



N E W S

Literacy

Global Perspectives
for the Newsroom
and the Classroom

EDITED BY PAUL MIHAILIDIS

TABLE OF CONTENTS

List of Figures, Images, and Tables	ix
Preface	
<i>Stephen Salyer, President/CEO, Salzburg Global Seminar</i>	xii
Acknowledgments	xiii
Introduction – News Literacy in the Dawn of a Hypermedia Age	1
<i>Paul Mihailidis, Emerson College, USA</i>	
PART ONE: THEORETICAL MODELS FOR NEWS LITERACY EDUCATION	
Chapter 1 – Civic Voices: Social Media and Political Protest	21
<i>Stuart Allan, Bournemouth University, England</i>	
Chapter 2 – Media Literate “Prodiences”: Binding the Knot of News Content and Production for an Open Society	41
<i>Manuel Guerrero & Mónica Luengas Restrepo, Universidad Iberoamericana, Mexico</i>	
Chapter 3 – Global News Literacy: Challenges for the Educator	63
<i>Stephen Reese, University of Texas, USA</i>	
Chapter 4 – Reaffirming the “Journalist” as Vital to 21st Century Information Flow, Civic Dialog, and News Literacy	81
<i>Raquel San Martín, Pontificia Catholic University, Argentina</i>	

PART TWO: PEDAGOGICAL MODELS FOR NEWS LITERACY EDUCATION	
Chapter 5 – Creating Shared Dialog through Case Study Exploration: The Global Media Literacy Learning Module <i>Constanza Mujica, Pontificia Catolica Universidad, Chile</i>	97
Chapter 6 – The Role of Multimedia Storytelling in Teaching Global Journalism: A News Literacy Approach <i>Moses Shumow, Florida International University & Sanjeev Chatterjee, University of Miami, USA</i>	121
Chapter 7 – Incorporating In-Depth Research Methodologies and Digital Competencies with Media Literacy Pedagogies <i>Jad Melki, American University of Beirut, Lebanon</i>	139
Chapter 8 – Deepening Democracy through News Literacy: The African Experience <i>George W. Lugalambi, Kampala, Uganda</i>	161
Conclusion – News Literacy and the Courage to Speak Out <i>Susan Moeller, University of Maryland, USA</i>	181
List of Contributors	195
Index	201