

## Медийна грамотност

Избрана библиография от колекциите на Библиотеката на НБУ

### *КЛЮЧОВИ ДУМИ:*

**На български език:** медийна грамотност, фалшиви новини, интернет безопасност

**На английски език:** Media literacy, Fake news, Internet safety

*ДОКУМЕНТИ:* книги, статии

*ХРОНОЛОГИЧЕН ОБХВАТ:* 2000 - 2019 г.

### *БИБЛИОГРАФСКИ ИЗТОЧНИЦИ:*

1. Каталог на Библиотеката на НБУ

### *ЕЛЕКТРОННИ РЕСУРСИ:*

1. Научен електронен архив на НБУ
2. Central and Eastern European Online Library (CEEOL)
3. EBSCO: Academic Search Complete
4. EBSCO: eBook Collection
5. JSTOR
6. ProQuest
7. Science Direct
8. Web of Science

януари 2020

## КНИГИ

АЛЕКСАНДРОВА, Петя Александрова. *Преходни истории за култура и комуникации*. София: Нов български университет, 2015. ISBN 978-954-535-849-4.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / А 513

АНГЕЛОВ, Божидар Михайлов. *Медийна и комуникативна компетентност: Основи на медийната педагогика*. София: Университетско издателство „Св. Климент Охридски“, 2016. ISBN 978-954-074-063-8.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / А 646

АНГЕЛОВ, Божидар Михайлов. *Медийна и комуникативна компетентност : Интергративни функции на масовата комуникация за изграждане на комуникативна компетентност*. София: Университетско издателство „Св. Климент Охридски“, 2008. ISBN 978-954-072-624-3.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / А 646

БОЯНОВ, Любен Кирилов. *Съвременното дигитално общество: Възможности, парадигми и проблеми*. София: Лик, 2014. ISBN 978-954-607-819-3.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 681.327.8 / Б 741

ВЪРБАНОВ, Румен. *Интернет технологии в бизнеса и мениджмънта*. Велико Търново: Фабер, 2009. ISBN 978-954-400-136-0.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 681.3 / В 971

ВЪРБАНОВ, Румен. *Корпоративни мрежови архитектури и технологии*. Велико Търново: Фабер, 2009. ISBN 978-954-400-028-8.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 681.3 / В 971

ДАНОВ, Данаил Кирилов. *Педагогика на медийната комуникация: Социологически, психологически, етични и педагогически основи на комуникацията в дигиталното общество*. София: Университетско издателство „Св. Климент Охридски“, 2016. ISBN 978-954-074-119-2.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / Д 191

ПОПОВА, Мария и др. *ДИГИТАЛНИТЕ медии: Речник на основните понятия*. Велико Търново: Фабер, 2012. ISBN 978-954-400-813-0.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / Д 535

ДИМЧЕВ, Александър Георгиев. *Глобална информационна инфраструктура: роля и мисия на библиотеките в променящия се свят*. София: Университетско издателство „Св. Климент Охридски“, 2014. ISBN 978-954-073-719-5.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 02 / Д 611

ДУБЯГИНА, Олга Петровна. *[Шестдесет и пет] 65 начина да предпазим от престъпление детето*. б.м.: Брен, 2005. ISBN 954-953-753-6.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 159.922 / Д 922

*ЕЗИЦИ и култури в диалог: Традиции, приемственост, новаторство: Конференция, посветена на 120-годишната история на преподаването на класически и нови филологии в Софийския университет „Св. Климент Охридски“: [Сборник]. Състав. Мадлен ДАНОВА, Симеон ХИНКОВСКИ. София: Университетско издателство „Св. Климент Охридски“, 2010. ISBN 978-954-073-075-2.*

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 801 / Е 376

ЛОЗАНОВА, Лилия Цветанова. *Акценти в медийното образование*. [Шумен]: Университетско издателство „Епископ Константин Преславски“, 2017. ISBN 978-619-201-165-9.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / Л 791

МИХАЙЛОВА, Катя Живкова. *Медиа общество: Социология на медиите и масовата комуникация*. София: Издателски комплекс - УНСС, 2016. ISBN 978-954-644-893-4.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / М 738

НЕНОВ, Александър Асенов. *Интернет безопасност*. София: Сиела, 2016. ISBN 978-954-282-174-8.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 681.327.8 / Н 551

ПАНАЙОТОВ, Димитър Александров, състав. *Човешкият капитал: Методология, измерения и практики (образование – мениджмънт – бизнес): Научно-практическа конференция = The human capital: Methodology, dimensions and practices (education-management-business): scientific and practical conference*. София: Нов български университет, 2015. ISBN 978-954-535-853-1.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 331 / П 171

ПЕТКОВ, Росен. *За старите книги и компютърните изкуства: Посвещава се на Юрий Венелин, един млад учен, който през 19 век, въпреки краткия си земен път, напомни на*

*света за едно забравено, но могъщо племе, българите.* София: Соки, 2012. ISBN 978-954-923-116-8.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 00 / П 441

ПЕШЕВА, Маргарита и др. *Думите на медийния преход.* Велико Търново: Фабер, 2010. ISBN 978-954-400-325-8.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / П 507

РАТБОУН, Анди. *Windows 8.1 for Dummies: Кратко ръководство.* б.м.: Алекс Софт, [2014]. ISBN 954-656-280-7.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 681.3.06 / Р 388

РАТБОУН, Анди. *Windows 7 for Dummies.* б.м.: Алекс Софт, 2012. ISBN 954-656-254-8.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 681.3.06 / Р 388

СТОЯНОВ, Росен Костадинов. *Комуникационна демокрация.* София: Нов български университет, 2016. ISBN 978-954-535-925-5.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / С 833

СТОЯНОВ, Росен Костадинов. *Медиа бележки.* София: Нов български университет, 2011. ISBN 978-954-535-669-8.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / С 833

*СЪСТОЯНИЕТО на планетата 2010: Преобразяване на културата: От потребителство към устойчивост: Доклад на Института Уърлдуюч за напредъка към устойчиво общество.* София: Книжен тигър, 2010. ISBN 978-954-429-008-5.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 502 / С 973

ТОДОРОВА, Таня Йорданова. *Авторскоправна компетентност и културни институции.* София: За буквите - О писменехъ, 2017. ISBN 978-619-185-293-2.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 06 / Т 644

УИТБИ, Памела. *В безопасност ли е детето ви в интернет? Ръководство за родители в света на интернет, „фейсбук“, мобилните телефони и другите нови медии.* София: Изток-Запад, 2014. ISBN 978-619-152-478-5.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 159.922 / У 430

ФИДЛЪР, Роджър. *Медиаморфоза: Да разберем новите медии*. б.м.: Кралица Маб, 2005. ISBN 954-533-063-5.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 07 / Ф 465

ХРИСТОЗОВА, Галя и др. *Читателски рефлексии на вестникарския език*.

Габрово: Екс-прес, 2011. ISBN 978-954-490-213-1.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 070 / Ч 861

ЯНАКИЕВ, Юрий Павлов. *Презентация и самопрезентация : Учебник за докторанти*.

Пловдив: Университетско издателство „Паисий Хилендарски“, 2014. ISBN 978-954-423-988-6.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.7 / Я 513

ЯНАКИЕВ, Юрий Павлов. *Социална психология на комуникацията: Учебник за студенти*.

Пловдив: Университетско издателство „Паисий Хилендарски“, 2014. ISBN 978-954-423-974-9.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316 / Я 513

*VOICE of the people 2015: What the world thinks: Global and regional issues*. София: Gallup International, 2015.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 316.6 / V 84

## ЕЛЕКТРОННИ РЕСУРСИ

### КНИГИ

CUMMINGS, Jill B. and BLATHERWICK, Mary L. *Creative Dimensions of Teaching and Learning in the 21st Century* [online]. Rotterdam: Brill, 2017 [viewed 27.01.2020]. EBSCO: eBook Collection. ISBN 978-946-351-045-5. Available from: <http://search.ebscohost.com>

Abstract: In a rapidly changing world the importance of creativity is more apparent than ever. As a result, creativity is now essential in education. *Creative Dimensions of Teaching and Learning in the 21st Century* appeals to educators across disciplines teaching at every age level who are challenged daily to develop creative practices that promote innovation, critical thinking and problem solving. The thirty-five original chapters written by educators from different disciplines focus on theoretical and practical strategies for teaching creatively in contexts ranging from mathematics to music, art education to second language learning, aboriginal wisdom to technology and STEM. They explore and illustrate deep learning that is connected to issues vital in education – innovation, identity, engagement, relevance, interaction, collaboration, on-line learning, dynamic assessment, learner autonomy, sensory awareness, social justice, aesthetics, critical thinking, digital media, multi-modal literacy and more. The editors and authors share their passion for creativity, teaching, learning, curriculum, and teacher education in this collection that critically examines creative practices that are appearing in today's public schools, post-secondary institutions and adult and community learning centres. Creativity is transforming education in the 21st century.

Източник: EBSCO: eBook Collection

COOKE, Nicole A. *Fake News and Alternative Facts: Information Literacy in a Post-truth Era* [online]. Chicago: ALA Editions. 2018 [viewed 27.01.2020]. EBSCO: eBook Collection. ISBN 978-083-891-636-0. Available from: <http://search.ebscohost.com>

Abstract: Talk of so-called fake news, what it is and what it isn't, is front and center across the media landscape, with new calls for the public to acquire appropriate research and evaluation skills and become more information savvy. But none of this is new for librarians and information professionals, particularly for those who teach information literacy. Cooke, a Library Journal Mover & Shaker, believes that the current situation represents a golden opportunity for librarians to impart these important skills to patrons, regardless of their age or experience. In this Special Report, she demonstrates how. Readers will learn more about the rise of fake news, particularly those information behaviors that have perpetuated its spread; discover techniques to identify fake news, especially online; and explore methods to help library patrons of all ages think critically about information, teaching them ways to separate fact from fiction. Information literacy is a key skill for all news consumers, and this Special Report shows how librarians can make a difference by helping patrons identify misinformation.

Источник: EBSCO: eBook Collection

ADAMS, Dennis M. and HAMM, Mary *Media and Literacy: Learning in the Information Age- Issues, Ideas, and Teaching Strategies* [online]. Springfield, III: Charles C Thomas, 2006 [viewed 24.01.2020]. EBSCO: eBook Collection. ISBN 978-039-807-642-9. Available from: <http://search.ebscohost.com>

Abstract: The book is structured to provide teachers, parents, and other interested adults with ideas, issues, trends, and practical techniques for dealing with media and literacy. It sets out to examine the “new literacies” in today's technology-intensive world. The authors attempt to answer the question of what it will mean to be literate in the twenty-first century. This newly updated and revised edition continues to follow a pattern designed to inform and challenge current educational practices. It presents ideas, concepts, and practical methods for improving learning about and with the whole range of information technologies. Chapter topics include multiple literacies, media production in a digital world, communicating in the future, numeracy, scientific literacy, aesthetic literacy, technological literacies, and networking literacy.

Источник: EBSCO: eBook Collection

*EDUCATION and Social Media: Toward a Digital Future* [online]. MIT Press, 2016. [viewed 29.01.2020]. ProQuest: University Press Ebook Collection. ISBN 978-026-252-904-4. Available from: <https://ebookcentral.proquest.com>

Abstract: Leading scholars from a variety of disciplines explore the future of education, including social media usage, new norms of knowledge, privacy, copyright, and MOOCs. How are widely popular social media such as Facebook, Twitter, and Instagram transforming how teachers teach, how kids learn, and the very foundations of education? What controversies surround the integration of social media in students' lives? The past decade has brought increased access to new media, and with this new opportunities and challenges for education. In this book, leading scholars from education, law, communications, sociology, and cultural studies explore the digital transformation now taking place in a variety of educational contexts. The contributors examine such topics as social media usage in schools, online youth communities, and distance learning in developing countries; the disruption of existing educational models of how knowledge is created and shared; privacy; accreditation; and the tension between the new ease of sharing and copyright laws. Case studies examine teaching media in K-12 schools and at universities; tuition-free, open education powered by social media, as practiced by the University of the People; new financial models for higher education; the benefits and challenges of MOOCs (Massive Open Online Courses); social media and teacher education; and the civic and individual advantages of teens' participatory play. Contributors Colin Agur, Jack M. Balkin, Valerie Belair-Gagnon, danah boyd, Nicholas Bramble, David Buckingham, Chris Dede, Benjamin Gleason, Christine Greenhow, Daniel J. H. Greenwood, Jiahang Li, Yite John Lu, Minhuyen Mai, John Palfrey, Ri Pierce-Grove, Adam Poppe, Shai Reshef, Julia Sonnevend, Mark Warschauer use of sharing and copyright laws.

Источник: ProQuest: University Press Ebook Collection

FRECHETTE, Julie D. *Developing Media Literacy in Cyberspace: Pedagogy and Critical Learning for the Twenty-first-Century Classroom* [online]. Westport, Co nn: Greenwood Publishing Group, 2002 [viewed 24.01.2020]. EBSCO: eBook Collection. ISBN 978-027-597-578-4. Available from: <http://search.ebscohost.com>  
Источник: EBSCO: eBook Collection

GORDON, Eric et al. *Civic Media: Technology, Design, Practice* [online]. MIT Press, 2016 [viewed 29.01.2020]. ProQuest: University Press Ebook Collection. ISBN 978-026-203-427-2. Available from: <https://ebookcentral.proquest.com>  
Источник: ProQuest: University Press Ebook Collection

HOBBS, Renee and MOORE, David Cooper. *Discovering Media Literacy: Teaching Digital Media and Popular Culture in Elementary School* [online]. Thousand Oaks, California Corwin, 2013 [viewed 24.01.2020]. EBSCO: eBook Collection. ISBN 978-145-220-563-2. Available from: <http://search.ebscohost.com>  
Abstract: Give digital kids a voice! Today's kids are digital natives, but what's the best way to help them become empowered and responsible communicators across different media? Discover insights and strategies specific to reaching children ages 5-12 in this guide from a nationally-acclaimed media literacy program. Readers will find: Thought-provoking lesson plans that reach students of all backgrounds and abilities Use of a wide range of technology tools, including the Internet, video, and mobile apps, An emphasis on online safety and development of essential critical thinking skills Materials for teacher professional development  
Источник: EBSCO: eBook Collection

JACOBS, Walter R. *Speaking the Lower Frequencies: Students and Media Literacy* [online]. Albany: State University of New York Press, 2005 [viewed 24.01.2020]. EBSCO: eBook Collection. ISBN 978-079-146-395-6. Available from: <http://search.ebscohost.com>  
Источник: EBSCO: eBook Collection

KELLER, Daniel. *Chasing Literacy: Reading and Writing in an Age of Acceleration* [online]. Utah State University Press, 2013 [viewed 29.01.2020]. ProQuest: University Press Ebook Collection. ISBN 978-087-421-932-6. Available from: <https://ebookcentral.proquest.com>  
Abstract: Arguing that composition should renew its interest in reading pedagogy and research, Chasing Literacy offers writing instructors and literacy scholars a framework for understanding and responding to the challenges posed by the proliferation of interactive and multimodal communication technologies in the twenty-first century. Employing case-study research of student reading practices, Keller explores reading-writing connections in new media contexts. He identifies a culture of acceleration—a gathering of social, educational, economic, and technological forces that reinforce the values of speed, efficiency, and change—and challenges educators to balance new “faster” literacies with traditional “slower” literacies. In addition, Keller details four significant features of contemporary literacy that emerged from his research: accumulation and curricular choices; literacy perceptions; speeds of rhetoric; and speeds of reading. Chasing Literacy outlines a new reading pedagogy that will help students gain versatile, dexterous approaches to both reading and writing and makes a significant contribution to this emerging area of interest in composition theory and practice.  
Источник: ProQuest: University Press Ebook Collection

KRAL, Inge. *Talk, Text and Technology: Literacy and Social Practice in a Remote Indigenous Community* [online]. Bristol: Multilingual Matters, 2012 [viewed 27.01.2020]. EBSCO: eBook Collection. ISBN 978-184-769-758-5. Available from: <http://search.ebscohost.com>

Abstract: Talk, Text and Technology is an ethnographic exploration of language, learning and literacy in remote Indigenous Australia. This unique work traces the historical transformation of one Indigenous group across four generations. The manner in which each generation adopts, adapts and incorporates new innovations and technologies into social practice and cultural processes is illuminated - from first mission contact and the introduction of literacy in the 1930s to youth media practices today. This book examines social, cultural and linguistic practices and addresses the implications for language and literacy socialisation.

Источник: EBSCO: eBook Collection

LARGE, J. A. and BEHESHTI, Jamshid. *The Information Behavior of a New Generation: Children and Teens in the 21st Century* [online]. Lanham, Maryland: Scarecrow Press, 2013 [viewed 27.01.2020]. EBSCO: eBook Collection. ISBN 978-081-088-594-3. Available from: <http://search.ebscohost.com>

Abstract: Has the information behavior of children and youth changed significantly over the last two decades? The Information Behavior of a New Generation: Children and Teens in the 21st Century attempts to answer this question from a variety of viewpoints. Thirteen researchers from educational psychology, computer science, education, and information studies have contributed to eleven chapters on models of information behavior, the cognitive development of youth, information literacy, everyday information behavior, cyber-bullying, gaming in virtual environments, learning labs, social networks, intellectual disabilities, and current and future systems. Whether they are referred to as digital natives, the Google-generation, or generation M, today's youth are active consumers and avid producers of digital information. Smart phones are the new generation's communication tools, social networks are their interaction venues, and virtual environments are their new playgrounds. This new digital communication era has prompted researchers from a variety of disciplines to contribute to this book on the information behavior of children and teens. One of the many conclusions that may be drawn from the chapters in the book is that information behavior is a multifaceted phenomenon, evolving alongside the rapid developments in information and communication technologies. The new generation tends to multitask, managing many activities simultaneously, such as scanning for and skimming information, texting brief messages, and posting audio and visual information on social media. While children and teens are tech savvy, they lack certain information and media literacy skills essential in today's digital environment. For researchers, the authors pose questions for further investigation in the hope that innovative services will be offered and novel systems will be developed to help the new generation. For teachers and information professionals, the authors provide a broad background to assist them with a more in-depth and thorough understanding and appreciation of children's and teens' information behavior.

Источник: EBSCO: eBook Collection

LOSH, Elizabeth. *War on Learning: Gaining Ground in the Digital University* [online]. MIT Press, 2014 [viewed 29.01.2020]. ProQuest: University Press Ebook Collection. ISBN 978-026-202-738-0. Available from: <https://ebookcentral.proquest.com>

Abstract: An examination of technology-based education initiatives--from MOOCs to virtual worlds--that argues against treating education as a product rather than a process. Behind the lectern stands the professor, deploying course management systems, online quizzes, wireless clickers, PowerPoint slides, podcasts, and plagiarism-detection software. In the seats are the students, armed with smartphones, laptops, tablets, music players, and social networking. Although these two forces seem poised to do battle with each other, they are really both taking part in a war on learning itself. In this book, Elizabeth Losh examines current efforts to "reform" higher education by applying technological solutions to problems in teaching and learning. She finds that many of these initiatives fail because they treat education as a product rather than a process. Highly touted schemes--video games for the classroom, for example, or the distribution of iPads--let students down because they promote consumption rather than intellectual development. university-based initiatives. Her book will be essential reading for campus decision makers--and for anyone who cares about education and technology. intellectual development.

Источник: ProQuest: University Press Ebook Collection



POTTER, W. James. *Theory of Media Literacy: A Cognitive Approach* [online]. Thousand Oaks, Calif: SAGE Publications, Inc., 2004 [viewed 24.01.2020]. EBSCO: eBook Collection. ISBN 978-076-192-951-2. Available from: <http://search.ebscohost.com>

Abstract: Theory of Media Literacy: A Cognitive Approach comprehensively explains how we absorb the flood of information in our media-saturated society and examines how we often construct faulty meanings from those messages. In this book, author W. James Potter enlightens readers on the tasks of information processing. By building on a foundation of principles about how humans think, Theory of Media Literacy examines decisions about filtering messages, standard schema to match meaning, and higher level skills to construct meaning.

Источник: EBSCO: eBook Collection

ROBERTS, Donald F. and Ulla G. FOEHR. *Kids and Media in America* [online]. 2003 [viewed 29.01.2020]. ProQuest: University Press Ebook Collection. ISBN 978-052-182-102-5. Available from: <https://ebookcentral.proquest.com>

Description: This 2003 book reports the only national, random sample survey of US children and adolescents' use of all of the various media available to them conducted in at least the past 30 years. In addition to providing the first comprehensive look at how media-saturated our young people's lives have become, it is the first study to examine young people's overall media budgets, and the first to attempt to describe distinctly different types of young media users. Extensive background information and chapters devoted to each of the various media, to the overall media budget, and to particular types of media users, enables the authors to describe perhaps the most detailed map of US young people's media behavior ever assembled.

Источник: ProQuest: University Press Ebook Collection

WATSON, James. *Media Communication: An Introduction to Theory and Process* [online]. Palgrave Macmillan, 2007 [viewed 29.01.2020]. ProQuest: University Press Ebook Collection. ISBN 978-023-053-549-7. Available from: <https://ebookcentral.proquest.com>

Abstract: The media is at the heart of cultural, social, political and economic events throughout the world. But how is the role and influence of mass media evolving? Who controls what the media tell us? What impact is new technology on the media as we know it? Building on the success of previous editions, *Media Communication 3e* continues to explore the changing media climate of the 21st Century. With each chapter showing how theory can be related to our everyday experience of the media, the book makes the most complex ideas easy to understand. All the key topics for first year study are introduced and broken down into manageable chunks, as the book examines the role, ownership and constraints of media production, explaining essential terminology along the way. Packed with memorable examples from international media coverage of world affairs, this new edition explores important contemporary topics from public service broadcasting and network communication to web 2.0 and citizen journalism. With helpful features, including an extensive glossary, further reading and suggestions for discussion, this third edition provides an essential resource for all those studying media and communication.

Источник: ProQuest: University Press Ebook Collection

WELSH, Teresa and WRIGHT, Melissa. *Information Literacy in the Digital Age: An Evidence-Based Approach* [online]. Burlington: Chandos Publishing, 2010 [viewed 27.01.2020]. EBSCO: eBook Collection. ISBN 978-184-334-516-9. Available from: <http://search.ebscohost.com>

Abstract: This book examines the various types of literacy that are important in the Digital Age of rapid technological change and proliferating information resources in a variety of formats. According to the American Library Association ([www.ala.org](http://www.ala.org)), "information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Information literacy forms the basis for lifelong learning and is common to all disciplines, to all learning environments, and to all levels of education. Information literacy is an umbrella term that includes a variety of specific competencies: cultural literacy, library literacy, computer literacy, network literacy, and media literacy.

Each topic addressed in the book includes contextual background information, basic concepts, a resource list, exercises and activities to reinforce the important learning concepts addressed in each chapter. Based on content, resources, assignments, and exercises developed for an academic information literacy yourself addition to scholarly content on particular topics, each chapter will include practical applications and activities related to information literacy concepts.

Източник: EBSCO: eBook Collection

## ГЛАВИ ОТ КНИГИ

МАРИНОВ, Руси. Информация и трансфер на знание В: *Информационен домейн@интелигентни и смарт комуникации* [онлайн]. София: Симолини 94, 2008, с. 12-105 [прегледан 22 януари 2020]. Научен електронен архив на НБУ. ISBN 978-619-726-547-7. Достъпен на: <http://eprints.nbu.bg/3839/>

Източник: Научен електронен архив на НБУ

СТЕФАНОВА, Румяна. Формиране символиката на образите в интерфейса на съвременните информационни среди. В: *Семиотични стратегии: Докторантите по семиотика на НБУ* [онлайн]. София: Нов български университет, 2013, с. 273-292. [прегледан 22 януари 2020]. Научен електронен архив на НБУ. ISBN 978-954-535-786-2. Достъпен на: <http://eprints.nbu.bg/2577/>

Източник: Научен електронен архив на НБУ

JAMALI, Reza. 4 - Effects of information and media literacy in social movements. In: *Online Arab Spring. Social Media and Fundamental Change* [online]. Chandos Publishing, 2015, pp. 31-40 [viewed 27.01.2020]. Science Direct. ISBN 978-1-84334-757-6. Available from <https://www.sciencedirect.com/>

Description: What is the role of social media on fundamental change in Arab countries in the Middle East and North Africa? Online Arab Spring responds to this question, considering five countries: Egypt, Libya, Jordan, Yemen, and Tunisia, along with additional examples. The book asks why the penetration rate for social media differs in different countries: are psychological and social factors at play? Each chapter considers national identity, the legitimacy crisis, social capital, information and media literacy, and socialization. Religious attitudes are introduced as a key factor in social media, with Arabic countries in the Middle East and North Africa being characterized by Islamic trends. The insight gained will be helpful for analysing online social media effects internationally, and predicting future movements in a social context.

Източник: Science Direct

KINSELLA, Laura. 12 - Why media literacy is transformative of the Irish education system: a statement in advocacy. In: *Digital Dialogues and Community 2.0: After Avatars, Trolls and Puppets* [online]. Chandos Publishing Social Media Series, 2012, pp. 179-189 [viewed 27.01.2020]. Science Direct. ISBN 978-1-84334-695-1. Available from [https://www.sciencedirect.com](https://www.sciencedirect.com/)

Description: Digital Dialogue and Community 2.0: After avatars, trolls and puppets explores the communities that use digital platforms, portals, and applications from daily life to build relationships beyond geographical locality and family links. The book provides detailed analyses of how technology realigns the boundaries between connection, consciousness and community. This book reveals that alongside every engaged, nurturing and supportive group are those who are excluded, marginalised, ridiculed, or forgotten. It explores the argument that community is not an inevitable result of communication. Following an introduction from the Editor, the book is then divided into four sections exploring communities and resistance, structures of sharing, professional communication and fandom and consumption. Digital Dialogues and Community 2.0 combines ethnographic

methods and professional expertise to open new spaces for thinking about language, identity, and social connections.

Източник: Science Direct

LEANING, Marcus. Chapter Two - A History of Media Education and Literacy In: *Media and Information Literacy An Integrated Approach for the 21st Century* [online]. Chandos Publishing, 2017, pp. 15-32 [viewed 27.01.2020]. Science Direct. ISBN 978-0-08-100170-7. Available from <https://www.sciencedirect.com/>

Description: Media and Information Literacy: An Integrated Approach for the 21st Century provides a novel rationale for the integration of media and information literacy and gives direction to contemporary media and information literacy education. The book takes a synthetic approach to these two areas, presenting critical histories of both. The book explores the influence of political forces and educational practice on media literacy and the contemporary media environment, focusing on computing and mobile technology as a platform for existing and non-computational media. The final section considers a new rationale for the adjustment of content and activities into a combined project, building on a range of skills from contemporary media, reconsidering the mission of media literacy, and advocating that media and information literacy be expanded out of the classroom and positioned as a 'public pedagogy'.

Източник: Science Direct

## СТАТИИ

АЙОЛОВ, Петър. „Краят на истината“ и технологията на интернет медиите. *Медialog* [онлайн]. 2018, (4), с. 172-190 [прегледан 21 януари 2020]. CEEOL. ISSN 2535-0846.

Достъпен на: <https://www.cceol.com/>

Източник: CEEOL

АЛЕКСАНДРОВА, Красимира и Мария КЪРШИЙСКА. Среца на високо равнище по въпросите на книгата в Баку „Книги, четене и технологии“ бе мотото на световното културно събитие. *Библиотека* [онлайн]. 2018, (2), с. 41-51 [прегледан 21 януари 2020]. CEEOL. ISSN 0861-847X. Достъпен на: <https://www.cceol.com/>

Резюме: На 17–20 март 2018 г. в Баку, столицата на Азербайджан, се проведе Международната среща на форума на книгата. Срещата на високо ниво на книгата беше организирана за седма поредна година и нейният организатор беше Международният център Nizami Ganjavi, NGIC. Съвместна инициатива на ЮНЕСКО и библиотеката на Конгреса на САЩ, срещата на върха беше фокусирана върху ключовата позиция на книгата и библиотеките при опазването на човешката цивилизация и културната идентичност на нациите.

Източник: CEEOL

АСЕНОВА, Ася и Павлин ДУЛЕВ. Педагогически аспекти на образователната телевизия. *Годишник Телекомуникации* [онлайн]. 2018, (5), с. 11-19 [прегледан 20 януари 2020]. CEEOL. ISSN 2534-854X. Достъпен на:

<https://www.cceol.com/>

Източник: CEEOL

АЛЕКСИЕВА, Мария. Релацията „медийна култура - медийно образование - медийна грамотност“. *Съвременна хуманитаристика* [онлайн]. 2014, (1), с. 5-18 [прегледан 20 януари 2020]. CEEOL. ISSN 1313-9924. Достъпен на: <https://www.cceol.com/>

Източник: CEEOL

БЕСТ, Стивън и Дъглас КЕЛНЪР. Постмодерното приключение. *Литературата* [онлайн]. 2008, (3), с. 7-87 [прегледан 20 януари 2020]. CEEOL. ISSN 1313-1451. Достъпен на: <https://www.ceeol.com/>  
Източник: CEEOL

ВЪРБАНОВ, Румен. Потенциалът на социалните медии в бизнеса на компаниите. *Бизнес управление* [онлайн]. 2015, год. 25(3), с. 5-30 [прегледан 20 януари 2020]. CEEOL. ISSN 0861-6604. Достъпен на: <https://www.ceeol.com/>  
Източник: CEEOL

ВЪРБАНОВ, Румен. Приложни на Интернет за укрепване и развитие на демокрацията. *Народностопански архив* [онлайн]. 2015, (3), с. 17-38 [прегледан 20 януари 2020]. CEEOL. ISSN 0323-9004. Достъпен на: <https://www.ceeol.com/>  
Източник: CEEOL

ВЪРБАНОВА-ДЕНЧЕВА, Кристина. Дигиталната трансформация на читателя–между традицията и модерността. *Проблеми на постмодерността* [онлайн]. 2018, год. 8(3), с. 276-304 [прегледан 20 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на: <https://www.ceeol.com/>

Резюме: В настоящата студия се дискутират въпросите на предизвиканите промени в нагласите на съвременния читател в контекста на променените условия за живот в дигитална среда, създадена да трансформира човешкото общество в общество, основано на знания. Тематичния обхват на представеното изследване се ограничава в три аспекта на промените в характеристиките на съвременния читател, които са провокирани от: факторите за промяна на медийния модел и установяване на съвременните му параметри; изграждането на “дигиталния гражданин и неизбежната промяна в образователните модели, които формират неговата дигитална грамотност; създаването на новия дигитален читател в обществото, основано на знания.

Източник: CEEOL

ГОРАНОВА, Евгения. Педагогически и ергономичен подход при разработване на мултимедийна среда за обучение по компютърни науки. *Математика и информатика* [онлайн]. 2015, год. 58(3), с. 279-299. CEEOL. ISSN 1310-2230. Достъпен на: <https://www.ceeol.com/>

Източник: CEEOL

ДАНКОВА, Десислава. Медийна и информационна грамотност - теми с продължение. *Годишник на департамент „Масови комуникации“* [онлайн]. 2018, (1), с. 127-141 [прегледан 16 януари 2020]. CEEOL. ISSN 1310-8670. Достъпен на <https://www.ceeol.com/>

Резюме: Статията представя проект, посветен на медийната грамотност, разработен със студенти в курса за онлайн комуникации, който представлява трамплинът за по-задълбочен анализ на темата. Сред наситената на информация среда, едно от най-важните умения е как да се справим пълноценно и ефикасно с отсяването на фалшивата информация с критично мислене; отговорно участие и висока грамотност са ключовете за пълноценното използване на дигиталната среда. Разглеждат се концепциите за медийна и информационна грамотност, въз основа на които са представени и анализирани по-подробно четири елемента в дефинициите. В анализа са включени успешни европейски примери в развитието на медийната грамотност на гражданите.

Източник: CEEOL

ДАНОВ, Данаил. Дигитализация и социални трансформации: медийна педагогика и медийна грамотност. *Чуждоезиково обучение* [онлайн]. 2017, год. 44(1), с. 42-52 [прегледан 16 януари 2020]. CEEOL. ISSN 0205-1834. Достъпен на:

<https://www.cceol.com/>

Резюме: Статията се фокусира върху необходимостта от развитие на медийната педагогика, решаващ елемент от цялостното педагогическо образование, но все още трудно без необходимото внимание в България. Въвеждайки същността на тази съвременна научна област, текстът насочва вниманието към медийната педагогика и медийната грамотност, като двете са директни последици от дигитализацията на медиите и последващите ѝ социални трансформации в съвременното общество.

Източник: CEEOL

ДЕРМЕНДЖИЕВА, Грета. Неформални методи на обучение във висшето образование. *Годишник на Софийския университет „Св. Климент Охридски“, Факултет по журналистика и масова комуникация* [онлайн]. 2017, год. 24(1), с. 23-46 [прегледан 16 януари 2020]. CEEOL. ISSN 1311-4883. Достъпен на:

<https://www.cceol.com/>

Източник: CEEOL

ДЕЧЕВ, Захарий. Взаимодействията между масмедии и възпитание в съвременното общество. *Съвременна хуманитаристика* [онлайн]. 2013, (2), с. 16-29 [прегледан 16 януари 2020]. CEEOL. ISSN 1313-9924. Достъпен на <https://www.cceol.com/>

Източник: CEEOL

ДЕЯНОВА, Йорданка. Информационната грамотност – задължителен елемент на образователния процес. *Алманах - Национална музикална академия „Проф. Панчо Владигеров“* [онлайн]. 2018, (9), с. 438-445 [прегледан 17 януари 2020]. CEEOL. ISSN 1313-9886. Достъпен на <https://www.cceol.com/>

Резюме: Развиващото се информационно общество налага необходимостта от специализирани знания за търсене, оценка, използване и създаване на информация - информационна грамотност. Библиотеката в НИМ „Професор Панчо Владигеров“ помага на своите покровители в овладяването на този процес с поредица от образователни видеоклипове.

Източник: CEEOL

ДЖОРДЖЕВИЧ, Виолета и БРКИЧ, Ясна. Е-игра и обучение. *Библиотека* [онлайн]. 2018, (2), с. 69-77 [прегледан 16 януари 2020]. CEEOL. ISSN 0861-847X. Достъпен на:

<https://www.cceol.com/>

Резюме: В стремежа си библиотеките да бъдат жизнено пространство за комуникация и динамичен посредник между децата и писаното слово, Детският отдел на Градската библиотека в Белград в продължение на много години реализира множество безплатни образователни и креативни програми. Тъй като новите поколения млади потребители, т.нар. цифрово поколение, са компютърно по-грамотни от предходните, необходимо е да се актуализират библиотечните услуги, и да се създават библиотеки, които съответстват на интересите и уменията на децата и подрастващите

Източник: CEEOL

ДИМИТРОВА, Златина. Ограмотяване на ученика чрез формиране на медийна грамотност в етапа I – IV клас. *Педагогика* [онлайн]. 2019, год. 91(4), с. 560-569 [прегледан 17 януари 2020]. CEEOL. ISSN 0861-3982. Достъпен на

[https://www.cceol.com](https://www.cceol.com/)

Източник: CEEOL

ИВАНОВА, Веселина. Модел на управление на неучебното (свободното) време чрез извънкласни и извънучилищни дейности. *Професионално образование* [онлайн]. 2019, год. 21(2), с. 141-150 [прегледан 17 януари 2020]. CEEOL. ISSN 1314-555X. Достъпен на: <https://www.cceol.com>

Източник: CEEOL

КЕРАНОВА, Диляна. Хоризонти на медийната екология. Представите за медийния ребус. *Проблеми на постмодерността* [онлайн]. 2019, год. 9(1), с. 227-247 [прегледан 22 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на: <https://www.cceol.com>

Източник: CEEOL

КОЛАРОВА, Теодора и др. Природнонаучната грамотност на учениците на XXI век – в търсене на концептуално единство. *Химия. Природните науки в образованието* [онлайн]. 2017, год. 26(2), с. 171-215 [прегледан 21 януари 2020]. CEEOL. ISSN 0861-9255. Достъпен на: <https://www.cceol.com/>

Източник: CEEOL

КРАЕВА, Виолета. Електронен бизнес в туризма. *Библиотека „Стопански свят“* [онлайн]. 2008, (094), с. 1-154 [прегледан 17 януари 2020]. CEEOL. ISSN 1310-2737. Достъпен на: <https://www.cceol.com>

Източник: CEEOL

КОСТОВА-ПАНАЙОТОВА, Магдалена. Университетското образование – от знание към комуникация. *Чуждоезиково обучение* [онлайн]. 2017, год. 44(6), с. 631-637 [прегледан 21 януари 2020]. CEEOL. ISSN 0205-1834. Достъпен на: <https://www.cceol.com/>

Източник: CEEOL

КУМАНОВА, Александрина и др. „Paradigma quartum decimum“. *Библиотека* [онлайн]. 2018, (5), с. 89-147 [прегледан 16 януари 2020]. CEEOL. ISSN 0861-847X. Достъпен на: <https://www.cceol.com/>

Източник: CEEOL

КЪНЧЕВА, Юлияна. Журналистическа и художествена аудиовизуална продукция. *Годишник на департамент „Масови комуникации“* [онлайн]. 2013, год. 18(1), с. 252-322 [прегледан 17 януари 2020]. CEEOL. ISSN 1310-8670. Достъпен на: <https://www.cceol.com>

Източник: CEEOL

КЪНЧЕВА, Юлияна. Медийни услуги и комуникации. Теоретични, технологични и обществени комуникации.. *Годишник на департамент „Масови комуникации“* [онлайн] 2012, год.17(1), с. 215-338 [прегледан 17 януари 2020]. CEEOL. ISSN 1310-8670. Достъпен на: <https://www.cceol.com>

Източник: CEEOL

МАВРОДИЕВА, Иванка. Медийна екология и дигитална медийна грамотност. *Проблеми на постмодерността* [онлайн]. 2019, год. 9(1), с. 112-131 [прегледан 17 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на: <https://www.ceeol.com>  
Резюме: Статията е опит да се подчертаят някои основни характеристики по смисъла на термините „медийна екология“ и „цифрова медийна грамотност“. На базата на кратко теоретично наблюдение индикаторите се идентифицират и те се комбинират с реторичния анализ, като целта е да се идентифицират, от една страна, промените в българската блогосфера, в бизнес социалната мрежа LinkedIn и в SlideShare. От друга страна, фокусът на разследването е върху елементи на дигиталната медийна грамотност в различна медийна среда и техните възможности за използване на цифрови инструменти не само от професионални журналисти.  
Източник: CEEOL

МАНЕВА, Мария. Нови медии и знание. *Съвременна хуманитаристика* [онлайн]. 2015, (2), с. 5-11 [прегледан 17 януари 2020]. CEEOL. ISSN 1313-9924. Достъпен на: <https://www.ceeol.com>  
Източник: CEEOL

МАНЕВА, Мария. Сравнителен анализ на новите и традиционните медии. *Годишник на Бургаски свободен университет* [онлайн]. 2017, год. 36(1), с. 213-229 [прегледан 21 януари 2020]. CEEOL. ISSN 1311-221X. Достъпен на: <https://www.ceeol.com>  
Източник: CEEOL

МИХАЙЛОВ, Владимир. След телевизията. *Годишник на департамент „Масови комуникации“* [онлайн]. 2012, год. 17(1), с. 8-25 [прегледан 20 януари 2020]. CEEOL. ISSN 1310-8670. Достъпен на: <https://www.ceeol.com>  
Източник: CEEOL

НИКОЛОВА, Виолета. Придобиване дигитални компетенции като средство за намаляване на структурната безработица и успешно реализиране на пазара на труда. *Проблеми на постмодерността* [онлайн]. 2014, год. 4(3), с. 194-199 [прегледан 20 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на: <https://www.ceeol.com>  
Източник: CEEOL

НИКОЛОВА, Мариана. Компютърът в обучението – иновационни технологии, подготовка на педагогическите кадри и дидактическата практика в средното училище. *Педагогически алманах* [онлайн]. 2012, (1), с. 110-147 [прегледан 17 януари 2020]. CEEOL. ISSN 1310-358X. Достъпен на: <https://www.ceeol.com>  
Източник: CEEOL

НИКОЛОВА, Райна. Комуникационните права на детето. *Годишник на департамент „Право“* [онлайн]. 2017, год. 6(7), с. 68-117 [прегледан 17 януари 2020]. CEEOL. ISSN 1314-8087. Достъпен на: <https://www.ceeol.com>  
Източник: CEEOL

ПЕЙЧЕВА, Добринка. Медийната грамотност като част от публична компетентност за участие в дигитална среда. *Проблеми на постмодерността* [онлайн]. 2014, год. 4(3), с. 166-181 [прегледан 17 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на: <https://www.ceeol.com>

Резюме: Този документ е посветен на медийната грамотност като част от публичната компетентност за участие в дигитална среда. Направен е в рамките на проект на Югозападния университет, наречен „Европейски подход за публични компетенции и участие в дигитална среда (2014г.)“

Източник: CEEOL

ПЕЙЧЕВА, Добринка. Медийната екология – концептуални и съдържателни измерения. *Проблеми на постмодерността* [онлайн]. 2019, год. 9(1), с. 7-61 [прегледан 16 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на:

<https://www.cceol.com>

Източник: CEEOL

ПЕЙЧЕВА, Добринка и др. Предизвикателства на електронното четене в медиализираното общество. *Проблеми на постмодерността* [онлайн]. 2015, год. 5(3), с. 296-310 [прегледан 20 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на:

<https://www.cceol.com>

Източник: CEEOL

ПЕЙЧЕВА, Добринка. Четенето и книгата в постмодерната дигитална среда. *Проблеми на постмодерността* [онлайн]. 2018, год. 8(2), с. 111-134 [прегледан 22 януари 2020].

CEEOL. ISSN 1314-3700. Достъпен на: <https://www.cceol.com>

Източник: CEEOL

ПЕШЕВА, Маргарита. Езикът на омразата – пречка пред добрата комуникация в информационното общество. *Библиотека* [онлайн]. 2016, (6), с. 248-257 [прегледан 16 януари 2020]. CEEOL. ISSN 0861-847X. Достъпен на: <https://www.cceol.com>

Източник: CEEOL

РАДЕВА, Василка. Език и реч в интернет общуването. *Българска реч. Списание за езикознание и езикова култура* [онлайн]. 2016, (3), с. 25-32 [прегледан 16 януари 2020].

CEEOL. ISSN 1310-733X. Достъпен на: <https://www.cceol.com/>

Източник: CEEOL

САЯНОВА, Елена. Използването на проектобазиран метод и интердисциплинарен подход към учебния процес в професионалното образование. *Професионално образование* [онлайн]. 2017, год. 19(3), с. 243-260 [прегледан 17 януари 2020]. CEEOL.

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Източник: CEEOL

САЯНОВА, Елена. Проектна дейност в гимназията. *Професионално образование* [онлайн]. 2018, год. 20(5), с. 540-545 [прегледан 21 януари 2020]. CEEOL. ISSN 1314-555X. Достъпен на: <https://www.cceol.com/>

Източник: CEEOL

СИМЕОНОВА, Лора. „Фалшиви новини, истинска победа – възходът на Доналд Тръмп и кибер-партизаните“. *Годишник на Софийския университет „Св. Климент Охридски“* [онлайн]. 2017, год. 24,(1), с. 315-338 [прегледан 21 януари 2020]. CEEOL. ISSN 1311-4883. Достъпен на: <https://www.cceol.com/>



Източник: CEEOL

СТЕФАНОВА, Румяна. Манипулативното въздействие на Интернет върху съвременните комуникации и визуалните изкуства. *Конференция „Класически медии и съвременни комуникации” – 15 май 2007*. [онлайн]. [прегледан 22 януари 2020]. Научен електронен архив на НБУ. Достъпен на: <http://eprints.nbu.bg/738/>

Източник: Научен електронен архив на НБУ

СТОИЦОВА, Толя. Екология на масмедииите: метафори и медийни парадокси. *Проблеми на постмодерността* [онлайн]. 2019, год. 9(1), с. 86-111 [прегледан 17 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на: <https://www.ceeol.com/>

Източник: CEEOL

СТОИЦОВА, Толя. Медии, комуникация и опасения. *Годишник на департамент „Масови комуникации“* [онлайн]. 2011, год. 16(1), с. 17-25 [прегледан 17 януари 2020]. CEEOL. ISSN 1310-8670. Достъпен на: <https://www.ceeol.com/>

Източник: CEEOL

СТОЯНОВ, Росен К. Медийно образование и медийна грамотност [онлайн]. В: *Научна конференция „Медийна и ПР грамотност“, 27-28 ноември 2008* [прегледан 22 януари 2020]. Научен електронен архив на НБУ. Достъпен на: <http://eprints.nbu.bg/2800/>

Източник: Научен електронен архив на НБУ

СТОЯНОВ, Росен К. Негативната политическа реклама [онлайн] В: *Пролетна научна конференция „Морални стандарти в журналистиката и в ПР-а“, 14-15 май 2016, Нов български университет*. София, 2016 [прегледан 22 януари 2020]. Научен електронен архив на НБУ. Достъпен на: <http://eprints.nbu.bg/3043/>

Източник: Научен електронен архив на НБУ

ХРИСТОВА, Теодора. Винаги свързани: дигиталните умения сред учениците. *Проблеми на постмодерността* [онлайн]. 2017, год. 7(3), с. 297-332 [прегледан 16 януари 2020]. CEEOL. ISSN 1314-3700. Достъпен на: <https://www.ceeol.com/>

Източник: CEEOL

ЦВЕТКОВА, Милена. Бавното четене: нов тренд в информационната култура. *Библиотека* [онлайн]. 2016, (6), с. 298-313 [прегледан 16 януари 2020]. CEEOL. ISSN 0861-847X. Достъпен на: <https://www.ceeol.com/>

Източник: CEEOL

ШИПЧАНОВ, Милен Ив. Разработване на дигитализирани учебни материали в чуждоезиковото обучение. *Чуждоезиково обучение. Двумесечно научно-методическо списание = Foreign language teaching*. [онлайн]. 2014, год XLI (5), с. 542-556. ISSN 0205-1834 [прегледан 22 януари 2020]. Научен електронен архив на НБУ. Достъпен на: <http://eprints.nbu.bg/2120/>

Източник: Научен електронен архив на НБУ

ALVERMANN, D. and MC. HAGOOD. Critical media literacy: Research, theory, and practice in „new times“. *Journal of educational research* [online]. 2000, vol. 93(3), pp.193-205 [viewed 22.01.2020]. Web of Science. ISSN 0022-0671. Available from:

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Источник: Web of Science

PATTERSON, Ashley, HOWARD, Arianna and Valerie KINLOCK. Black Feminism and Critical Media Literacy: Moving from the Margin to the Center. *Meridians* [online]. 2016, vol. 15(1), pp. 40-64 [viewed 23.01.2020]. JSTOR. ISSN 1536-6936. Available from:

<https://www.jstor.org/>

Источник: JSTOR

BIJVANK, Marije, Nije KONIJN, Elly A. BUSHMAN, Brad J. et al. Age and Violent-Content Labels Make Video Games Forbidden Fruits for Youth. *Pediatrics* [online]. 2003, vol. 123(3), pp. 870-876 [viewed 22.01.2020]. Web of Science. ISSN 0031-4005. Available from: <http://apps.webofknowledge.com>

Источник: Web of Science

BRUCE, David L. Re-constructing and Re-presenting Teenagers: Using Media Literacy to Examine Cultural Constructions of Adolescents. *The English Journal* [online]. 2015, vol. 104(3), pp. 68-74 [viewed 23.01.2020]. JSTOR. ISSN 0380-2361. Available from:

<https://www.jstor.org>

Источник: JSTOR

BUSHMAN, Bjqcantor J. Media ratings for violence and sex - Implications for policymakers and parents. *American psychologist* [online]. 2003, vol. 58(2), pp. 130-141 [viewed 23.01.2020]. Web of Science. ISSN 0003-066X. Available from:

<http://apps.webofknowledge.com>

Abstract: This article reviews research on the implementation of media-rating systems, parents' use and evaluation of them, and the impact of ratings on children. Although half or more of parents report using media-rating systems, understanding of various components of the systems is low, particularly for television ratings. A meta-analysis of national polls shows that Parents overwhelmingly prefer that ratings specify content, rather than giving age recommendations. A second meta-analysis, of experiments testing the effects of ratings on children's interest in programs, shows that ratings indicating restricted or controversial content have a deterrent effect for children under age 8 but that, by age 11 and especially for boys, the ratings show a small enticement effect. This effect occurs for both age-based and content-based ratings. Implications for policymakers and parents are discussed.

Источник: Web of Science

BUSCHMAN, John. Information Literacy, „New“ Literacies, and Literacy. *The Library Quarterly: Information, Community, Policy* [online]. 2009, vol. 79(1), pp. 95-118 [viewed 24.01.2020]. JSTOR. ISSN 0024-2519. Available from: <https://www.jstor.org>

Источник: JSTOR

DAMICO, James S. and Alexandra PANOS. Civic media literacy as 21st century source work: Future social studies teachers examine web sources about climate change. *The Journal of Social Studies Research* [online]. 2018, vol. 42(4), pp. 345-359 [viewed 27.01.2020] Science Direct. ISSN 0193-3973. Available from <https://www.sciencedirect.com/>

Abstract: Civic media literacy entails understanding complex topics and events that are increasingly mediated by digital sources of information and where it can be challenging to evaluate the reliability merits of these sources. The goal of this study was to discern the ways undergraduate preservice social studies teachers with different climate change beliefs read and evaluated the reliability of four diverse Web sources about the complex socioscientific topic of climate change. Findings highlight clear alignment between most participants with climate change beliefs at either end of a beliefs continuum with less alignment for participants with climate change beliefs toward the middle of a continuum. Findings also point to the benefits of whole group deliberation to help participants more critically evaluate a Web source that opposed the scientific consensus about climate change. In an age of “alternative facts,” this study points to the importance of students and educators having opportunities to evaluate, discuss, and determine the credibility of a range of online sources.

Источник: Science Direct

GRAEFER, Anne. Regulatory Expectations of Offended Audiences: The Citizen Interest in Audience Discourse. *Communication culture & critique* [online]. 2017, vol. 10(4), pp. 626-640 [viewed 22.01.2020]. Web of Science. ISSN1753-9129. Available from:

<http://apps.webofknowledge.com/>

Abstract: In this article we analyze fieldwork with 90 people in the UK and Germany, exploring the expectations audiences articulate about regulatory processes behind television content they find offensive. First, mapping people's responses on to the conceptual pairing of citizens and consumers, we find audiences aligning themselves with citizen interests, even when, often on the surface, they respond to media regulation and institutions with suspicion. Second, we find that complaints that make it to media regulators are just the tip of iceberg. Third, in investigating people's expectations of actors and institutions in their responses to television content that startles, upsets, or just offends them, we note that it is crucial to treat a conversation on free speech and censorship with caution.

Источник: Web of Science

DIERGARTEN, Anna-Katharina et al. The impact of media literacy on children's learning from films and hypermedia. *Journal of Applied Developmental Psychology* [online]. 2017, vol. 48 (January–February), pp. 33-41 [viewed 27.01.2020] Science Direct. ISSN 0193-3973.

Available from <https://www.sciencedirect.com/>

Abstract: Within the extensive literature on the role of educational media in children's learning and the factors influencing that learning, the possible impact of media literacy remains unexamined. The present study examines the influence of media literacy on learning from television and hypermedia environments. In a sample of 150 children with a mean age of 5.33, a computer-based test was used to assess media literacy, and recognition and inference questions were used to measure learning. The influence of intelligence, media usage, and socioeconomic status as independent variables was also assessed. Hierarchical regression analyses showed that media literacy was a significant predictor of learning from media, even when controlling for other relevant factors such as intelligence.

Источник: Science Direct

EAGLE, Lynne. Commercial Media Literacy: What Does It Do, to Whom: And Does It Matter? *Journal of Advertising* [online]. 2007, vol. 36(2) [Special Issue on Responsibility in Advertising], pp. 101-110 [viewed 24.01.2020]. JSTOR. ISSN 0091-3367. Available from:

<https://www.jstor.org>

Источник: JSTOR

GENTILE, Douglas and Muniba SALEEM. Public Policy and the Effects of Media Violence on Children. *Social issues and policy review* [online]. 2007, vol. 1(1), pp 15-61 [viewed 23.01.2020]. Web of Science. ISSN 1751-2395. Available from:

<http://apps.webofknowledge.com/>

Abstract: Policymakers and the public have been concerned about the effects of media violence on children for decades. Scientific psychological research can be an important source of information for policy, as the goal of science is to separate facts from opinions. This article reviews children's exposure to media violence, describes theories that explain the effects media violence could have, summarizes the research on the effects of media violence exposure, and describes several moderators that can enhance or mitigate those effects. These scientific findings provide useful information for public policy, yet there are many barriers to their use, including misunderstandings of how causality is determined in scientific and public health circles and how large the effects are. Finally, the implications for public policy are discussed, including what has and has not worked in the United States, what other countries and the international community are doing, and where opportunities for new approaches for effective policies may exist.

Источник: Web of Science

HOBBS, R. A review of school-based initiatives in media literacy education. *American behavioral scientist* [online]. 2004, vol. 48(1), pp. 42-59 [viewed 23.01.2020]. WEB of Science. ISSN 0002-7642. Available from: <http://apps.webofknowledge.com/>

Abstract: When teachers use videos, films, Web sites, popular music, newspapers, and magazines in the K-12 classroom or when they involve students in creating media productions using video cameras or computers, they may aim to motivate students' interest in the subject, build communication and critical-thinking skills, encourage political activism, or promote personal and social development. This article reviews teachers' motivations for implementing media literacy in K-12 education, focusing on current efforts in elementary education, secondary English language arts, and media production. An overview of state wide media literacy initiatives in Texas, Maryland, and New Mexico is provided, and the author examines some public anxieties concerning the uses of popular media in K-12 classrooms and makes recommendations for future research.

Источник: Web of Science

JANG, S. Mo and Joon K. KIM. Third person effects of fake news: Fake news regulation and media literacy interventions. *Computers in Human Behavior* [online]. 2018, vol. 80(3), pp. 295-302 [viewed 27.01.2020] Science Direct. ISSN 0747-5632. Available from <https://www.sciencedirect.com/>

Abstract: Although the actual effect of fake news online on voters' decisions is still unknown, concerns over the perceived effect of fake news online have prevailed in the US and other countries. Based on an analysis of survey responses from national samples (n = 1299) in the US, we found a strong tendency of the third-person perception. That is, individuals believed that fake news would have greater effects on out-group members than themselves or in-group members. Additionally, we proposed a theoretical path model, identifying the antecedents and consequences of the third-person perception. The results showed that partisan identity, social undesirability of content, and external political efficacy were positive predictors of the third-person perception. Interestingly, our findings revealed that third-person perception led to different ways of combating fake news online. Those with a greater level of third-person perception were more likely to support the media literacy approach but less likely to support the media regulation approach.

Источник: Science Direct

KARADENIZ, Abdulkerim and Remzi CAN. A Research on Book Reading Habits and Media Literacy of Students at the Faculty of Education. *Procedia - Social and Behavioral Sciences* [online]. 2015, vol. 174(2), pp. 4058-4067 [viewed 27.01.2020] Science Direct. ISSN 1877-0428. Available from <https://www.sciencedirect.com/>

Abstract: This study aims to investigate the book reading habits and media literacy of students at the faculty of education, in terms of different variables. In this context, we carried out a research to see whether there is a relation between the book reading habits and media literacy of students and their departments, grades, habits of using social media, academic grade point averages, and educational background of their parents. In addition, we scrutinised the correlation between their reading habits and media literacy and to what extent these variables account for each other. The results were obtained by using the "Attitude Scale towards Reading Habit" developed by Gömleksiz (2004) and the "Media Literacy Scale" developed by Korkmaz and Yeşil (2011).

According to the results of this study, attitudes of female students towards reading are higher than those of male students. While there is a positive correlation between the reading habits, grade point averages and media literacy, there is a negative correlation between the reading habits and social media using habits. We could not notice any relation between the reading habits of students and the educational background of their parents. Likewise, there was not any relation between the social media using habits of students and the educational background of their parents, whereas there was a low-level correlation between their media literacy and grade point averages.

Источник: Science Direct

KLINE, Stephen, Kym STEWART and David MURPHY. Media Literacy in the Risk Society: Toward a Risk Reduction Strategy. *Canadian Journal of Education / Revue canadienne de l'éducation*. [online]. 2006, vol. 29(1), pp. 131-153 [viewed 23.01.2020]. JSTOR. ISSN 0380-2361. Available from: <https://www.jstor.org>

Источник: JSTOR

KUA Y.L, Kelly. What predicts adolescents' critical thinking about real-life news? The roles of social media news consumption and news media literacy. *Thinking Skills and Creativity* [online]. 2019, vol. 33, pp 100 -570 [viewed 27.01.2020]. Science Direct. ISSN 1871-1871. Available from <https://www.sciencedirect.com/>

Abstract: Critical thinking in the post-truth era demands that news users develop and maintain a skeptical way of knowing, and cultivate the ability to discern evidence-based and unbiased information to make sound judgments. While adolescents are becoming the most dedicated social media news consumers, the literature is yet to catch up with empirical research on whether adolescents are able to apply critical thinking to make sense of real-life news. We investigated the relationships between social media news consumption, news media literacy, and critical thinking of 1505 adolescents between 12 and 18 years of age. Multivariate analyses suggested an internal news-seeking motivation, a cautious perception towards social media personalized news algorithms, and a reported habit of news-source tracking each independently predicted skills in thinking critically about a real-life news report. Hierarchical regression analysis further indicated the unique and combined variances of news consumption and news media literacy in predicting critical thinking in news. Insights for preparing our youth to become news-literate critical thinkers are discussed.

Источник: Science Direct

LAPIERRE, Suzanne and Vanessa KITZIE. Lots of Questions about “Fake News”: How Public Libraries Have Addressed Media Literacy, 2016–2018. *Public Library Quarterly* [online]. 2019, vol. 38(4), pp. 428-452 [viewed 24.01.2020]. EBSCO: Academic Search Complete. ISSN 0161-6846. Available from <https://www.ebscohost.com>

Источник: EBSCO: Academic Search Complete

MARFIL-CARMONA, Rafael and Pedro CHACON. Arts Education and Media Literacy in the Primary Education Teaching Degree of the University of Granada. *Procedia - Social and Behavioral Sciences* [online]. 2017, vol. 237, pp 1166-1172 [viewed 27.01.2020]. Science Direct. ISSN 1871-1871. Available from <https://www.sciencedirect.com/>

Abstract: In the context of university teacher training, artistic education and the teaching of visual arts, although belonging to the specific area of artistic expression didactics, are considered an interdisciplinary area (Art Education and Arts Education). The contents of this area of teaching, mainly focused on image and visual culture, is being influenced by digital media in the creation, dissemination and reception of artistic contents, especially with the use of mobile devices. The conjunction of media literacy and the work related to artistic creativity constitutes the starting point of the current study, in which we have consulted 105 fourth-year students of the Primary Education Teaching Degree of the University of Granada (Spain) about their interests in media-related matters, as well as the links that they establish between visual art teaching and digital culture tools.

Источник: Science Direct

MOTOMURA, Kenta. Media Literacy Education in Art: Motion Expression and the New Vision of Art Education. *Journal of Aesthetic Education* [online] 2003, vol. 37(4), pp. 58-64 [viewed 23.01.2020]. JSTOR. ISSN 0021-8510. Available from: <https://www.jstor.org>  
Источник: JSTOR

NAGLE, Joelle. Twitter, cyber-violence, and the need for a critical social media literacy in teacher education: A review of the literature. *Teaching and Teacher Education* [online]. 2018, vol. 76(11), pp. 86-94 [viewed 27.01.2020]. Science Direct. ISSN 0742-051X. Available from <https://www.sciencedirect.com/>

Abstract: Multiliteracies and new literacies pedagogies advocate for expanded ideas of literacy, which focus heavily on the use of digital technologies within the classroom. Yet there is little discussion within the discipline regarding the ethical implications of using social media in teacher education. This is of particular concern given the potential for online spaces to be unsafe. In particular, the social media site Twitter, used and promoted by many educators to collaborate within professional learning networks, is rife with misogyny and racial violence. Through a review of the current literature on social media use in teacher education, and a multi-disciplinary perspective on issues of cyber-violence, I will discuss the ethical implications for teacher educators who want to use Twitter as a pedagogical tool and offer strategies to develop critical social media literacy practices.

Источник: Science Direct

OTTONICAR, Selma et al. The Contributions of Information and Media Literacy to Public Hybrid Libraries. *Library Quarterly* [online]. 2018, vol. 88(3), pp. 225-236 [viewed 24.01.2020]. EBSCO: Academic Search Complete. ISSN 0024-2519. Available from <https://www.ebscohost.com>

Источник: EBSCO: Academic Search Complete

PATTERSON, Ashley N, Arianna HOWARD and Valerie KINLOCK. Black Feminism and Critical Media Literacy: Moving from the Margin to the Center. *Meridians* [online]. 2016, vol. 15(1), pp. 40-64. [viewed 23.01.2020]. JSTOR. ISSN 1536-6936. Available from: <https://www.jstor.org>

Источник: JSTOR

REDMOND, Theresa. Media literacy is common sense: Bridging common core standards with the media experiences of digital learners. *Middle School Journal* [online]. 2015, vol. 46(3), pp. 10-17 [viewed 23.01.2020]. JSTOR. ISSN 0094-0771. Available from: <https://www.jstor.org/>

Источник: JSTOR

SHAROV, Sergii, Valentina LIAPUNOVA and Tetiana SHAROVA. Analysis of the Opportunities of the Prometheus Platform for the Professional Development of Future Teachers. *TEM Journal* [online]. 2019, vol. 8 (4), pp. 1469-1476 [viewed 24.01.2020]. EBSCO: Academic Search Complete. ISSN 2217-8309. Available from: <http://search.ebscohost.com>

Abstract: The article analyzes the possibilities of the Ukrainian-language platform Prometheus for the improvement of professional skills of future teachers and their personal development. It is noted that mass open online courses are a logical continuation of the development of distance education courses, they support the principle of open education and globality, allow any user to form competences and acquire knowledge in various fields of human activity. In order to improve their own qualifications,

future teachers can familiarize themselves with the methods of teaching subjects from leading teachers, analyze the structure and content of the courses, broaden their horizons and develop digital competence during the course. The structure and features of the online courses on the Prometheus platform: «Science of everyday thinking», «Critical thinking for teachers», «Media literacy for teachers», «Learning How to Learn: Powerful mental tools to help you master tough subjects» are considered. It is revealed that they differ in the number of weeks for course processing, the number of test tasks and the final tests.

Източник: EBSCO: Academic Search Complete

SCHARRER, Erica et al. Early adolescents' views of media ratings in the context of a media literacy program in the U.S. *Journal of Children and Media* [online]. 2019, (1), [viewed 22.01.2020]. Web of Science. ISSN 1748-2798. Available from:

<http://apps.webofknowledge.com/>

Abstract: Ratings and labels that warn audiences of sensitive content in media are largely in existence due to concern about potential media impact on young audiences. Largely absent from the research to date, however, are the voices of young people themselves on whether they find media ratings practices to be fair, accurate, and effective. Like many features of the media landscape, the current ratings systems may be taken for granted in the absence of media literacy education that specifically calls for their analysis and critique. In this qualitative study, 58 early adolescents provide open-ended responses to a number of questions designed to measure their views about media ratings and labels used in the U.S. within the context of an in-school media literacy program. Responses show that students learned from the media literacy discussions, applying concepts introduced, using logical reasoning to support their views, and expressing varying levels of critique of current ratings systems. Implications for the ability of early adolescents to use ratings to regulate their own media use are discussed.

Източник: Web of Science

TAMPLIN, Natalie C., Siân A. McLEANB and Susan J. PAXTON. Social media literacy protects against the negative impact of exposure to appearance ideal social media images in young adult women but not men. *Body Image* [online]. 2018, vol. 26(9), pp. 29-37 [viewed 27.01.2020]. Science Direct. ISBN 1740-1445. Available from

<https://www.sciencedirect.com/>

Abstract: Frequent exposure to appearance ideal social media is associated with body dissatisfaction. We hypothesised that commercial and peer social media literacy would protect against the negative impact of exposure to social media appearance ideal images on young adults' body image. The study was presented as an investigation of alcohol promotion on social media. Participants were 187 women (Mage = 24.6, SD = 3.7) and 187 men (Mage = 22.8, SD = 3.9) who viewed gender-matched alcohol-related appearance ideal social media images or control images containing alcohol only. Social media literacy was assessed prior to image exposure and body satisfaction measured before and after exposure. A negative effect of ideal image exposure on body satisfaction was observed in both women and men. In women only, commercial-social media literacy moderated the negative effect of exposure, independent of internalization or body comparison. Inclusion of social media literacy skills in prevention interventions is supported.

Източник: Science Direct

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Abstract: Online simulated environments directly affect the formation of individual subjectivities through the creation of player avatars. Thus, the power relationships that affect subjectivity formation need to be carefully examined by player-participants as belonging to a system with sometimes homologous, sometimes radically different actions and consequences. In this article, we argue that students need to develop critical awareness of their own subject formation and their positions in new media environments. Such awareness is a necessary component of new media literacy. We further contend that composition instructors can look to Second Life, a popular online simulated environment, as a dynamic text to engage students in questions regarding power, ethics, intellectual property, and community.

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