • RICHARDSON

# The Journal of Media Literacy

National Telemedia Council, Inc.

1922 University Avenue • Madison, WI 53726  
(608) 218-1182 • NTelemedia@aol.com  
www.NationalTelemediaCouncil.org

**WWW.JOURNALOFMEDIALLITERACY.ORG**  
*Currently in Development!*

## EDITORIAL BOARD

EDITOR	Marieli Rowe
GUEST EDITOR	Martin Rayala
MEMBERS	Karen Ambrosh Neil Andersen Barry Duncan Henry Jenkins Martin Rayala
DESIGN & LAYOUT	Kristyn Kalnes

Copyright © 2009 National Telemedia Council, Inc.  
Reprints by permission only. ISSN: 1944-4982

## CREDITS

Cover photo of Ken Burns is from the PBS website: [http://pressroom.pbs.org/programs/the\\_national\\_parks\\_americas\\_best\\_idea](http://pressroom.pbs.org/programs/the_national_parks_americas_best_idea). Visuals within each article were provided by the respective authors or are property of NTC. Some images and photographs used herein have been found on the Internet and are used here under Fair Use Guidelines and are intended for educational purposes only. *The Journal of Media Literacy* (first published in 1953 as *Better Broadcasts News* and later as *Telemedium*, *The Journal of Media Literacy*) is published by the National Telemedia Council (NTC), the oldest media literacy education organization in the United States, having been founded in 1953. *The Journal* reflects the philosophy of NTC, which takes a positive, non-judgmental approach to media literacy education as an essential life skill for the 21st Century. The National Telemedia Council is an organization of diverse professionals interested in the field of media literacy education. NTC encourages free expression of views on all aspects of media literacy in order to encourage learning and increase growth of understanding of issues in Media Literacy. Any opinions expressed in *The Journal* or by individual members of NTC, therefore, do not necessarily represent policies or positions of the National Telemedia Council.

VOLUME 56, NUMBERS 1 & 2 • 2009

# SCHOOL 2.0

TRANSFORMING 21<sup>ST</sup> CENTURY EDUCATION  
THROUGH NEW MEDIA LITERACIES

## LETTERS FROM THE EDITORS

by Marieli Rowe, Karen Ambrosh & Martin Rayala ..... 2

## THE ROLE OF MEDIA LITERACY IN THE REFORM OF SCHOOLS IN THE 21ST CENTURY

by Martin Rayala ..... 4

## REMIXING MEDIA LITERACY EDUCATION: STUDENTS "WRITING" WITH NEW MEDIA TECHNOLOGIES

by Michael Dezuanni ..... 11

## POWER DYNAMICS IN CLASSROOM 2.0

by Neil Andersen ..... 14

## EXPLORING MEDIA WITH DORA: A PRESCHOOL INTRODUCTION TO MEDIA LITERACY

by Carlos E. Cortés, Mariana Diaz-Wionczek, & Valeria O. Lovelace ..... 16

## EDUCATION IS MORE LIKE A DOG PARK THAN A CLASSROOM

by John Gee ..... 19

## THE BIG SHIFT: CAN MEDIA PRODUCTION BE A SOLUTION TO THE DEMISE OF STUDENT ENGAGEMENT?

by Carol Arcus ..... 21

And with a Response by Julie Corrigan ..... 22

## SURVIVING THE 21ST CENTURY WITH MEDIA LITERACY

by Barry Duncan & Carol Arcus ..... 23

## LEARNING BEYOND THE CLASSROOM WALLS: KEEPING STUDENTS ENGAGED IN CLASS 2.0

by Julie Frechette ..... 27

## WEB 2.0 AND THE SOCIALIZATION OF LEARNING WORKING TOGETHER

by Belinha De Abreu ..... 30

## WITHIN TECHNOLOGY, WITHOUT TECHNOLOGY: HOW CAN TEACHERS WITHOUT TECHNOLOGIES EMBRACE THE MESSAGES OF NEW MEDIA?

by Ryan R. Goble ..... 33

## THE FUTURE OF THE NEWS MEDIA AND HOW IT WILL AFFECT EDUCATION

by Mike Fancher ..... 39

## MEDIA LITERACY AND POLITICAL COMMUNICATION

by Glenn W. Richardson Jr. .... 45

## TXTING TO LEARN: A PORTUGUESE EDUCATIONAL EXPERIENCE IN MEDIA LITERACY

by J. Ignacio Aguaded Gomez, & Sandra Côrtes Moreira ..... 56

# Txting to Learn:

## A PORTUGUESE EDUCATIONAL EXPERIENCE IN MEDIA LITERACY

BY J. IGNACIO AGUADED GOMEZ, Ph.D.  
& SANDRA CÔRTES MOREIRA

The growth of human communication through the increasing use of electronic and digital media, has increased the need for analysis, and debate, of the concept of literacy. This has been a challenge for many researchers and educators throughout the world, and also, for many social and political organizations, including UNESCO, the European Council and the European Union (EU).

The concept of media literacy will only be understood once it has been conscientiously accepted, and then fully developed and implemented by media education programs. This implies the enhancement of new competencies in all. In particular, it applies to the younger generation. Those involved in media literacy education, ideally all people to some degree, would become much more aware and interested in the use of all new media and much more sensitive to the consequences of inappropriate use of these technologies. Media literacy also requires the participation of all agents, from politicians to industry content producers and especially from educational agents, since it concerns all individuals and affects the way we relate to each other and understand information.

The use of mobile phones, as well as IM—*Instant Messaging*, has become ubiquitous throughout the world. Communication industry regulators (OFCOM in Great Britain, for example, or ANACOM, in Portugal), non-profit organizations and marketing studies enterprises (Kaiser Family Foundation and Pew Internet & American Life Project in the USA), as well as investigational projects led by universities or other institutions, like the European Union (2007, *Study on Media Literacy: Current trends and approaches to media literacy in Europe* or 2006, *Mediappro*) and the UNESCO or the Göteborg University and its International Clearinghouse on Children, Youth and Media (Nordicom), just to cite a few, are evidence of this new media saturation, especially among young people. Despite their ubiquity, some technologies have not yet been fully explored as they could be, through explicit skills training, to create a truly functional literate society. One untapped area is the use of “*txting*” (the abbreviated writing form used mainly by young people to communicate through mobile phones and IM services) as a valid pedagogical strategy to teach/learn, especially with regard to language content.

*Txting* is a code; not a completely original one, in the sense that it has characteristics common both to the dominant codes used by its writers (their native languages), as well as characteristics of iconic and signifying codes. It's not possible, either, to establish a grammar for it, since a grammar is a very long and thorough list of rules, but it's possible to identify some basic grammar rules and to understand, as Noam Chomsky said (Szabó, 2004), that their users have to develop a set of accepted group language conventions leading to an acceptable performance, whether the group's primary mode of communication be Chat, SMS, MSN (or other IM services), to name just a few possibilities. *Txting* is a hybrid code, mixing characteristics of native languages with others specific from *computer mediated communication* (CMC), and there is a clear possibility of classifying it as a new textual genre, with specific lexical or other linguistic features, just as Marcuschi (2002) and Santos (2003) defend, more than considering it a dialect (geographical variation of languages). Pierre Lévy (2002), in a conference about the "The Collective Intelligences/Internet and Human Development," held in one of the universities of S. Paolo, Brazil (SESC), said alphabets would resist the birth of a new language of animated images/drawings, motivated and resulting as a direct consequence of media use (computer games or graphic softwares, such as Power Point, for example), which potentiates the integration of visual and multimedia tools and features in language codes; but in Lévy's opinion, it was perfectly possible to see such a development in the near future. *Txting* already does some of this, by integrating visual/iconic elements, such as emoticons and smileys (graphic symbols or combinations of symbols used to convey emotional content).

More than a "fashion item," *txting* will have a tendency to establish itself as a characteristically CMC form of expression, with developmental characteristics similar to those of cinema or television language, which were initially the object of so many doubts, suspicions and fears but are now an integral part of everyday life. Even handwriting, when

originally seen as a new technology, once had the disapproval of many, as Umberto Eco often refers in papers and conferences. Writing, as a means of transmitting ideas using a code and a physical support (paper), took the role of a social distinguisher, since it was reserved for a select few, such as priests, nobles and scholars, for many centuries; in fact, it still is a barometer of social and economical development in societies. Likewise, now many, even in the press, accuse *txting*, of being the cause of dramatic language changes, of being the cause of poor learning and native language use, largely because of the fact that young people are the main users. Some critics go so far as to say *txting* is destroying languages as we know them. Nevertheless, we, as well as many others (Benedito, 2002, 2003 and, Segerstad, 2002:262, Thurlow, 2003 and 2006 and Tagliamonte and Denis, 2006), believe languages will not be structurally affected by the use of

---

J. IGNACIO AGUADED GOMEZ, Ph.D., is Vice-chancellor of the University of Huelva (Spain). Leads the fields of Technology and Innovation and is a professor of the Department of Education. Chairman of Group Comunicar, in Andalusia, veteran in Spain in Education through Mass Media. He is the manager of the Iberoamerican scientific magazine on Communication and Education "Comunicar" (ISSN:1134-3478), which is distributed in Europe and America. He is also the scientific advisor of several national and international magazines, as well as the manager of the investigative group "Agora", which is developing various investigation projects under the Andalusian Plan of Investigation (HUM-648). He has participated in many educational/investigative activities on the didactic use of mass media, and he has been the organizer and chairman of several scientific committees of international academic events. He can be reached at: [director@grupocomunicar.com](mailto:director@grupocomunicar.com).



SANDRA CÔRTEZ MOREIRA Graduated with a Masters in Educational Communication from the University of Algarve and the University of Lisbon/Portugal and is currently preparing to obtain a Ph.D. in Multicultural Education at the University of Huelva/Spain. She integrates the work of the Centre of Investigation for the Arts and Communication (CIAC) of the Superior School of Communication of Lisbon, and the University of Algarve/Portugal, with the current collaboration being the EUROMEDUC project. As a former Secondary School teacher of Media and Communication, she collaborated in several different media educational programs, both Portuguese and European, such as the Cyberjournal (IEE/CIEMI), Glocal Youth (UAlg), Journées Annuelles de l'ARPEJ (ARPEJ/CLEMI/UAlg). She also worked as a journalist and is currently responsible for Silves Mayors' PR and Information Service (Algarve/Portugal). She can be reached at: [sandracortes70@sapo.pt](mailto:sandracortes70@sapo.pt).



these new forms of communication, even though we find the communication of young people showing signs of them, such as abbreviations, shorter sentences, acronyms, among others. Such slight variation and development is natural in living languages, which progress and modify themselves constantly, as living organisms do (Lavoisier and Darwin demonstrated clearly this principle), without being destroyed in the process. This possibility is even more evident in languages, which are products of conventions, accepted and transformed at the same rhythm as societies and mentalities change themselves.

Interestingly, a case study in a secondary school in Silves, Portugal (a small city in Algarve, the southern region of the country), shows that students understand this flexibility of languages and compare it with examples from the Portuguese spoken language itself, such as the spelling of the word "Farmácia" (pharmacy/chemistry), which was written "Pharmácia" in the 19<sup>th</sup> century. Students in the study, between the ages of 15 and 21 years old, with difficulties in learning their native language, had a greater tendency to integrate components of *txting* in their communication, especially in contexts that reveal inappropriate timing, mainly formal settings (exams, reports, etc.). They also reveal fewer skills in its use, that is, a poor mastery of the aesthetic and grammatical features of the Portuguese idiom, as well as a lack of creativity in the use of *txting*. *Rat* (the MSN nickname of one 17 year-old student) had such significant expressive difficulties in the Portuguese language that when he used *txting*, he could not decode the basic sentences or signs of it. The poor use of both codes, of course, shows an increased likelihood for language acquisition problems.

Having established this, why not take advantage of the situation, using these technologies to do exactly the opposite, that is improving the knowledge of one's native language and motivating the problematic students to learn it?

Using prior knowledge in the teaching/learning process has been promoted by many researchers, mainly constructivists. Jean Piaget, the well known Swiss psychologist, talked about a continuous process of assimilation and accommodation that leads children to developmental stages, until they reach a complex knowledge about a particular situation/theme or *gestalt*. Vygotsky talked about the influence of social interaction in the learning process, and Bruner believed that a stronger grasp of new concepts was built on present and past understanding of facts, resulting from two main stages. First, the process of knowledge transmission, which is concerned with the experiences and contexts that contribute to build the student's will to learn. Second, the learning process has to be structured in such way that the concepts can easily be learned through the creation of "spiral curricula" (repetitions of themes with increasing, interrelated complexity that build on the learner's developing knowledge). Bruner proposes that teaching must be considered as facilitating the students' search for solutions, driving them to explore subjects beyond those given or presented by the teachers and valuing ideas such as intuition and analysis. Therefore, *situated learning* (developed by authors like Lave, Wenger, Schuman and Clancey), and more specifically, the *Situated Action Theory* (proposed by Artman and Wærn), give a relevant theoretical frame from which to justify the use of *txting* in classes, and in the teaching/learning of native language idioms; since this use implicates the clear perception that the world, relationships and, consequently, identities are permanently changing. Such an acknowledgement of ongoing change implicates each one of us, since learning is the result of belonging to a certain place (Duncan and Leander, 1998-2003), as well as the result of interaction and communication (Artman and Wærn, 1995: 12). The idea of using, valuing, and bringing to the classroom, students' personal experiences, their daily practices and their personal "libraries of knowledge" relevant to this theoretical frame, could foster additional motivation and interest, a constant need in the teaching/learning process. Moreover, it would promote a better adap-

tation of teaching methodologies to each student's learning style.

A program of exercises was developed and tested at the aforementioned school, which served as a pilot study site, to implement these principles. The program is still being improved for use in other schools, through the collaboration of Portuguese language teachers and students. It has a clear focus: to use the students' experience as *txting* users, referencing examples of this code, to teach them some of the basic grammar concepts of the Portuguese language. At the pilot school, the application of the program has improved the relationship between teachers and students, since they had to share a non-conventional knowledge, which is seen by some as being "softer." Many of the teachers never tried using *txting* before and by engaging in this experience, they became closer to the students; the transmission of "harder" subjects became much easier after that. But it also improved the critical thinking and analysis skills of students, making it possible for students to build individual tools and strategies for coping with different situations, regardless of their relation to *txting*. This type of connection made it possible to deliver what Paulo Freire referred to as a "Dialogical Education":

"I defend a critical-dialogical pedagogy (...) the critical apprehension of significant knowledge through a dialogical relationship (...) where one proposes the building of a collective wisdom articulating both the popular knowledge and the critical knowledge, the scientific knowledge, mediated through the experiences of the world."

And the Brazilian pedagogue concludes:

"Only dialog, that implies a critical thought, is capable of generating that same critical thought. Without it there's no communication and without communication, there is no true education\*" (1995: 83 and 1987: 83).

As a result of this study, a small book of exercises is being written, which incorporates the national guidelines defined by the Ministry of Education Board, as well as the goals and timeline of the participating teachers. Examples of prior media literacy curriculum development efforts were also analyzed (CLEMI, France and Instituto de Inovação Educacional, Portugal, for example). Based on these guiding factors, each exercise specifies its objectives, intended audience, needed materials, suggestions on appropriate teaching methodology (group/individual work, for example), key words and concepts, related topics for further investigation, articles/web sites to consult (with references), the activities themselves, and notes. The graphics of the book are intended to be appealing and easy to use (*See examples on next page*).




The participating teachers were consulted throughout the process of creating and implementing the lessons. The teachers used the lessons in their classes, which consisted of students in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades (as previously mentioned, between 15 and 21 years old). Several focus groups are still being created to evaluate the program, including teacher groups, to analyze the exercises and reactions of students, as well as student groups, both for those in the Portuguese classes and a sub-group of those with poor marks in their Portuguese classes.

This experience has been one of great collaboration and success, since all the people involved have shown sincere appreciation and given valuable suggestions and contributions. Their goal has been to improve the first edition of the book and to go on with the investigation, preparing a second stage, in which different countries and other schools will be involved.

---

\* This is a free translation of the original portuguese text, by Paulo Freire, that says: «Defendo uma pedagogia crítico-dialógica (...) apreensão crítica do conhecimento significativo através da relação dialógica (...) onde se propõe a construção do conhecimento colectivo articulando o saber popular e o saber crítico, científico, mediado pelas experiências do mundo»; «Somente o diálogo, que implica um pensar crítico, é capaz, também, de gerá-lo. Sem ele não há comunicação e sem esta não há verdadeira educação».

## PONTUAÇÃO/ACENTUAÇÃO 2

**OBJECTIVOS:**

- Os alunos devem:
- Compreender a importância da pontuação e acentuação para a transmissão correcta de ideias através da escrita;
- Relembrar as regras gerais de utilização da pontuação/accentuação;
- Esclarecer algumas dúvidas que possam existir.
- Melhorar a expressão oral e escrita dos alunos;
- Promover/melhorar a utilização da Gramática e do prontuário Ortográfico como ferramentas de trabalho e de esclarecimento de dúvidas;

**PUBLICO-ALVO:**

→ Alunos do 10º Ano.

**MATERIAL NECESSÁRIO:**

- Excerto de uma gramática ou de um prontuário ortográfico a escolher pelo docente (podemos sugerir: FERRERIA, A. Gomes e FIGUEIREDO, J. Nunes. Ob. s.d. *Compilado de Gramática Portuguesa - 7ª, 8ª e 9ª Anos*. Porto: Porto Editora;
- BERGSTRÖM, Magnus e RIBEIRO, Neves. 2004. *Prontuário Ortográfico e Guia da Língua Portuguesa*, 23-24. Lisboa: Editorial de Notícias, 48ª ed. [1997, 1ª ed.].
- Dicionário SMS;
- Excerto da obra de José Saramago
- (SARAMAGO, José. 2005. *Memorial do Convento*. Col. Obras de José Saramago, nº5. Lisboa: Editorial Caminho, 36ª Ed.).

**ORGANIZAÇÃO DO TRABALHO:**

- Trabalho de Grupo;
- Trabalho Colectivo;
- Duração: 1 ou 2 blocos de 90 minutos.

**1**




Distribui-se em papel pelos alunos (ou visiona-se através de acetato ou videoprojector) o texto que se segue, escrito em "chats". Divididos em grupos de três alunos, os jovens vão, rapidamente, identificar os erros de acentuação e pontuação que existem neste texto.

[00:44:50] \*D1zZy\* » te: kôo é k vens a portugi?  
 [00:45:06] Mariana: num sei  
 [00:45:17] Mariana: mas acho que so vou em agosto  
 [00:45:29] \*D1zZy\* » te: ok.  
 [00:45:43] \*D1zZy\* » te: entaum e jah tax a preparar o tea birthday?  
 [00:46:48] Mariana: eu vou fazer so no principio de agosto pq tenho um monte de amigos meus que viajaram  
 [00:47:00] \*D1zZy\* » te: iiiii  
 [00:47:06] \*D1zZy\* » te: max assim n vais adiar mtto?  
 [00:47:53] \*D1zZy\* » te: :p

7




## PONTUAÇÃO/ACENTUAÇÃO 2

**PALAVRAS-CHAVE:**

- Pontuação;
- Acentuação;
- Sinais de pontuação (vírgula, ponto final, etc.);
- Palavras graves, agudas, esdrúxulas;

**TEMAS QUE PODEM SER PARAFUNDADOS:**

- As orações coordenadas e subordinadas (ver o Manual do 10º Ano, "Ser em Português", pp. 325-331);
- Correntes/áutones que não usem pontuação na sua produção literária;
- José Saramago: a vida e obra do Prémio Nobel da Literatura portuguesa;
- As diferenças de acentuação entre o Português do Brasil e de Portugal (ver, por ex., a WIKIPEDIA: <http://pt.wikipedia.org/wiki/Ortografia> -consultado a 14/10/2005);

**ARTIGOS/MATERIAIS A CONSULTAR:**

- Vida e obras de José Saramago: Manual do 10º Ano, "Ser em Português", pp. 37-39 e 108; <http://www.calista.pt/saramago/> (consultado a 14/10/2005); <http://www.cii.pt/cultura/literatur/abomance/saramago/> (consultado a 14/10/2005); <http://saramago.htm> (consultado a 14/10/2005);
- SARAMAGO, José. 2005. *Memorial do Convento*. Col. Obras de José Saramago, nº5. Lisboa: Editorial Caminho, 36ª Ed. [1982];
- Ver WIKIPEDIA: <http://pt.wikipedia.org/wiki/Categoria:Portugueses> (consultado a 12/10/2005);
- [http://www.portugues.com.br/Gramatica\\_da\\_Lingua\\_Portuguesa\\_em:](http://www.portugues.com.br/Gramatica_da_Lingua_Portuguesa_em:) (consultado a 10/09/2005).

**2**

Cada grupo identifica os erros do texto que encontrou e corrige-os, passando-o para o Português padrão. Depois entrega-o ao professor, que o analisará cuidadosamente.

**3**

O grupo de alunos que efectuar a melhor correcção do texto, sem falhas de pontuação, acentuação e ortografia, recebe um prémio: um mini-dicionário de SMS.

**SINAIS DE PONTUAÇÃO** - «Quando escrevemos, devemos ser claros e expressivos, se queremos que nos compreendam. Os sinais de pontuação são um dos meios mais importantes para tal (...) Com os sinais de pontuação, ou separamos por pausas os conjuntos significativos, isto é, as palavras que formam grupo pelo sentido, como acontece com o ponto final (.), a vírgula (,), o ponto e vírgula (:) e os dois pontos (:), ou indicamos a entoação com que a frase foi proferida ou deve ser lida, como acontece com o ponto de interrogação (?), o ponto de exclamação (!) e as rísclicas (...), ou assinalamos outros factos, como acontece com o parêntese ( ) e aspas (« ») ou o travessão (-).»

FERRERIA, A. Gomes e FIGUEIREDO, J. Nunes. Ob. s.d. *Compilado de Gramática Portuguesa - 7ª, 8ª e 9ª Anos*, 23-24. Porto: Porto Editora.

**ACENTOS** - «Quando pronunciamos uma palavra com várias sílabas (polissílabo) distinguimos normalmente uma delas, que se destaca em relação às outras, sendo percebida como mais «forte». Esta sílaba é chamada sílaba acentuada ou tónica, por oposição às restantes, que são não acentuadas ou átonas. (...) Palavras agudas ou oxítonas são as que têm o acento tónico na última sílaba: café, pentiz, pagão, mulher, rapaz, etc. Palavras graves ou paroxítonas são as que têm o acento tónico na penúltima sílaba: bola, fácil, mais, provável, etc. Palavras esdrúxulas ou proparoxítonas são as que têm o acento tónico na antepenúltima sílaba: fantástico, hábito, incózn, lígrimo, lúdnco, etc. (...) A ortografia do português prescreve a utilização de alguns sinais, chamados acentos gráficos, cuja função é assinalar, na escrita, a vogal tónica, evitando possíveis erros de leitura.»

BERGSTRÖM, Magnus e RIBEIRO, Neves. 2004. *Prontuário Ortográfico e Guia da Língua Portuguesa*, 23-24. Lisboa: Editorial de Notícias, 48ª ed. [1997, 1ª ed.].

8




Sample sheets from a book of exercises.

Mainly, though, the study has created a needed space for debate around literacy issues related to the new communication technologies (CMC, Chatting, and SMS, in particular). At the moment, there is a clear perception that the introduction of *txting* in the language classes has made it possible to prepare both teachers and students to maintain a constant awareness of literacy issues. Additionally, in terms of the teaching/learning process, we can surely affirm that this experience enhances students' comprehension of language structures, thereby improving their use of lexicon, semantics and grammar. This improvement, in turn, has led students to much more accurate identification and correction of their own mistakes (and the mistakes of others), gaining better

expressive skills and demonstrating improved native language skills as well.

In terms of literacy, there are two major benefits. **First**, knowing how to use the language, students can better understand the meaning of words and texts. This ensures a better comprehension of messages, which is the necessary basis to be a media literate person. **Second**, analyzing the specific characteristics of *txting* and thinking about CMC provides students and teachers with the tools to make better use of those new technologies and promotes in all of them, better "abilities of identifying, accessing and analyzing, as well as to interpret, evaluate and communicate/select competently" the media

(OFCOM, 2006: 1). Therefore, they will become media literate, which is to say, people “able to exercise informed choices; understand the nature of content and services; be able to take advantage of the full range of opportunities offered by new communications technologies; and be better able to protect themselves and their families from harmful or offensive materials”. They will be engaged and competent citizens in a society already demanding them to be media literate “as a result of the media convergence – that is the merging of electronic media (mass communication) and digital media (multimedia communication) which occurs in the advanced stages of development of an information society. This media literacy includes the command of previous forms of literacy: reading and writing (from understanding to creative skills), audiovisual, digital and the new skills required in a climate of media convergence” (Pérez-Tornero/Barcelona University, 2007: 8). And, now and in the future, students and teachers will all be able to carry on the message of media education proposed by UNESCO (1982, 1999; 2002), the Council of Europe and the European Commission. ❁

## REFERENCES

- ANACOM (2008). *Arquivo dos Relatórios Estatísticos Trimestrais do Serviço Móvel (Serviço Móvel Terrestre)*. Lisboa. [www.anacom.pt/template12.jsp?categoryId=258062](http://www.anacom.pt/template12.jsp?categoryId=258062) (10/04/08).
- Benedito, Joviana (2003a). *Dicionário da Internet e do Telemóvel*. Famalicão: Edições Centro Atlântico.
- Benedito, Joviana (2003b). “A Língua Portuguesa na Internet e no SMS”. In *centroatlantico.pt magazine*, Dossier A Língua Portuguesa na Internet e no SMS, 10-11, May. Famalicão: Edições Centro Atlântico.
- Castells, Manuel (2002). *A Sociedade em Rede*. Vol. I. Lisboa: Fundação Calouste Gulbenkian.
- Eco, Humberto (1996). *From Internet to Gutenberg, The Italian Academy for Advanced Studies in América*. [www.hf.ntnu.no/anv/Finno/tekster/Eco/Internet.htm](http://www.hf.ntnu.no/anv/Finno/tekster/Eco/Internet.htm) (24/03/08).
- Eco, Humberto (2004). *Os limites da Interpretação*. Lisboa: Difel.
- Freire, Paulo (1987). *Pedagogia do Oprimido*. Rio de Janeiro: Paz e Terra.
- Freire, Paulo & Nogueira, Adriano. (1989). *Que fazer: Teoria e Prática em Educação Popular*. Petrópolis: Vozes.
- Freire, Paulo (1995). *A Educação na Cidade*. São Paulo: Cortez.
- Katz, James & Aakhus, Mark (2003). *Perpetual Contact – Mobile Communication, Private talk, Public Performance*, 3ª ed.. Cambridge: Cambridge University Press.
- Lévy, Pierre (s.d.). *Cibercultura: Relatório para o Conselho da Europa no Quadro do Projecto “Novas Tecnologias: Cooperação Cultural e Comunicação”*. Lisboa: Instituto Piaget [(1997). Cyberculture. Éditions Odile Jacob/ Éditions du Conseil de l'Europe].
- Lévy, Pierre (2002). *As Inteligências Colectivas/Internet e Desenvolvimento Humano*, August 28th. São Paulo: SESC, [www.sescsp.com.br/sesc/hotsites/pierre\\_levy/interna.asp](http://www.sescsp.com.br/sesc/hotsites/pierre_levy/interna.asp) (15/07/05).
- Marcuschi, Luiz António (2002). *Gêneros Textuais Emergentes no Contexto da Tecnologia Digital* (Modified version of the text introduced in the 50th reunion of the GEL – Grupo de Estudos Linguísticos do Estado de São Paulo, USP. São Paulo, 23-25 de May 2002), Pernambuco: NELFE (Núcleo de Estudos Linguísticos da Fala e Escrita)/Depto. Letras/UFPE/ CNPq.
- Marcuschi, Luiz António & Xavier, António Carlos (2005). *Hipertexto e Gêneros Digitais: Novas Formas de Construção de Sentido*. Rio de Janeiro: Editora Lucerna, [www.lucerna.com.br/downloads/8586930369.pdf](http://www.lucerna.com.br/downloads/8586930369.pdf) (29/03/08).
- Mediapro (2006). *A European Research Project: The Appropriation of New Media by Youth*. Mediapro/European Commission/Safer Internet Action Plan.
- OFCOM (2006). *Ofcom response to European Commission consultation on media literacy*. OFCOM: London. [www.ofcom.org.uk/advice/media\\_literacy/of\\_med\\_lit/OfcomPromotion/econsult/ecresponse.pdf](http://www.ofcom.org.uk/advice/media_literacy/of_med_lit/OfcomPromotion/econsult/ecresponse.pdf) (25/01/08).
- Pérez-Tornero, José Manuel (2007). *Current Trends and Approaches to Media Literacy in Europe*. [http://ec.europa.eu/avpolicy/media\\_literacy/studies/index\\_en.htm](http://ec.europa.eu/avpolicy/media_literacy/studies/index_en.htm) (20/01/08).
- Reia-Baptista, Vítor (2005). “New Environments of Media Exposure - Internet and Narrative Structures: From Media Education to Media Pedagogy and Media Literacy”, 293-304. In Carlsson, Ulla and Feilitzen, Cecilia von. *In The Service of Young People? Studies and Reflections on Media in the Digital Age*. Sweden: The International Clearinghouse on Children, Youth and Media/Nordicom - Göteborg University.
- Santos, Else Martins (2003). *O Chat e a sua Influência na Escrita do Adolescente – Dissertação para Obtenção do Grau de Mestre*. Orientadora: Carla Viana Coscarelli. Belo Horizonte: Fac. de Letras da Universidade Federal de Minas Gerais.
- Segerstad, Ylva Hård af (2002). *Use and Adaptation of Written Language to the Conditions of Computer Mediated Communication*. Department of Linguistics. Göteborg University: Sweeden. [www.ling.gu.se/%7eylvah/dokument/ylva\\_diss.pdf](http://www.ling.gu.se/%7eylvah/dokument/ylva_diss.pdf) (19/03/2008).
- Szabó, Zoltán Gendler (2004). “Noam Chomsky”. In *Dictionary of Modern American Philosophers – 1860-1960*. Bristol: Ernest LePore (ed.). <http://www.chomsky.info/bios/2004----.htm> (18/02/08).
- Tagliamonte, Sali and Denis, Derek. (2006). *Linguistic Ruin? Lol! Instant Messaging And Teen Language*. Presented at Linguistic Association of Canada and the United States (LACUS), July 31 - August 4. University of Toronto. <http://americanspeech.dukejournals.org/cgi/reprint/83/1/3.pdf> (12/02/08).
- Thurlow, Crispin (2003). “Generation Txt? The sociolinguistics of young people’s text”. In AA.VV. (2003). *Discourse Analysis Online*. Sheffield: Communication Studies/Sheffield Hallam University. <http://extra.shu.ac.uk/daol/articles/v1/n1/a3/thurlow2002003-paper.html> (29/02/08).
- UNESCO (1982). *Challenge of Media Education (The Grunwald Document)*. International Symposium on Media Education. Grunwald, Federal Republic of Germany. [www.medialit.org/reading\\_room/article133.html](http://www.medialit.org/reading_room/article133.html) (12/02/08).
- UNESCO (1999). Recommendations. The Vienna Conference “Educating for the Media and the Digital Age”. <http://mediamanual.at/en/pdf/recommendations.pdf> (12/02/08).
- UNESCO (2002). Recommendations. Seville Conference “Youth Media Education”.

---

*The editors would like to thank Rudy Ruiz, a bilingual Milwaukee educator for his assistance in editing this article.*