Media Literacy

TCH 505
Instructional Technology for Today's Educator

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Media Formats

- No longer is it enough to be able to read the printed word; children, youth, and adults, too, need the ability to both critically interpret the powerful images of a multimedia culture and express themselves in multiple media forms.

Advocacy for Media Literacy

- **Literacy for the 21st Century**

- "We must prepare young people for living in a world of powerful images, words and sounds."
  - UNESCO, 1982

The definition -1

- …the ability to access, analyze, evaluate and create media in a variety of forms.

The definition -2

- Media Literacy is a 21st century approach to education.

- It provides a framework to **access, analyze, evaluate, create and participate** using messages in a variety of forms—from print to video to the internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

What is Media Literacy?

Media Literacy is a 21st century approach to education…

…provides a framework to access, analyze, evaluate, create and participate using messages in a variety of forms.

…builds an understanding of the role of media in society, as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

CML's Five Core Concepts

1. All media messages are constructed.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same media message differently.
4. Media have embedded values and points of view.
5. Most media messages are organized to gain profit and/or power.

CML's Five Key Words

1. Authorship (or constructedness)
2. Format
3. Audience
4. Content (or message)
5. Purpose (or motive)

CML's Five Key Questions: Deconstruction

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

CML's Five Key Questions: Construction

1. What am I authoring?
2. Does my message reflect understanding in format, creativity and technology?
3. Is my message engaging and compelling for my target audience?
4. Have I clearly and consistently framed values, lifestyles and points of view in my content?
5. Have I communicated my purpose effectively?

CML's Questions/TIPS (Q/TIPS)

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#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	Authorship	Who created this message?	All media messages are constructed.	What am I authoring?
2	Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format, creativity and technology?
3	Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target audience?
4	Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my content?
5	Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my purpose effectively?

19th–20th Century Learning: Content Mastery	21st Century Learning: Process Skills
• Limited access to knowledge and information (i.e.'content') primarily through print • Emphasis on learning content knowledge that may or may not be used in life • Goal is to master content knowledge (literature, history, science, etc) • Facts and information are "spoon-fed" by teachers to students • Print-based information analysis with pen-and-ink tools • Pencil / pen and paper or word processing for expression • Classroom-limited learning and dissemination with little collaboration • Textbook learning from one source, primarily print-based media • Conceptual learning on individual basis • "Lock-step" age-based exposure to content knowledge • Mastery demonstrated through papers and tests • Teacher selecting and lecturing • Teacher evaluates and assesses work and assigns grade • Teaching with state-adopted textbooks for subject area with little accountability for teaching • Students passive vessels	• Infinite access to knowledge and information (content) through Internet • Emphasis on process skills for lifelong learning • Goal is to learn skills (access, analyze, evaluate, create, participate) to solve problems • Teachers use discovery approach based on a process of inquiry • Multi-media analysis and collaboration using technology tools • Powerful multi-media technology tools for expression, circulation and dissemination • World-wide learning and connecting, with ability to team up world-wide • Real-world, real-time learning from multiple sources, using technology tools • Project-based learning on team basis • Flexible individualized exposure to content knowledge and process skills • Mastery demonstrated through multi-media • Teacher framing and guiding • Students learn to set criteria and to evaluate own work • Teaching to state education standards with testing for accountability • Students active participants and contributors

Information Storage vs. Information Process

- "Most of what we have called formal education has been intended to imprint on the human mind all of the information that we might need for a lifetime.

- **Education is geared toward information storage**.

- Today that is neither possible nor necessary.

- Rather, humankind needs to be taught how to process information that is stored through technology.

- **Education needs to be geared toward the handling of data rather than the accumulation of data.**"

---- David Berlo *Communication and Behavior, 1975*

Reference

- http://www.medialit.org/default.html

- **Literacy for the 21st Century: An Overview & Orientation Guide to Media Literacy Education**
  CML's plain language introduction to the basic elements of inquiry-based media education.

- http://www.medialit.org/reading_room/article540.html