

Media Literacy Teaching Strategies

Mediacy
Skills

Literacy &
Media Education

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3 Reasons

1. Media Literacy/Pop Culture is unworthy
2. I don't know how to teach it
3. I don't know how to assess/evaluate it

I don't know how to assess/ evaluate media learning

Postponing Judgment
Logging/Journaling
Interview
Exemplars
Rubrics/Checklists
Triangulation

Postponing Judgment

I wouldn't have seen it if I hadn't believed it.
Marshall McLuhan

Investigate and acknowledge biases of medium, creator and audience.

Adjust criteria to allow for students' experience and maturity.

Logging/Journaling

The process is the product.

Opportunities to witness learning process and metacognition.

Be aware that learning is being measured via **writing (bias)**.

Interview/Discussion

Opportunities to witness learning process and metacognition.

Be aware that learning is being measured via **speaking (bias)**.

Exemplars

Reveal the target.

Caveat 1: Student demonstrations might mimic exemplars.

Caveat 2: Use average exemplars.

Rubrics/Checklists

Qualitative descriptors of criteria and essential ingredients.

Distribute WITH assignments.

Especially useful when accompanied by exemplars.

Triangulation

Observing/Discussing
Writing (logging)
Speaking
Producing Texts

I don't know how to assess/evaluate it

Postponing Judgment

Logging/Journaling

Interview

Exemplars

Rubrics/Checklists

Triangulation

I don't know how to teach it.

What is 'it?'

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. 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.

1. understanding media texts;
2. explain how conventions and techniques create meaning;
3. create media texts
4. reflect as media interpreters and creators

1. understand
2. conventions and techniques
3. create
4. reflect

I don't know how to teach it.

**Frameworks
Compare And Contrast
Lists
Continuum
With and against
Positioning
A Range of Readings
Production**

**Instructional
Instruments**

**Frameworks
Teaching Strategies**

Key Concepts (aml.ca)

1. Media texts construct reality.
2. Media texts construct versions of reality.
3. Audiences negotiate meaning.
4. Media texts have economic implications.
5. Media texts communicate values messages.
6. Media texts communicate political and social messages.
7. Form and content are closely related in each medium.
8. Each medium has a unique aesthetic form.

Media Literacy 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 message differently.
4. Media have embedded values and points of view.
5. Most media messages are organized to gain profit and/or power.

*All media messages are "constructed."
Each medium has different characteristics, strengths, and a unique "language" of construction.
Media messages are produced for particular purposes.
All media messages contain embedded values and points of view.
People use their individual skills, beliefs and experiences to construct their own meanings from media messages.
Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process.*

Compare And Contrast

examine at least two texts and apply a compare and contrast strategy

Composition of Thirds Power Points

Codes and Techniques



Compare And Contrast

examine at least two texts and apply a compare and contrast strategy

Continuum

asks students to place a range of items along a continuum according to specific criteria

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asks students to place a range of items along a continuum according to specific criteria

Lists

students consider or build a list of items according to set criteria

Lists

the power of the strategy lies in the speaking and listening (**processing**) that it implicates

List the 3 most important communications technologies in students' lives.

List 3 of the most significant communications technology innovations in the last X years.

List 3 games that some people think should be banned.

List 3 games that you think should be banned.

List 3 games that some people think should be banned but they shouldn't be banned.

List 3 things that players learn from games.

List 3 things that players learn from games that some people might worry about.

List 3 things that players learn from games without realizing that they have learned them.

List 3 things that you think the other students will list.

List the 3 most popular toys in class.

List the 3 most popular toys for 1) girls;
2) boys; 3) girls and boys.

List the toys that almost no one plays with
and explain why.

List 3 toys that were popular last year, but
are not popular this year.

List 3 TV shows that parents won't let
you watch.

List 3 TV shows that you can watch, but
not your younger brother(s) or sister(s).

List 3 reasons why some people might not
want children to have TVs in their
bedrooms.

List 3 reasons why parents want their
children to carry mobile phones.

List 3 reasons why schools might ban
mobile phones from the classroom.

List ways that students might use their
mobile phones to learn.

List 3 reasons why some people like to
watch sports on TV.

List 3 reasons why some people don't like
people to watch sports on TV.

Lists

students consider
or build a list of
items according to
set criteria

With and Against

students consider which media
messages they feel comfortable
with (the 'with' part of the
strategy); and
which messages make them feel
uncomfortable (the 'against' part);
and WHY



**WARNING:
Cigarettes
cause
cancer.**

With and against

It is unethical to use the image of a real dying person in an anti-smoking message.

It is OK to use the image of a real dying person in an anti-smoking message.

It is OK to use the image of a real dying person in an anti-smoking message with her permission.

With and Against

students consider which media messages they feel comfortable with (the 'with' part of the strategy); and

which messages make them feel uncomfortable (the 'against' part); and WHY

Positioning

exploring the reader's assumptions about the text and the text's assumptions about the reader

Positioning

What are my expectations of this text?

Who does this text think I am?

What does this text want me to do?

Why?

Why am I (un)willing to comply?

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OPEN HOUSE
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Positioning

analyzing the reader's assumptions about the text and the text's assumptions about the reader

A Range of Readings

Understand *Preferred*, *alternative* and *oppositional*

***Preferred* Readings**

I understand the intended meaning and accept it.

***Oppositional* Readings**

I understand the intended meaning and reject it.

***Alternative* Readings**

Presentation:
I understand the intended meaning and accept/reject it.

***Alternative* Readings**

Reality:
Inaccurate/incomplete prior knowledge has resulted in misinterpretation.

A Range of Readings

*Preferred, alternative
and oppositional*

Production

Consolidation
Integration
Codes and conventions
Group skills
Planning skills
Technical skills
Reading
Speaking
Writing
Critical thinking

Media Products/Texts

- Advertisement**†
- Billboard*
- Brochure*
- Menu*
- Graphic novel*
- News report*†
- Blog†
- Game*†
- Greeting card*
- E-card†
- Poster*
- Report*†
- Podcast†
- Interview*†
- Music†
- Website†
- Music Mix†
- Invitation*†
- Cartoon*†
- Vlog†
- Travelogue†
- Banner Ad†
- T-shirt
- Clothing design *†
- Postcard*
- Text message*†
- Mashup†
- Multimedia Prest
- Storyboard†*
- Textbook page*
- Wrapper*
- Package*
- Documentary†*

* paper

† electronic

I don't know how to teach it.

1. understand
2. conventions and techniques
3. create
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