Publications
Referred Journal Articles (partial list)
• Kline, S. & Stewart, K. (2009) L’éducation aux médias au Canada: intégration de la
consommation de médias à une éducation critique? *CEMEA journal “Vers une éducation
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Referred Book Chapters
• Kline, S & Stewart, K. (2012). Media Literacy in Canada: Towards the resolution of the
tensions in media education. In Chi-kim Cheung (Eds.), *Research in Media Education*. (pg. 23-
• Stewart, K. (2010). *Mouse Woman and the Mischief Makers: Media Education in a Spirit of
Imagination*. In T. Nielsen, R. Fitzgerald and M. Fettes (Eds). *Imagination and Education:*
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• Kline, S. & Kym Stewart (2000). *Family Life and Media Violence: A Qualitative Study of
Canadian Mothers of Boys*. In Van den Bergh and Van den Bulck (Eds) *Children and Media:*

Professional Publication (non-referred) Journal Articles
Creativity*, Imaginative Minds, Birmingham, UK.
• Stewart, K. (2007) Re-Imagining Media Education; exploring new strategies for elementary
students’ emotional and social engagement. *Our Schools/Our Selves, the journal of the
Canadian Centre for Policy Alternatives*, (#89). Fall 2007, v.17 (1).

Referred Conference Papers and Presentation (partial list)
• K. Stewart (2009), “Imaginative Education and Media Education:
From Awareness to Awakeness”, conference presentation at the *Imagination and Education*,
IERG, Vancouver, BC, July 15-17.
• K. Stewart (2009), “Re-Imagining Media Education”, paper presented at *ICSEI*, Vancouver, BC,
Jan. 5-7.

FACULTY OF EDUCATION

THESIS EXAMINATION

Kymberley Rae Stewart

FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

Wednesday, August 20, 2014

SFU Burnaby

EXAMINING COMMITTEE

Chair: Dr. Allan MacKinnon
Senior Supervisor: Dr. Mark Fettes
Member: Dr. Kieran Egan
Member: Dr. Michael Ling
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Concerns have been expressed for decades over the impact of an increasingly media-saturated environment on young children. Media education, however, occupies a somewhat marginal place in compulsory schooling, and its theorists and practitioners have given relatively little attention to the question of how to teach the media to elementary school children. This question is explored through an auto-ethnography and métissage spanning more than twenty years of media use, media studies, and media education.

Three shifts in emphasis are particularly central to the thesis. The first is a shift from a protectionist to a more open, albeit critical stance with respect to children’s media use. The second is a shift from conceiving of media education in terms of a pre-packaged curriculum towards the co-construction of learning experiences with the students, guided by Egan’s theory of imaginative education. The third involves learning to slow down and take time to dwell with the questions and activities inspired by an imaginative focus on media.

By tracing the personal and professional growth and struggles of one passionate media educator, the thesis seeks to illustrate the educational issues that the field of media education needs to engage with, if it is to develop into a more dynamic and influential field of theory and practice. It also offers a situated, experiential perspective on the practice of imaginative education that highlights its close ties with other voices and traditions in educational philosophy, and connects it with the ethos of métissage as a research praxis.