



The National Association for Media Literacy Education's
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Editor's Introduction

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In June 2011 The National Association For Media Literacy Education (NAMLE) convened in Philadelphia for our Bi-annual conference. Volume 4, Issue 1 of the JMLE grows out of the proceedings of that conference. Conference presenters were invited to submit papers developed from their conference presentation for further peer review. The result is a wide-ranging body of papers that reflect our diverse membership. The theme for the conference was Global Visions, Local Connections: Voices in Media Literacy Education and the articles in this issue meet the goals of conference theme by re-establishing our investment in media literacy pedagogy, reflecting the voices of our growing international community, and demonstrating how media literacy offers structure and insight into a variety of invested education communities.

The Articles Section features Tina Peterson's "Exploring baseline food-media literacy of adult women" which engages readers in an analysis of beginning media literacy responses of adult women to food-media texts in an effort to develop a baseline measure of adult women's media literacy competency. In a second article, "Faith-based media literacy education: A look at the past with an eye toward the future" Stephanie Iaquinto and John Keeler investigate the assumptions, motivations, goals, and pedagogy of Christian populations who are operating within a media literacy framework. Additionally in "The urgency of visual media literacy in our post-9/11 world: Reading images of Muslim women in the print news media," Diane Watt invites her audience to consider several possible intercultural education methods as a means to teaching media literacy strategies when considering images of Muslim women in contemporary classrooms. Lastly in "Approaches to learning with media and media literacy education: Trends and the current situation in Germany" Silke Grafe and Gerhard Tulodziecki examine the state of media literacy in Germany making connections between the work there to trends in other settings.

Our Voices from the Field section introduces the work of three emerging scholars who participated in the NAMLE Research Awards Competition at the 2011 conference. Papers were received from across the country and each participated in anonymous peer-review by three leaders in the MLE field. The three published here were selected as finalists in that initial process and each presented their paper at the conference where they received additional feedback from an established mentor who led a conversation about their work in the presentation setting. Papers were then submitted to the journal where editorial board members mentored the emerging scholars through the publication process. Benjamin Thevenin (winner of the 2011 emerging scholar award) was mentored by Paul Mihailidis, Joslyn Young (finalist) was mentored by Rhys Daunic and Diana Graber (finalist) was mentored by Kelly Mendoza.

As outgoing editor of the JMLE, I am pleased that the work presented in this issue demonstrates effective progress towards one of the goals that Renee and I had when we set out to establish the journal on behalf of NAMLE— that goal being the fostering and development of young scholars in the field of Media Literacy Education. After four years of working as co-editor of the journal, from its inception and through the first three volumes, I am moving on to new assignments at my university and in my field of study. I am confident and excited about the editorial collaboration between Vanessa Domine (Conference Chair, NAMLE 2011 and new co-editor of the JMLE) and Renee Hobbs and look forward to the way that their work together will shape future conversations about Media Literacy Education.

As I complete my work as co-editor of the JMLE I am grateful for Renee Hobbs. Her intelligence and leadership continue to drive the Media Literacy Education conversation for me. I also deeply appreciate the work of Paul Mihailidis, whose creative efforts as Professional Resources Editor have shaped the dialogue about new resources in our field. I am indebted to

key editorial board members whose tireless efforts have created a space where Media Literacy conversations, both theoretical and practical, can surface, be discussed and evaluated with care. Finally I offer much thanks to Benjamin Thevenin and Erika Hill who have respectively served as assistant editor and copy editor for the JMLE.

I look forward to reading future issues of the journal along with you.