

CML

Mission: Media Literacy

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MediaLit
KIT™

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

Part I - Change Management

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Center for Media Literacy, 2011

ISBN# 978-1-879419-24-7

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 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

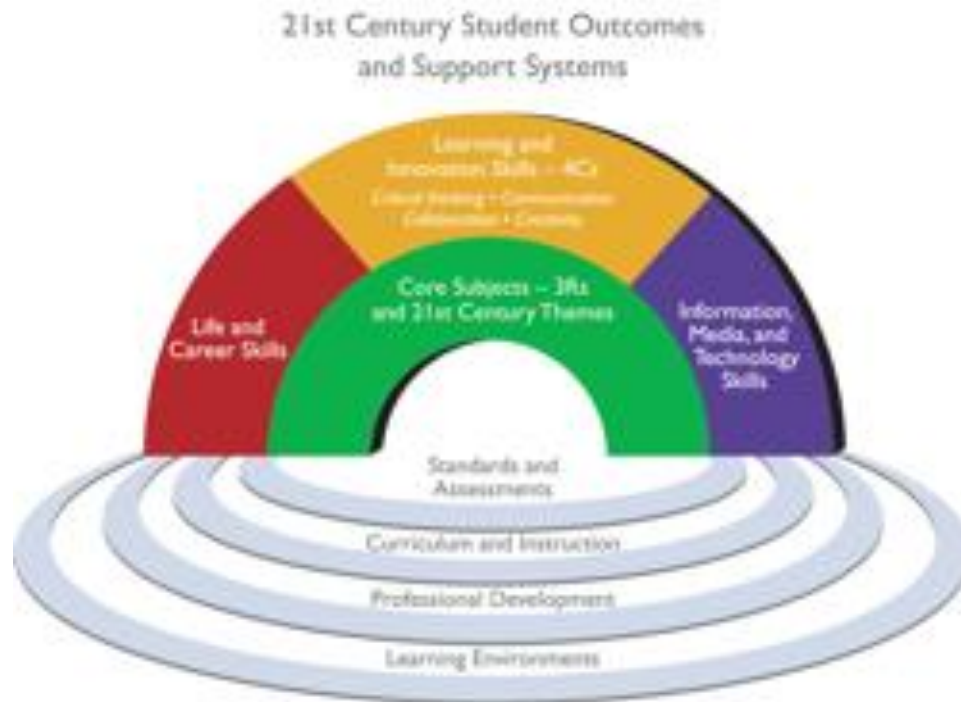
Emerging Ingredients for Success

- 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

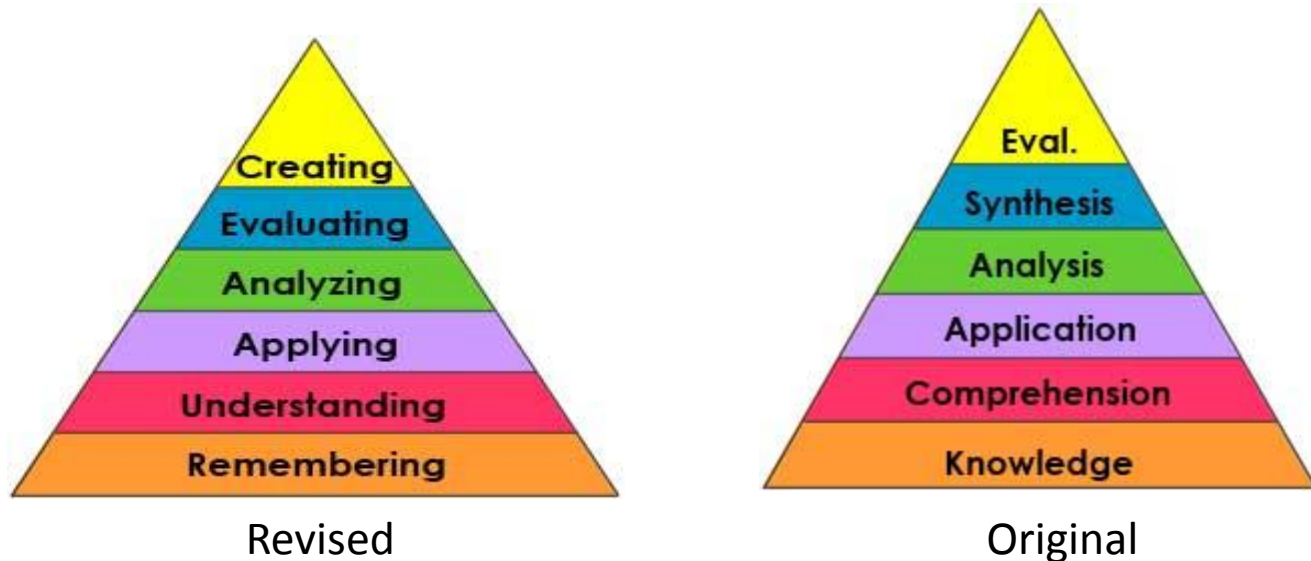
- New frameworks for learning
- Convergence of media, technology and education
- Core subjects, process skills and context

P21 Framework



Cognitive Complexity / Critical Thinking

Bloom's Taxonomy



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