

SCHOOL LIBRARIES IN CANADA

A Journal of the Canadian Association for School Libraries (CASL)
A Division of the Canadian Library Association



Media and Education



SCHOOL LIBRARIES IN CANADA

About SLIC

School Libraries in Canada (SLIC) Online is a journal of the *Canadian Association for School Libraries*. CASL's mission is to provide national support for the development and maintenance of excellence in Canada's school libraries, media centres, and school library personnel.

Founded in 1980 (Volume 1 Issue 1), SLIC is a national forum for teacher-librarians in Canada and promotes articles of interest on a broad range of topics from collaboration with the classroom teacher to information technology/literacy skills needed to prepare students for life-long learning.

SLIC was published in print format until Volume 23 Issue 2. Since then, SLIC is published as an online journal. Older print copies are available at university libraries across Canada and recent online issues are available in our archives section.

À propos de SLIC

School Libraries in Canada (SLIC) Online est le journal professionnel du *Canadian Association for School Libraries*. La mission de CASL est de fournir un support à l'échelle nationale pour le développement et l'entretien de l'excellence dans les bibliothèques scolaires, centres médiatiques et pour le personnel travaillant dans les bibliothèques scolaires.

Fondé en 1980 (Volume 1 Édition 1), SLIC est un forum pour les professeurs bibliothécaires du Canada et publie des articles d'intérêt sur des sujets variés allant de la collaboration avec l'enseignant en classe aux compétences en alphabétisation et en technologie de l'information qui préparent les étudiants à l'apprentissage pour la durée de leur vie.

SLIC est publié en forme de magazine jusqu'au Volume 23 Édition 2. Depuis ce temps, SLIC est publié en format digital accessible sur l'Internet. De vieilles copies de SLIC sont toujours disponibles dans les bibliothèques universitaires à travers le Canada. Nos vieilles éditions de SLIC en format numériques sont accessibles en cliquant sur [Archives](#).



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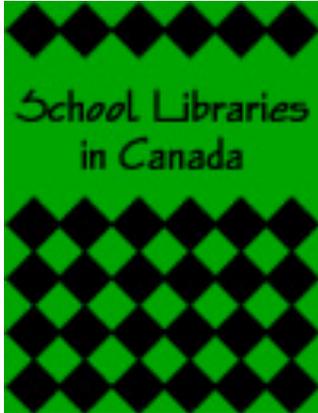
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Volume 25 Issue 4 - Media and Education



This issue of School Libraries in Canada is devoted to raising awareness about media-related topics. As educators, we know that we need to prepare our students to deal with information and to be safe in a media-rich world. A special partnership with the Media Awareness Network brings us articles about issues related to the new “wired” culture. These articles and others help us understand how we can assist young Canadians to become prepared for the world of their future.

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Letter from the Guest Editor

Jeanne Buckley

Jeanne Buckley is a teacher-librarian in two elementary schools in the York Catholic District School Board, north of Toronto. She is a graduate of the Teacher-Librarianship by Distance Learning Masters Degree program at the University of Alberta.

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Dear Readers:

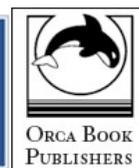
It is a changing world we live in. As teacher-librarians we know that the nature of information use has changed drastically with the advent of the Internet and other new media. We know that many of our students are immersed in a digital information world that is vastly different from the one in which their parents were raised. Educators are aware that we need to prepare our students to deal with information and to be safe in a world where the best and worst of the universe is waiting at the click of a button.

The May issue of *School Libraries in Canada* is devoted to raising awareness about media-related issues. A special partnership with the Media Awareness Network brings us 7 articles about issues important to today's students and teachers, issues related to the new "wired" culture.

The first, by Valerie Steeves and Cathy Wing, is a summary of recent research into children's use of the Internet. *The Young Canadians in a Wired World* project was launched by the Media Awareness Network in 2000 and is now releasing their Phase II results. The study reveals that for many students the Internet is a social space that has been integrated into their daily lives. It also points to some of the benefits and dangers of this increasing use of the Internet among children.

The next four articles written by Anne Taylor and others at the Media Awareness Network (*Helping Kids Deal With Online Hate*, *Cyber Bullying: Understanding and Preventing Online Harassment and Bullying*, *Portrayals of Race in Popular Culture*, and *Drink Up: Alcohol Advertisers Recruit Young Drinkers*), bring more information about specific issues in children's interactions with the media, and help educators and parents understand how to protect children and to teach them to be safe and critical consumers (and in some cases producers) of media.

The role of educators in teaching our next generation about media is clear. Media Literacy is a must for our future graduates! With permission of Orbit, we reprint Barry Duncan's article about this topic. In it he encourages educators to "pursue thoughtful media analysis" with their students and gives some example of how this might be done in different subject areas. The final article brought to us from the Media Awareness Network presents a wealth of media literacy lessons that can be adapted to classrooms of various grades and subject areas. This article highlights only some of hundreds of lessons that are available at www.media-awareness.ca – a site that, if you haven't visited yet, is a must for teacher-librarians wanting to support media literacy in their schools.



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An important aspect of media literacy is learning to produce media. Through understanding how media is created, students can develop a greater understanding of the media they are presented with in their daily lives. Anita Brooks-Kirkland brings us information on how we can use and produce podcasts with our classes.

Finally, with the shrinking of the world that is brought about by the media, David Ward reminds us that it is important to keep our Canadian identity forefront in our minds when we are selecting resources for our students. As he discusses teachers' knowledge (or lack thereof) of Canadian literature, he reminds us that teacher-librarians have an important role in helping to preserve our Canadian culture.

Working on this issue has been for me an eye-opening and enriching experience. As Barry Duncan points out, Canada has been a leader in the area of media literacy education, and hopefully, this issue will help us continue to lead the way for the next generation of students.

Sincerely,

Jeanne Buckley, Divisional Program Teacher-Librarian, York Catholic District School Board



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Canada's Internet Generation: Connected, Active and Younger Than Ever

Valerie Steeves and Cathy Wing

Valerie Steeves, PhD, is in the Department of Criminology at the University of Ottawa. Cathy Wing is the "Young Canadians in a Wired World" Program Coordinator for Media Awareness Network.

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Introduction

Canada is one of the most wired countries in the world. Using our extensive cable television and telephone infrastructure, government and industry have been able to bring relatively inexpensive access to all regions of the country. In March 1999, we became the first country in the world to connect all of its libraries and schools to the Internet, and in 2001, almost 80 percent of Canadian households with children in Grades 4 to 11 had Internet access (Media Awareness Network, 2001, p. 23).

In order to understand the impact this pervasive technology was having on the first generation of children to grow up with it in their homes, the Canadian media education organization, Media Awareness Network (MNet), launched an ambitious research project in 2000-2001. Using focus groups and surveys with thousands of parents and students, the Young Canadians in a Wired World study created a detailed portrait of young Canadians online lives.

The overall picture left many people concerned that the Internet posed a danger to young people because it made them more vulnerable to online strangers and exposed them to offensive content. It also highlighted the lack of understanding parents had regarding their kids' online activities and behaviours.

With those concerns in mind, MNet returned to the field in March 2005 for Phase II of Young Canadians in a Wired World. This new study (MNet, 2005), conducted by ERIN Research, consisted of a national survey administered to 5,272 students, in Grades 4 to 11. The research focussed on getting a more accurate snapshot of where today's youth are at when it comes to the Net, with less emphasis on risky behaviour and more on the significant ways in which young people are using – and driving – the technology. This article will look at some of the key findings from the student survey, as well as qualitative research conducted by Media Awareness Network in 2003.

Overall, this new picture is quite positive. The majority of young Canadians have integrated the Net into mainstream activities which strengthen their connections to their real world communities and foster social interactions with peers. At the same time, however, offensive content and risky situations on sites young people like to visit and their own concerns about privacy and authenticating online information raise serious questions about how to provide them with the tools they need to wisely navigate the Net.



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A highly connected generation

Canadian students are a very wired group; 94 percent of kids report that they have Internet access at home, and a significant majority of them (61 percent) enjoy a high-speed connection. By the time kids hit Grade 11, half of them (51 percent) have their own Internet-connected computer apart from a family computer, and a significant percentage of younger kids also have their own Internet access. Not surprisingly, kids with their own connected computer spend twice as much time online as those who share a computer. (Media Awareness Network, 2005a, p. 4)

But that is only part of the story. Although a home computer remains the most common way young people connect to the Internet, around half of kids with cell phones can use those phones to surf the Net (44 percent) and text message their friends (56 percent). So, for many youth, access to networked communications is no longer limited to landlocked PCs (p.15).

In addition, the line between cyber spaces and real world spaces is blurred by the surprising number of kids who have their own cell phone cameras (17 percent) and Webcams (22 percent overall and 31 percent by Grade 11) (p.15).

This blending of virtual and real spaces is accompanied by a similar convergence of online and traditional media. By Grade 8, three-quarters (77 percent) of kids download music and one-third (33 percent) access movies and TV shows online. The resulting mediascape provides kids with multiple opportunities to communicate, express themselves and be entertained, with little interruption as they move back and forth between real and virtual spaces. (p. 20)

Online space is social space

Young people tell us that they don't see the Net as a distinct entity or environment. It is simply one more space in which they live their lives – connecting with friends, pursuing interests, figuring out what it means to be a teenager and a grown-up. (Media Awareness Network, 2004, p. 12). To them, the Net has become wallpaper, seamlessly blending with the social spaces they inhabit in the real world.

Kids' interest in integrating the Net into their social lives begins at a surprisingly early age. Twenty-eight percent of Grade 4 students use instant messaging on an average school day, a number that jumps to 43 percent in Grade 5; by Grade 11 that number is 86 percent. (Media Awareness Network, 2005a, p. 20)

Contrary to the earlier stereotype of the isolated and awkward computer nerd, today's wired kid is a social kid. A growing number of young people report that they use the Net with other people most of the time, and by Grade 8, the average youth is spending over an hour a day of their online time talking to friends. (p. 22). Kids who spend more time online each day also feel more confident about their ability to make friends, tell jokes and make people laugh. (p. 57)

Young people use their social skills online primarily to participate in and extend their existing real-world social networks. Typically, a friend they meet online is a friend of a family member or a friend in the real world. School, sports and parties continue to be their primary source of meeting new friends, with the Internet placing a distant fourth. (p. 76)



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The majority of kids report their online social interactions are very positive. When the survey respondents were asked to describe a memorable Internet experience, the largest single category of experiences (15 percent) involved connecting with friends or making new friends. Over 80 percent of those experiences were reported to be good ones. Six percent were reported to be bad, and 13 percent were reported as neutral. (Media Awareness Network, 2005a, p. 32) The survey identified four factors that play a primary role in determining whether an online experience is good or bad. Not surprisingly, kids report that a good experience is typically funny and exciting, and makes them feel good about themselves. But they also say it involves an activity that would meet with their parents' approval. A lack of parental approval correlates with a bad online experience. (p. 38)

The risks of online environments

For young people the Internet is often a vehicle for bullying, sexual harassment and other negative social interaction. Among those students who report being bullied, 74 percent were bullied at school, with 27 percent stating that they had been bullied over the Internet. (Media Awareness Network, 2005a, p.84) Among those who report sexual harassment, however, the situation is reversed; 47 percent report being harassed at school and 70 percent state that they had been harassed over the Internet. (p. 86)

One of the draws of the Internet is the way it provides young people with a window into a teenaged or adult world that is otherwise closed to them. In this environment kids feel safe experimenting with behaviours such as risk taking, exploring sexual and social roles and trying out new identities. The majority of students (59 percent) report that they have assumed a different online identity at one time. (Media Awareness Network, 2005a, p. 50) Seventeen percent do this so they can "be mean to others and get away with it", 26 percent want to "flirt with people" while 28 percent "want to see what it would be like to be older". (p. 51)

The common practice of posting pictures and personal details on MSN profiles, personal Web pages and blogs demonstrates how young people use the Net to explore their sexuality and how permeable the line between their private lives and the Internet has become. When students were asked to list their favourite Web sites, social networking sites such as Nexopia, Piczo and Doyoulookgood were among the most popular, especially for Grade 8-11 girls. (p. 27) On these sites users create profiles containing photos, personal information and blog-type entries. The profiles are often sexually suggestive and encourage a form of exhibitionism.

Around one-third of kids' top 50 favourite sites incorporate material that is sexualized (32 percent) or violent (28 percent). (Media Awareness Network, 2005b, p. 17) Kids in Grades 8 and 9 appear to include these sites on their list of favourites most frequently. For example, eBaumsworld, an edgy and often highly sexualized humour site, ranks third on the list of favourites for this age group. Newgrounds, a multimedia site containing mature and violent content, ranks fourth. Both sites are also high on the list of favourites among younger kids; eBaumsworld is number 10 and Newgrounds is number 12 for kids in Grades 6 and 7. (p. 17)



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Boys tend to be more interested than girls are in this kind of edgy content. In the past school year, 32 percent of boys in Grade 7 had intentionally visited sites containing hate, gore, gambling, porn or adult chat, compared with eight percent of girls. (Media Awareness Network, 2005a, p. 61)

The collection of kids' personal information

Kids' favourite sites are also highly commercialized environments where collection of personal information is routine. Ninety percent of the top 50 sites contain registration procedures where kids are asked to submit personal information and 94 percent collect additional information through other features such as surveys and contests. (Media Awareness Network, 2005b, p. 17) Kids' interest in online discussion and their willingness to talk about themselves guarantee that these sites provide marketers with a constant stream of market-research information.

Neopets is a good example. Neopets is the number one site for girls in Grades 4 to 7 and makes the top 10 list for boys in Grades 4 to 7 (Media Awareness Network, 2005a, p. 26) and girls in Grades 8 to 11 (p. 27). Young people playing on the site create virtual pets to play with, and then fill out marketing surveys to earn enough Neopoints to purchase virtual food and toys for their pets. The surveys typically ask for personal information, including the child's name, age, gender and postal code, and then ask them to identify their product preferences, habits, hobbies, likes and dislikes.

Neopets, like 48 other sites in the top 50 list, has a privacy policy in which the site owners explain what personal information they collect and how they use it. Although only six percent of kids in Grades 7 to 11 always read privacy policies, 45 percent do read them sometimes (Media Awareness Network, 2005b, 17). However, a Flesch (1994) reading ease assessment conducted of the top 50 sites indicated that the privacy policies on the top 50 sites are written in university-level language and are accordingly very difficult for young people to read and understand.

Using the Internet for research and school assignments

Kids are using the Internet as a learning tool – over 60 percent of students go online daily to research topics of personal interest. On an average week day, 31 percent of girls and 41 percent of boys look up news, weather and sports online and 75 percent of girls and 68 percent of boys do schoolwork online.

Using the Internet for schoolwork starts at an early age with almost half (47 percent) of Grade 4 students doing homework online on a daily basis and there is little change with age; the proportion of kids who regularly do homework online holds steady at around 75 percent from Grade 6 on (Media Awareness Network, 2005a, p. 20). The amount of time spent on homework, however, is small in comparison to other online activities. Even in Grade 11 students are only spending 37 minutes per night doing school work online versus 70 minutes instant messaging, 30 minutes researching topics of person interest and 50 minutes playing games (p. 22).



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When students were asked how they prefer to get information for school – online or from books in a library – the Internet was the clear winner. It's not hard to imagine reasons for the choice; for kids the Net is convenient and fast. In Grade 4, 62 percent prefer the Internet and 38 percent the library. By Grades 10 and 11 students percent prefer the Net over the library by a factor of 10 to 1 (91 percent to 9 percent) (Media Awareness Network, 2005a, p. 53).

Despite their preference for the Net, young people recognize the drawbacks of getting information online. When students are asked what Internet-related subjects they would like to learn about in school, the top choice for 68 percent is "How to tell if information you find on the Net is true or not." The interest is highest among the children in Grades 4 to 6 at 75 percent (Media Awareness Network, 2005a, p. 55). While the majority (58 percent) say they enjoy using the Internet for their schoolwork, almost half (47 percent) feel it makes no difference to the quality of their work (p. 54).

Parental involvement

It is essential that adults responsible for guiding children in the new online environment come to understand and appreciate both what the Net means to their kids and how commercial and other imperatives have shaped the online spaces they inhabit. The good news is that parental involvement has increased since 2001 and that rules in the home have a positive effect on young people's behaviour.

For example, in households where there is a rule about "sites you should not visit", 14 percent of kids in Grades 6 and 7 have purposefully visited sites dealing in porn, gore, hate and related topics. In households that have no such rule, 43 percent of kids have purposefully visited these sites (Media Awareness Network, 2005a, p. 70). Similarly, a rule about meeting online acquaintances in the real world reduces the likelihood that a young person will do so by one-half (from 34 percent to 16 percent) (p. 71).

While rules are less effective with older students, they still have an impact. In homes where there is a rule about not visiting certain sites, one-third (33 percent) of Grade 10 and 11 students visited the sites, while in homes where there is no rule, nearly one-half (49 percent) of students in Grades 10 and 11 visited them (p. 70).

Where do we go from here?

To provide young people with the tools they need to wisely navigate the online world, it is essential that adults understand that the Net is part of their children's social environment. It is one of the places where kids connect with their friends, explore social roles, learn more about things that interest them and express themselves.

A key finding of the research is that parent expectations help shape successful online experiences (Media Awareness Network, 2005a, p. 38). Because kids today are going online from home in much larger numbers than they are from school or from the public library, it is essential that parents get involved and ensure that their kids understand how to be safe, wise and responsible Internet users.



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In a school setting, teachers and teacher-librarians can play a significant role in helping young people learn how to understand the consequences of their online actions, critically examine the content they are exposed to and understand online privacy issues and how to authenticate online content.

Students also need to understand the ways in which commercial interests shape the online environment. Young children especially, would benefit from learning how to distinguish commercial messages embedded in online playgrounds. As well, education on privacy can help younger students understand how market research structures their online play.

Older kids also need the skills to protect their privacy, particularly as they explore social networking sites. Grades 6 and 7 are key points for intervention, since kids in these grades are just beginning to explore the social possibilities they find on the Net. By Grades 8 and 9, a critical mass of young people have access and are out there. They need to have the skills to understand the media images they encounter, especially sexualized and violent content.

Technical fixes, like filters and software that track the sites kids visit, cannot replace education and parental involvement. Furthermore, these devices may violate kids' need to have an appropriate degree of privacy so they can begin to stretch their wings outside the home. Instead of relying on technology, parents and educators need to talk to young people about their online experiences and provide them with guidance that takes into account just how important the Net is to their social relationships.

School administrators and teacher-librarians need to provide support for teachers, so they can become educated about the online environment. As Industry Canada reports, "Only 46 percent of school principals viewed that the majority of their teachers were adequately prepared to engage their students effectively in the use of [information and communications technologies] to enhance their learning." Teachers should also be encouraged to take advantage of young people's familiarity with the online world and give them more challenging assignments that make better use of their online abilities.

Parents and educators cannot do this alone. Corporations using the Net to attract young people should be encouraged to revisit existing codes regarding marketing to children and should seek to design online environments that respect children's developmental needs. Government and industry must both provide financial support for media education programs and continuing research into children's online activities.

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Appendix A: Facts about Children's Internet Use

List of Kids' Top 10 Favourite Sites

addictinggames <www.addictinggames.com> miniclip <www.miniclip.com>
neopets <www.neopets.com> ebaumsworld <www.ebaumsworld.com>
newgrounds <www.newgrounds.com> runescape <www.runescape.com>
funnyjunk <www.funnyjunk.com> candystand <www.candystand.com> ytv
<www.ytv.com> launch <music.yahoo.com>

Online Profiles

Profile of Kids in Grades 4-5

- Over half (51 percent) of kids this age turn to the Internet to explore personal interests on an average school day.
- 36 percent chat with friends on instant messaging.
- 45 percent download or listen to music online.

Profile of Kids in Grades 6-7

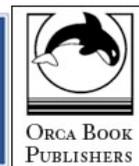
- On an average school day, kids this age spend 47 minutes a day instant messaging.
- One-third (30 percent) have their own Web site
- 12 percent write an online diary or Weblog.

Profile of Kids in Grades 8-9

- 43 percent of kids this age have their own computer connected to the Internet.
- 25 percent have their own Webcam.
- Around three-quarters use instant messaging (77 percent)

Profile of Kids in Grades 10-11

- Almost half of kids this age have their own computer with an Internet connection (49 percent) and cell phone (41 percent).
- One-third have their own Webcam.
- 84 percent use instant messaging on an average school day, for an average of 69 minutes a day



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Helping Kids Deal with Online Hate

Anne Taylor

Anne Taylor is founder and former co-director of Media Awareness Network.

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Young people are often naïve and easily brainwashed by racist propaganda because they don't have the experience or facts at hand to refute the lies and myths being fed to them.

Lonely, marginalized youth seeking a sense of identity and belonging are both the most attractive targets for racists and their most useful tools once recruited.

B'Nai Brith Canada (1995)

Until recently, addressing hate propaganda and its potential effects on young people has not been high on the agenda of Canadian educators. School authorities are usually aware when hate literature is distributed in or near school property and hate propaganda has not been a huge problem for Canadian schools.

But things are changing. Hatemongers can now reach millions quickly, cheaply and in a multitude of ways through the Internet. They can bring unsuspecting kids to their Web sites by tagging the sites with unrelated key words which are picked up by search engines. They can recruit new blood by infiltrating sites and chat rooms that are popular with kids. They can use the Net's interactivity to gather personal information and foster relationships. Through these efforts they attempt to create the illusion, in certain online communities, that hate is legitimate and widespread.

In the early days of the Internet, hatemongers tried to spread their messages through interactive newsgroups. The free speech environment of these forums, however, ensured that false claims were challenged by healthy and vigorous debate. As a result, hatemongers soon retreated into less interactive areas of cyberspace, such as Web sites, allowing them to avoid interacting with those who disagree with their views. Web sites also help groups identify potential recruits who can be brought into the hate community through private chat rooms and e-mail, well away from the public eye.

With fewer opportunities for Internet users to openly confront hatemongers and debate their messages, it has become increasingly important to educate young people to recognize online hate in its many forms and to understand the strategies used to target them.

Media Awareness Network's survey of 5,200 Canadian students in 2005 showed that 12% of students, in Grades 4 to 11, had encountered a hateful Web site and 10% of Grade 10 and 11 boys had purposely sought out hateful sites (Media Awareness Network, 2005).



The Spectrum of Hate

Hate propaganda is the far end of a whole spectrum of harmful online content that can engage young people and, with repeated exposure, could desensitize them to virulent images and messages on the Web. The Internet, for all its advantages, has an unkind side that offers an array of spiteful content directed not only at minorities, but at any person or group unlucky enough to be a target. Much of this content is simply mean-spirited, usually bolstered by satire and humour – a natural off-shoot of the put-down trend in popular culture.

Sites like <fugly.com> or <newgrounds.com> engage in cruel and even racist satire in a edgy, in-your-face manner. Such sites, and their so-called humour, are a challenge for young people, who are just figuring out their own sense of identity and sexuality. This is particularly true for those who find themselves on the margins of teen society, whose personal sense of inferiority can make them particularly receptive to disparaging or degrading messages about “others”.

“Othering,” as it is known, is a foundation of hate. It is also a way of handling insecurities and discomfort with differences, and maintaining the superiority of one’s own group. As educators are well aware, this climate of unkindness may also reverberate in young people’s own online communication, where a sense of anonymity and disconnectedness tends to minimize apathy and up the ante for aggressive, insulting communication (Willard, 2000, p. 3).

Targeting Young people

Exposure to cruel and nasty humour on the sites they favour could make young people more susceptible to hard core hate messages from organized hate groups such as SixthSunRising, the Ku Klux Klan or Stormfront. Hateful content propagated by these groups is not always easy to recognize. It can imbedded in all kinds of places – chat rooms, blogs, e-mail and gaming and music sites. The Web site www.martinlutherking.org is the kind of site students might bring up in a search for a Black History Month project, for example. Despite its respectable domain name, the site is, in fact, a potent brew of racism, anti-Semitism and Communist conspiracy theories – all in the guise of historical data.

A number of white supremacist groups host music sites, like Resistance Records (“pro-white CDs”, “Love Your Race”) to attract young people surfing the Net. Others encode their blogs or chat rooms with key words such as “hockey,” “Christmas,” “games” and “basketball,” that will guarantee a supply of young surfers. Clearly, filters can’t protect young people from this insidious activity.

Developing Personal Filters

What can help to protect kids is knowledge and a sharp eye – filters in their own heads, so to speak – so that they can recognize online hate and see it for what it is, whenever and wherever they encounter it.



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As their use of the Internet grows, the risk of students accidentally encountering hate material increases. So it's more important than ever for young people to understand that the Internet has no gatekeepers and that anyone and everyone can post their views. The ability to discriminate between biased prejudicial material and fair and accurate information has become a basic life skill. And young people are actively interested in acquiring this skill. When students in the Media Awareness Network's survey were asked what Internet-related subjects they would like to learn about in school, the top choice (at 68%) of respondents was "How to tell if information you find on the Net is true or not" (Media Awareness Network, 2005).

Curriculum Connections

Deconstructing hate messages and "reading between the lines" is a fascinating critical thinking exercise, and it's one that fits squarely into Language Arts and Social Studies curricula. It can involve: an analysis of bias, language, logical fallacies, symbols and the difference between fact and opinion; a scrutiny of propaganda techniques (such as the use of religious sanction and scientific authority, national pride or fear-mongering); and an examination of our own history and the roles that propaganda, discrimination and the scapegoating of minority groups have played. Critical thinking approaches can also include teaching kids practical skills for authenticating online information, through author searches, URL analysis and Web link searches that reveal which sites link to a certain site.

If students are able to recognize and deconstruct the messages of hate that come their way, much of the messages' power is reduced. Critical thinking skills are key to protecting kids from misinformation; and addressing online hate head-on is an essential part of any anti-racism program.

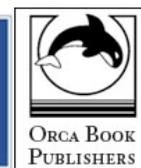
Media Awareness Network offers teaching resources on bias, propaganda, stereotyping and online hate (www.media-awareness.ca).

For secondary lesson plans on these topics, check out "Online Hate" in MNet's Lesson Library, For Teachers section. For background essays, go to Media Issues, Online Hate. Follow the links from Games for Kids on the main page to access Allies and Aliens, an interactive module for students in Grades 7 & 8. For MNet's professional development workshop and self-directed PD tutorial, Deconstructing Online Hate, contact licensing@media-awareness.ca. References

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Cyber bullying: Understanding and Preventing Online Harassment and Bullying

Media Awareness Network

The Media Awareness Network is a national not-for profit education organization that has pioneered the development of media and Internet literacy programs in Canada since 1996.

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In 2003, a 15-year-old from Trois-Rivières, Québec, dropped out of his high school after classmates found an embarrassing video of him pretending to be a Star Wars character and posted it on the Internet (Harmon, 2003).

Three years earlier, a 14-year-old from Mission, B.C., hanged herself after receiving threatening phone calls from classmates (CBC News Online, March 23, 2005).

These are just two of the most disturbing examples of a hard-to-detect problem that affects thousands of Canadian children and teenagers every year: cyber-bullying.

What is cyber-bullying?

Dr. Shaheen Shariff of McGill University's Faculty of Education defines cyber-bullying as follows: "Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or cell phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available" (Shariff and Gouin, 2005, p.3).

How widespread is the problem?

Cyber-bullying is on the rise because more kids than ever before are using electronic communications technologies. In a 2005 survey of more than 5,000 students in grades 4 to 11, Media Awareness Network (MNet) found that 94% have Internet access at home, and a significant majority has a high-speed connection. By the time they hit Grade 11, half of students have an Internet-connected computer for their own use.

Kids use the Internet to build and sustain their social networks. One of the most popular activities is chatting with friends and "meeting" new acquaintances, particularly through instant messaging (IM). On an average school day, 28% of Grade 4 students use IM; among Grade 11 students, that figure rises to 86%.

Although kids are still more likely to be bullied in the "real world," MNet's research found that of the 34% of students in grades 7 to 11 who reported being bullied, almost a third were bullied through the Internet.



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Isn't cyber-bullying much like traditional bullying?

In some respects, cyber-bullying is similar to traditional bullying. The behaviour is always unwanted, deliberate, and relentless. Often, bullies use it to exclude the victim from a social circle for reasons such as looking different, being gay, being intelligent or gifted, or having special needs or disabilities (Shariff and Gouin, 2005, p.3-4).

However, some significant differences make cyber-bullying a unique problem. New technologies can affect kids' ethical behaviour in several ways (p. 5).

First, technology doesn't give kids visible feedback about the consequences of their actions. One of the most effective ways to end bullying behaviour is to get bullies to feel empathy for their victims. But online, even when kids know their actions are hurtful, they can easily convince themselves they haven't hurt anyone. As one elementary school student in Toronto put it, "I don't think a lot of people would have enough confidence to walk up to someone and be like, 'I hate you, you're ugly.' But over the Internet...you don't have to look in their eyes and see they're hurt" (CBC News Online, March, 2005).

Second, technology allows kids to be anonymous. In the physical world, behaviours often have known consequences, and kids feel they are continually observed, monitored, watched, and protected. Online, they can post something anonymously and then distance themselves from it, confident they won't be caught. In one Calgary survey of middle school students, 41% of students who had been cyber-bullied didn't know the identity of the person who was bullying them (Sharif and Gouin, 2005, p. 5).

What other appeal does cyber-bullying hold for bullies?

The Internet can be a perfect tool for harassing others because it offers bullies access to their victims 24/7, even when the victim is at home.

The power of the Internet also means that hateful messages can be widely distributed to millions of people. And the more people who are involved, the worse bullying can become. Research on bullying has found that 30% of bystanders support perpetrators instead of victims, and that the longer the bullying persists, the more bystanders are likely to join the abuse(Sharif and Gouin, 2005, p. 5).

As an Ontario teenager who became the subject of an abusive Web site told CBC News, "Anyone with a computer can see it...And you can't get away from it. It doesn't go away when you come home from school" (CBC News Online, 2005).

Are boys and girls equally affected?

Preliminary research has found girls to be primary targets of cyber-bullying (Sharif and Gouin, 2005, p. 7). However, they are also increasingly surfacing as instigators. In the Calgary study of middle school students, 17% of girls confessed to online bullying over a two-month period, compared to 10% of boys (Sharif and Gouin, 2005, p. 10).



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One explanation offered is that girls, who may be more submissive in face-to-face communications, may not feel so constrained when they're online (Sharif and Gouin, 2005, p. 5). As a 13-year-old Edmonton girl told MNet researchers, "In schoolyou don't want anyone to think of you as a 'gossip' or someone who says things about other people. Everyone wants to be 'nice.' You don't have to be nice if you don't want to online."

Are there laws to prevent cyber-bullying?

In some cases, online bullying may be considered a criminal act. Under the Criminal Code of Canada, it's a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or for the safety of others (Department of Justice Canada , 2005). It's also a crime to publish a "defamatory libel"—something likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule (Department of Justice Canada , 2006).

A cyber-bully may also be violating the Canadian Human Rights Act if he or she spreads hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability.

However, cyber-bullying becomes more complicated where schools and the law are involved. When real world bullying occurs on school property, teachers and administrators can often intervene, but online bullying usually occurs in secret or off school grounds, making it difficult for schools to fight.

Because cyber-bullying is a relatively new phenomenon, schools are operating without legal precedents. Despite this vacuum, many schools are responding proactively. For instance, in 2005, when a Toronto boys' school discovered some of its students had created an anti-Semitic web site, they expelled the three students who created the site and four others who knew about it but did nothing to stop it (Moore , 2005). More recently, two Grade 11 students in Calgary , Alberta , were suspended from school after sending threatening e-mails to a classmate (Ferguson , 2006).

What steps can kids take to avoid being cyber-bullied?

Young people can take some basic steps to protect themselves from cyber-bullying. One of the most important is to guard their contact information and passwords. They should avoid giving their cell phone number or e-mail address to people they don't know. And they should never give their e-mail or IM passwords to anyone, even friends. Friendships can go sour.

What can kids do if they are cyber-bullied?

Unlike whispered threats, cyber-bullying leaves a trail of evidence, enabling victims to trace their aggressors. When cyber-bullying occurs, victims should keep a record of all messages, with their times and dates. E-mail messages can be traced and used as evidence. Kids setting up IM accounts should enable the "conversation history" option, so that their computer will store logs of IM conversations.

Cell phone companies can trace any harassing calls and text messages sent through their service, unless the messages are coming from a Web site. Victims can also ask to have their phone numbers changed.



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In the case of an offensive Web site, victims can track down a Web site host by using one of the many Whois search tools on the Web, then ask the company hosting the site to remove it, however, unless the content is illegal, hosts are not obligated to do so. Whois sites allow people to search for the host of a Web domain. Because there is no central database for this information, users may need to reference more than one Whois site.

Here are three easy-to-remember actions MNet recommends to victims of cyber-bullying.

- **Stop:** Don't try to reason with or talk to an online bully.
- **Block:** Use the technology to block the person from contacting you again.
- **Talk:** Tell a trusted adult (such as a parent, teacher, coach or guidance counsellor), use a help line such as Kids Help Phone or report the incident to the police.

How can adults help kids confront bullies?

Just like kids watching a fight in the schoolyard, bystanders may hesitate to speak out against cyber-bullies for fear of retaliation. Schools and parents need to create a culture that encourages kids to challenge bullying, harassment, and meanness.

Educating kids about the seriousness of cyber-bullying is vital. Many kids think "bullying" means only physical threats and violence. Once they realize that cyber-bullying can be just as hurtful psychologically, they need to know that parents, teachers and other adults will support them if they choose to confront a cyber-bully. Kids' reactions can be crucial to defusing a cyber-bullying situation, because censure from fellow students can carry more clout with bullies than criticism from adults.

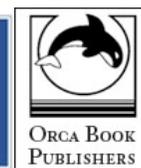
That anti-Semitic web site in Toronto came to light when some girls e-mailed the offenders and asked them to pull the hateful materials off their Web site. In response, the girls were bombarded with hate mail, but instead of being intimidated, they notified parents and school officials.

The best time to talk to students about ways to combat cyber-bullying is in the late elementary and middle school years, when peer pressure intensifies and Internet use rises dramatically.

How can adults encourage kids to behave ethically online?

Nancy Willard of the Responsible Netizen Institute has developed a list of ethical decision-making strategies that can help young people learn to behave ethically and responsibly online. They include the following tests.

- The "Golden Rule" Test: How would you feel if someone did this to you? If you wouldn't like it, then it's probably wrong.
- The "Trusted Adult" Test: What would an adult whose opinion you respect, such as a grandparent or coach, think of your actions?
- The "Front Page" Test: How would you feel if your actions were reported on the front page of a newspaper?
- The "Real World" Test: Would it be okay if you acted the same way in the real world? (Willard, 2000, p. 3).



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How can schools address the problem?

Because cyber-bullying is a relatively new phenomenon with few legal precedents, schools are struggling to understand where their responsibility lies in dealing with cyber activities taking place off school property. Prevention measures should be the first line of defence in addressing this emerging issue. Key approaches can include:

- integrating cyber bullying into current anti-bullying school-based programs (such as safe schools initiatives);
- reviewing all existing policies (including bullying and computer Acceptable Use Policies) to include online harassment;
- integrating curriculum-based anti-cyber bullying programs into classrooms;
- educating staff through professional development opportunities about the seriousness of cyber bullying; and
- informing parents of the issue through school newsletters and information evenings.

How can teachers and teacher-librarians respond?

Educators can approach online bullying with proactive, educational responses, including:

- modelling respectful and tolerant attitudes;
- intervening whenever a child is being bullied;
- encouraging shy students to participate in classroom and school activities;
- working with a diverse group of students to create an anti-bullying site;
- developing a peer mentoring program to encourage responsible Internet use;
- creating an anti-bullying pledge, with input from students;
- helping students host a Mix It Up day (tolerance.org, 2006), when students bridge social boundaries by sitting with someone new during lunch; and
- familiarizing themselves with Web culture and the way kids communicate online.

Is there no good news in cyber-space?

While this article has focused on the dark side of online communication, the majority of young people's online experiences are positive. In the Media Awareness Network's latest survey (2005a), only a quarter of kids classified memorable online experiences as "bad"—and a good portion of those "bad" experiences related to frustration with technology, not with peers.

The Media Awareness Network (2005b) also discovered that rules about Internet use, parental involvement and discussion about Internet issues do make a difference in kids' online behaviour. Across the board, children whose parents enforce rules surrounding Internet use are less likely to participate in questionable or risky online activities.



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Keep it in perspective

When it comes to online bullying, don't blame the technology. These are age-old bullying behaviours that kids are simply applying through a new medium. Many adults feel at a disadvantage knowing that kids are way ahead of them when it comes to the Net. But it's important to remember that even though kids may be ahead of adults in their use of technology, adults have the life experience and knowledge to help kids contextualize their online experiences and actions.

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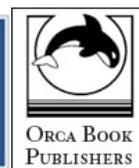
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Portrayals of Race in Popular Culture

Anne Taylor

Anne Taylor is founder and former co-director of Media Awareness Network.

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A majority of Canadians would agree that that diversity has become an integral component of Canadian identity. Look at our schools and you'll see multiculturalism in action. Any veteran urban teacher knows intuitively what the statistics show: visible minorities (excluding Aboriginal peoples) now constituting 13.4% of the population have increased three-fold over the last two decades (Statistics Canada, 2001). Urban (and increasingly small town) school demographics continue to evolve; according to Statistics Canada, by 2016 visible minorities will account for one-fifth of the Canadian population (Statistics Canada, 2001).

The Unofficial Curriculum

Now let's switch channels for a moment and think of the environment that young people are immersed in today. There is the multitasking media generation. As they study, play sports and hang out with friends, kids are also instant messaging, listening to music, watching TV, playing videogames, or surfing the Net. Engaging with media is part of the natural rhythm of their lives. It's ironic that in the huge range of literature about multiculturalism, Canadian identity, human rights and equality, little attention is given to the impact media can have on how kids view themselves and others in society.

Given the pervasiveness of media in kids' lives, it's worth asking: What are media telling Canadian youth about ethnic and visible minority groups? And what effect might the unquestioned acceptance of media realities have on the social development of children and young people?

In 1999, the U.S. organization Children Now, surveyed kids' attitudes and found that children of all races and cultural backgrounds share similar beliefs about the characters they encounter on TV. Consistently, children associated "having lots of money", "being well-educated" and "being intelligent" with white characters, and "breaking the law", "having a hard time financially" and "acting goofy", with minority characters (Children Now, 1999).

Media influence perceptions

What young people see and hear in media helps them figure out how the world works, and who and what is valued in our society. If a young person's own racial group is over-represented, that tells them something about the choices that are open to them. If the value of a group of people is not affirmed by positive inclusion in the news and entertainment media, or if inclusion is generally attached to conflicts, crises, or tokenism, the message is also clear.



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The Media and Stereotypes

On television, the incidence of visible minorities per program is fairly representational – 26% in American TV and 12% in Canadian. It's the amount of on-screen time, and the nature of the portrayals that are problematic. Research by the U.S. Screen Actors Guild (SAG), in 2000, shows that minorities are likely to be cast in secondary or two-bit roles, more often in poorly paid occupations, and rarely in home settings. As well, lead actors on TV and in the movies are overwhelmingly white (SAG, 2000).

Videogames are full of predictable stereotypes. Eighty-six per cent of characters are white males and non-whites are portrayed primarily as aggressors, victims, or sports competitors (Children Now, 2001).

Educational Opportunities

The media are so much a part of young people's landscape that it's easy for them to passively absorb messages without reflection or questioning. There's a wonderful opportunity here for educators to get kids to reflect on the differences between the media's realities and those of the real world, and to investigate the reasons why.

Bringing discussions about minority representation in media into the classroom serves a number of purposes: It makes kids think and question the basis of their own attitudes or biases; it provides a safe forum for discussing issues of systemic discrimination and the integration or marginalization of visible minorities; and it makes kids, overall, smarter media consumers and users – all part and parcel of provincial education goals and mandates.

Introducing a few lessons in how to think critically about media can make all the difference in how kids perceive the messages inherent in media productions. One of main precepts underpinning media literacy is the concept that all media are constructed for a reason, from a specific viewpoint, and are the result of hundreds of decisions made by journalists, cinematographers, photographers, editors, directors, producers and owners. Some of these decisions are conscious; some are not. Related to this is the lack of visible minorities behind-the-scenes in creative positions and in the higher echelons of decision-making (SAG, 2000). Consciously or not, this all contributes to the ignoring or filtering of minority experiences through the dominant white culture lens.

A discussion about stereotypes is always instructive. Stereotypes are used by media producers because they provide audiences with a quick common understanding of a person or group of people. But stereotypes can be caricatures and they can transmit simplistic and erroneous ideas about whole groups of people that can perpetuate social prejudice and inequality.

An examination of the news industry and the competition that drives it is also instructive.



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Visible minorities are significantly under-represented as news reporters; in 2001, 88% of evening news stories on ABC, CBS and NBC were reported by whites (Media Awareness Network, 2006). As well, most mainstream news outlets position white males as authority figures, while marginalizing the expertise of members of minorities. "Approximately 90% of all experts featured in U.S. news stories are white" (Media Awareness Network, 2006). When minority experts are consulted, it's typically in response to crime, drugs, or minority community matters (Media Awareness Network, 2006).

There's good news too however; the last decade has seen a significant rise in minority news anchors in Canada in both the public and private broadcasting systems, and the face of advertising has changed considerably to reflect the actual make-up of our population.

All food for thought, and all important considerations when planning curricula and classroom programming to develop empowered and thoughtful future citizens for an inclusive society.

Media Awareness Network (www.media-awareness.ca) offers teaching resources examining: stereotyping in media; the impact of race imbalances in news reporting; the impact of absent voices in media content; and how media portrayals of race and crime may affect attitudes in society. For intermediate and secondary lesson plans on these topics, check out "Diversity Portrayal" in MNet's Lesson Library in the For Teachers section. For background essays on media portrayals of ethnic and visible minorities and Aboriginal peoples, go to Media Issues, Stereotyping. For information on MNet's professional development workshop and self-directed PD tutorial, Exploring Media and Race, contact licensing@media-awareness.ca.

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Drink Up: Alcohol Advertisers Recruit Young Drinkers

Anne Taylor

Anne Taylor is founder and former co-director of Media Awareness Network

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In North America, more than \$1.6 billion US is spent advertising alcohol in traditional media such as television and magazines every year. Additional billions are spent promoting beer and spirits through entertainment and sports sponsorships, and via industry websites (Bonnie & O'Connell, 2003). Increasingly, these messages are being delivered to teens and tweens.

Last year, a comprehensive study released by the Center on Alcohol Marketing and Youth (CAMY) at Georgetown University documented the explosive growth in ads on US Network, local and cable TV rose almost 40% between 2001 and 2002, and that all 15 of the programs most popular with 12 to 17 year-olds featured such commercials. In fact, teen favourites such as *Survivor*, *Fear Factor*, and *That '70's Show* registered a 60% increase in alcohol advertisements from the previous year (CAMY 2004a). Astonishingly, teens see more ads for alcohol than they do for jeans, running shoes, chips or make-up (CAMY 2004b).

If the commercials are problematic, the programs themselves play an even more insidious role. An analysis of prime time TV shows in 1999 found that 70% featured positive portrayals of drinking and rarely depicted the consequences of chronic or excessive consumption. Popular movie rentals and rap music recordings showed similar trends (Bonnie & O'Connell, 2003).

And yet the largest percentage of alcohol ads appears not on TV, but in youth-oriented consumer magazines such as *Vibe*, *Spin*, *Sports Illustrated*, *Allure* and *Glamour*. The CAMY study concluded that more than half of alcohol print advertising is directed to youth markets, with 25 major alcohol brands spending their entire ad budgets on publications geared towards young people (CAMY 2004).

If you thought the battle over inappropriate targeting of addictive substances had been fought and won when the tobacco companies were roughly condemned for creating the likes of Joe Camel, you can be forgiven for experiencing a sense of *déjà vu*.

Youth-friendly approaches belie industry denials

A decade ago, when the American Medical Society determined that the ubiquitous smoking cartoon figure was more familiar to 5 year-olds than Mickey Mouse (Fisher et al 1991), Camel cigarettes caved into consumer pressure and retired Joe.



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But alcohol manufacturers have adopted similar kid-friendly strategies in their own efforts to win allegiance from customers too young to legally consume their products. And like tobacco manufacturers, parental protests simply inspire new creative approaches. After Mother Against Drunk Driving (MADD) cried foul over Budweiser's use of a cute English Bull Terrier mascot, "Spuds Mackenzie, the ultimate party animal", the beer company built its campaigns around talking lizards and frogs instead.

Closer to home, Molson has promoted extra large beer containers featuring National Hockey League icon and hero-to-kids-across-the-country, Don Cherry. Teens who log onto the brewery's Iam.ca website (as in "I am Canadian" after the popular TV spot) are enticed to become Molson "Insiders" with the promise of "special offers and giveaways". They need only claim they're of drinking age to gain access. In exchange for some personal details, they're told "you'll get tons of advance concert info, deals on tickets, and even a shot at some freebies. And whatever Molson has going on with sports, local events in your area, or cool offers from some of our friends... we'll make sure that you're in on it" (Molson Canadian 2006).

The hip language and interactive nature of Molson's site is a classic example of "relational marketing", seen by many experts as key to attracting youth audiences, who are particularly susceptible to coolness and belonging appeals (CAMY, 2004c). Although alcohol advertisers typically deny that their strategies are deliberately targeted to teens, they've become masters of the approach known to be the most effective at reaching them.

A review of 74 alcohol web sites in 2003 found widespread use of the kind of interactive quizzes, games, cartoons, and graphics guaranteed to retain young surfers. Soft porn pictures of scantily clad young women, instant messaging accessories and customized music downloads had little to do with the quality or taste of the alcohol being sold and everything to do with whose attention was being sought (CAMY, 2004c).

On yet another front, some advertisers are paying hip-hop artists for the musical equivalent of product placements. Petey Pablo, for example, in his 2004 hit, *Freek-a-leek*, sings, "Now I got to give a shout out to Seagram's Gin, cause I'm drinkin' it and they payin' me for it" (Pablo, 2003).

Most artists aren't quite so frank about the business transaction behind these promotions, but the practice is common enough that companies have been established just to negotiate such deals (McArthur, 2005). Last year, a San Francisco based agency, Agenda Inc., documented 251 references to brand name beverages in top Billboard hits. These included implied endorsements of Hennessy cognac, Bacardi rum, Dom Perignon, and a half dozen other alcoholic products by artists such as 50 Cent, Juvenile and Li'l Jon (Agenda Inc. 2005).



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Financial benefits of targeting youth

Do these promotional efforts deliver results? Although alcohol has long been a means for teenagers to flout authority and prove themselves among peers, experts agree that the pervasive messages in advertising and popular culture play a significant role in both the increasing volume of alcohol being consumed by young drinkers, and the decreasing age at which they start.

Almost 20% of the alcohol sold south of the border is consumed by Americans under the age of 21 (the legal age in the US) (NCASACU, 2006). In 1999, spending by underage drinkers constituted \$22.5 billion of the \$116 billion spent on alcohol. As a report conducted by the National Center on Addiction and Substance Abuse at Columbia University concluded: "Without underage drinkers, the alcohol industry, and the beer industry in particular, would suffer severe economic declines and dramatic loss of profits" (NCASACU, 2006, p. ii).

Here in Canada, Ontario research has also documented increases in the number of adolescents who drink. From 1993 to 1999, drinking by high school students rose almost 10% from 56.5% to 65.7%. Binge drinkers – those consuming more than five servings of alcohol on a single occasion – also increased dramatically, from 4.2% of Ontario students in 1993, to 7.1% six years later (McKenzie, 2000, p. 2).

Commercial promotion has a direct impact on the consumption levels of high school students. Regular and repeated exposure of 12 to 22 year olds to alcohol advertising normalizes drinking, positioning it as a means to achieving popularity and ensuring fun. It effectively pre-programs them to drink, encourages them to consume more, and makes it difficult for those with problems to stop (McKenzie, 2000, p. 1-3).

Consider how the to following messages are likely to resonate with teens in your class:

Absolute Vodka features a combination Ipod, cell phone and Playstation in the unmistakable shape of its vodka bottle under the slogan, "Absolute Latest."

Jim Bean equates "Real friends" with "Real bourbon" showing a bunch of young men in a bar above the suggestion that "There's no disagreement that arm wrestling can't resolve."

Bacardi features two beautiful young women wearing halter-tops and tight jeans, playfully pulling down the pants of a male. The text explains: "Asset manager by day, Bacardi by night."

Teens are particularly vulnerable to the subtly promoted myths in advertisements like these and more likely than adults with greater life experience to buy into industry messages. Implied promises about alcohol's apparent ability to enliven every party, to create an automatic association between the drinker and the beauty, prestige and sophistication of the people in the ads, and to deliver machismo and sex, are especially seductive to teens. When asked why they drink, youth typically identify the desire to become more assertive, fun or happy; they want the alcohol to help them to relax and become less inhibited sexually (NCASACU, 2006).



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Trend has serious health risks for both girls and boys. Regrettably, alcohol actually delivers on at least one of these promises, putting young women at increased risk in the process. Teenage girls who drink are more likely to be sexually assaulted, and more inclined to engage in dangerous sexual activity, exposing themselves to higher incidences of pregnancy and sexually transmitted diseases (NCASACU, 2003, p. iv-v, p. 16).

Until recently, teenage boys drank much more than girls, but the gap is rapidly disappearing. Although a US study released in 2000 found that the male students in the 12th grade still drank more than their female counterparts, teen boys and girls in the 9th grade were equally likely to both drink (40.2% and 41%), and binge drink (21.7% and 20.2%) (NCASACU, 2003, p. 10).

This kind of equality is hardly progress. Beyond the sexual risks, women and girls often experience more severe physical consequences from alcohol than their male counterparts. They're more likely to become intoxicated and more vulnerable to alcohol-induced brain damage, liver disease, and cardiac problems (NCASACU, 2003, p.3, 17).

Teen boys who abuse alcohol, on the other hand, run into different problems. Beer and spirits are implicated in the top three causes of teen death, which disproportionately affect boys: accidents (including traffic fatalities and drowning), homicide and suicide (NCASACU, 2006, p. ii, p. 17).

Not surprisingly, students who abuse alcohol are also more likely to drop out, be suspended, or fail a grade. Where too much partying and a corresponding lack of studying were once blamed for such problems, current studies now point to more serious long-term damage to still-developing brains (NCASACU, 2006).

Preliminary research suggests that teens who drink excessively may be destroying mental capacity at a faster rate than older drinkers and, in the process, damaging their capacity to learn. Alcohol-dependant youth are more inclined than others to make decisions based on instant gratification, to fare poorly on language and attention tests, and to have greater difficulty recalling information (NCASACU, 2006, p. 14-15).

So what's a teacher to do?

Educators understandably feel limited in their capacity to take on the alcohol industry when governments themselves are failing to reign in the kind of promotional excesses creating these problems. Although guidelines exist on both sides of the border that discourage the direct targeting of underage drinkers, it's clear that regulatory bodies are hopelessly outmatched by wealthy and inventive beer and spirit companies.

What teachers can do, however, is to challenge the myths about alcohol and drinking in the context of media literacy lessons. Teenagers immersed in popular culture are easily engaged in studies that allow them to explore and write about the very forms of media they gravitate to outside of school. Teaching them to deconstruct the compelling visuals and unpack the unspoken promises of alcohol print and broadcast campaigns gives you an opportunity to address a critical social issue, and helps them to become more aware of the ways in which they're being manipulated.



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It's a context that's sorely needed.

*Media Awareness Network (MNet) has produces a series of 10 lessons for Grades 4 to 10 called **The Target is You!** designed to help kids become more savvy about the ways in which they're targeted by alcohol advertisers. You can access these lesson plans by going to the home page of MNet's web site (www.media-awareness.ca) and clicking on **The Target is You!** icon.*

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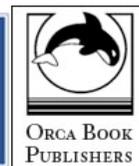
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Media Literacy: Essential Survival Skills for the New Millennium

Barry Duncan

Barry Duncan is an award-winning teacher, author, consultant, and past president of the Association for Media Literacy (Ontario). This article is reprinted with permission from Orbit (vol. 35, no. 2, 2005).

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We live in a mediated world, a "global village," as Marshall McLuhan famously described it. Events such as 9/11, the war in Iraq, teen pop idol Britney Spears' 24-hour marriage, Janet Jackson's "wardrobe malfunction" at the 2004 Superbowl, and the latest "reality" television all blend into a strange media brew. In this article, Barry Duncan outlines the place of media education and media literacy in the classroom.

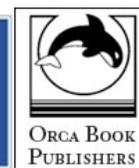
We have to reckon with new and evolving communication technologies: from cellphones to digital cameras, from internet chat rooms to the mind-boggling information resources available on the World Wide Web. The expanded communication territory and the blurring of boundaries between entertainment, popular culture, consumption, and communication suggest that we include within our understanding of media such sites as shopping malls, pop icons like Barbie dolls and Pokémon, and the buzz about brand-driven fashions. According to Canadian culture critic Naomi Klein, "brands are today's new rock stars." Mass media and popular culture represent multi-billion dollar opportunities for global marketers peddling the latest goodies for teens and 'tweens, and a major concern for parents and caregivers. It should be no surprise that media literacy has finally entered our schools. While its reception has been grudging at times, media literacy is no longer seen as a superficial frill, but as an essential component of the curriculum.

Media Literacy Defined

In 1989, the Ontario Association for Media Literacy (AML) offered this definition for the Ministry of Education's Media Literacy Resource Guide:

"Media literacy is concerned with developing an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. It is education that aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products."

These products include: writing detailed TV scripts, creating satiric collages, or editing complex video material.



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We use media for a variety of purposes and contexts in the classroom. It is important to distinguish between “teaching about” and “teaching through” the media. Many teachers use media as audio-visual aids to support subject content—teaching through— while teaching about media presupposes a critical approach, where media texts themselves are explored in terms of their form, strategies, organization, referents, points of view, and so on. However, there is no reason why both approaches can’t co-exist to generate a more thoughtful, culturally relevant curriculum.

Watching a media literacy class in which students, armed with digital cameras, tell their stories is an exhilarating educational experience. Messy at times and seemingly chaotic, creative media projects demonstrate that theory and practice must support each other.

Origins

The first wave of media education emerged in the 1960s, catalyzed by the U.S. civil rights movement, influenced by feminism and the questioning of media coverage of the Vietnam War. In Canada, cultural nationalisms and the emergence of a Canadian film and television industry shaped early media education efforts. Alarming TV viewing statistics of young people helped motivate teachers and parents. Until recently, when Internet usage surged ahead, the average teen had logged 15,000 hours of television by the end of Grade 12, in contrast with spending 11,000 hours in the classroom.

Initially a “movement” of enthusiastic classroom teachers, it was not until the 1990s, largely due to the proliferation of digital media, that Canadian media education began to be taken seriously by education policy makers.

In 1986, Ontario was the first jurisdiction in North America to make media literacy a mandatory part of the curriculum, from K to Grade 12. Following that decision, the widely recognized Media Literacy Resource Guide was published in 1989 by the Association of Media Literacy. By 1997, the rest of Canada had followed and media literacy was embedded in provincial policy guidelines for all English/language arts programs. Typically, media literacy is established as a “strand” assuming 25% of the expectations set out in provincial guidelines for the English/language arts curriculum.

While some teachers may pay only lip service to these requirements, at least they are contained in mandated guidelines. As more teachers receive in-service training, enrol in Additional Qualification courses, or conduct their own research, they welcome media education in their classroom, not as an add-on but as a creative and culturally relevant opportunity for learning. In several provinces, media studies is offered as a complete stand-alone credit, usually at the Grade 11 level.

Key Concepts

Media literacy is drawn from many fields, including sociology, psychology, political theory, gender and race studies, as well as cultural studies, art, and aesthetics. The work of Marshall McLuhan and others in communication studies is also important. The field is dynamic, with different approaches, yet there is considerable international consensus on important concepts and areas to be covered in media analysis.



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CODES AND CONVENTIONS

Consider how different media communicate messages. In learning about film, for example, we look at the technical codes of close-ups, zooms, dissolves, pans, and tilts, and the effects created by sound and special effects. Further investigations in codes and conventions might address the use of the TV news anchor's desk as a symbol of authority or the images of death and satanic destruction in CD covers of heavy metal music.

VALUES AND IDEOLOGY IN MEDIA

We all have a set of beliefs about the world which shapes our fears and aspirations, from the roles of schooling, attitudes to same sex marriage to the role of police. Typical questions when analyzing a media text or image: Who is in a position of power? Who is not? Does the text exclude any groups of people or their beliefs?

MEDIA AND INDUSTRY

The commercial organization and implications of the mass media need to be recognized; otherwise, we are culturally naïve and socially irresponsible about the basis of our systems of communication. Most of our entertainment and communication technologies are owned by a small number of global corporations, e.g., Time Warner, Disney, and Viacom. Issues around concentration of ownership and control also apply to merged media corporations in Canada, such as Bell /Globe Media and Canwest/Global. Does this level of control influence what stories get told and how, and how different groups are represented? Lest the topic seem too abstract, consider recent documentaries on Coca Cola, McDonald's, and Nike. Help students investigate monopolies, the extent of corporate resources for advertising, and the incredibly powerful role of public relations' initiatives. Critical marketing has become the most important aspect of modern media. (Consult Naomi Klein's invaluable book *No Logo: Taking Aim at the Brand Bullies*, Random House, 2000.)

MEDIA AND AUDIENCE

Audience is used in two different ways

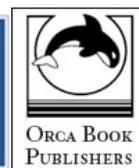
- How we as consumers become "target audiences."
- How as active participants we make sense of the media.

Target Audiences: On television and commercial radio, the media serve to deliver audiences to sponsors. In a highly watched spectacle such as the Superbowl, a 30-second commercial will cost at least a million dollars.

Active Audiences: Audience theory suggests that audiences are active participants, and that enjoying or making sense of media is a complex process; moreover, each person negotiates different meanings, depending on his/her gender, race, class, and age.

Examples of Media Literacy in the Curriculum

- English—adapting a short story or novel into a film; creating multimedia thematic units; script writing



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- **History**—detecting bias in news coverage and so-called historical truth; points of view in documentaries; representing historical events in feature films
- **Civics**—investigating opportunities for democratic access to social and political power, as well as access to the public space of media representation
- **Geography**—assessing the form and impact of images of the Third World
- **Health Education**—critiquing gender representation, especially the pervasive ultra-slim models and actors who glamourize teen anorexia

For elementary school teachers who inevitably cross subject borders, media literacy approaches can shape and unify several curriculum strands.

In the Media Classroom

In the media classroom, we want to pursue thoughtful media analysis in which it is understood that class discussions and reflection are the basis for constructing new knowledge. In this context, the classroom is a “site of struggle” in which meanings are negotiated. U.K. educator Len Masterman insists that media studies should be inquiry-centred, co-investigative (it does not seek to impose a specific set of values), and egalitarian (teachers and students share media experiences, but may have different interpretations).

Early models of media education denigrated young people’s popular culture. The media were seen as bad and students needed to be taught how to discriminate and resist. There are still teachers who believe that such approaches are appropriate and that students need to be culturally inoculated. More recent models presume a richer and more diversified vision of society, where popular culture plays a key role in our everyday lives. Such models recognize the dynamics of power, the role of pleasure and politics, and consider media as a significant influence on identity formation. Along with the liberating elements implicit in audience theory, as well as student-directed media production, such models empower students to make up their own minds about challenging ideas and classroom debates, fostering conditions for critical autonomy. Without going on a crusade of media bashing fuelled by moral panics, the media classroom deserves openness, intellectual rigor, loads of enthusiasm, and a willingness to take risks.

Teachers can begin by acknowledging their own problematic and contradictory passions and by being prepared, when appropriate, to share them. Playing “spot the stereotype” is limited in itself. Why not encourage students to write thoughtful papers on their media pleasures and encourage them to use media logs for open-ended responses? Encourage mainstream readings of popular television texts and then model some oppositional readings. Encourage students to transfer insights developed in the media classroom into other areas: the politics of schooling, the role of authority in the family, and the world of work.

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Creating Media-Savvy Students: Media Awareness Network Resources for Teachers and Teacher-Librarians

Warren Nightingale

Warren Nightingale is a Media and Internet Education Specialist with the Media Awareness Network.

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Each month over half a million Internet users visit the Web site of the not-for-profit education organization Media Awareness Network (www.media-awareness.ca). The site, one of Canada's largest education sites, draws users with its extensive offerings of free media education and Internet literacy resources for educators, teacher-librarians, parents, students and researchers. The resources, which are available in both English and French, include classroom lessons, educational games, research on Canadian students' Internet use, professional development tools, and background information on a variety of media issues.

Classroom resources are easily accessible through the Lesson Library in the For Teachers section. The library features over 300, copyright-cleared, K-12 lessons and activities linked by provincial curriculum outcomes. A user-friendly interface allows educators to search these resources by grade and topic.

The following is a look at the media-related topics in the Lesson Library, accompanied by a brief overview of the relevant resources available on each topic and a detailed description of one highlighted resource.

Advertising and Marketing: Alcohol

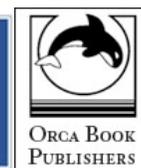
Among the resources that address alcohol marketing is The Target Is You! Program, a series of lessons designed to help students explore the messages and techniques of alcohol marketing aimed at youth. The series gives educators a powerful tool to increase young people's understanding of alcohol marketing strategies in magazines, on billboards, television, the Web, and during sports events.

The Target Is You! also includes an interactive quiz for students in Grades 6 to 8 to increase their knowledge and understanding of alcohol marketing aimed at youth. It can be used as a stand-alone activity or in conjunction with The Target Is You! lessons, either before to introduce the topic, or after to re-enforce learning.

http://www.media-awareness.ca/english/games/alcohol_quiz/index.cfm

Advertising and Marketing: Food

The lessons on food advertising and marketing take a close look at how companies make food products attractive to consumers through the use of food stylists and the design of the packaging. There are also lessons that encourage kids to think about the nutritional value of advertised foods, where snacks can fit into a healthy diet, and how marketing can affect their food choices.



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Packaging Tricks is a lesson that teaches students in Grades K-6 how food packaging is designed to attract young people and how packaging, promotions and product placement affect consumer choices. Hands-on activities for students include comparing similar food products based on packaging and taste, and assessing the nutritional value of the foods and beverages they enjoy.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/advertising_marketing/packaging_tricks.cfm

Advertising and Marketing: General

The Lesson Library contains over 26 general resources on advertising and marketing. These resources provide opportunities for students to deconstruct and address the messages presented in advertising, to analyse marketing techniques and to think about the impact of brand culture.

The Marketing to Teens lesson series helps students in Grades 8 to 12 to understand how pervasive and influential advertising is, and how teens are actively targeted by marketers. Students explore gender roles presented in advertisements, create their own mock advertising campaigns, and learn how to communicate concerns to advertisers.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising_marketing/mtt_introduction.cfm

Advertising and Marketing: Tobacco

The tobacco advertising lessons explore the marketing techniques used by the industry, the physical and social effects of smoking, and the role of social activists in focusing media attention on the risks of smoking.

In Thinking Like a Tobacco Company, students in Grades 4 to 6 learn how the tobacco industry exploits the needs, wishes, and desires of various target audiences in order to foster brand-loyalty.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/think_like_tobacco_ele.cfm

Body Image

The lessons on body image encourage students to reflect on media messages about thinness, dieting, and beauty, and to understand the role media play in perpetrating gender stereotypes.



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The lesson **Prejudice and Body Image** teaches students in Grades 2 to 7 to think critically about societal pressure to conform to certain standards of beauty (particularly to be thin) and the related prejudice against being overweight.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/prejudice_body_image.cfm

Broadcast News

Lessons on broadcast news teach students how to deconstruct news in order to understand the commercial and ethical issues surrounding the industry, how bias or slant can occur in reporting, and how broadcast news differs from print journalism.

How to Analyse the News offers an analytical framework for educators to use with students in Grades 5 to 12 to help them understand the process by which news is constructed.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Consumerism

Resources on consumerism include teachable moments on Buy Nothing Day and Earth Day, lessons addressing issues related to mass consumerism, and the role of media in influencing attitudes and perceptions about global development issues.

The lesson **Hype** helps students in Grades 10 to 12 become more aware of the methods, strategies and techniques used by media to create an atmosphere of excitement surrounding an event or product.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising_marketing/hype.cfm

Crime

The crime resources compare real-life crime with how it is reflected in the media. Students examine how law enforcement is portrayed in films and on television. They explore the ethical issues surrounding the reporting of crime, and how stereotypes can impact real life attitudes and perceptions of crime.

Cinema Cops is a lesson for students in Grades 7 to 12 to help them develop an awareness of how public perceptions of law enforcement have been influenced by film and television depictions of police over the past eighty years.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/crime/cinema_cops.cfm



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Diversity Portrayal

Lessons on diversity portrayal allow students to explore the ways that ethnic and visible minorities are portrayed in media, how negative stereotypes can happen, and the consequences of under-representation.

In the lesson, Ethnic and Visible Minorities in Entertainment Media, students in Grades 10 to 12 use the media education key concept – “media are constructed to represent reality” – to explore how media “re-presents” people, ideas and events from a particular viewpoint.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/stereotyping/minorities_in_entertainment_lesson.cfm

Ethics

The resources in this section explore the ethical issues surrounding the construction of media, the implications of its messages, and its perceived influence and impact on viewers.

The lesson The Anatomy of Cool helps students in Grades 4 to 7 become aware of the media's role in determining what, and who, are perceived as cool. Students explore how marketers use cool to sell products, the differences between superficial and real coolness, and how their own attitudes and perceptions are affected by media messages about coolness.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/anatomy_of_cool.cfm

Gender Portrayal

The gender portrayal lessons provide opportunities for students to examine gender messages in the media, and compare media depictions of males and females to people in real life.

Exposing Gender Stereotypes is the first of a lesson-series that address gender portrayals. Students (Grades 8 and 9) are encouraged to develop critical thinking about gender stereotypes presented in film, television, rock music, newspapers, and magazines, and to examine their own assumptions about what it means to be a man and a woman.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/gender_portrayal/exposing_gender.cfm

Internet

The Internet resources cover a wide range of topics including basic information on how the Internet works, how students can deconstruct Web pages to authenticate information, and the challenges students can encounter online such as privacy invasions, online marketing tactics, and Web sites containing hateful content.



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Jo Cool or Jo Fool is an interactive Flash module on Web literacy for students in Grades 6 to 8. Players take a CyberTour with Josie and Joseph Cool as they visit their favorite Web sites and help them to make smart online choices.

http://www.media-awareness.ca/english/games/jocool_jofool/teachers.cfm

Land Mines

MNet's resource on land mines is two-part unit entitled, *The Road to Ottawa : Introduction and Background*. The unit helps students in Grades 9 to 11 understand the roles played by non-government organizations (NGOs), the press, and the Internet in influencing public perception and shaping foreign policy agendas on specific issues.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/land_mines/rto_introduction.cfm

Movies

Resources on the topic of movies include teachable moments on the Academy Awards and product placement in movies, and lessons on film violence, classification systems, and the hype surrounding blockbuster movies.

Movie Heroes and the Heroic Journey has students in Grades 11 and 12 look at the role of myth, archetype and the heroic journey in popular film and think about the differences between a classical hero, modern hero, and a celebrity.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/movies/movie_heroes_journey.cfm

Music

The music resources explore the role of music in popular culture. Students examine the media conventions and techniques used in music production (including video and CD covers), and the controversy surrounding file-sharing music files on the Internet.

Popular Music and Music Videos is part of a three-lesson unit designed to introduce students to the concept of popular culture and the role that it plays in peoples' lives. In this lesson, students in Grades 9 to 12 examine the importance of videos to the music industry.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/popular_culture/pop_culture_popular_music.cfm



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Newspaper and Magazines

Lessons on the topic of newspapers and magazines look at various issues including elements on the front pages of newspapers, relevance of political cartoons, implications of digital image manipulation technology, differences between fact and opinion in newspaper articles, and the role played by news in the political process.

Newspaper Ads is a lesson that introduces students in Grades 2 to 5 to advertising in newspapers – why they need it, and how it may influence editorial content.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/newspapers_magazines/newspaper_ads.cfm

Online Hate

Resources on the topic of online hate provide opportunities for students to develop critical thinking skills to authenticate online information and recognize hatred and bias in online content. Students learn how hate groups are using the Net to target young people. They explore the inherent tension within democratic societies between freedom of expression and freedom from hate.

Allies and Aliens is an interactive student module for Grades 7 and 8 designed to increase students' ability to recognize bias, prejudice, propaganda, and hate on the Internet. The module comes with an extensive teachers-guide containing background information, ideas for classroom activities, and student handouts.

http://www.media-awareness.ca/english/games/allies_allies/teachers.cfm

Popular Culture

Lessons in this section helps students address popular culture as a concept and explore its effect on their lives and the pressures they face to conform to its messages.

Defining Popular Culture is part of a three-lesson unit designed for students in Grades 9 to 12 to analyse popular culture and the role that it plays in their lives. Students learn about the media's role in defining and perpetuating trends in popular culture.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/popular_culture/define_pop_culture.cfm

Privacy

The privacy lessons introduce students to a range of issues surrounding privacy in the electronic age, including ways in which commercial Web sites collect personal information from youth, and what their privacy rights are as citizens and consumers.



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Privacy in the Information Age helps students in Grades 11 to 12 develop a critical awareness about privacy and the security of personal information. Students learn about protecting their privacy in online environments and how personal information can be manipulated for the purpose of direct marketing.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/privacy/privacy_in_the_info_age.cfm

Sports

Lessons on the topic of sports address how media represents athletics, and the ways in which companies use sporting events and athletes to sell products and influence consumers – especially young people.

Favourite Sports and Athletes: An Introduction to Sports Media develops for students in grades K to 3, an awareness of how media can convey value messages to the audience, e.g., women aren't as athletic as men.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/violence/fav_sports_and_athletes.cfm

Stereotyping

The 25 resources on the topic of stereotyping address the under-representation, misrepresentation, and negative portrayal of certain members of society in the media. Students learn about the messages that media stereotypes convey by examining gender portrayals, ethnic representations, and portrayals of young people.

Stereotyping and Bias: The Three Little Pigs, helps students in Grades 5 to 7 to recognize and understand stereotyping and bias in literature and film by looking at representations of wolves.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/stereotyping/stereotyping_and_bias.cfm

TV and Radio

Lessons on the topic of television and radio offer students the opportunity to learn about the various techniques used by broadcasters to communicate with audiences, and how to analyse and assess messages. They will understand the technical aspects of television, film, and radio production and how production decisions impact meaning.



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Broadcast Codes introduces students in Grades 11 and 12 to the legislation and self-regulatory codes and guidelines that govern the broadcasting industry in Canada , and the mechanisms that exist to deal with consumer complaints.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/television_radio/broadcasting_codes.cfm

The Global Citizen

The global citizen resources explore how perceptions of world issues and international campaigns and events are shaped through media coverage, and how the Internet can be utilized to connect people and share information.

The Buy Nothing Day teachable moment provides classroom activities to promote awareness of spending habits and issues to mark this international campaign.

http://www.media-awareness.ca/english/resources/educational/teachable_moments/buy_nothing_day_TM.cfm

Video Games

The video games lessons offer students the opportunity to explore the issues surrounding video game violence, including: the debates about the influence of violent video games on young people, the connection between violent video games and stimulus addiction, and the classification systems that govern video and computer games.

The Killer Games lesson has students (Grades 7 to 9) look at the Entertainment Software Rating Board's (ESRB) rating codes for video and computer games. Students discuss the elements that contribute to video game violence, appropriate ages for playing violent games, and the possible effects of violent video games on young people.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/video_games/killer_games.cfm

Violence

The resources in this section explore the subject of violence as it appears in television, music, films and video games. Students think about the different types of media violence they encounter and the absence, or unrealistic portrayal, of consequences to violence.



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About the types of violence that appear on television, the consequences depicted and ways that conflict can be resolved in real life. In the lesson Facing TV Violence: Consequences and Media Violence students (Grades 1 to 4) explore the absence, or unrealistic portrayal, of consequences to violence in the media.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/violence/ftv_media_violence.cfm

To browse for more resources on any of the above topics, visit the Media Awareness Network's Lesson Library at www.media-awareness.ca/english/teachers/



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Podcasting for Learning

Anita Brooks-Kirkland

Anita Brooks-Kirkland is an Information Technology Consultant for the Waterloo Region District School Board, responsible for school library programs, K-12. She leads many workshops for teachers on integrating ICT into the curriculum. Anita is the Past President of the Ontario School Library Association.

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Podcasting. You may have heard the word, and you may even know what it means. The question is, does thinking about using podcasting in your school library program make you break out into a cold sweat, or does it inspire your curiosity about the potential for student learning? Podcasting is one of the simplest and most exciting technologies to emerge over the past couple of years, and one of the most useful for education. Do we want to handle new technologies by avoiding them, or should we be embracing new ways of engaging our students in the learning opportunities that the evolving Read/Write web offers today? If you're at least curious about these possibilities, then read on.

So what exactly is a podcast? A podcast is like a radio program that you can subscribe to over the Internet. When you subscribe to a podcast, your computer lets you know every time there is a new episode, which you can then download and listen to at your leisure, either on your computer or your MP3 player. As you may have guessed, the word comes from the most famous of all MP3 players, the iPod. The concept is very simple, but quite a departure from how we are used to listening to radio. In a world with podcasts, you can listen to what you want, when you want and where you want. You can listen to polished professional broadcasts or to a program recorded by total amateurs in their basement rec room. You can find podcast content on virtually any topic imaginable. Podcasting has only been around for the past couple of years, and its popularity continues to grow exponentially. Podcasting technology is also evolving at a lightning rate. Now you can even create "cover art" and a simple photo slideshow to go with your audio podcast. The latest development is the advent of video podcasting, which opens up another authentic way for students to share their learning. For the purposes of this article, we will focus on audio podcasting, minus all of the visual enhancements.

Purists will insist that to be a true podcast, the program must be available by subscription. The subscription feature of podcasts is possible because of RSS technology (Really Simple Syndication or Rich Site Summary). But a podcast, being a simple audio file, can be posted on a website and accessed the old-fashioned way – by going to the website and downloading it. Either way, podcasts provide a new way for sharing information.



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Who is Podcasting?

Like many new technologies, the early adopters tended to be dedicated amateurs. Just as the advent of the World Wide Web saw anyone and everyone creating web content, the process of creating a podcast is so simple that the same thing is happening with audio content. From amateur comedy shows, music broadcasts, advice shows, and sports commentaries, to religion, politics and relationships, it's all available. And as is the nature of the Internet, many of these amateur productions have a tremendous following. The web has become a truly interactive medium, with content creation of all kinds now being so easy and accessible that it is changing the way we must think about information. But that's a much bigger topic, for another column!

The mainstream media was very quick to catch on to podcasting. News outlets and public broadcasters were early adopters of the technology. Journal publishers, universities, museums and other public institutions have been quick to take advantage of the tremendous potential of the podcast medium. Publishers are now starting to include podcast feeds with their subscription database content. To give you a small taste of what's available, over the past few days I have been exploring:

- News commentary podcasts from public broadcasters like the BBC, CBC and NPR
- Other content from public broadcasters, like the popular CBC science show *Quirks & Quarks*
- Audio tours and lectures from New York 's Museum of Modern Art
- A wide variety of lectures from major universities
- Book reviews for kids
- Amateur political satires, comedy shows, and "techno-geek" broadcasts
- Movie reviews – professional and amateur

And the list goes on. Libraries are amongst the latest to catch the podcasting bug. The Waterloo Public Library in Waterloo , Ontario recently received a grant from Ontario 's Ministry of Culture to produce audio "heritage walking tours". Library patrons will be able to access these podcasts online, and the library also plans to lend out MP3 players to patrons, who can take the real walking tour while listening to the podcast.

Educational institutions have also been early adopters of podcast technology. Universities in particular see their potential for eLearning – providing lectures on demand for students and anyone else interested in broadening their horizons. Podcasts are now being used to provide another option for professional development in many organizations, and many are fully indexed in podcast aggregators like iTunes.

Podcasting in Your School Library Program

So, where does this all fit into your school library program? There are two areas with great potential – an opportunity for you to deliver learning to students, and the very exciting potential for student-created learning.



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In the school library, there is standard content that we make available to our students regularly: library orientations, tutorials on accessing information, using digital resources, writing proper citations, etc. Many teacher-librarians have gone the step of making this type of text-based tutorial content available electronically on school library websites. Also providing this type of support in a podcast audio format would allow for more instructional flexibility and differentiated instruction for auditory learners or those struggling with text. A library orientation podcast, for example, could be downloaded onto an MP3 player, for a real time personal tour. Having learning on demand, available to students when, where and how they need it. Fabulous.

But what excites me the most is the potential that podcasting gives to students to create their own understanding of the topics they are studying. Podcasting is a natural fit for project-based learning. It is engaging for students, and makes their work available to a real audience beyond the four walls of the school. Using the medium to create their own content also increases students' understanding of the interactive web and helps to develop their own critical thinking about content created by others. "Sometimes new formats are the key to igniting interest. While creating podcasts, students learn to research, write, develop vocabulary, speak effectively, manage time, solve problems, and grab attention." (Eash, 2006)

Some adventurous educators have already begun exploring the potential of student podcasting, and I've been extremely impressed with the quality of work that I have found. Over the past few days, I have been listening to:

- Grade Five students performing their "Fortunately, Unfortunately" poems
- Grade Five students on a variety of science topics, including the senses, sound and light
- Grade One students on the solar system
- Grade Two students on respect ("Respect Rocks!")
- Grade Four Poetry Corner
- Grade Six students' grammar songs (i.e., "The Subject Pronoun Mariachi")
- Grade Three/Four students interviewing a state senator
- High school students broadcasting a weekly school news show
- High school student roundtable discussion

These podcasts incorporated all sorts of formats, from interviews to documentaries to dramatizations or taped performances. The possibilities are seemingly endless, especially when you start to think of the even broader possibilities of the video podcast format.

How do I create a podcast?

Depending on your comfort level with technology, creating an original podcast may range from simple to somewhat challenging. The fact is that the interactive nature of the web these days has created a demand for simple but powerful technology to create and share content. Things aren't nearly as complicated as they used to be – a microphone, a computer and a sound recording program are really all you need. A digital recorder is useful for "on location" recording. There are several software programs ideal for creating podcasts, including the very popular and free program, Audacity (<http://audacity.sourceforge.net/>). Apple's GarageBand 3, part of the iLife '06 suite of multimedia programs, includes a podcast template, and it integrates easily with iTunes for managing and sharing your podcast creations. The process, then, from a technological point of view, is a matter of recording the voices, mixing



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in any appropriate music clips and sound effects, and then exporting your creation in MP3 format to post on a website. Podcasting has progressed to the point where a large number of copyright free music clips and jingles are now becoming available for use specifically in podcasts, to give them a more polished presentation.

If you want to subscribe to podcasts, then you need an aggregator, or a program that collects and manages all of your RSS feeds. The aggregator helps you find the content you are looking for, and notifies you when new broadcasts are available from your favourite podcast sources. Apple's widely popular iTunes serves as an aggregator, and there are a number of other programs that serve this function. You may also choose to make your own podcasts available for "subscribers" through an RSS feed.

Student Safety and Podcasting

As with anything on the Internet, there is a wide range of content out there, from the fabulous to the extremely objectionable. School board content filtering systems may block some aggregators, making access a bit more challenging. The iTunes site, for example, is blocked by some school boards because of the explicit nature of some of the commercial video content it makes available. Because of this, it may be more practical to access podcasts directly from websites as opposed to searching or subscribing through an aggregator. When you have students create podcasts, always be aware of protecting their personal information, and follow your school board's policy on this.

Ready to Give Podcasting a Try?

So, are you ready to fully engage in the new interactive web and start creating podcasts for your library or with your students? The best way to start is to dip into existing podcasts, and get a feel for how they work. The next step is to learn a bit of the technology, and let your imagination lead you to the links with your library program. Here are some great starting points for your research:

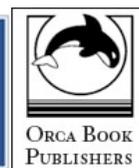
Joyce Valenza's website includes a page with links to educational podcasts and information about podcasting: <http://joycevalenza.com/podblogwiki.html>

Apple has a series of videos and articles on podcasting in their resources for K-12 education: <http://www.apple.com/education/resources/podcastingvideos/>

The most important step is to actually start creating podcasts at your school. The medium is so very relevant to our students today, and relates directly to the way they now access and use information. Society's interaction with information has changed drastically over the past two years, with the advent of the Read/Write web in all its permutations, including podcasting. We, as teacher-librarians, need to take a leadership role in developing the information literacy skills needed to make sense of the new interactive web reality. We also need to be leaders in integrating this exciting new technology into our own instructional strategies, to enhance students' learning. What better place to develop 21st century information skills than in the information hub of the school, the library!

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"I Didn't Know That Was Canadian!"

David Ward

David Ward is a children's author and a doctoral student and instructor at the University of British Columbia. This article is reprinted with permission, from *Alberta Voices*, vol. 5, number 2, June 2006.

Issue Contents

While I was teaching a Canadian children's literature course last spring, a student made a comment on the first day of class that captured the spirit of our collegiate journey: "I didn't know that was Canadian." She was referring to one of the many books displayed around the room. Several peers nodded in agreement and quickly the dialogue extended to other titles.

It was a remarkable conversation, particularly so, because the students were not elementary or even high school students: they were experienced teachers and teacher-librarians, working towards a diploma or Masters Degree in Education. The thirty-six educators in the room represented many different districts, cultures, and ranges of grades in which they taught.

In the months that followed, our class discussed almost three hundred Canadian books for children. We explored reviews from *Resource Links*, *Alberta Voices*, *Canadian Review of Materials (CM)*, *Quill and Quire*, and read articles from the *Canadian Journal of Education*, *School Libraries in Canada*, *Canadian Children's Literature*, and *English Quarterly*. Each student critiqued young adult novels, junior novels, information books, picture books, poetry and graphic novels. Several students were experienced teacher-librarians and their knowledge of Canadian children's literature complemented and added greatly to the materials presented.

It was not long before a second question was raised – a question that elicited passionate responses from all of us: Why didn't we know these books were Canadian? Many of the titles, covers, and authors were familiar, and yet, a majority of the class found surprises as they explored the literature presented around the room. Among the exclamations of, "That's a good one!" or, "I've used that before," were confessions such as, "I've had that in my room for three years and I never knew she (the author) was a Canadian."

We took some time to introduce ourselves, and student after student described their unique district, region or school. Despite the varying demographics and administrative objectives within each school, patterns began to emerge from our dialogue: budgets, book selection, curriculum choices, administration, and library cutbacks. After each class I would sift through the conversations, the vivid descriptions of each school's literacy tradition, wondering where this might lead us. As a children's author and instructor of the course I found myself asking an additional question: does it matter if we know a book is Canadian?



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As a researcher, I was certain that Canadian children's literature played an enormous role in schools. Scholars have investigated the importance of Canadian children's literature before (Pantaleo, 2002; Egoff & Saltman, 1990). Similarly, Canadian Children's Literature produced a remarkable piece on "What's Canadian about Canadian Children's Literature? (Nodelman, 1997), which contributes a mosaic of interested voices to the discussion. My own research, conducted in 2004, reported on the phenomenon of author-mentorship, Canadian authors participating in significant literacy exchanges with students. Authors agreed that children connected profoundly with their stories and wanted to extend their experiences with the book by contacting the author (Ward, 2005). What also became clear is that who writes a story is significant. Many stories written by Canadians are not set in Canada. They may even be science fiction or fantasies on other worlds. Connections deepen when young readers discover the author's nationality.

As a children's author I knew first hand that children frequently asked how my personal history impacted my stories. During an author visit, I always read from manuscripts with Canadian settings and describe how my life in Canada has impacted my writing process. But what did these exchanges or any other interactions with national literature accomplish?

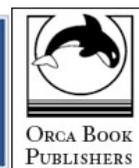
In a 2003 report on the importance of Canadian children's literature, Katherine Foley, provided a significant starting point:

The understanding of Canada and Canadians can be enhanced by immersing our young people in the wonder found in books written by Canadians. Canadian authors have a passion for, and a belief in, the beauty found all across our country. They have authored books not only about the country they love but that tell the stories that reflect the diversity of the people of Canada, how they interact, their dreams and beliefs. The more all Canadian's are exposed to the thoughts of others within our country, the more we will understand our similarities and differences, and be willing to work towards the common good for all people in Canada (Foley, 2003, p. 2).

Similarly, Mary Clare Courtland suggested that while our national children's literature may have universal and international appeal, the, "authorship, content, settings, and characters in Canadian children's literature evoke deeply personal connections for us," (Courtland, 2000, 21).

As professional educators in a Canadian children's literature course, we agreed with Foley and Courtland. Each of us could think of experiences in the classroom or library where children had united or found cultural connections through the reading of a story. The examples made me think of some of my academic experiences as well.

Roch Carrier came to speak at Serendipity 2005, a conference celebrating Canadian and international authors sponsored by the Vancouver Children's Literature Roundtable. Sharing anecdotes about, The Hockey Sweater, he mentioned a boy who phoned him at his office at the National Library to express his love for Roch's story. The child also invited him to his hockey game! Best of all, Roch went to the game.



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Listening to Roch brought me back to my own roots of growing up in Montreal . I remembered the inculcated value of hockey in our family. I remembered the feel of hockey on an open ice rink. I remembered my own hockey sweater becoming too small for the first time.

Not all of the identifications our class made with Canadian books were pleasant. One student broke down and wept over a story that reminded her of the racist comments she suffered as a child immigrant to Canada . Books, such as Gayle Friesen's, *Men of Stone*, remind us of the realities children face in and out of our schools. Such books also give us forums for discussion with the students in our classrooms, regardless of age, and allow us to express our differences, objections, similarities, and tensions while still under the same maple leaf flag. Canadian children's literature can often perform a similar function to family meetings: where we relate our individualities to our unique national setting. We can express our beginnings, our current situations, and our future in this country together.

Thinking about the value of our literature reassured us as a class that our need to pursue the reasons for our lack of knowledge was, indeed, important. Those in the class with extensive backgrounds in Canadian literature, particularly the teacher-librarians, thought about their experiences with teaching colleagues, administrators, and school boards. Our shared experiences revealed a desire for Canadian children's literature that was too often left unsatisfied due to overwhelming obstacles.

Through discussion we came up with four recurring themes:

- Canadian children's literature courses were not a part of teacher-education or teacher-librarian pre-service training.
- More often than not, Canadian literature courses were weighted against courses that raised their resume profile.
- Budget cutbacks have paved the way for "essentials-only," curriculum focused, purchasing of books and materials. Word of mouth and government recommended materials (curriculum-based) are at the top of the list for influencing selection.
- There is little identification of Canadian books in bookstores or libraries.
- Teacher-librarian positions have been drastically reduced. As educators, there is limited time to spend searching for books and it is safer to use the best known literature.

In 2004, the Association of Canadian Publishers released a report on Canadian books in school libraries. Their findings, summarized below, correlated with the experiences of professionals in our children's literature course.

- "Over 90% of the teacher-librarians, teachers, principals, school districts, and ministries of education represented in the survey stated that it was important to have Canadian books in the school libraries, for reasons that included the relevance of Canadian books for student experience, the need to reflect Canadian culture and heritage, the need to provide Canadian perspectives with the pervasive influence of American culture, the need for students to know about Canadian authors and the high quality of Canadian books."
- "Word of mouth, bookstores, and wholesalers, and reviews," influenced book selection in school libraries.



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- 65% of respondents (teachers, teacher-librarians, and administrators from across Canada) said that lack of awareness of Canadian titles was a central barrier to having Canadian content in the classroom.
- 55% said a lack of budget was a significant reason for less national books on the classroom shelves.
- "Teacher-librarians are often champions of Canadian books: sourcing and building Canadian content in school library collections, reading review publications, arranging author visits, recommending titles for students and teachers, and running book award programs...In the pivotal early years when children are most likely to develop a love of reading to last a lifetime, their teacher-librarians are half-time or less." (ACP, 2004).

The impact of these combined factors continues to be devastating on our school systems. The symbiotic nature of libraries, book sellers, authors, and schools is such that when one suffers, the rest suffer also. When more than one of these groups suffers a loss of funding, or faces cutbacks, disaster is close behind.

The selection of children's books is an excellent example of the interdependent nature of the children's book world. Selecting books is a daunting task for any educator. There are simply too many books to choose from. As the ACP report indicated, selection of Canadian books has often fallen into the hands of teacher-librarians. Cutbacks have reduced time for teacher-librarians to learn about new Canadian books and promote them in their schools. Without promotion, book sales go down, hurting publishers and forcing them to take fewer risks. As publishers feel the financial squeeze, so ultimately, do the authors.

I am part of a Canadian authors' list-serve. Frequently, industry news will be the focus of discussion. Regional publishers in Canada , however large or small, are the bread-and-butter for most Canadian authors. When a publisher shuts down one of its divisions, or removes an editor, the ripple affect is felt by authors across the nation. Editors work with numerous writers, often developing a close relationship over the course of many years. The absence of a single editor can affect the production of books, the completion of contracts and the relationship of authors to their publishers. For authors, losing an editor can impact the direction of their writing career.

The final link in the symbiotic chain of the publishing cycle is, of course, the reader. As consumers, young readers tend to digest what they are presented at school, book stores, and libraries. If a certain genre is missing, others will be consumed. In some cases, young readers will simply stop reading for a time. Others will choose new material to read. Readers suffer their greatest losses by never knowing what they are missing.

As Canadian educators our class felt the need to supply our children with the literature of Canada . Does it matter if educators do not know their nation's literature? Yes. Many of us discovered that our focus lay elsewhere, centred on constrains of curriculum, and the pain of budget cuts. Taking a course on Canadian children's literature allowed us as colleagues to refocus, not only on the exceptional abilities of our writers, but also on rediscovering a most remarkable country – our own.



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Why don't we know Canadian children's literature? As the research and our own collective experiences have shown, there are a number of key reasons:

- School libraries and the role of the teacher-librarian need to be celebrated as the heart of literacy in our country. The biggest supporters of our nation's literature need the greatest support from government, school administrators, teachers, students and parents. We cannot know our country's literature when its guardians have been removed.
- Our teacher education programs need to make Canadian children's literature a core course. As new teachers enter the school system they will be more aware of Canadian literature and the reasons behind building national content in the classroom.
- Canadian books need to be identified in libraries, bookstores, and schools. Awareness, access, and promotion can help direct, remind, and encourage educators to bring Canadian literature into the classroom.

Our journey with Canadian children's books was a delightful re-acquaintance with the authors, stories and fabrics of our country. Yet, the place of Canadian children's literature in our schools left us a more sober group. The severity of the issues are serious. But we also emerged more determined. Awareness of quality Canadian children's literature fostered a hunger for more. Talking about local and national authors invoked a considerable amount of interest. Most students expressed a desire to make Canadian children's literature more of a focus in their classrooms.

As a children's author I have had the privilege of meeting many teachers and teacher-librarians across Canada . These professionals know the value of literature and feel the need of sharing Canadian children's literature in a plethora of creative ways. They have made extensive use of the World Wide Web to improve communication with library associations for keeping each other informed of the world of literacy. In my travels, however, I continue to see school libraries operating at life-support level and frequently receive emails that say, "David, can we book you on a Tuesday? My library position is only half time at this school."

At the close of our course, each of us expressed the hope that the decades of effort made to infuse our national literature into our classrooms will not be wasted by educational trends or budgets, but that it will flourish as a rich source of Canadian identity and as one of the foundational sources to serve literacy programs in Canadian schools.

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Message from the President and President Elect

Marlene Turkington and Sandra Hughes

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Issue Contents

It's that time of year again when there are lots of changes happening in school libraries to complete this school year and prepare for the coming school year. CASL follows the same timetable of change and so we need to update our members regarding our changes for September, 2006.

CASL Executive:

Our annual conference in June marks the end of some executive members' terms of office and the beginning of others'. It is time for us to say thank you for the dedication to school libraries, hard work and significant contributions of our joint Past-Presidents, Marlene Asselin and Gloria Hersak. Achieving Information Literacy and the research study Canadian School Libraries and Teacher-Librarians: Results from the 2003/04 Information and Communications Technologies in Schools Survey are only two of their many achievements for school libraries. Our thanks go to our Councilor-at-Large, Rick Mulholland, who has poured his considerable energies into making National School Library Day a key celebration in the school year across Canada. We are most grateful for their continuing efforts on behalf of school libraries in Canada and wish them all the best.

We welcome Councilor-at-Large, Mary Louise Mills of Halifax , Nova Scotia . Although elections are completed, the Vice President/President-Elect (3 year commitment) position is now open as the successful candidate has had to withdraw for personal reasons. We will be taking nominations from the floor at the AGM and voting if there is more than one nomination.

CASL Publications:

It is with regret that we have accepted the resignation of Jennifer Branch.

We extend our thanks and appreciation for all the work she has done for CSLA and CASL over the years. Her goal to help teacher-librarians and other school library staff has been met over and over again and will long be remembered. We wish only the best for her as life takes her on different paths of travel and work. We look forward to seeing Jennifer's efforts and dedication in new projects as they emerge in the world of libraries as her talents should not go untapped.



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Jennifer Branch and Mack Male were instrumental in making the transition of SLIC to an online journal a successful one. It could not have happened without the two of them working as a team - putting in all the long hours, time and energy. SLIC has always maintained a high standard of quality and the many school library staffs across Canada look to it as their guide for up to date information. No one can thank Jennifer enough for all of her efforts, her caring, her devotion, her time, her going well beyond the call of duty. Jennifer's dedication to SLIC has set the standard high and will forever be appreciated by all those who read it.

SLIC will be moving to a new website at the CLA office in the next few months. We appreciate Jennifer and Mack's offer of assisting us as we go through the process of transition. We will keep in mind Jennifer's high bar of standards as we begin our search for a new SLIC editor for the FALL of 2006.

We want to honour Jennifer's work by trying to do our best to understand her setup of SLIC and the creation of themes for each issue. The format of SLIC and in print has been a successful one and one that the majority of its readers enjoy.

We appreciate the participation of Jennifer and Mack in helping SLIC find a new online home and to let them know that SLIC will receive the TLC it needs in the coming years.

Best wishes to Jennifer as she begins her year of travel to Europe and to Mack Male as he pursues new business and career adventures.

CASL Activities:

The October issue of Feliciter is featuring school libraries, their importance, the good things that they are doing for students and the impact on student learning. The idea behind the Feliciter issue (Vol. 52, #5) on school libraries is not to moan about the sorry state of them but rather to look forward, suggest solutions, showcase what is good, and discuss the value of school libraries as well as what the optimum might look like. We need articles submitted and pictures. We encourage you to submit an article to us for consideration. The deadline for the articles is August 01, 2006.

National School Library Day will be part of Canadian Library Month this year. A poster and kit are being developed for Canadian Library Month.

The [2007 CLA Annual Conference](#) will be held in St. John's Newfoundland , May 23-26. Proposals for presentations will be required by CASL executive by September, 2006.

Be a part of our preparations for the coming year for school libraries. Come to the CLA Conference in Ottawa , June 14-17, 2006.



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Celebrate National Media Education Week

SLIC Editors

[Issue Contents](#)

The Canadian Teachers' Federation (CTF) has partnered with Media Awareness Network (MNet) to create Canada's first National Media Education Week (NMEW) – November 19-24, 2006. The primary goal of the week is to highlight the importance of media and Web literacy as key learning areas for young people in the information age.

MNet and CFT are working with teacher organizations and education and community groups to develop media education programs and activities and PD opportunities in recognition of the week.

A portal has been developed on the CTF Web site at: <http://www.mediaeducationweek.ca/> to provide librarians and teachers with media education resources and activity ideas.

Make media education part of your library or classroom by bookmarking the portal page and visiting often throughout the year.



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CLA Conference 2007

Hosted by:

[Canadian Library Association](#) / [Atlantic Provinces Library Association](#) / [Newfoundland and Labrador Library Association](#) When: May 23-26, 2007 Where: Delta St. John's Hotel and [Mile One Centre](#) in St. John's, NL

Conference Link: <http://www.cla.ca/conference/2007/index.shtml>

Reminder of Note:

Friday, May 25th - 4:30 - 6:00pm - CLA Division Awards and AGM's (CALCUL - CASL - CAPL - CASLIS)

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Conférence CLA 2007

Présenter par:

[Canadian Library Association](#) / [Atlantic Provinces Library Association](#) / [Newfoundland and Labrador Library Association](#)

Quand: Du 23 au 26 mai 2007

Lien hypertoile: <http://www.cla.ca/conference/2007/index.shtml>

Note importante:

Vendredi le 25 mai de 16 heures à 18 heures 30 - Réunion annuel des divisions et remises des prix (CALCUL - CASL - CAPL - CASLIS)

Tourism Information

City of St. John's - [Tourism](#)

St. John's [Arts and Culture Centre](#)

[Road Map](#) of St. John's, Newfoundland and Labrador, Canada

[Government](#) of Newfoundland and Labrador

Government of Newfoundland and Labrador - [Tourism, Culture and Recreation](#)



SCHOOL LIBRARIES IN CANADA

Information Touristiques

Atlas de la Francophonie - [St. Jean, Terre Neuve](#)

[La Fédération des francophones](#) de Terre-Neuve et Labrador

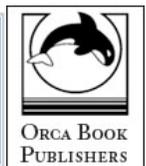
Terre-Neuve et Labrador - [Le Bureau des services en Français](#)



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Next SLIC - Volume 26 Issue 1/Prochain SLIC - Volume 26 édition 1

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 - Decisions concerning the acceptance of advertisements shall be made by the Managing Editor.
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SCHOOL LIBRARIES IN CANADA

Faire de la publicité sur SLIC

La revue SLIC est la revue officielle de CASL. C'est une revue professionnelle publiée 4 fois par année ayant comme objectif la publications d'articles spécialisés destinés aux professeurs bibliothécaires et au personnel travaillant dans les bibliothèques scolaires. Dans la plus récente édition, nous avons eu 57,512 visiteurs résultant en plus de 400,000 pages visitées. Le site hyperteile de SLIC a un classement de 5 sur Google.

Nous sommes à la recherche de publicité pour continuer de produire SLIC sur Internet pour les professeurs bibliothécaires à travers le Canada et autour du monde. Les individus, associations ou organisations désirant faire de la publicité sont priés de nous **contacter** pour plus d'informations.

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- Il n'y a pas de frais de publicité pour les sociétés à buts non lucratifs
- L'approbation de toute publicité est fait par l'éditeur de SLIC
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- La publicité dans SLIC ne doit pas contenir d'images pornographiques, stéréotypies ou d'exploitations

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