



Approaches to Teacher Education in Media Literacy

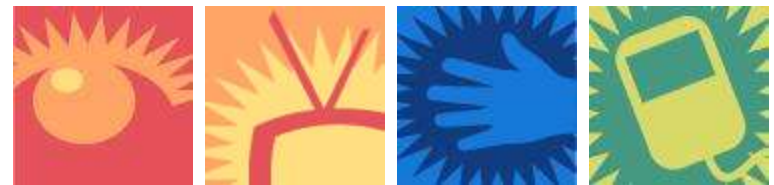
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International Reading
Association

Atlanta, Georgia

May 3, 2008

Technology Tools to Engage ALL
Learners in Literacy



TECHNOLOGY



**TOOL: A resource that helps
you do or make things**

TECHNOLOGY



Hardware

Computer
Digital camera
Microphone
Cell phone
Television
DVD player
Television
PDAs

Software

Word
Powerpoint
I-movie
Audacity
Search engines

**TOOL: A resource that helps
you do or make things**

TECHNOLOGY



MEDIA: Forms of
expression and
communication

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TECHNOLOGY



**Books
Novels
Comics
TV shows
Photographs
Images
Videos
Movies
Videogames
Music**

**Comedy
News & journalism
Documentary
Information
Opinion
Reference materials
Reviews, criticism**

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TECHNOLOGY

**DISTRIBUTION &
PARTICIPATION:**
A means of sharing



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TECHNOLOGY

**DISTRIBUTION &
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**Publications
Presentations
Performances
Wikis**

**Websites
Email/IM/chat
You Tube
Skype
Social networking
Flickr
Blogs**



MEDIA: Forms of
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TECHNOLOGY

**DISTRIBUTION &
PARTICIPATION:**
A means of sharing

PEDAGOGY: A way of learning and teaching



MEDIUM: A form of expression and communication

TOOL: A resource that helps you do or make things

TECHNOLOGY

DISTRIBUTION & PARTICIPATION:
A means of sharing

PEDAGOGY: A way of learning and teaching



ACCESS

**ANALYZE/
EVALUATE**

COMMUNICATE

ADVOCATE

Media Literacy



Media literacy
is the ability to **access,**
analyze,
evaluate and
communicate
messages
in a wide variety of
forms.





The purpose of media literacy education is to help individuals of all ages develop the **habits of inquiry** and **skills of expression** that they need to be **critical thinkers, effective communicators** and **active citizens** in today's world.

--Core Principles of Media Literacy Education, AMLA, St. Louis (2007)

Promoting Habits of Inquiry



Authors & Audiences	Authorship: <i>Who made this?</i>
	Purpose: <i>Why was it made? Who is the target audience?</i>
	Economics: <i>Who paid for it?</i>
	Impact: <i>Who benefits from this? Why does this matter to me?</i>
	Response: <i>What kinds of actions might I take?</i>

Promoting Habits of Inquiry



Messages & Meanings	Content: <i>What is this about? What values and points of view are expressed? What is omitted?</i>
	Techniques: <i>How was this constructed? What tools and techniques were used?</i>
	Interpretations: <i>How might different people understand this message? What is my interpretation and what do I learn about myself from my reaction?</i>

Promoting Habits of Inquiry



Representations & Realities	Representation: <i>How does this message represent its subject?</i>
	Context: <i>When was this made? Where or how was it shared?</i>
	Credibility: <i>What are the sources of information, ideas or assertions? What criteria do I use to evaluate it?</i>



**Authors &
Audiences**

**Messages &
Meanings**

Representations & Realities






Teacher Education and ML Integration in ELA

Independently initiated by teacher enthusiast who is:

- ✓ comfortable with technology & risk-taking
- ✓ motivated by a passionate interest
- ✓ responsive and respectful of students
- ✓ confident in the recursive process of curriculum development





Teacher Education and ML Integration in ELA

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Introduced through staff development with teachers who may be:

- ✓ confused about the program's purposes and goals
- ✓ uncomfortable when feeling loss of expertise or loss of control
- ✓ unfamiliar with or uninterested in technology



Alignment Issues

Teacher Motivations

Instructional Methods

Approaches to Teacher
Education

Media Texts, Tools &
Technologies

Approaches to Teacher Education

Teacher Education

- Self-taught enthusiast
- Staff development programs
- Curriculum-based approaches
- Mentoring
- Research partnerships
- Formal education (theoretical, conceptual)

Theoretical & Conceptual Foundations

Teacher
Education

- Understanding that all messages are **constructions**, created by authors for specific purposes and making use of specific production practices and techniques;
- Recognizing that audiences are **active** in the meaning-making process as they make connections between the text and their own lived experiences;
- Appreciating that different forms and genres of communication make use of specific **codes, conventions** and symbolic forms;
- Understanding how values and ideologies are conveyed in messages in ways that **represent** certain world views to create **social reality**;
- Knowing that media messages, media industries and technologies of communication exist within a larger **cultural, historical, political, economic and regulatory framework**;
- Appreciating that media messages have effects upon the attitudes, beliefs and behaviors of individuals and **influence** the actions of social institutions.

Examining Teacher Motivations

Teacher
Motivations

Questionnaire on motivations

Examining Teacher Motivations

Teacher Motivations

- Engagement and motivation
- New forms of literacy
- Workplace skill development
- Citizenship, democracy & social change
- Aesthetic and cultural appreciation
- Protection from negative influences

What Type of Texts are Used?

Texts, Tools &
Technologies

- Creative, artistic texts
- Online informational texts
- Mass media and popular culture
- Alternative & community media
- Texts for political, social advocacy
- Online participatory media

What are the Priorities?

Texts, Tools &
Technologies

- Platform, hardware, software issues
- Training, education for teachers
- Teacher-centered or student-centered technologies & software
- Filtering/blocking software
- File storage for student work
- Copyright policy

Texts, Tools & Technologies

Texts, Tools & Technologies

- ✓ **How and why do school districts control use of texts, tools and technologies in school?**
- ✓ **How do faculty in schools of education model the use of texts, tools & technologies?**
- ✓ **What are the opportunities & risks when students bring in texts, tools & technologies to the classroom?**
- ✓ **What role can teachers play in addressing policy issues related to the use of texts, tools & technologies?**

Instructional Methods

Instructional Methods

1. Use media texts & technologies
2. Reflect on media consumption and participation
3. Critical analysis and evaluation of media texts and technologies
4. Compose and create using media and technology tools
5. Participate in appropriate forms of advocacy/action

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