

Cary Bazalgette & Idit Harel Caperton

RECEIVE THE 2010 JESSIE McCANSE AWARD FOR INDIVIDUAL CONTRIBUTION TO MEDIA LITERACY

In a year when the *The Journal of Media Literacy* seeks to bridge the ideas of **School 2.0** with a global perspective, we at the National Telemedia Council are honored to present our cherished *Jessie McCanse Award for Individual Contribution to Media Literacy* to two leaders who are at the forefront of building 21st Century media education—**CARY BAZALGETTE**, pioneering educator, author, researcher and voice of the British Film Institute's Education Initiatives for many years—and **DR. IDIT HAREL CAPERTON**, visionary researcher, entrepreneur, and innovator of new-media learning projects.

CARY BAZALGETTE

Noted pioneering British media educator, Cary has a distinguished career as a champion for the young child. She has a long history of bringing media educa-

tion into the primary grades through the many faceted medium of film. Believing in the importance of media education as "an entitlement for all learners," she dedicated her career to institutionalizing this concept through her work with the British Film Institute (BFI) and into the British educational system. Cary contin-

ues to challenge herself and inspire others in developing the new, rigorous educational approaches that are imperative for today's children.

Beginning as a classroom teacher, creating and innovating her own materials, Cary became involved with the BFI where over almost three decades, she researched and developed curricula, criteria and standards, and teacher workshops, and was eventually named

[CARY CONTINUED ON PAGE 31]

DR. IDIT HAREL CAPERTON

Dr. Idit Harel Caperton is an innovator who bridges research and entrepreneurship, helping children to construct their own learning through new media. She works tirelessly to transform education, making meaningful learning for a global citizenry of tomorrow. Idit will not rest until she has unlocked the potential power of interactive media to break through the limitations of the traditional classroom.

In the past 20 years, Idit has published books, articles and essays, and won multiple awards for her publications and projects. She connected her ground breaking research work at MIT with her entrepreneurial business leadership to form MaMaMedia.com and the MaMaMedia Consulting Group, to give kids and parents direct access to technology-empowered learning experiences on the Internet and develop their 21st Century Learning Skills. She is also the Founder and President of the

[IDIT CONTINUED ON PAGE 29]



Idit Harel Caperton

[IDIT CONTINUED FROM PAGE 28]

World Wide Workshop Foundation for Children's Media Technology & Learning, which partners with educational institutions to launch innovative digital applications for the enhancement of children's learning, and to transform education in the United States and around the world.

Idit's dedication to creating a media-wise, literate, global society through innovative new media experiences continues and expands the dream Jessie McCaule had from the beginning of our organization. Idit's imagination, willingness to take risks, and desire to open the walls of the classroom to the world will undoubtedly impact educational reform in this century.

Personal Thoughts from Idit...

"I started the World Wide Workshop a few years ago to match the needs of young people with the educational and economic opportunities for this new century. We believe that contemporary education -- that is, learning to learn, think, create, invent, and lead with technology -- are essential skills for being able to participate and be competitive in the innovation economy.

By opening opportunities to the youth we serve, we help them realize their own potential, and master the technology tools and content they need to actively and smartly take part in the global knowledge economy.

I strongly believe that digital technologies, especially networked interactive environments, using Internet media technology, could have deeper consequences for education than is apparent in contemporary practice—or even recognized in most of the contemporary theoretical discourse as well as the in business world's discourse.

We live in a world where speed, agility, and flexibility are the qualities and learning skills (life skills) required for productivity and success. How and where can we learn/teach these skills if not through the implementation of student-centered, long-term, Internet-based learning projects?

In my work I attempt to answer questions like:

- What is the best culture for the formation of constructive and flexible attitudes that lead a person (i.e., a child, a

teacher, a parent, a leader, or a group of people) into having the courage to embrace change in education (vs. always making the "easy" choice to maintain status quo)?

- What type of intellectual courage is required of people in order to learn that certain uses of technology actually have the power to transform learning and lead to doing things differently (not just faster and more)?
- What learning activities can be designed and executed in order to further cultivate among learners (and educators) imagination, vision, original thought, ability for taking risks, and the talent of doing things differently than before?"

—Idit Harel Caperton, Ph.D.

ALL ABOUT IDIT FROM HER COLLEAGUES AND FRIENDS...

FROM NICHOLAS NEGROPONTE

MIT Media Lab, Massachusetts Institute of Technology

Idit is one of the first three PhD's in constructionism from the MIT Media Lab and set a very high bar for others. She contributed with passion and intensity that has not been exceeded. Her theory of children as designers remains a benchmark and guides many of us today. In fact, I was with Idit in China at the time we all came up with the name One Laptop per Child. She remains very close to me personally and knows more about children and Media Literacy than anybody else.

FROM DOUGLAS RUSHKOFF

Author of Program or Be Programmed (2010)

Idit is a living laboratory. Her research is as grounded in praxis as her practice is inspired by theory. She does not merely test hypotheses but transcends them in her never-ending quest to make interactive media experiences truly interactive.

Idit is one of the few people creating interactive media today who understands that the promotion of agency is not a default computer setting, but an ethos that must be embedded

[IDIT CONTINUED ON PAGE 30]

Idit Harel Caperton

[IDIT CONTINUED FROM PAGE 29]

into every stage of planning, development and implementation. And that's why everyone who has the opportunity to interact with Idit herself, about pretty much anything, ends up utterly empowered for it.

FROM MARTIN RAYALA, Ph.D.

Kutztown University of Pennsylvania

Idit Harel Caperton has a distinguished intellectual pedigree having worked closely with the legendary Seymour Papert at MIT's Media Lab. She is part of a long list of former MIT graduate students who, influenced by Papert's pivotal explorations of children, learning and technology, have gone on to make significant contributions to the growing field of technology and education. Idit and her colleagues share some characteristics that make them unique. Along with keen native intelligence, solid scholarly preparation and a desire to help children learn, Idit is an entrepreneur. Lots of us can come up with good ideas but few of us have the knowledge, skills and determination to turn them into reality. Idit is a "serial entrepreneur" who has spun off ventures such as MaMaMedia, WorldWideWorkshop, and Globaloria. Any one of Idit's accomplishments would make

the rest of us proud to have done but she continues to fine-tune and reinvent herself with no sign of slowing down any time soon. Idit Harel Caperton has made a significant contribution to technology and education and continues to be a leader to keep an eye on for the near future."

FROM KATHLEEN McCARTNEY

Dean, Harvard Graduate School of Education

There could be no more deserving recipient of the Jessie McCause Award than Idit Harel Caperton. Idit has spent decades building and delivering curricula and learning initiatives for students from all backgrounds to develop critical thinking skills through technology. From MaMaMedia to the World Wide Workshop, Idit's approach to digital literacy has been innovative and successful. She is a leading educator whose work is closing the digital divide and equipping learners with 21st century skills. I am proud that she began her career in education as a graduate student here at the Harvard Graduate School of Education, and I am privileged to call her a friend and colleague.

CONGRATULATIONS, IDIT!

Idit and friends.



Cary Bazalgette

[CARY CONTINUED FROM PAGE 28]

BFI's Head of Education. Cary's impressive contributions attest to her passion for teaching and learning. Her most recent publication, *Teaching Media in Primary Schools*, (2010, Sage) is reviewed in this issue of *JML*. Over the years, she has published a long and varied collection that includes policy, pedagogy, and practice, beginning with BFI's *Primary Media Education Curriculum Statement* in 1989. Most recently, Cary has been actively instrumental in the creation of the Media Education Association in the UK, and is currently its Chair. Together with David Buckingham, she is co-director of the Media Literacy Conference 2010. She is a member of the European Commission's Media Literacy Experts Group, a Fellow of the **RSA**, and a Visiting Fellow at the Institute of Education, University of London.



Cary and her granddaughter Connie looking at photos together—21st century-style.

In the spirit of Jessie McCanse, Cary is a charismatic, passionate, and powerful advocate for media education. She champions fairness, high standards of excellence, and innovation. She has long been a mentor for others, a collaborator on many levels, always working toward building bridges between the classroom and the 21st Century.

Cary Reminisces...

I started to try and teach about film in the late 1960s when I was a young and inexperienced teacher in a tough South-East London girls' school (and anyone who thinks girls

aren't as challenging as boys should try teaching them). I soon found that there were others trying to do the same and that in London, teachers could get short films and classic film extracts on free loan from the British Film Institute. Soon I was on the editorial board of *Screen Education* magazine and attending BFI Summer Schools.

In 1979 after teaching for several years and having two children, I started work as an Education Officer at the BFI, creating teaching materials on image analysis, TV and film, and providing short courses for teachers in media education. In the early 1980s, when for a while it looked as though media education might get taken seriously by Government, it began to be clear to me that it made no sense to accept a marginal role for media education: it ought to be an entitlement for everyone.

It was exciting to work with others to try and define what media education might look like if it were to be embedded in the curriculum for all 5 – 14-year-olds as well as being offered as specialist courses for older students. But it was also a huge challenge to try and engage with politicians and with education policies that were becoming ever more centralised and authoritarian. In such a context, it was equally difficult to get media educators to look outside their own sectors and institutions, to think about bigger, more long-term issues such as learning progression, and to focus on learners rather than on departmental or subject interests.

There are some things I've done—or, more often, helped to do—over the last 30 years that I'm pleased with. The Primary Media Education Curriculum Statement in 1989; the first global conference on media education in Toulouse in 1990; the BFI/OU distance learning course on media education in 1992; the Commission of Inquiry into English in 1993; the Making Movies Matter report in 1999; the Reframing Literacy project at the BFI, 2001-2007; and of course the book I've just edited with 12 contributions from wise and brilliant colleagues: *Teaching Media in Primary Schools* (Sage).

There are lots of regrets too though, and I tend not to look back much. It's a real pleasure now to be part of the Media Education Association, a community of media education professionals which may be small and poor, but which is at

[CARY CONTINUED ON PAGE 32]

Cary Bazalgette

[CARY CONTINUED FROM PAGE 31]

least independent and does not have to toe anybody else's policy line. Our new web site, www.themea.org, should become a focus for information-seekers and debate, and what I hope will become our regular annual conference, starting this year with MLC2010, will be not only a forum for new encounters and ideas, but will also raise the profile of media education in the public sphere.

—Cary Bazalgette, *September 2010*

ALL ABOUT CARY FROM HER COLLEAGUES AND FRIENDS...

FROM DAVID BUCKINGHAM

Institute of Education, University of London

Cary Bazalgette has been a tireless advocate for media education for more than 35 years, and has played a vitally influential role in the development of the field both in the UK and internationally. Her achievements have been in two main areas. Firstly, she has exercised a considerable influence on the development of national policy, not least through her persistent and indefatigable lobbying of key authorities in government. Secondly, she has focused our collective attention on the possibilities and challenges of media education with younger children, through conducting and sponsoring research, and through developing curriculum materials. In both areas, her work has been a model of rigour and clarity, and it has influenced a whole generation of teachers.

Responsibility for the development and evolution of the 'British Film Institute model' of media education was largely her responsibility; and this model has been the predominant influence on educational practice in other English-speaking countries, and across Europe. Despite retiring from the BFI, Cary continues to be amazingly active. In her current role as chair of the Media Education Association, she is helping to inject a new sense of dynamism and purpose in the field. No stranger to controversy and robust debate, she has 'kept the faith' with media education in rapidly changing times. A powerful speaker and lucid writer, Cary is well-known to colleagues internationally for her committed and critical approach, and she is a very worthy recipient of the Jessie McCaule award.

FROM SARAH MUMFORD

National Media Museum, Bradford, England

Cary has led the strategy that has ensured that over the last 35 years media education has gained a foothold within the primary curriculum during both her time at the BFI and since going freelance in more recent years. She continues undeterred to advocate and demonstrate the importance of media literacy for children of all ages. In equal measure she acts as a mentor and leader, who has devoted a good part of her life to the cause of raising the profile of media education at all levels, and continues to be the catalyst for inspiring many others to join the cause. Thank you Cary.

FROM DEDE SINCLAIR

Educator, Elementary Schools, Toronto, Canada

Over the years, Cary has been a leading member of an elite group of British scholars and educators who have embraced classroom research to form the basis of exciting and productive media education curricula.

The time is right to recognize her among the global leaders who are shaping the new foundations for education in the 21st Century.

FROM BARRY DUNCAN

Co-Founder, Association for Media Literacy, Toronto, Canada

Through attending international conferences I came to know Cary Bazalgette, education officer at the British Film Institute. Representing the BFI is not an easy task. Under Cary's direction this grand institution has generally well served the needs of UK media teachers. While now retired from this position, she continues to write and participate on various committees developing curriculum and organizing conferences.

Over the past few decades, Cary has made an invaluable contribution to the field; justifiably demanding of her self and others, she cares passionately about the directions media education is taking. Her new book will help us make the best decisions.

CONGRATULATIONS, CARY!

About the Jessie McCanse Award

Jessie McCanse was co-founder of the National Telemedia Council (then the American Council for Better Broadcasts) and a life long leader, mentor and teacher.



The Jessie McCanse Award, established in 1987, honors Jessie McCanse for her steadfast dedication and leadership role in media literacy, her sixty years as leader of the organization with its positive philosophy, and a champion of the highest standards of excellence, fairness, ethics and innovation. In recognizing the example set by Mrs. McCanse, the award is given for individual contribution to the field of media literacy over a long sustained period of time of at least ten years. It honors individuals whose contributions exemplify her high principles and dedication.

More than seventy years ago, Jessie provided the initial impetus and inspiration which began the organization as a radio awareness committee of her local group of the American Association of University Women in Madison, Wisconsin. Together with Dr. Leslie Spence and other remarkable women, she gave leadership, wisdom and patience toward developing careful, critical, but positive listeners to the broadcasts of the 1930s. For fifteen years, her voice was heard weekly on WHA, the statewide Wisconsin Public Radio Station, as host of "Broadcast on Broadcasts." In this capacity, she worked closely with the early Wisconsin Pioneers of Public Broadcasting, building a mutual relationship of positive significance.

As a teacher, Mrs. McCanse brought to the fledgling group the sound, reasonable educational principles and practices that are today basic attitudes in media literacy. Her indefatigable dedication lasted through the decades of television, cable, satellites, new media and into the computer age. Jessie served actively on the NTC Board of Directors until her health failed her in her last months.

Mrs. McCanse was born in Lincoln, Nebraska, the daughter of Dr. A.R. Hill, a Canadian educator who served for 15 years as a President of University of Missouri. The family traveled extensively, spending a year in Munich and Paris. Jessie's studies included a year at the Sorbonne and a master's degree in history from Stanford University.

Teacher, educational broadcaster and civic leader, Jessie McCanse received numerous honors, including the national YWCA's Mother-of-the-Year Award.

To honor Jessie's inspiring leadership, NTC established the Jessie McCanse Award on the occasion of her 90th birthday in 1987. The award recognizes individuals whose contribution to media literacy exemplifies her high principles and dedication.

PAST RECIPIENTS OF THE JESSIE McCANSE AWARD

- 1987** SUSAN DREYFUS FOSDICK, *Past NTC President*
- 1988** MARY MOEN, *High School Speech/Communications Teacher*
- 1989** BARRY DUNCAN, *Association for Media Literacy (AML)*
- 1990** JOHN BRAMMALL, *University of Tasmania-Launceston*
- 1994** DAVID CONSIDINE, Ph.D., *Appalachian State University*
MADLYN STEINHART, *Junior High School Teacher*
LEE SHERMAN DREYFUS, Ph.D.,
Former Wisconsin Governor
- 1995** JOHN PUNGENTE, *Canadian Assoc. of Media Education Orgs*
- 1996** JEAN PIERRE GOLAY, *Centre d'Initiation aux Comm., Switzerland*
- 2000** KATHLEEN TYNER, *University of Texas at Austin; Founder, Strategies for Media Literacy*
- 2001** NEIL ANDERSEN, *Toronto District School Board, Canada*
- 2003** LEN MASTERMAN, *University of Liverpool, England*
- 2004** RICH FEHLMAN, *Founder of the Assembly on Media Arts*
- 2005** DAVID BUCKINGHAM, *Institute of Education, London*
- 2007** CHRIS WORSNOP, *Pioneering Canadian Media Educator*
SR. ROSE PACATTE, *Founding Director, Pauline Center for Media Studies*
- 2010** CARY BAZALGETTE & IDIT HAREL CAPERTON