



The National Association for Media Literacy Education's
Journal of Media Literacy Education 3:1 (2011) 1

Editor's Introduction

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This July, the national membership organization that sponsors the Journal of Media Literacy Education, the National Association for Media Literacy Education (NAMLE), celebrates its tenth anniversary.

At the founding membership meeting held in Austin Texas in 2001 two hundred individuals stood and read the founding declaration aloud and in concert. I wasn't in Austin that day, but the efforts of that initiating body helped to shape my individual beliefs and academic work over the following decade.

While many of you were reciting that declaration together I was beginning my tenure at Brigham Young University. As a newly minted assistant professor I was charged with launching a Masters degree program in media literacy education. When I stumbled on the organization's website (then AMLA), and read its vision statement—"to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world"—I knew then that I had found the conversation I was seeking.

Since that moment I have had the pleasure of working alongside NAMLE members to organize national conferences, develop the Core Principles of Media Literacy Education, and establish the Journal of Media Literacy Education. In each of these assignments I have noted that it is our words (spoken and written), associations (public and private), and dialogues (both generous and heated) that shape our diverse group.

To note where NAMLE has come in its first decade, Renee Hobbs and I asked several established and emerging scholars and practitioners to write short essays that address the following questions about the field of Media Literacy Education:

- What's your sense of the movement in the field of media literacy education over time?
- What are the new questions or challenges that are emerging in the field as result of technological and societal change?
- In the next ten years, what could be the most productive contexts and settings for media literacy education to thrive?
- How has your definition of media literacy changed over time? How may it change in the future?
- What new directions are emerging in both your own work and in the field?
- What unanswered questions, problems or issues would you like to see resolved in the next ten years?

The essays we gathered here are broad ranging and vary in scope. They are written by NAMLE members and friends of NAMLE who are attempting to influence the field within their sphere. Each addresses the notion of media literacy education from unique areas of experience and research. The authors acknowledge where the field is strong and point out where the still-burgeoning notion of media literacy education has room to grow. I hope that you will think of each essay as an invitation to conversation and a beginning point for further dialogue amongst each other. I look forward to our next exchange.