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Theme: Professional Development for Media Literacy

CML has long seen its role as giving people an “onramp” to media literacy – providing information, advocacy, research and development, a consistent philosophy and framework, training, tools (activities, lesson plans, curricula, guides), implementation and evaluation so that media literacy can take its place and be recognized as an effective educational approach that prepares individuals for lifelong learning as critical thinkers and producers of media. This is a tall order!

Taking academic theory and translating it into every-day practical materials that parents and teachers can use is an ongoing commitment that is vitally important for the field to take root and grow. Given that media literacy is a relatively new pedagogy, that began with [Len Masterman's](#) groundbreaking work in the 1980s, the practical elements that make introducing media literacy an easier task for teachers didn't exist until very recently. CML's full-service articulation of its approach began with the introduction of the [CML MediaLit Kit](#) in 2002. The MediaLit Kit is a collection of the basic elements needed to introduce media literacy into a school setting (including curricula that identifies the appropriate Common Core standards). CML's framework for media literacy has now been evaluated, so that users may have the confidence that this approach is [research-based](#) and effective.

CML prides itself in providing training materials that have been piloted and field-tested; we have implemented the curricula that we offer, and we have worked with many teachers at all levels and in many diverse settings. Like most of us, teachers have not “grown up” with media literacy; they were taught in the traditional content-oriented ways, with little focus on the process skills that provide the basis for learning. Yet teachers cannot teach what they do not know – and this lack of awareness and experience is an enormous gap to be filled. Professional development is an imperative so that teachers may provide their students with the foundation for media literacy from an early age – with practice over time, students build their vocabulary and skills toward becoming media literate. And in today's hyper-connected world, being media literate is essential to gaining the skills of citizenship, with the ability to participate and to contribute to a global society.

Professional Development

Spreading the seeds of media literacy through professional development can take many forms – from face-to-face, one hour talks to full-blown interventions that can spread over years, such as [Project SMARTArt](#) or ongoing work that CML has contributed to at [Hathaway Brown School](#). New online courses are now available (for example www.athabascau.ca/platoscave), and with a set of tools such as [CML's Trilogy](#) teachers can teach themselves or work in groups to use a proven methodology and have ready-made lessons.

An exciting and promising characteristic of media literacy work is that it applies across all content areas, and it is universal in that the methodology can be used regardless of the

medium or the geography or the culture. Two exemplars of recent work featuring CML's approach provide an informative glimpse into different models for professional development: one example is set in the U.S., and the other in Bosnia-Herzegovina.

Michigan State University (MSU) Pre-Service Program

Like many media literacy programs, the work being done at Michigan State University's (MSU) College of Education is being driven by a teacher with a passion for the subject: Justin Detmers, who is a CML Fellow. As a Ph.D. candidate with a focus on social studies education, Justin has taught senior undergraduate students in Teacher Education courses (TE407-408) designed to foster content knowledge, pedagogy and professional practices. But by adding media literacy education to his course syllabus, Detmers has introduced aspiring teachers to new terrain. "We don't just teach content, we teach people," Detmers said. "I see media literacy as part of a teaching philosophy, part of a vocabulary that helps teachers foster critical thinking. We want our MSU students to go beyond being social studies teachers – we want them to be critical social educators. With pre-service, we have an opportunity to influence the formation of new teachers, and it is an ideal time to facilitate their use of media literacy in the classroom. I wanted MSU students to be able to apply the CML framework frequently so that it became second nature."

The courses spanned two sessions in 2012-2013, one in fall and one in spring, and Detmers integrated media literacy throughout, providing students with opportunities to explore media literacy through readings, class deconstructions, and lesson planning. The class participated in a wiki that served as a thorough guide and reference for students, with a course calendar, syllabus, readings and handouts, resources, sites and content and personal wiki pages that captured individual student work. One assignment called for students to explore how they represented themselves as teachers; the assignment began by asking each student to "google" him or herself, and then to consciously think about how he/she wished to form their own representation going forward. Part of the rubric for the students' capstone assignment (constructing a two-week unit plan) included the incorporation of critical analysis of media. Zachary Ford Block, one of the students who participated in the TE407-408 course, said, "Our generation embraces this teaching model of incorporating media literacy, but typically, media literacy isn't being taught. There is a generation gap, with those over age 35 having grown up with text books and the generation coming up growing up with screens. The younger generation has short attention spans, and so it is more effective to have five to ten minute segments for sharing information, rather than long lectures. Plus, who needs classroom lectures when you can go online to get information and save time?"

Block cited academic websites such as the Khan Academy, which has spawned the practice of the "upside down" classroom, where teachers send students to the website to see lectures and then spend class time on analysis, discussion and skill-building through practice. "Media literacy complements this approach perfectly," Block said, "because critical thinking and questioning is essential in learning and in educating yourself. We found that using the Five Key Questions of media literacy, and doing a close analysis was fun to do, and that it is a

method that is easy to pass on to students. We need teaching methods that are more engaging and fulfilling and relevant to how we learn today.”

Although Block has now formally graduated from Michigan State University after four years, he is part of a five-year program in which he will spend his final year in a teaching internship with a mentor. “This will give me practical experience so that gradually, I can take on the full load of classroom teaching that will be required of me after my internship. I see myself as a global citizen, and I’m looking forward to teaching abroad after I complete my internship.”

It is through such individual efforts that media literacy education becomes known and more widely practiced – whether in the U.S. or abroad. Detmers has presented at the National Council for the Social Studies conference, giving a poster presentation called “Media Literacy Skills: Foreign Policy According to Kidd Rock,” where he used the CML framework to deconstruct Kidd Rock’s video (sponsored by the National Guard (National Guard Urban Combat Theater Video with Kid Rock Warrior), providing a lesson plan and giving specific examples of how the CML framework can apply to various social studies subject areas. “I met Justin at the Michigan State University undergraduate “I Am a Teacher” Conference and Expo, which is held each year,” Block said. “When I heard him speak on utilizing media in a 21st Century classroom, and on media literacy, I knew immediately that I wanted to learn more. It’s time that we take ‘reading’ and ‘writing’ across different media -- my generation is in between; we started learning with a combination of textbooks and computer screens. But the generation behind me – the generation I’ll be teaching -- is used to screens, and we need to be ready for teaching them.”

Internews in BiH Program

“Train the Trainer” models for introducing innovations have long been a pathway to change, as attested to in Everett M. Rogers classic 1962 treatise, “Diffusion of Innovations.” Given that media literacy is often seen as more about education than about the media, training teachers is seen by media literacy advocates as a way to leverage training one individual into training multitudes, and to enjoy a multiplier effect as a result.

A recent four-day media literacy training conducted by CML Director Tessa Jolls April 25-28 in Konjiv, sponsored by Internews in BiH (Bosnia-Herzegovina), fit the classic mode of providing basic training to primarily university faculty members from both communications and education disciplines. “Since this training followed a previous meeting held by Internews in BiH to gauge interest in media literacy, and to solicit suggestions on how best to advance media literacy in B-H, there was already a built-in understanding of the goals of the training. Our main goal was to provide practical basics so that faculty could immediately put media literacy to work in their classrooms,” Jolls said. “But another important goal was to provide another forum for discussion amongst the faculty themselves, to encourage them to form a community as media literacy advocates.” (See related interview with Vanja Ibrahimbegovic on page 11 in this issue).

The training, which was based on CML's Trilogy on Change Management, Deconstruction and Construction (called [*Media Literacy: A System for Learning Any Time, Anywhere*](#)), gave faculty a chance to:

- become familiar with CML's approach to media literacy, including the Questions/TIPS (Q/TIPS) framework, MediaLit Moments and examples of implementation programs
- explore deconstruction and practice their skills in leading a close analysis by the group
- participate in construction activities and assess their work
- discuss obstacles to implementing media literacy and anticipate how they might approach teaching media literacy at their university
- make a specific plan for integrating media literacy into their curriculum.

"Since media literacy is still in an early stage of adoption in the education system, it is highly important to have face-to-face trainings," Jolls said. "Faculty not only need media literacy skills, but they also need encouragement and reassurance to introduce media literacy – it requires a different approach to teaching since it is a student-centered approach that utilizes a process of inquiry, as opposed to a teacher-centered approach that spoon-feeds information to students through lectures."

The importance of peer-to-peer conversations and networks is emphasized in *Diffusion of Innovations* (see summary at www.enablingchange.com/au/Summary_Diffusion_Theory.pdf). Why? Because the adoption of new products or behaviors involves the management of risk and uncertainty, and generally, people want reassurance from trusted sources that the new approach works and is beneficial. After this training, B-H faculty will (hopefully) be implementing their plans for media literacy. In that regard, it is the *next* meeting of the B-H media literacy group that will be telling, when faculty have the chance to exchange ideas and information about their own experiences.

Research Highlights

Current Research and Trends in K-12 Professional Development

For decades, professional development for K-12 educators has almost entirely consisted of half-day presentations and one-day workshops. Research suggests that most teachers find this approach unsatisfactory. In one national survey, teachers indicated that they felt a sense of efficacy when professional development programs provided opportunities for “hands-on” work which enhanced their knowledge of the content to be taught and how to teach it (Darling-Hammond et. al, “Professional Learning in the Learning Profession,” Technical Report, p. 8).

According to Ann Cunningham-Morris, Director of Professional Development for the Association for Supervision and Curriculum Development, professional development in the last ten to fifteen years has moved towards satisfying teacher demand: “The focus of K-12 professional development has been on job-embedded learning which is built into the daily work of teachers and administrators. The focus has been on research on what we know works, and transferring professional learning to the classroom. It’s not all pull-out anymore, where they leave the classroom to attend a workshop, though that still remains.” In addition to meeting the needs of teachers, professional development efforts have targeted student outcomes: “Today, teachers are learning more about the gaps in student learning. Before, the focus was on what teachers needed. Now the big trend is much more towards building the capacity of teacher leaders to build instruction and assessment expertise.” In commenting on these trends, Cunningham-Morris listed a sampling of collaborative activities in common use: collaborative planning, professional learning communities, group lesson study, research-based protocols for examining student and teacher work.

When asked about the train-the-trainer approach for professional development, Cunningham-Morris highlighted the general need for sustained support in professional development programs: “To me the traditional model of train-the-trainer is that you go into a workshop, and expect those people to turn around and do some type of professional development with their own colleagues. The most effective professional learning includes follow-up, an opportunity for the teacher to practice their new learning, apply it in the classroom, refine it, and to get support to increase their abilities and skills. If you’re going to use a train-the-trainer approach, it’s most effective to provide ongoing follow-up to build the capacity of teachers to understand the methods and content.”

Cunningham-Morris’ observations are supported by recent educational research. In 2004, the School Redesign Network at Stanford University conducted the most comprehensive study of teacher development ever undertaken, and published their findings in 2009. In the Key Findings of the summary report, Linda Darling-Hammond and her colleagues assert that teachers need 49 or more hours of professional development support if they are to measurably improve their skills and student learning (“Professional Learning,” 5). Another key finding underpins Cunningham-Morris’ emphasis on collaborative activities: “Collaborative approaches to professional learning can promote school change that extends beyond

individual classrooms. When all teachers in school learn together, all students in the school benefit” (“Professional Learning,” Summary Report, p.5).

Most U.S. educators are familiar with the single “prep period” they are allowed in the school day. The comparative study of U.S. schools and K-12 schools abroad included in the Stanford report focuses attention on the composition of the teacher work day, and paints a picture of lost professional learning opportunities for U.S. educators. In most U.S. schools, 80% of the teacher work day is allotted to instruction, while 60% of the international educator’s work day is typically allotted for instruction. International educators typically spend their preparation time with colleagues, and frequently engage in collaborative planning and lesson study (Summary Report, p.15).

While U.S. schools generally devote much less time to professional development than their international counterparts, the authors note that U.S. schools have made considerable progress in the area of teacher induction. In 1996, the National Commission on Teaching and America’s Future found that only 8 states mandated and funded induction programs for beginning teachers. An academic survey study conducted in 2004 found that 33 states mandated new teacher mentoring programs, with 22 states reporting funding for those programs. According to the Stanford report, common induction activities included working with a master or mentor teacher; working with a mentor teacher in the same subject area; regular supportive communication with a principal, administrator, or department chair; seminars for beginning teachers, and common planning time (Summary Report, p.24).

In our interview with Ann Cunningham-Morris, we asked whether the “teacher leaders” she referred to might include literacy coaches. She responded, “Leaders might be coaches; it depends on the district, and schools. Some districts have leaders that are instructional coaches. Leaders may be in traditional or non-traditional roles. They may be beginning teacher mentors. Or they may be teacher leaders developing expertise in a particular field, or in leading the learning of a group of colleagues.” What emerges from the evidence is that, while the time U.S. educators have for professional learning may be limited, schools have been deploying individual teachers in a variety of roles, and that many of these leaders are slated for programs which are inserted into the tight schedule of the conventional school day.

Opportunities for Dissemination of Media Literacy Pedagogy in K-12 Professional Development

As our previous article demonstrated, many schools are leaving the one-day professional development workshop in the rear view mirror. The resulting proliferation of alternative forms of professional learning for K-12 educators opens up a variety of opportunities for media literacy educators to advance research and learning in their field. For example, if districts and schools are supporting teacher leaders, some of whom are developing expertise in a particular area, media literacy educators who are recognized as instructional leaders might be able to seek out support for programs to introduce media literacy concepts to their colleagues.

Media literacy advocates might be wise to consider the opportunities afforded by professional development schools. More accurately described as a school-university partnership, the PDS is a hybrid entity which traverses the boundaries between theory and practice. University faculty in the department or college of education set foot on the K-12 school site to conduct research, collaborate with faculty at the school to design professional learning projects, or teach classes to students enrolled in the university's teacher education program. K-12 school faculty mentor teacher education students, make presentations before university faculty, and generally help university researchers become sensitive to current trends in the social contexts of schooling. Many media literacy advocates bemoan their relative lack of access to teacher education programs, and to school or district professional development programs. In this case, a single, informed, passionate educator could introduce media literacy up and down the chain of research and practice. The concepts of media literacy might be introduced to elementary school students and master teachers alike.

Action research presents another opportunity for dissemination of media literacy pedagogy. Action research encourages school personnel to systematically develop a question, gather data, and then analyze that data to improve their practice. In one case study of action research, a PDS partnership between the University of Missouri, Columbia and selected Missouri schools offered a "Classroom Research" course to teacher education candidates working in a participating elementary school, and to interested teachers at the school. A mentor teacher taught the class with support from a university faculty member, who read and evaluated final research papers. Novice and veteran teachers alike met twice each month for the entire school year. Many of the pre-service and working teachers enrolled in the course over multiple years. According to the case study authors, the course helped working teachers turn problems they faced in the classroom into questions that could be explored through research; encouraged them to discuss research questions and how they collected and analyzed data; stimulated them to stay current in research and best teaching practices; and led some to become experts capable of assisting colleagues in site-based professional development built on inquiry (Gilles et. al, "Sustaining Teachers' Growth and Renewal through Action Research").

Action research offers two advantages for the media literacy educator. As the [*Voices of Media Literacy*](#) interviews revealed, a number of interviewees were concerned about the lack of support for research in the media literacy field. With action research, carefully crafted media literacy research can be conducted "from the ground up" at the educator's home site. When such research is reviewed by university faculty, especially faculty within a school-university partnership, chances increase that this research will gain a wider audience. In addition, media literacy educators involved in action research can demonstrate to colleagues how a research-based framework for media literacy can be adapted to meet their needs and the needs of the school as a whole.

Professional learning communities, mentioned in our interview with Ann Cunningham-Morris, could play a vital—if not defining--role in the dissemination of media literacy pedagogy. Professional learning communities are typically groups of four to six teachers who gather to

examine curriculum, assessments and student work. PLCs can be difficult to form and sustain. Trust among participants is needed for honest evaluation of teacher work, and members must learn how to negotiate conflicts as they arise. Fortunately, research-based protocols for reflection and evaluation (also mentioned in our interview with Cunningham-Morris) can add stability to the functioning of professional learning groups. A PLC which meets these challenges can help its members engage in sustained critical reflection and inquiry on their own teaching practices.

Successful PLCs draw attention to issues of empowerment. In her case study essay, “Deepening the Work: Promise and Perils of Collaborative Inquiry,” Diane Wood argues, “Making collective inquiry a part of teaching practice is a particularly effective way to invest in teachers the respect and responsibility they need, and to ensure that schools become ‘learning organizations’” (144). In other words, PLCs which demonstrate a high level of commitment and professionalism should have some say in the development of curriculum at the school. In her observations of two PLCs, Wood points to the academic improvement which PLC members were able to document since they began working together: “Their ‘cycles of inquiry’ produced data, in terms of student work and improving standardized test scores, with which they can *account* for the quality of their professional labors” (145, emphasis in original). Wood concludes, “By providing as many resources as possible to those who voluntarily undertake PLC work, and by publicizing that work to the school, the district, the school board, and the larger public, school leaders could create a truly accountable school culture” (ibid). If PLCs such as these field test media literacy methods, document the rigor of their process, and demonstrate their commitment to teaching skills for work and citizenship in the 21st century, they’re likely to have an audience as they ask, how can we afford to *not* teach media literacy skills?



CML Professional Development Training in Bosnia

In April, CML's President and CEO, Tessa Jolls, travelled to Bosnia to lead a professional development training session sponsored by Internews for educators and media professionals. The training spanned four days and included hands-on opportunities for learning and discussion.

“The TOT that Tessa led with Internews was a pioneering training in media literacy for Bosnia-Herzegovina, and part of our overall mission to strengthen independent media in the country. A lofty goal, yes, but one that we approach with cross-cutting activities to create a more supportive environment for journalists and to help media provide more reliable and accurate information to citizens. Developing local capacities in media literacy feeds into the overall democratic process – better reporting leads to a more informed and media literate electorate who will demand better governance. We're excited to be working with CML on getting this long-term project started.”

Sue Folger, Chief of Party, Internews.

CONSORTIUM
for **MEDIA LITERACY**

Uniting for Development

About Us...

The Consortium for Media Literacy addresses the role of global media through the advocacy, research and design of media literacy education for youth, educators and parents.

The Consortium focuses on K-12 grade youth and their parents and communities. The research efforts include nutrition and health education, body image/sexuality, safety and responsibility in media by consumers and creators of products. The Consortium is building a body of research, interventions and communication that demonstrate scientifically that media literacy is an effective intervention strategy in addressing critical issues for youth.

<http://www.consortiumformedia literacy.org>

Resources for Media Literacy

Interview with Vanja Ibrahimbegovic, Internews, Bosnia-Herzegovina

In last month's issue of *Connections*, we discussed the argument that hate speech is a necessary precursor to genocide. That may well have been the case in the former Yugoslavia, where ethnic cleansing cruelly devastated the region from 1991 to 1995. Clearly the conflict was not inevitable. Instead, it was the end result of a series of carefully orchestrated propaganda campaigns. A good case in point is the news telecast which assured Slobodan Milosevic's rise to power.

After World War II, Josip Tito, the communist dictator of Yugoslavia, officially granted autonomy to the southern province of Kosovo, which was largely populated by Albanians. Tito's security chief and other Serb officials still controlled the region by force, however, and by the 1980s, Kosovar Albanians rebelled with mass demonstrations, periodic riots and sporadic attacks on Serbs.

In 1985, a group of Serb intellectuals drafted an internal memorandum to call attention to the loss of Serbian control, and more importantly, to the victimization of Serbs. The narrative justifying war began to develop when the memorandum was leaked to a Belgrade paper. Serbs had long sacrificed themselves for the rest of the federation, but now "racist" Albanians were waging "total war" on Serbs, driving them out of Kosovo through high birth rates and other means of domination (Armoudian, *Kill the Messenger*, 80). The appeal resonated with Milosevic and other Serb politicians. Milosevic eagerly capitalized on the nationalist fervor inspired by the memorandum, and with his encouragement, Kosovo Serbs launched their own counter-demonstrations.

On April 24th, 1987, Milosevic attended a meeting in the Kosovo town of Polje. Milosevic had tacitly approved the presence of Belgrade television outside the meeting venue. In the meanwhile, nationalist activists staged a made-for-TV provocation--an angry mob and a truck full of stones to throw at local police. Approximately fifteen thousand Serbs and Montenegrins tried to force their way into the hall where Milosevic attended his meeting. Police blocked the entrance, and demonstrators hurled stones until the police responded with clubs. "Murderers! They are beating us!" the crowd cried out. Milosevic gravely emerged and faced the cameras. He signaled police to allow Serbs entry and declared, "From now on, no one has the right to beat you! No one should dare beat you!" TV Belgrade repeated the scene over and over, showing only the police response and Milosevic's entrance, not the stones throwers or the cache of stones nearby. Overnight, Milosevic became the unquestioned nationalist Serb leader (Armoudian, 81).

For this issue of *Connections*, we interviewed Vanja Ibrahimbegovic, the director of Internews, an organization funded by USAID devoted to the development of independent media in Bosnia-Herzegovina. Ibrahimbegovic recently organized and participated in the media literacy training with CML President and CEO Tessa Jolls.

CML: Could you tell us more about Internews?

VI: We're part of a five year effort funded by USAID to strengthen independent media in Bosnia-Herzegovina. From the end of the war in 1995 to 2001, there was a huge influx of international money to support independent media. The idea was that the growth of independent media could stop the spread of hate speech and propaganda, which had played such a big role in the buildup to the war. In 2001, research showed that progress had been made, international aid stopped, and in the next five years, the situation got worse. The media became politically dependent, and independent media in Bosnia became rare. We have a pretty good legal framework to ensure the independence of media, and analyses have shown that we have some of the best media laws in the region, but practical implementation is an issue. Next week there will be a public debate on amendments to our constitution to limit freedom of expression. Political leaders are attempting to limit access to information, but they have framed that as a measure to protect privacy. We still have corrupt politicians here who were around during the war.

CML: How did you become interested in media literacy education?

VI: We were always trying to find a strategic approach for strengthening independent media. Media literacy put our work more into context. No one was mentioning it until we did two years ago. Through our research we found arguments for media literacy, and an expanding area of activity. The main argument was that it's really impossible to do independent media work without an audience of citizens who demand better quality media. That hadn't been taught at all, anywhere. On the other hand, Bosnia-Herzegovina has been aspiring to EU membership—it's become a wide political concern. For that reason, all our democratic reforms are linked to what the EU requires. Media literacy becomes justified because the EU promotes media and information literacy, the use of new technologies and participatory citizenship. That's been our way for entering the field. We can educate our audience about media literacy, and in turn they will demand good quality media, and support the development of independent media.

Media law has never been taught in Bosnia-Herzegovina, so we've organized educational activities in universities, and in law and journalism schools. We organize media literacy clinics where we invite journalism and law students to work together on different media law issues. We use teams of trainers, peer trainers, and law and journalism experts. We use an interactive approach and encourage students in both programs to share their points of view.

I've started to work with university faculty on media literacy curricula since the conference in April and our staff training with the Center for Media Literacy. In October we'll have media literacy clinics which use the Five Key Questions. For the media law clinics, journalists and legal scholars are our primary target groups. They'll get some basic media literacy concepts. We're still formulating what we'll do with other students.

CML: We've heard that you do work on hate speech. Can you tell us more about it?

VI: I deliver workshops on hate speech that combine two approaches. I work with a colleague who speaks about legal issues, and I speak about media practice. We show two ways of understanding freedom of expression. In the U.S. it's a fundamental right. The EU clearly bans hate speech because it has such an old history in Europe, including the Balkan region.

CML: What are the elements of hate speech?

VI: It's hard to define. There is no specific law in Bosnia-Herzegovina, no verdicts, no precedent. There is a precedent in the practice of the European Court of Human Rights. We do have a self-regulatory framework here for media that deals with hate speech. We have a media and communications regulator in Bosnia-Herzegovina which is responsible for licensing radio and TV stations. Licenses can be revoked for hate speech. That framework was worked out in 2003 with the support of the international community, mostly the UK. In the last ten years we've had no cases. But that's largely because we have no real monitoring. Citizens have to complain.

Recent research on local elections looked at 30 media, including ten print publications and thirteen web portals. They were monitored for three or four months, and 50,000 media items were analyzed. Just 1.36% was problematic content. And yet everyone in Bosnia-Herzegovina talks about how hate speech is present.

There's a lot of public talk about hate speech because we're an ethnically divided society trying to live in one society. There are too many ways to obstruct cooperation on this issue. Each group has their legal rights. Each has a different agenda. It creates an open space for manipulation, and there hasn't been much change in the last 20 years. We're always on the verge of tension, and at election time, more tension is created in the media. We have three different media, three audiences [of Serbs, Croats, and Bosniaks], and hate speech becomes a handy tool before each election. People tend to forget about the real issues, and everyone turns to vote for their group. If you look at our news, you'll find that about 80 percent of news around election time is based on the daily routines of politicians. It's a remnant of our previous communist system. News is what the head said.

Recently I saw some research by the association of journalists in Bosnia-Herzegovina who conducted telephone interviews with audiences. It was limited to a relatively small sample. They were trying to get some idea of audience perceptions of media here. I found it interesting that 40 plus percent of the sample thought that the media don't report on relevant issues like economy, corruption, health and education.

CML: How do you teach about hate speech?

VI: The EU doesn't offer a definition of hate speech, but it does provide certain conventions for analysis. We have students look at the circle of elements, the circle of hate speech. First

there's the verbal attack aimed to another, based on gender, ethnicity, sexual orientation or religion. We teach how that leads to the creation of stereotypes and prejudice. The legal framework on hate speech deals only with violence, but it's linked directly with public speech that led towards violence based on prejudice and stereotypes. We also lead discussions on content in Bosnia, and media literacy is part of that discussion.

CML: Do you have any examples that you can share?

VI: Yes. I think this one will show how complicated the issue is. There are two important events in our history which fall on the same date. The Nazi occupation of Yugoslavia ended on the 6th of April, 1945, and the siege of Sarajevo began on the 6th of April, 1992. Last year a famous theater and film director had an idea for marking both dates. It was called the Sarajevo Red Line, and it was made of red chairs that were placed in a line through the city. Each chair represented a citizen who had been killed in the siege of Sarajevo from 1992 to 1995. The director was a controversial character who had many friends and many enemies in Sarajevo. Everyone loved the idea for the event. There was a lot of fundraising, and it was funded publicly as well. But during a Q&A at the event, the director took a question from a journalist at a web portal, and she said that he had plagiarized his idea from Coca Cola. He tried to explain that this was an art piece, a symbolic representation. The exchange became unpleasant. Later the journalist wrote an article accusing the director of plagiarism, as well as for hate speech towards her. He tried to publish a press release about the event. It was refused at the web portal, and he published it elsewhere. In the meanwhile, the journalist brought a complaint before the Press Council claiming that the director had used hate speech. Other web portals published his reaction to the complaint. I examined the content I could find from the event and the aftermath, and I couldn't find anything that appeared to be hate speech.

CML: So why was there such a strong reaction?

VI: It really has to do with the fact that the war happened recently, and we still have fear of the other. We don't trust each other. We trust our own media. It's clear who is in the majority in different cities in the region. It's clear how they will write about issues. There's an ethnic dimension to everything in our media--sports, arts, education, health. It's a burden to life itself. The tension that's created with elections is often focused on what happened 20 years ago. This is how hate speech generates itself.

We had many people living in Bosnia-Herzegovina who were internally displaced during the war. There was supposed to be a process of return, but that didn't really happen. People reclaimed their property, then sold it so that they could move to a municipality with people of the same ethnicity.

People still get most of their news on radio and TV, but they're getting news on the internet more and more. The comments section for articles is easily accessible for audiences, and it's

very interesting to read them. The article can be about Angelina Jolie, or whatever. The comments are about different ethnic issues.

This region has been building democracy for the last 20 years, but it can't build dialogue in 20 years. There isn't really dialogue in the U.S., and you've had 200 years. It takes time, and it takes a different kind of education. Education here is a political compromise. We have reforms that have been mandated by the international community, but we still have a divided educational system. It's based on differences. We have different histories of the war. We have no political consensus on curriculum, and some of the political players who were active during the war are still here. How can we expect the next generation to resolve the conflict if they are taught about differences and are brought up with fear of the other?

CML: In your view, how does media literacy education promote human dignity?

VI: It's not done here, and that's why I've been interested in the issue of human rights. How can we make that happen here? Media literacy is a great tool for discussing different issues dealing with human rights, by discussing how media enter into people's lives. As you might conclude now, Bosnia-Herzegovina doesn't really qualify to be called a tolerant society. We're trying to build democracy, but when we talk about human rights, so many issues are taboo. In our constitution we support international European laws and conventions, but in practice we have a lot of issues with discrimination. The LGBT community is invisible. Women make up a huge percentage of the victims of domestic violence. All these issues are neglected by the media.

Resources for Teaching and Research

Sources Cited:

Darling-Hammond, Linda, et al. *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. Palo Alto, CA: Stanford University School Redesign Network.

Accessible at: <http://edpolicy.stanford.edu/publications/pubs/187>

Gilles, Carol, et al. "Sustaining Teachers' Growth and Renewal through Action Research, Induction Programs, and Collaboration." *Teacher Education Quarterly* 37.1 (2010): 91-108.

Wood, Diane R. "Deepening the Work: Promise and Perils of Collaborative Inquiry." *Teachers Learning in Community: Realities and Possibilities*. Eds. Diane R. Wood and Betty Lou Whitford. Albany, NY: SUNY Press, 2010. 119-148.

Any of the essays from this volume will repay further study

Recommended Resources:

Association for Supervision and Curriculum Development (www.ascd.org)

One of the pre-eminent organizations in the field of professional development, ASCD offers a wide range of professional development services, from videos of best teaching practices in action to design of professional development programming for entire schools. The list of books and guides on topics related to professional development is substantial as well. We browsed through several chapters of Douglas Reeves' *Transforming Professional Development into Student Results* (available in both print and e-book formats) and found that it not only treated several important curriculum and assessment issues with analytic precision, but with great wit as well.

Cavanaugh, Cathy, and Kara Dawson. "Design of Online Professional Development in Science Content and Pedagogy: A Pilot Study in Florida." *Journal of Science Education and Technology*.

Some of the largest and most carefully designed professional development programs are in the field of science education. Online programs are a frequent subject of debate in the field of professional development, and this case study suggests how online components may successfully be integrated into a professional development program.

Doolittle, Gini, et al. "Creating Professional Learning Communities: The Work of Professional Development Schools." *Theory Into Practice* 47.4 (2008): 303-310. This essay is a good introduction to the functioning of professional learning communities within the framework of school-university partnerships.

English, Fenwick W., ed. *Encyclopedia of Educational Leadership and Administration*. Ebook. Sage Reference Online, 2007.

This online reference includes useful entries on mentoring, action research, professional learning communities, teacher leadership, professional development schools and capacity building of organizations. All entries include recommendations for further reading. Other entries may be worth perusing to gain a sense of the managerial and organizational contexts of professional development programs.

Little, Judith Warren. "'Looking at Student Work' in the United States: A Case of Competing Impulses in Professional Development." *International Handbook on the Continuing Professional Development of Teachers*. Eds. Christopher Day and Judyth Sachs. New York: McGraw Hill Professional Publishing, 2007.

The issues of professional learning communities and empowerment discussed at the conclusion of our second research essay are examined in some depth here. The volume in which this essay appears is somewhat theoretical in orientation, but it can be helpful for asking questions about the philosophy of education "behind" professional development programs.

Walmsley, Angela, et al. "Developmental Stages of a Professional Development School: Lessons From a Long-Term Partnership." *School-University Partnerships* 3.2 (2009): 69-79.

Another good overview of the functioning of professional development schools.

Xu, Jianzhong. "Promoting School-Centered Professional Development Through Teaching Portfolios." *Journal of Teacher Education* 54.4 (2003): 347-361.

Teaching portfolios aren't just extended resumes. They're valuable tools for collegial reflection on instruction, curriculum and assessment.

Med!aLit Moments

This Is My Life—Or Is It?

Popular media can indeed be formulaic. Witness this line of dialogue from the latest Superman reboot: “You’re a monster, Zod, and I’m going to stop you!” Audiences are often willing to forgive formulaic plot scenarios because they’re still entertaining. Must we be in a critical or unforgiving mood in order to be good, media literate critics? In this MediaLit Moment, we reverse engineer the process of criticism. Instead of starting as critics, your upper elementary students will have the chance to reflect on their lives as a kind of text, complete with themes and characterization, and they’ll use the insights they gain to explore the construction of media texts with an open mind.

Ask students to identify themes in their lives, and to identify media characters who seem to share them.

AHA! I have a lot in common with this character, but that doesn’t mean I have to do the same things she does!

Key Question #1: Who created this message?

Core Concept #1: All media messages are constructed.

Key Question #2: What creative techniques are used to attract my attention?

Core Concept #2: Media messages are constructed using a creative language with its own rules.

Grade Level: 4-6

Materials: Pencil, paper, imagination

Activity: At this point it’s likely that you’ve discussed themes in literature with your students. Introduce the idea that people also have themes in their lives. Life themes can reflect ongoing challenges (e.g., struggles for independence), moral statements (e.g., good friends are priceless), or repeating patterns (e.g., so much effort for so little return). Life themes are as various as literary themes. Have any of your students said, “Yeah, that’s the soundtrack of my life”? Anyone who has ever felt invisible is likely to resonate with the aphorism: “Children are best seen and not heard.” After this discussion, ask students to work in pairs, and ask each student to write one or more words which describe himself. Then ask them to discuss the kinds of events, feelings and phrases that seem to follow from those descriptions—their life themes.

Next, ask students to think of popular media texts with characters who seem to have the same life themes. Open up the floor for a whole class discussion of media characters and their life

themes. Next, ask students to pay attention to the plots of those texts, and the choices which characters make. Would they make the same choices or different ones? Why do the characters in these texts make the choices they make? As students encounter the apparent inevitability of the choices media characters make, draw attention to Core Concepts #1 and #2.

The Five Core Concepts and Five Key Questions of media literacy were developed as part of the Center for Media Literacy's MediaLit Kit™ and Questions/TIPS (Q/TIPS)™ framework. Used with permission, © 2002-2013, Center for Media Literacy, <http://www.medialit.com>