Contents

Editorial: Wishful Thinking and Real Outcomes: Teaching media literacy to marginalised children 5
Marketa Zezulkova & Annamária Neag, Assistant Editors

Full Articles

When the Big Picture is Not Enough 12
Luca Botturi, University of Applied Sciences and Arts of Italian Switzerland, Switzerland

Ease of Access and Uncomplicated Truth of Social Media: Why critical media literacy is needed (now, more than ever) 34
Allison Butler, University of Massachusetts Amherst, US

Children’s Understanding of the Wider World Through News Items: Can exposure to the news enrich learning through the role of critical thinking and curiosity at Key Stage 2? 52
Jacqueline Harding, Middlesex University, UK

Digital Work Practices and Capabilities: Developing an affordance scaffold for teaching journalism students 75
Philip Pond, RMIT University, Australia, J. Fiona Peterson, RMIT University, Australia, Peter Fray, University of Technology Sydney, Australia

I am UCF: Diverse Digital Narratives 96
Natalie Underberg-Goode, Edwanna Andrews, Mike Burke, Amanda Hill, Elizabeth Brendel Horn, Natasha Jones and Stephanie Wheeler, all University of Central Florida, US

Research Forum

The Relationship between Nomophobia and Classroom Learning: How Fear of Being without Cellphones Affects the Youth Population in a Digital Age? 112
Jessica Mendoza, University of Alabama at Tuscaloosa, US, Seungyeon Lee, The University of Arkansas at Monticello, US & Ian M. McDonough, The University of Alabama at Tuscaloosa, US
Reviews

Educational Research: Taking the plunge
Reviewed by Stephen Andriano-Moore, University of Nottingham Ningbo China

MERJ – Call for Papers:

MERJ offers a forum for the exchange of academic research into media education and pedagogy conducted by academics, practitioners and teachers situated in all sectors and contexts for media education.

Outcomes of research into any aspect of media education and/or media literacy education are welcome. Findings related to media education policy, media education practice/pedagogy, media literacy education and the use of media and technology in education are all of interest to the journal.

There are two options for submission:
- Full articles: 5000 – 7500 words (fully developed outcomes of research).
- MERJ Research Forum pieces: 1500 – 3000 words (interim research findings, ‘thought pieces’, research in development).

Submissions/enquiries to merj@cemp.ac.uk

The editor welcomes abstracts of no more than 250 words on proposed research reports and main articles.