



University of
Massachusetts
Amherst

Investigating Pre-Service Teachers' Intention to Apply Critical Media Literacy (CML) in Career

| | |
|---------------|---|
| Item Type | article |
| Authors | Xu, Chenyang |
| Download date | 2026-03-14 10:08:13 |
| Link to Item | https://hdl.handle.net/20.500.14394/22894 |

Investigating Pre-Service Teachers' Intention to Apply Critical Media Literacy (CML) in Career

Introduction & Research Questions

- In just 8 hours a day, U.S. teenagers consumed over 10 hours and 45 minutes of media content, meaning teenagers regularly consume multiple types of media simultaneously (Kaiser Family Foundation, 2010). Teenagers today are living in a media-saturated environment, and they may not know how to critically interpret media and evaluate the power hidden behind media.
- K-12 teachers can play an influential role in helping students, especially teens, develop their critical media literacy (CML) skills and knowledge. Therefore, it is important to understand their beliefs, attitudes, and dispositions regarding CML education. This study will focus specifically on pre-service teachers because future teachers need to develop CML skills to critically evaluate the media and support students to be critical media consumers.
- This study will employ the Theory of Planned Behavior (TPB) as a theoretical lens to answer the following research questions:
 - What are the pre-service teachers' behavioral beliefs of K-12 CML education?
 - What are the pre-service teachers' normative beliefs of teaching CML concepts?
 - What are the pre-service teachers' control beliefs of embedding CML in teaching?

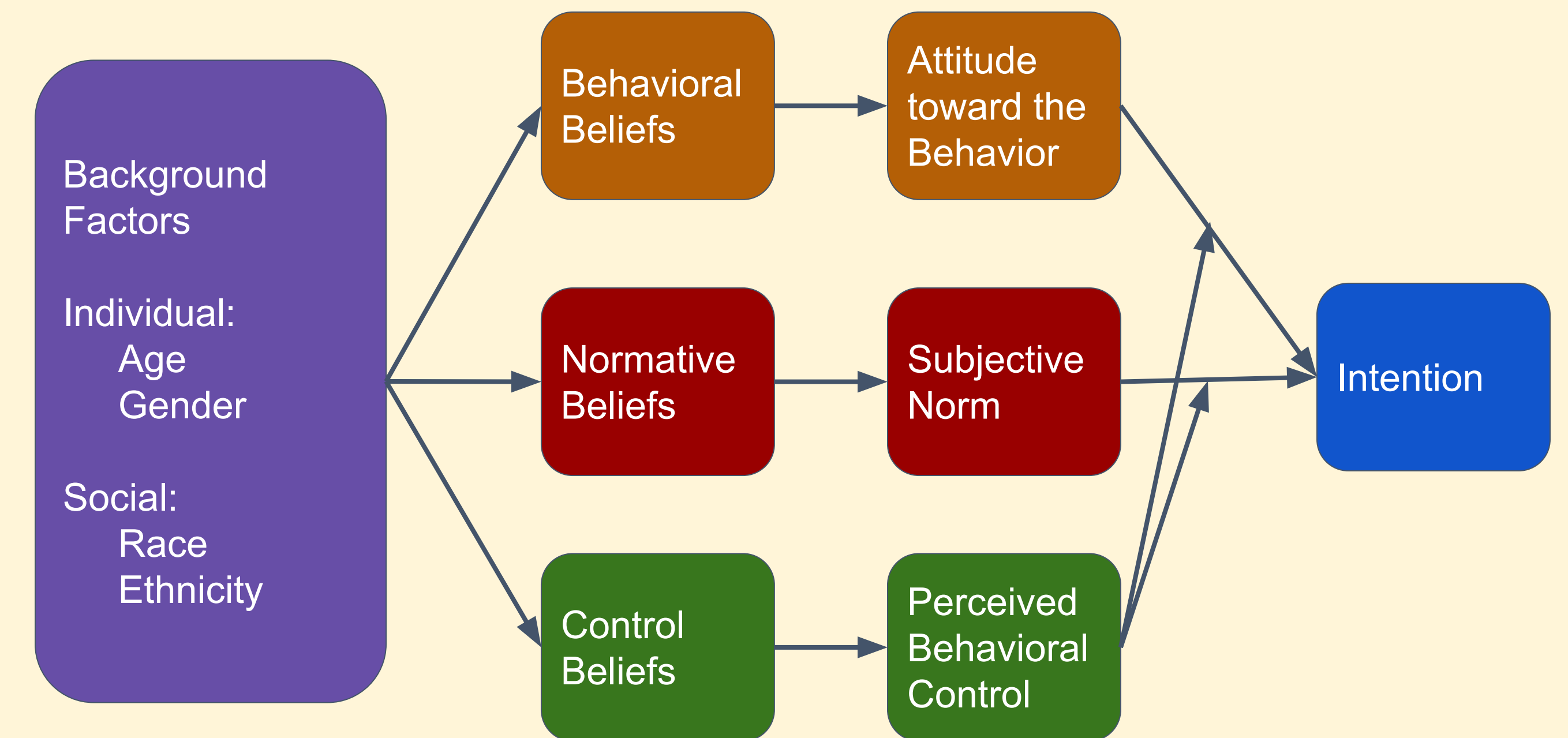
Significance

- Without pre-service teachers' awareness of CML skills and intention to apply CML education, CML will not thrive in K-12 education (Kellner & Share, 2005; Butler, 2020). This study aims to use TPB to investigate pre-service teachers' beliefs about and intentions regarding CML in their practice.
- The findings will provide a more comprehensive understanding of pre-service teachers' CML beliefs and intentions. Understanding this can help researchers, teacher education faculty, administrators, and other educators to further discuss CML inclusion.



Theoretical Framework

Theory of Planned Behavior (Ajzen, 2019)



Methodology

Participants

- This exploratory study will employ a qualitative approach to collect and analyze data.
- I will interview 10-12 pre-service teachers studying at the College of Education at UMass Amherst

Instrumentation

- Before asking interview questions, the participants will have time to read the CML definition and framework.
- The interview questions are developed to investigate pre-service teachers' beliefs about CML concepts and CML education, and how the beliefs impact behavior determinants.

Analysis

- Interviews will be transcribed and then qualitatively analyzed using the thematic analysis method.
- This method allows researcher to flexibly analyze interviews, document the analysis process with transparency, and identify themes related to an existing framework
- This study will use Braun and Clarke's (2006) six-phase thematic analysis as an outline to guide the analysis, which includes:
 - Phase 1: familiarising with data;
 - Phase 2: generating initial codes;
 - Phase 3: searching for themes;
 - Phase 4: reviewing themes;
 - Phase 5: defining&naming themes;
 - Phase 6: producing the report



Chenyang Xu
chenyangxu@umass.edu

UMassAmherst | College of Education

SCAN ME