

Media and Information Literacy...

The promise of educational change

Key Topics:

- What is media and information literacy?
- How is the field organized?
- How is it taught? – Pedagogical Strategies
- Future directions
- Organizations and Resources

Literacy is about more than reading or writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture.

Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today’s world. Indeed, it is the excluded who can best appreciate the notion of “literacy as freedom”.

**UNESCO, Statement for the United Nations
Literacy Decade, 2003–2012**

What is Media Literacy?

A repertoire of competencies that enable students to understand how the media **operate**, how they **construct meaning**, how they can be **used**, and how to **evaluate** the information they present

MIL adds:

- -the identification of an information **need**
- -knowledge of where and how to **access** information
- -knowledge of how to **retrieve information, evaluate, store** and ethically **use** information

- Media and information literacy emphasizes an **expanded definition of literacy**, one that includes print, screen-based and electronic media
- Media and information texts include any **produced forms of communication**, including: advertising, websites, videogames, films, t-shirts and billboards.
- Media and Information Literacy includes **analysis and production**

In Ontario...

- Media Literacy education is mandated in Ontario from **grade 1 to grade 12**
- In secondary English literature courses, media literacy constitutes **1/4 of every course**
- Media literacy concepts are beginning to be **integrated across the curriculum**

Ministry of Education Curriculum

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

- 1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences (*e.g., a web-*

Evaluating Texts

- 1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose (*e.g., determine whether the use of multiple perspectives in a documentary about a historical event*

TEXT

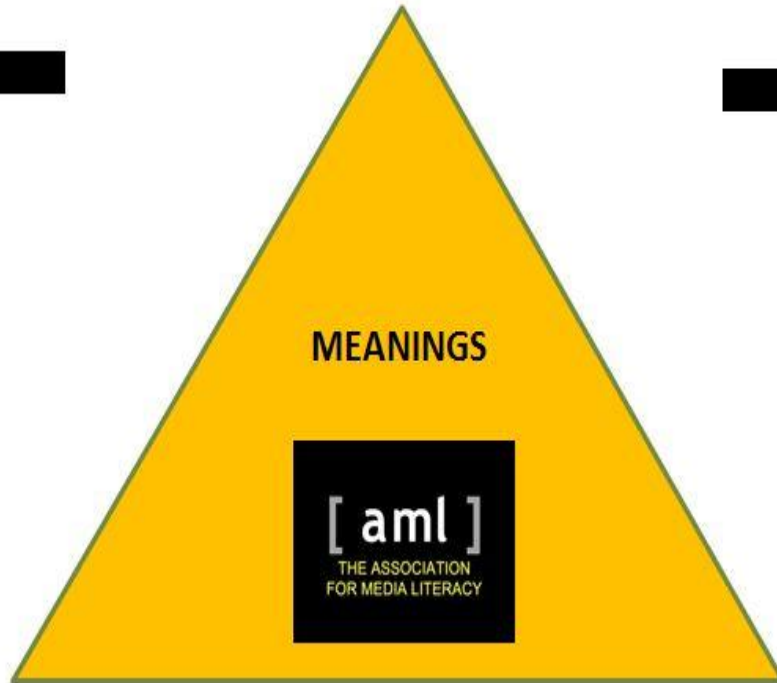
AUDIENCE

MEANINGS

[aml]

THE ASSOCIATION
FOR MEDIA LITERACY

PRODUCTION



Main curriculum areas – Ontario; UNESCO


- **TEXT, AUDIENCE, PRODUCTION**
- **“Text”**: What is the story, message or information being conveyed? How do we know this?
- **“Audience”**: Who is being targeted? How are they responding and why?
- **“Production”**: How is the text made? What are the key technical ingredients that have gone into its production? What is the role or influence of regulation, ownership, distribution?

Media and Information Literacy...

- Involves teaching **THROUGH** and **ABOUT** the media
- Recognizes the importance of **TEXT** and **CONTEXT**
- Includes programs that are **THEMATIC**, and/or **GENRE-based** including such topics as:
 - Selling Images and Values: Advertising
 - Television and Film
 - Popular Music
 - New(er) Technologies
 - Media “Languages”
 - Ideology and Representation
 - Audience

Pedagogical Strategies

- Case Study
- Textual Analysis
 - Translation
 - Production
 - Simulation
- Inquiry-based learning
 - Problem solving



(add me as a friend)

facebook

www.facebook.com



Update Status Add Photo / Video Ask Question

What AUDIENCE questions come to mind?

SORT



Update Status Add Photo / Video

Who is the audience for Facebook? what clues are there on the page?

Toronto Friends Post

Like · Comment · 10 hours ago · 1



Update Status Add Photo / Video

How are audience and advertising related on Facebook?

Toronto Friends Post

Like · Comment 15 hours ago · 1



Update Status Add Photo / Video

What is the appeal of Facebook to its members?

Toronto Friends Post

Like · Comment 17 hours ago · 1

4 people like this.

View all 6 comments



Mark Zuckerberg what's not to like? it is made for you!! :)

9 hours ago · Like · 2



Richard Branson love the vids – and my tagged photos! LOL

9 hours ago · Like

Write a comment...

Create Event

Alexander Graham Bell

People You May Know

See All



Marshall McLuhan

3 mutual friends

Add Friend



David Buckingham

3 mutual friends

Add Friend



Barry Duncan

3 mutual friends

Add Friend



Henry Jenkins

5 mutual friends

Add Friend

Sponsored

See All

Association for Media Literacy



The AML is a voluntary, non-profit organization dedicated to promoting media education as a means of understanding the influence of the media.

Like · Sheridan Hay likes this.

- Wall
- Info
- Photos (20)
- Notes
- Friends
- Subscriptions

Pedagogical Strategies

- Case Study
- Textual Analysis
 - Translation
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 - Simulation
- Inquiry-based learning
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Design Curriculum- the future?

- Based on a creative, modular, flexible and customized vision for the use of physical and virtual space.
- Digital media provides an opportunity to customize student curriculum for “any place, any time” learning.

WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

THE INVERSION

The Traditional Classroom

Teacher's Role: Sage on the Stage



The Flipped Classroom

Teacher's Role: Guide on the Side



Association for Media Literacy

<http://www.aml.ca>



Online Media Literacy Courses for Teachers

Athabasca University, Canada

The screenshot shows an Internet Explorer browser window with the address bar displaying <http://www.athabascau.ca/courses/cmns/315/medialit/homepage.html>. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The toolbar shows links to Customize Links, Free Hotmail, Windows, Windows Marketplace, and Windows Media. The address bar contains the text 'Inside Plato's Cave'. A yellow warning bar at the bottom of the browser indicates 'Internet Explorer is currently running with add-ons disabled'.

The main content area features a dark blue header with the text 'UNDERSTANDING MEDIA LITERACY' in white, followed by 'Inside Plato's Cave' in a large, white, serif font. Below the header, the page is divided into two columns. The left column is a light blue sidebar with a list of navigation links: Home, About Your Course, Learning Online, Assignment Information, Course Evaluation, and Troubleshooting. Below these links is a section titled 'Units' with two sub-items: 'U-01: Media Education' and 'U-02: Media Literacy and the Curriculum'. The right column contains the main content, starting with a bold heading 'Welcome to Understanding Media Literacy: Inside Plato's Cave', followed by a sub-heading 'Course Overview:'. The text below reads: 'This course in media literacy, designed for teachers, parents, and students of communication, recognizes that although mass media have come to dominate many aspects of our society, children have few opportunities to develop media literacy skills in formal settings.' Below this is a paragraph: 'A basic assumption of the course is that media literacy helps children to an informed understanding of the nature of the mass media, their techniques and effects. More specifically, media literacy increases children's understanding and enjoyment of how the media work: how they are organized, how they

*Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity,
or it becomes the practice of freedom,
the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.*

Paulo Freire

National Media Literacy Week in Canada

November 5 - 9, 2012

Sponsored by the
Media Awareness Network and
The Canadian Teachers' Federation

Please join us!





TEXT

What does this interface look like?

How much of the interface is text?

Images? White space?

What codes and conventions does this interface use? What formula does it follow?

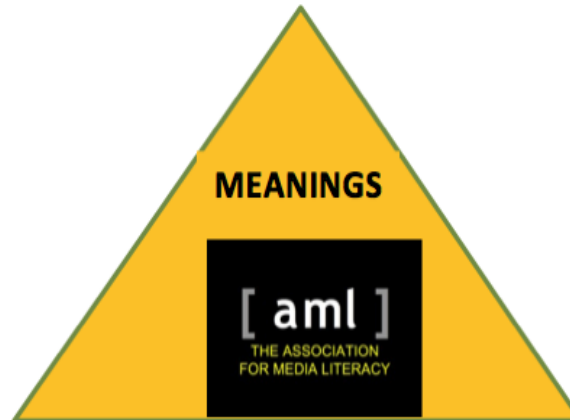
How has this interface changed over time? How are those changes significant? What is missing from this interface?

What other media intersect with this interface?

How are video/audio/images used in the text?

What are the messages? Whose values are being promoted?

[Social Media Triangle]



PRODUCTION

Who created this social media site?

For what purpose was it created?

Is the company publicly or privately held?

How does the company collect information about its users?

What does the company do with the information it collects?

How does the company profit from the site?

AUDIENCE

Was this interface created for a specific audience?

Who uses this interface?

For what purpose(s) would it be used?

How is the audience entertained on this site or encouraged to spend time on the site?

What is the cost of using this interface?

Why do I enjoy using this interface?

What would I change about the interface?