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Editors' Note: The Expansion of the Media Literacy Research Agenda

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Editors' Note: The Expansion of the Media Literacy Research Agenda

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Abstract

Studies in Media & Information Literacy Education (SIMILE) in 2007 published a range of articles in three specific areas of study: secondary education, visual literacy, and critical examination of media.

Articles published in SIMILE in 2007 offered readers and researchers a wide array of scholarship. The eighth year of Studies in Media & Information Literacy Education (SIMILE) reflects a trend toward three specific areas of study: secondary education, visual literacy, and critical examination of media. Articles on secondary education and media literacy paid attention to high school student media use and potential behavioral effects, as well as student's learning about information literacy. Additionally, new research was published on distance education, graduate education and adult education.

Visual literacy continues to spark interest. Of particular note was Fosdick and Fahmy's examination of judging truthfulness of photographs. In an age of digital image manipulation, there are new responsibilities for producers, editors, and consumers. Frequently, questions about integrity and use of photographs by media lead to critical examinations such as in the SIMILE articles that have been published challenging the assumptions of the Gulf Wars. Likewise, public perceptions about global warming rely in part on powerful images.

SIMILE editors would argue that the importance of media and information literacy demands further development of curricula. At the University of Nebraska at Omaha, for example, 2007 marked final approval of a new undergraduate/graduate level course titled "Media Literacy." While such stand-alone courses are becoming more common, the task remains to create additional courses around programs devoted to media and information literacy education.

Journal Annual Report

The University of Toronto Press in the past year migrated SIMILE to MetaPress (<http://utpjournals.metapress.com/content/120764/>). Readers may now access fully-formatted PDF files from the following library publications: Academic Search Premier, CBCA Education, EMBASE, Compendex, Geobase, Scopus, and Ulrich's Periodicals Directory.

In 2007, Studies in Media & Information Literacy Education (SIMILE) published 11 refereed articles from 18 submissions, for an acceptance rate of 61%. SIMILE reviewers provided meaningful and constructive criticism, and published authors responded by making important revisions prior to publication. The editors have cultivated a learning community that helps bring authors along through the rigorous editorial process. The result has been a push toward the highest standards of publication. As the editors have noted before, SIMILE seeks to publish an increased number of papers, but this will require raising the number of submissions.

The following editorial board members assisted in reviewing manuscripts during the past 12 months: Jonathan Adams, Paul Attallah, Frank Chorba, Lona Cobb, Jeremy Cohen, David Considine, Lynn Cunningham, John Dillon, Ross Eaman, Daradirek Ekachai, W. Wat Hopkins, Sheila Intner, Thomas Johnson, Colin Lankshear, Greg Lisby, Margaret Mackey, Ann Marie Major, Carol Pardun, John Pavlik, Lorna Peterson, Angela Powers, David Spencer, Nancy Thomas, and Peter van Wyck.

Additionally, the following scholars in the University of Nebraska at Omaha School of Communication assisted in reviewing manuscripts: Chris Allen, Bruce Johansen, Teresa Lamsam, Lynnette Leonard, Dave Ogden, Hugh Reilly, Michael Sherer, and Paige Toller.

COLUMBIA ONLINE CITATION: HUMANITIES STYLE

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BIOGRAPHICAL INFORMATION

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