

3. Audiences negotiate meaning.

Concept 3 is important for teachers because they must consider how their students' socio-economic experiences, textual competencies and intellectual maturities may cause them to intend one meaning in their media productions (texts), but those same factors might influence their target audiences to receive a different meaning.

This is why it is so important for teachers to assess—by asking and observation—what meanings students are making and how and why they are making them. Students' responses will provide the information teachers need to choose, modify and use appropriate teaching strategies, thus helping students to become effective, critical, and discriminating producers.

Questions to support understanding this concept:

Is this text (media product) appealing? To whom?

To whom might it NOT be appealing? Why?

Which elements are used to engage/attract the audience (colour, visuals, sound, word choice, celebrities, etc.)?

What assumptions does this text make about its audience?

What is my interpretation of the meaning of this text?

Who might interpret it similarly/differently? Why?

Does this text “speak” to me? Do I like what it’s saying? Why?

6. Media texts communicate political & social messages.

Concept 6 helps students understand that—because media messages are shared, discussed and sometimes emulated—they need to be explored within a sociopolitical context to assess how they are influencing—or influenced by—consumers.

Political parties are utilizing social networking and other web resources extensively.

Marketers are pursuing potential customers ever more persistently.

Consumers are making purchasing and political decisions within virtual social contexts rather than through face-to-face contacts.

Cyberbullying occurs both institutionally (governments & corporations) and personally.

Each of these issues can be informed using this key concept.

Questions to support understanding this concept:

What assumptions does the producer make about the audience? (gender, race, class, age, ability, interests)

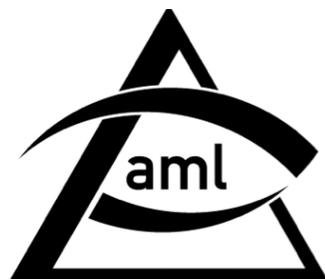
What is this text’s political/ideological point of view?

How might this text influence its audience’s political/ideological point of view?

Which political/social group(s) might be most comfortable or uncomfortable with this text’s message?

Who benefits from the production of this text? How?

Who might be negatively affected by this text? How?



The 8 Key Concepts of Media Literacy can be found at <http://www.aml.ca/category/about-us/what-is-media-literacy/>

Media literacy is the knowledge and skills necessary to critically understand and create media messages and environments effectively, ethically, and with enjoyment.

The Association for Media Literacy (AML) is a network of concerned educators and parents that has actively lobbied for and supported media literacy education in Ontario and throughout the world since 1978. It works with parent groups, media professionals, schools, and teachers to help them enrich children's lives with quality media literacy learning.

The AML has been instrumental in helping the Ontario Ministry of Education to implement the best media literacy education in North America through curriculum and professional development.

The AML produces—and partners in the production of—textbooks, videos, TV series, websites, tweets, workshops, and conferences. Its members have taken its media literacy education message around the globe.

The AML serves the needs of its members through a variety of services:

- provides a network for media literacy teachers throughout the world.
- maintains a website for its members at aml.ca
- organizes workshops and conferences.
- publishes support material for teachers.
- lobbies and communicates with government, school boards and the media industry about mutual concerns.

