

TECH1502-17 Introduction to Community Media

Lecture 011 – Media Literacies

Introduction:

1. Situated Literacy

“The “concept of literacy is and must always be ideologically situated” (Chege, 2009, p. 228).

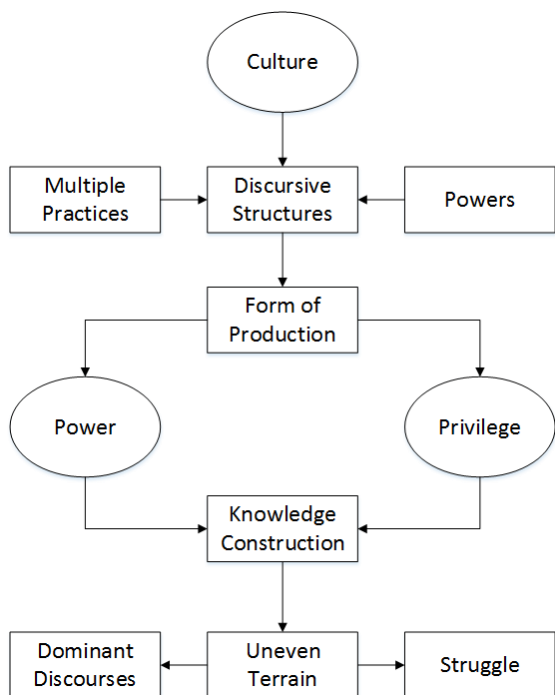
“Literacy always serves an ideological agenda; it embodies the struggle [for] the control of the whole process of social reproduction” (Chege, 2009, p. 232).

2. DigiLit Project

The DigiLit Leicester project is a collaboration between Leicester City Council’s Building Schools for the Future Programme, De Montfort University and 23 of the city’s secondary schools. The project focuses on supporting secondary school teaching and teaching support staff in developing their digital literacy knowledge, skills and practice, and their effective use of digital tools, environments and approaches in their work with learners.

The DigiLit Leicester project is designed to ensure school staff and learners are getting the most from the significant investment in technology being made across the city, and that schools are able to make best use of technology to meet their aspirations for transforming educational provision. It will help schools make sure every learner attending a BSF Programme school benefits not only from a school with world-class technology provision, but from an education that is supported and enhanced by the use of technology to raise achievement and aspiration, connect communities and open opportunities. <http://www.digilitleic.com/>

3. Contested Culture



“Culture is best understood as a terrain of contestation that serves as a locus of multivalent practical and discursive structures and powers;’ [and] that ‘knowledge is construed as a form of discursive production’; that ‘the process of constructing knowledge that takes place within an unevenly occupied terrain of struggle

in which the dominative discourse of mainstream research approaches frequently parallel the discursive economies of the larger society, and are reinforced by the asymmetrical relations of power and privilege which accompany them” (Chege, 2009, p. 232).

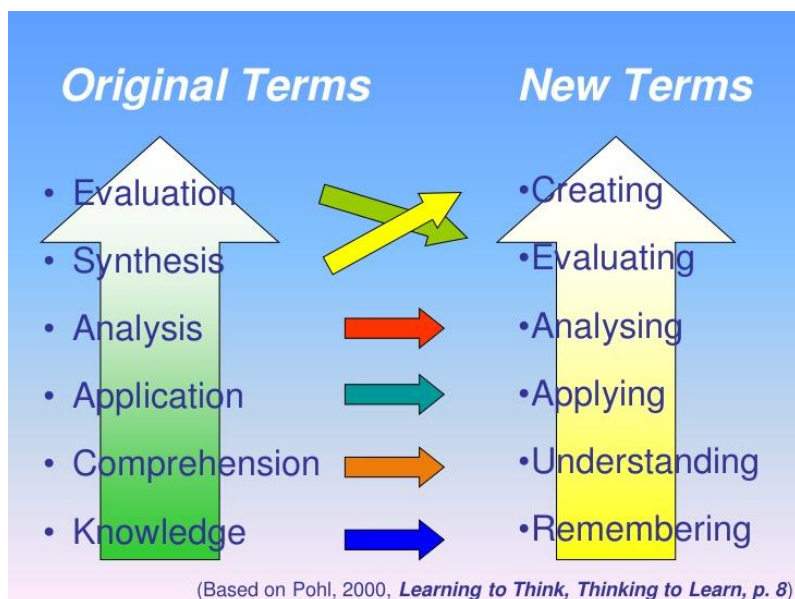
4. Critical Literacies



“Critical pedagogy counters traditional paradigms such as the great divide and the functional approach by exposing and challenging the agenda behind depoliticising literacy. It also over-comes the limitations of poststructural and discourses approaches by adopting an educational theory grounded on situating the educational process in socio-political milieu and most importantly, providing praxis grounded on empowerment of educators and students to challenge inequalities in education and social injustices in society in general” (Chege, 2009, p. 232).

“Critical pedagogy challenges long-held assumptions and leads us to ask new questions, and the questions we ask will determine the answers we get... Critical pedagogy leads us to advocacy and activism on behalf of those who are the most vulnerable in classrooms and in society” (Wink, 2010, p. 165).

5. Bloom’s Taxonomy



The Original Taxonomy (1956)

Here are the authors' brief explanations of these main categories in from the appendix of *Taxonomy of Educational Objectives (Handbook One, pp. 201-207)*:

- **Knowledge** “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
- **Comprehension** “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”
- **Application** refers to the “use of abstractions in particular and concrete situations.”
- **Analysis** represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
- **Synthesis** involves the “putting together of elements and parts so as to form a whole.”
- **Evaluation** engenders “judgments about the value of material and methods for given purposes.”

The 1984 edition of *Handbook One* is available in the CFT Library in Calhoun 116. See its [ACORN record](#) for call number and availability. While many explanations of Bloom's Taxonomy and examples of its applications are readily available on the Internet, [this guide to Bloom's Taxonomy](#) is particularly useful because it contains links to dozens of other web sites. Barbara Gross Davis, in the “Asking Questions” chapter of [Tools for Teaching](#), also provides examples of questions corresponding to the six categories. This chapter is not available in the online version of the book, but *Tools for Teaching* is available in the CFT Library. See its [ACORN record](#) for call number and availability.

The Revised Taxonomy (2001)

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's Taxonomy with the title [A Taxonomy for Teaching, Learning, and Assessment](#). This title draws attention away from the somewhat static notion of “educational objectives” (in Bloom's original title) and points to a more dynamic conception of classification. The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These “action words” describe the cognitive processes by which thinkers encounter and work with knowledge:

Remember

- Recognizing
- Recalling

Understand

- Interpreting
- Exemplifying
- Classifying
- Summarizing
- Inferring
- Comparing
- Explaining

Apply

- Executing
- Implementing

Analyse

- Differentiating

- Organizing
- Attributing

Evaluate

- Checking
- Critiquing

Create

- Generating
- Planning
- Producing

In the revised taxonomy, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge used in cognition:

Factual Knowledge

- Knowledge of terminology
- Knowledge of specific details and elements

Conceptual Knowledge

- Knowledge of classifications and categories
- Knowledge of principles and generalizations
- Knowledge of theories, models, and structures

Procedural Knowledge

- Knowledge of subject-specific skills and algorithms
- Knowledge of subject-specific techniques and methods
- Knowledge of criteria for determining when to use appropriate procedures

Metacognitive Knowledge

- Strategic Knowledge
- Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
- Self-knowledge

Mary Forehand from the University of Georgia provides a [guide to the revised version](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) giving a brief summary of the revised taxonomy and a helpful table of the six cognitive processes and four types of knowledge.

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

<http://www.teachthought.com/critical-thinking/blooms-taxonomy/25-question-stems-framed-around-blooms-taxonomy/>

6. Paulo Freire

‘Whoever teaches learns in the act of teaching, and however learns teaches in the act of learning’ (Freire, 2001).

“No pedagogy which is truly liberating can remain distant from the oppressed by treating them as unfortunates and by presenting for their emulation models from among the oppressors. The oppressed must be their own example in the struggle for their redemption” (Freire, 1996, p. 36).

7. Power & Liberation

“Together, Dewey’s and Freire’s ideas have shaped the current day concept of Critical Pedagogy... The dynamic of teaching and learning, as expressed within the context of Critical Pedagogy, is greatly shaped by our culture’s dynamic of power; whether or not we recognise it” (Bey, 2014).

“Attempting to liberate the oppressed without their reflective participation in the act of liberation is to treat them as objects which must be saved from a burning building; it is to lead them into the populist pitfall and transform them into masses which can be manipulated” (Freire, 1996, p. 47).

“It is only when the oppressed find their oppressor out and become involved in the organised struggle for their liberation that they begin to believe in themselves. This discovery cannot be purely intellectual but must involve action; nor can it be limited to mere activism, but must include serious reflection: only then will it be praxis” (Freire, 1996, p. 47)..

8. Concepts of Learning – Banking Knowledge

“The banking concept suggests that students are passive recipients of knowledge, storing information in their minds and saving it until they are required to withdraw it for academic endeavours such as tests and essays. In contrast, the dialogical theory of education encourages learning to emerge through conversations between the educator and student” (Palmer & Emmons, 2004).

“The teacher’s task is to organise a process which already occurs spontaneously to ‘fill’ the students by making deposits of information which he or she considers to constitute true knowledge. And since people ‘receive’ the world as passive entities, education should make them more passive still, and adapt them to the world. The educated individual is the adapted person, because she or he is better ‘fit’ for the world” (Freire, 1996, p. 57) .

9. Roles & Expectations

“The teacher teaches and the students are taught;

The teacher knows everything and the students know nothing;

The teacher thinks and the students are thought about;

The teacher talks and the students listen – meekly;

The teacher disciplines and the students are disciplined;

The teacher chooses and enforces his choice, and the students comply;

The teacher acts and the students are have the illusion of acting through the action of the teacher;

The teacher chooses the programme content, and the students (who were not consulted) adapt to it;

The teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students;

The teacher is the Subject of the learning process, while the pupils are mere objects” (Freire, 1996, p. 54).

10. Empty Vessels

“Narration (with the teacher as narrator) leads the students to memorise mechanically the narrated content. Worse yet, it turns them into ‘containers,’ into ‘receptacle’ to be ‘filled by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to

be filled, the better students they are. Education this becomes an act of depositing, in which the students are the depositories and the teacher is the depositor.... This is the 'banking' concept of education, in which the scope of action allowed to the students extends only as far as receiving, filling, and storing the deposits. They do, it is true, have the opportunity to become collectors or cataloguers of the things they store. But in the last analysis, it is the people themselves who are filed away through the lack of creativity, transformation, and knowledge in this (at best) misguided system.... Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other. In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing" (Freire, 1996, p. 52).

11. Problem-Posing

"Abandon the educational goal of deposit-making and replace it with the posing of the problems of human beings in their relations with the world. 'Problem-posing' education, responding to the essence of consciousness - intentionality – rejects communiqués and embodies communication" (Freire, 1996, p. 60).

"Problem-posing education, which breaks with the vertical patterns characteristic of banking education, can fulfil its function as the practice of freedom only if it can overcome the above contradiction. Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible in a process in which all grow" (Freire, 1996, p. 61).

12. Pedagogy of the Oppressed

"The pedagogy of the oppressed, as a humanist and libertarian pedagogy, has two distinct stages. In the first, the oppressed unveil the world of oppression and through the praxis commit themselves to its transformation. In the second stage, in which the reality of oppression has already been transformed, this pedagogy ceases to belong to the oppressed and becomes a pedagogy of all people in the process of permanent liberation" (Freire, 1996, p. 36).

"There is no such thing as absolute ignorance or absolute wisdom. But men do not perceive those data from pure form. As they apprehend a phenomenon or a problem, they also apprehend its causal links. The more accurately men grasp true causality, the more critical their understanding of reality will be" (Freire, 1996, p. 41).

13. Critical Thinking

"Challenging corporate manipulation of the economy reveals connected forms of cultural domination and social control, and the process leads to deeper questioning. 'How can we find ways to work together to overcome barriers and tensions and become part of a dedicated, on-going, sustained movement which is going to last a long time?'... 'How can we be together in a unity that is complex and emancipatory?' How can we get it together?" (Greg Ruggiero in Chomsky, 2012, p. 17).

"There is a famous line by Karl Mark, which I am sure many of you know: the task is not just to understand the world, but to change it. And there is a variant of that which should also be kept in mind. If you want to change the world in a constructive direction, you better try to understand it first. And understanding it doesn't mean just listening to a talk or reading a book, although that's helpful sometimes. It means learning. And you learn through participation. You learn from others. You learn from the people you are trying to organise. And you have to gain the experience and understanding which will make it possible to maybe implement ideas like that as a tactic" (Chomsky, 2012, p. 44).

14. Net Smarts

According to Howard Rheingold literacy can no longer be conceived as a solitary skill or attribute, but must incorporate increased levels of collaboration and social competency. If you were developing a social media campaign how would you incorporate the five literacies for thriving online that Rheingold describes? (Rheingold, 2012).

15. Attention

According to Rheingold thinking critically and mindfully in the network media environments that we share is much more difficult than in previous times because of the volume of traffic and information, and because of the speed at which new information is sent to us. Successfully filtering this information is based on training our attention management skills and focussing on how we can filter out the bad information that we don't desire. According to Rheingold, "basic information literacy, widely distributed, is the best protection for the knowledge commons; a sufficient portion of critical consumers among the online population can become a strong defence against the noise-death of the internet".

16. Participation

New media technologies allow a degree of participation in the communications process like never before. According to Rheingold, recognising the potential power of the media equipment that many of us carry around with us in our pockets is a starting point for a more general change in society, one that values contributions more than passive receivers of information. As Rheingold says, 'a participant is active' and forms of collaboration have the potential for greater levels of global social understanding.

FAIL: Concert filming with phone gone wrong during Against the Current's Uptown Funk cover

Fan was shooting a concert and his phone was thrown out of hands in the air during Against the Current show in Prague.

<https://youtu.be/QrFKGgeefc>

17. Collaboration

Social networking tools have the power, according to Rheingold, to 'amplify' the collective actions that we may wish to undertake. As we use the net to overcome barriers to cooperation we will find that, according to Rheingold, we will be able to achieve 'higher' ends and goals based on the idea that as humans we are 'optimised' for social activity and collective problem solving.

Clay Shirky: Institutions vs. collaboration

In this prescient 2005 talk, Clay Shirky shows how closed groups and companies will give way to looser networks where small contributors have big roles and fluid cooperation replaces rigid planning.

<https://youtu.be/sPQViNNOAkW>

18. Critical Consumption of Information ('crap detection')

According to Rheingold basic information literacy is essential if we are to protect ourselves as consumers and citizens online. Being able to tell the difference between the spin and the marketing messages and those that are authentic messages of people actively engaged in activities for the benefit of other people is essential. How do we trust information to be accurate? Rheingold calls this skill an intention and suggests that we ensure that our 'crap detectors' are well attuned to filter out the credible from the incredible information.

Crap Detection 101: How to Distinguish Good and Bad Information Online

The most important skill you need for using the Internet is critical consumption, or as Ernest Hemingway put it, Crap Detection the ability to distinguish between good information and bad information. There are a lot of people online trying to trick us, whether its through fraudulent offers, disinformation, or by spoofing

legitimate websites. We can't regulate what's posted on the Web, but we can educate people about the difference between accurate and inaccurate information.

<https://player.oreilly.com/videos/0636920015031>

19. Network Smarts

Rheingold argues that we need to encourage a wide range of skills to help us manage our life online in the form of Net Smarts. These are skills that will help us to maintain our social position and enable us to manage our reputations online, engage in different social networks and to track and trace the footprints that we leave on the net without undermining our sense of self as individuals, or our ethical sense as a community. Rheingold sees these net smarts as a set of media tools that we can learn to use effectively.

20. Spreadability

Henry Jenkins et al argue that spreadability is an emerging concept that helps to explain the way that media circulates online and gives rise to new affordances in the sharing of media artefacts. Explain how you would factor-in media spreadability to a social media campaign? (Jenkins, Ford, & Green, 2013)

Jenkins argues that "While stickiness may provide the prevailing logic for the creation of online business models, any content or destination that has gained relevance with audiences online has done so through processes of Spreadability" (Jenkins et al., 2013, p. 7).

In this sense the traditional forms of mass media, with their established channels of delivery are regarded as retaining some value as they remain the dominant way of getting content out to many people across a broad area. This mass media model was dominated, according to Jenkins, by the 'stickiness' model, in which content was expected to make an impression on the life world of the consumer, and promote a sense of engagement and loyalty to the product, but there was little expectation that the user would actively engage in the re-dissemination of the content.

Henry Jenkins: Spreadable content makes the consumer king

With the rise of fan fiction, remixed videos and curation, USC Professor Henry Jenkins believes if it doesn't spread, it's dead. Look no further than YouTube creation Susan Boyle or Twitter's capability to drive an opening weekend box office. More than ever we are living in a participatory culture where most everyone has the capability to shoot, share and create media. Jenkins warns that if you want your content to spread you must allow others to share it and participate in it. Traditional ideas about copyright, ownership and creating cultural value are being completely transformed in the process.

<https://youtu.be/ZCKoLB1kUsY>

21. Beyond Mass Media

As Jenkins argues "mass media channels are still valuable resources for getting information out and sharing content of great common interest because they have such widespread reach" (Jenkins et al., 2013).

Therefore, and despite some radical changes in the infrastructure that supports communication "stickiness still matters... Any creator – whether media company, fan, academic, or activist – produces material in the hope of attracting audience interest" (Jenkins et al., 2013).

Weapons of Mass Deception. Part One

As consumption of mass media has increased dramatically in modern times, outscoring all other human habits in absorbing hours and minutes of life, the idea of "information weaponry" has become a kind of banality. Propaganda, framing, agenda setting, and dozens of other armaments have been recognized since 1921, when Walter Lippmann first described the mechanics of mass media influence over public opinion. He was followed by the "father of public relations," Edward Bernays, who formulated the tools and secrets of the propaganda trade and laid the groundwork for huge tribes of later propagandists.

<http://www.stopfake.org/en/weapons-of-mass-deception-part-one/>

22. Generative Media

In the spreadable media model, however, Jenkins raises questions about what happens when “many people make active decisions to put content in motion by passing along an image, song, or video clip to friends and family members or to larger social networks?” (Jenkins et al., 2013). In the pre-networked media environment, i.e. the broadcast environment, media would circulate at a planned and control pace, determined largely by the broadcasting companies and the major advertisers.

Now, so the argument goes media circulates at an “exponentially greater speed and scope, thanks to the affordances of online social tools” (Jenkins et al., 2013). The consequence of which suggests, according to Jenkins, that we are now part of a networked culture where “citizens count on each other to pass along compelling bits of news, information, and entertainment, often many time over the course of a given day” (Jenkins et al., 2013).

John Kotre - What Makes a Culture Generative?

This view of individual cultures standing in a generative relationship to a global culture takes us beyond cultural absolutism, which has led to terrible assaults on many of the world's indigenous cultures. But it also takes us beyond cultural relativity, which, in its embrace of diversity, has ignored the interplay of cultures and overlooked their dark side. It is a view of cultures contributing their ideas, their stories, and even their living representatives to something larger.

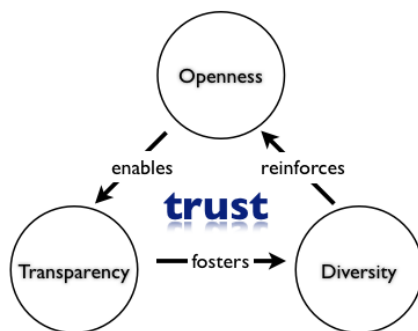
http://www.johnkotre.com/images/kyoto_1999_what_makes_a_culture_generative.pdf

Generative Art and the Internet

Video essay produced during the course Introduction to Media Art and Culture 2015

<https://vimeo.com/153088505>

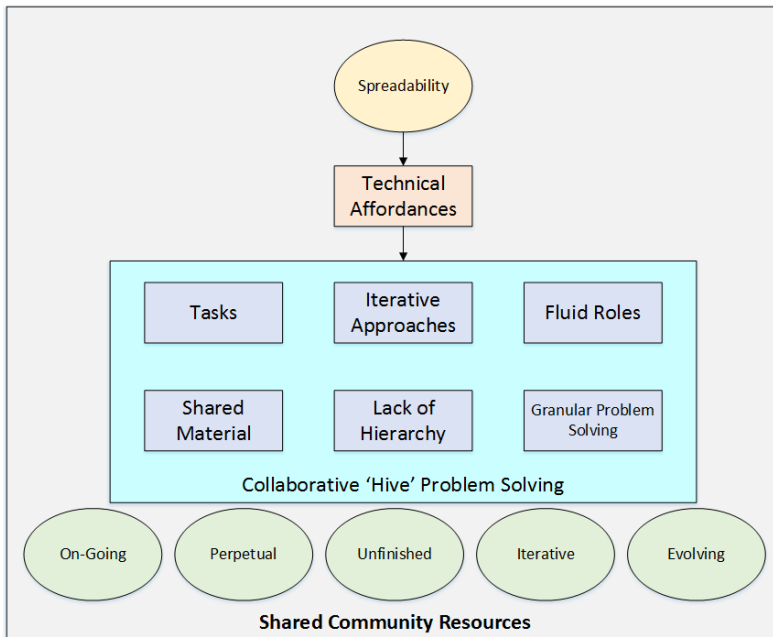
23. Networked Culture



Network Culture

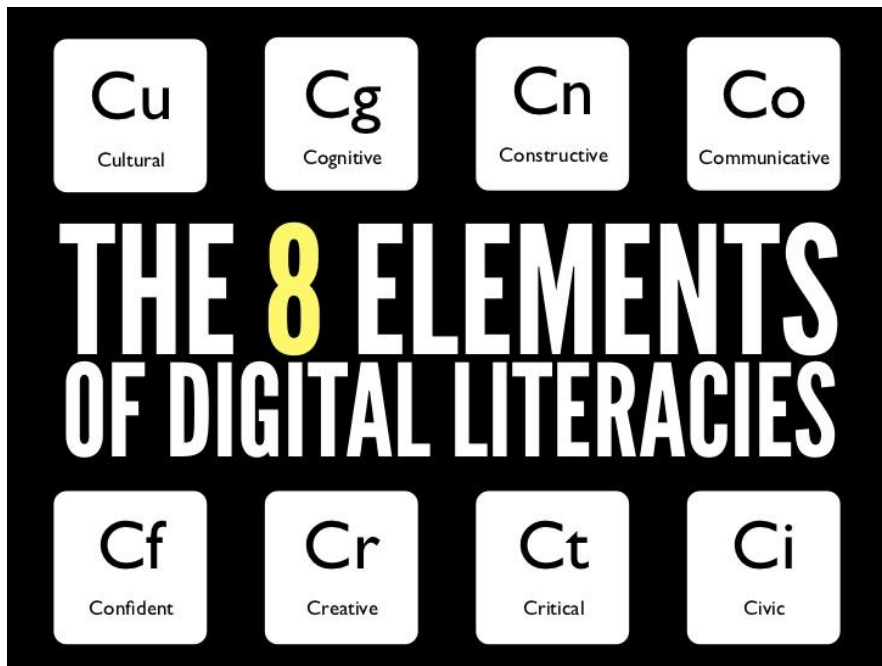
As Jenkins argues “In this networked culture, we cannot identify a single cause for why people spread material. People make a series of socially embedded decisions when they choose to spread any media text: Is the content worth engaging with? Is it worth sharing with others? Might it be of interest to specific people? What is the best platform to spread it through? Should it be circulated with a particular message attached? Even if no additional commentary is appended, however, just receiving a story or a video from someone else imbues a range of new potential meanings in the text” (Jenkins et al., 2013, p. 13).

24. Technical Affordances



Crucially, according to Jenkins, this culture of spreadability is “Built on technical affordances that encourage iterative approaches to tasks, fluid roles and a lack of hierarchy, shared rather than owned material, and granular approaches to problem solving, network society encourages collaboration on projects by a ‘hive’ community. This community creates through an ‘on-going, perpetually unfinished, iterative and evolutionary process of gradual development of the informational resources shared by the community” (Jenkins et al., 2013).

25. Belshaw’s Digital Literacies



What might these elements look like from the point of view of students looking to recognise and develop their digital literacies? The following is adapted from Belshaw 2011:

CULTURAL

Developing my cultural component of digital literacy means that I am able to move easily between different digital environments and use learning technologies in a variety of different contexts. For example I know how to distinguish between using Facebook for my personal and social connections, and using it for my academic course. I am also aware of the norms, values and codes that are specific to my subject and how these might impact on my use of learning technologies.

COGNITIVE

I need to master the 'how-to's of specific tools and technologies that are important for my development as a graduate, including those which are subject-specific as well as more general tools that will make me a more digitally literate person. I will develop my cognitive element by engaging with a wide range of operating systems, platforms, devices and software and looking for developmental and training opportunities that expose me to these tools.

CONSTRUCTIVE

To develop the Constructive element I need to understand and demonstrate how to take existing resources and content and re-use/remix it to create something new that benefits my learning. I also need to show awareness of the different ways I can license resources so that others can benefit from the content that I create.

COMMUNICATIVE

I need to understand the importance of networks and communication and the important role they play in developing my digital literacy. This includes understanding the many different ways I can communicate with different devices, including mobile and other digital devices. I also need to develop an understanding of the particular norms, values, protocols and ethics that are appropriate to social networking and other web 2.0 technologies.

CONFIDENT

To be a confident user of digital technologies I need to understand and capitalise upon the differences between the analogue and digital worlds. I need to assess and review my own competence with digital technologies, manage my own digital personal learning environment, and develop a community of practice to help me progress my skills and attributes.

CREATIVE

To develop my Creative element I will use digital technologies to create new things which have value to myself and others. I need to be prepared to take risks and to value randomness and discovery when engaging with digital technologies. I will develop an understanding of the processes, procedures and systems that lie behind digital technologies rather than the specific elements of software/hardware involved.

CRITICAL

I need to be a critical user of digital technologies by becoming aware of the power structures and assumptions behind different digital tools and practices. For example I need to think about my audience and how they might interpret my digital texts in different ways. I also need to develop an understanding of online security, identity and data management in my own literacy practices.

CIVIC

I need to make use of digital technologies in order to prepare myself to participate as fully as possible in society. I will develop an awareness of how my digital environment can help me self-organise and foster links with local, national and global organisations. I will look for opportunities for public engagement, global citizenship and the enhancement of democracy through my use of digital technologies.

Doug Belshaw, *The Essential Elements of Digital Literacies* (Belshaw, 2011). Available from <http://doughelshaw.com/ebooks/digilit/> under a CC BY license. <https://digilitpride.wordpress.com/2012/10/01/making-sense-of-the-8-elements-of-digital-literacy/>

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