Media Literacy: A System for Learning AnyTime, AnyWhere...

Part I - Change Management

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The physical is now the digital...
Valuing

*What was scarce is plentiful; what was plentiful is now scarce:*

Access to Information:
- Scarce → Plentiful

Face-to-Face Access:
- Plentiful → Scarce
Information Skills

- Efficient managers of information
- Wise consumers
- Responsible producers
- Active and effective participants in today’s global culture
Process Skills

• Access
• Analyze
• Evaluate
• Create
• Participate

Process Skills + Content Knowledge
= Engaged Citizen
Problem Solving

• Ability to connect and interact opens possibilities for problem solving and community outreach

• 95% of students (13-19) said opportunities for more real-world learning would improve their school

• 92% of adults (including teachers) favored real-world learning

• 81% of dropouts called for more real-world learning, with 47% of dropouts reporting they left school because classes weren’t interesting

* Source: Corporation for National & Community Service 2010
Whole Child: ASCD Compact

• Emphasis on health, health education and lifestyle practices
• Physical, emotional safety in intellectually challenging environment
• Active engagement in learning connected to school and broader community
• Access to personalized learning and qualified, caring adults
• Graduates prepared for success in college, further study or employment in global environment

ASCD is an educational leadership organization in the U.S.
New Child Development Theories

• Jean Piaget, 1954: child development is linear process through which children progress in orderly fashion (factory model).
• 2000+: Children think and reason in the same ways adults from early childhood. Child development is an essentially social process, based on incremental knowledge acquisition driven by cultural experience and social context. (social web model)

Source: Byron Report Addendums on Brain and Child Development, 2008
Student Skills

Outside of school, middle school students:

• Upload/download videos, podcasts or photos (65%)
• Participate in online games (51%)
• Create or modify digital media (40%)
• Mashup (25%)
• Contribute to blog (20%)

* Source: Project Tomorrow Speak Up Survey 2009 (300,000 U.S. students)
Student Skills

Inside school, high school students: 
• Complete writing assignments (79%) 
• Create slideshows, videos and Web pages (66%) 
• Take tests online (34%) 
• Use online textbooks (33%)

* Source: Project Tomorrow Speak Up Survey 2009 (300,000 U.S. students)
What Students Want

• Social-based learning
• Un-tethered learning
• Digitally rich learning
• Opportunities to create

* Source: Project Tomorrow Speak Up Survey 2009 (300,000 U.S. students)
Realign Systems

• Urgent: broad and deep
• Concerted effort needed: legislatures, regulators, higher education, communities
• K-12 system: administrators, unions, teachers, parents, students
• Teachers need support: professional development, administrative and staff support, technology, resources, assessments
Technology Systems

• Scaling up Success.
• Enhancing Teacher Effectiveness.
• Using Data to Inform Learning.
• Increasing Academic Achievement.
• Driving Innovation and New Education Model.

Source: SETDA, 2010 National Educational Technology Trends Report
Teachers Responding

• 76% of K-12 educators use digital media in the classroom, up from 69% in 2008

• 80% of teachers are frequent or regular users of digital media.

Source: Grunwald Associates 2010
Media Librarian’s Role

Chief Information Officer of a school:
• Consulting
• Access to information
• Organize information
• Manage Information
• Innovate
• Teach
Principal’s Role

• Vision
• Communication with constituencies
• Alignment of systems
• Consistency of execution
• Evaluation of results
Emerging Ingredients for Success

- Research-based Frameworks
- Cognitive Complexity in schoolwork
- New assessment approaches
- Media literacy: Methodology for critical thinking and curricular integration
- Self-sustaining Learning Community
- Citizenship
- Community Based Learning
- Global Connections
School Frameworks

• New frameworks for learning
• Convergence of media, technology and education
• Core subjects, process skills and context
P21 Framework
Cognitive Complexity / Critical Thinking

Bloom’s Taxonomy

![Revised Bloom's Taxonomy](image1)

![Original Bloom's Taxonomy](image2)
Cognitive Complexity / Assessments

Examples:
• NAEP for Technology and Engineering Literacy (2014)
• HEAP
• EdSteps
• PISA
• Assessment Training Institute (Stiggins)
• Rich variety of assessment tools
Media Literacy

• HOW to teach critical thinking
• Incorporates deconstruction (analysis) and construction (production)
• A metaframe that provides an entry point for teachers and students
• Habits of mind that provide an internalized filtering system
• Not a new subject, but a new way to teach and to learn
Common Characteristics of Media Literacy

Explores deep and enduring relationships with media and individuals’ role in that relationship

• Focuses more on process rather than content

• Expands the concept of text to all forms – visual, aural or verbal

• Focused on process of inquiry
Core Concepts/Key Words

• Authorship/Constructedness
• Format
• Audience
• Content
• Purpose

Source: Center for Media Literacy
Close Analysis: Fundamentals

Foundational skills:
• Distinguish fact from opinion
• Engage in a sound process of inquiry
• Apply core concepts of media literacy to separate content information from contextual inferences
• Practice habits of mind for lifelong learning
A Learning Loop

A problem is posed:
Questions lead to questions.
More information leads to more insight.
Insights lead to decisions and/or action.
Actions lead to outcomes.
Outcomes lead to evaluation of results.
Evaluation of results lead to discovery and more questions.
........................................and so on.
Citizenship

• Local Village
• Global Village
• Face-to-Face
• Digital
Digital Citizenship

Separate class or integrated into curriculum?
Community Based Learning

• 95% of students (ages thirteen to nineteen) said real-world learning would improve their school
• 92% of adults (including teachers) favored real-world learning (work study, community service, vocational courses)
• 70% of teachers strongly advocated emphasizing real-world learning
• 81% of dropouts called for more “real-world learning

Source: Coalition for Community Schools 2006
Characteristics of Community Based Learning

• Learning occurs outside the standard classrooms and focuses on issues that have meaning for students
• Learning is active and students have a role in decisions
• Learning goals connect personal achievement to public purpose
• Students learn from successes and failures through ongoing assessment
• Community partnerships increase resources and relationships for student learning

Source: Coalition for Community Schools, 2006
The World Community

• The world with a click
• Sense and sensibility!
• Beyond pen-pals
ACT NOW!

• Creative destruction – and reinvention
• No single answer
• Experiment
• The core: media literacy