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”.

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
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-
TEXT

MEANINGS

[ aml ]
THE ASSOCIATION FOR MEDIA LITERACY

PRODUCTION

AUDIENCE
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
What AUDIENCE questions come to mind?

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

How are audience and advertising related on Facebook?

What is the appeal of Facebook to its members?
Pedagogical Strategies

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

LECTURE TODAY
Homework
Reading and questions due tomorrow

The Flipped Classroom
Teacher’s Role: Guide on the Side

ACTIVITY TODAY
WATCH lecture online tonight!
Association for Media Literacy

http://www.aml.ca
Welcome to Understanding Media Literacy: Inside Plato’s Cave

Course Overview:

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.

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]

MEANINGS
[aml]

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?