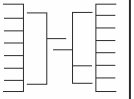
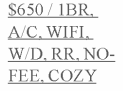
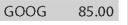
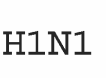
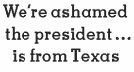
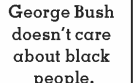
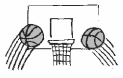
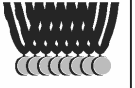
Introduction

Somewhere around the early part of 2009, it began to feel like the world had shifted a bit on its axis with what felt like a leap forward with the pace of technology. Wherever you went—airports, trains, malls, shopping plazas, and schools—technology was being used by adults or children alike. The cellular telephone with all its new features, known as "apps," or the access to the social networking sites meant people were connected, and turned on—24/7.

Historically, the past decade has seen the great boom of technology. Computers have become smaller and smaller while going faster and faster. The increase in technological uses has grown as has the number of users. Even our language has changed to accommodate the new technologies. We now can "google" it, or we have various forms of shorthand which are used with relative ease. Some of the more popular ones are "LOL" and "OMG." New technology has also created additional words to grow our language, such as the iPhone, iPad, the Droid. The world has been introduced to a whole different way of seeing and hearing that has widened our global connections, created what some people term a generation of "multitaskers," and also offered us a new world view. In January of 2010, the *New York Times* printed a symbology illustration representing the verbiage, logos, fads, etc. documenting the changes faced in our society over the past ten years (*New York Times*, "Picturing the Past 10 Years," pp.2–3).

With all of these changes, the value of reviewing what our children are watching and learning has also grown in importance and in urgency. Through the use of media literacy education, how can we implement creative content programs which we currently call Web 2.0 and other participatory networks in order to foster critical thinking among our students? At the same time, how can we use these skills to develop educators who are confident and willing to use these new media literacies?

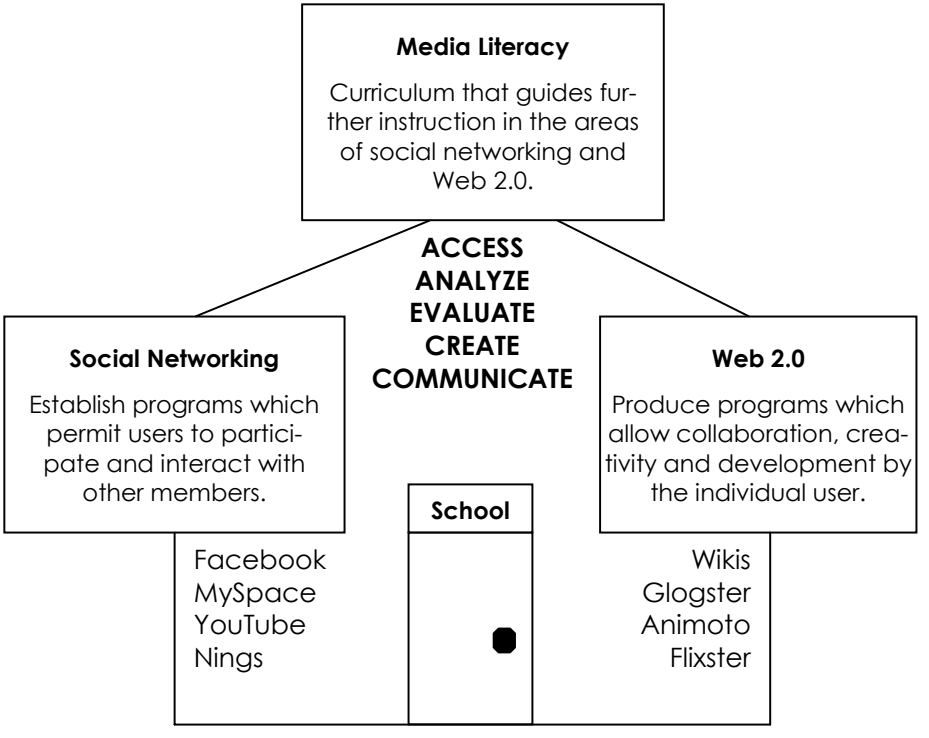
This rapid movement in technology has caused our schools to undergo some drastic changes which they were not prepared to handle and issues that they are still tentatively approaching related to technology uses and abuses. In fact, at the World Summit for Media on Children and Youth, the discussion and many panels were looking at how the message of media literacy needs to be included in the curriculum, but moreover how it can be used to grow educators in their own self-awareness of these communicative technologies. Schools need to begin by looking at how they bring in the technologies that students are using in their homes and for their personal use and bridge opportunities for learning in the classroom. However it is more than just using the technology, it is about understanding where the future exists

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
IT!	Florida Recount	9/11	Flag Pins	Iraq	Abu Ghraib	Katrina	Watching TV on Computers	Baby Boom	 The Election	The Economy	IT!
NEWISH	Tiniest Phone	Airport Security	Guántanamo	~~Friendster~~ MySpace	Wiretaps	Self-Portraits	Tsunami	Rock Bands	Moms on Facebook	Iran on Twitter	NEWISH
BUSINESS	Rolling Blackouts	Dot-Com Crash	 Craigslist	Credit-Default Swaps	 Google I.P.O.	Blackwater	China	Housing Boom	Foreclosures	Stimulus	BUSINESS
FEAR	More Is Not Enough	Anthrax	Snipers	Everything	It's Too Late	I.E.D.'s	Avian Flu	Peak Oil	Credit Freeze	 Swine Flu	FEAR
MAVERICK	John McCain	Russ Feingold	Al Jazeera	 Dixie Chicks	Al Franken	 Kanye West	Sincere Beards	T. Boone Pickens	Ron Paul	Goldman Sachs	MAVERICK
CHAMPION	 Shaq & Kobe	Dale Earnhardt Sr.	Patriots	Steroids	Mia Hamm	Lance Armstrong	Barbaro	Tiger Woods	 Michael Phelps	Yankees, Again	CHAMPION

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
CULTURE	Pokémon	*According to Wikipedia	"American Idol"	OutKast	Camera Phones	M.M.O.R.P.G.'s	Rachael Ray	Writers' Strike	The Art Market	Lady Gaga
COUPLE	Carrie & Mr. Big	Harry Potter & Voldemort	Europe & Money	Bennifer	Demi Moore & Ashton Kutcher	Tom Cruise & Oprah Winfrey	Heath Ledger & Jake Gyllenhaal	Brangelina & Family	Federer & Nadal	Not Jon & Kate
FAD	Going Viral	Oprah's Book Club	Collagen	Tuscany	Nicknames	Movies in the Mail	Ironic Mustaches	Crocs	Canvas Totes	Vampires
LOGO	Lattes	First Responders	HBO	Oprah	Dubya	News vs. News	Apple	Russian Moguls	Obama	citi
NOUN	glitch	news cycle	freedom fries	spider hole	friendly fire	truthiness	chatter	surge	hope	Auto-Tune
VERB	I.M.	outsource	download	punk'd	Swift boat	Google	text	blog	go rogue	crowd-source

for our children. As UNESCO representative Alton Grizzle stated, "it is not enough to teach Reading, Writing and Arithmetic....To be literate in other skill sets is most important!" In fact, knowing that the child's voice has a place and how they use that voice need to be recognized through other networks such as Facebook and blogging. The technology should enable students to express themselves creatively or artistically and to use media to communicate, but it is not primarily a matter of training them to use the newest programs, but to realize their extensions in a critical thinking context. Thus, creating learners who are constructing information and providing understanding for the reality in which they live in today and the one they will be creating for the future.

The goal of this book is to take on what we know about the media and review media literacy education as a foundation of thought, then extend it to the technological world to include social networks and Web 2.0. In essence, we are looking at the traditional school house and designing one that takes a multidimensional look at media literacy education and opening its doors to allow students to be creators and producers of the global society of transformational education as shown in the image below.



The advantages of using this model in the classroom are detailed in each chapter along with the model of media literacy education, which is to access, analyze, evaluate and produce. Why this book and why now? Our focus in the media literacy education world needs to change to provide a forum for the participatory culture of this generation's youth. They need to be empowered to be the newest generation of critical thinkers in the worlds that they already live in, and not the ones that our schools have continued to create despite the fact that the world has changed and the industrial model of education no longer is applicable.

The benefit to the classroom is real and vital for the continued growth of our students and our societies. This book provides a glimpse of the potential these new digital tools offer in schools through the perspective of a media literacy education foundation.