

## **EDB Professional Development Programme**

### **e-Learning Series: Media Literacy in the Junior Secondary English Classroom**

#### **Enhancing Critical Thinking Skills through the Use of Digital Texts**

**Facilitator: Pelin Guney**

# Icebreaker

1. What kind of 'media' do you use in class?
2. What activities have you used to analyse the media?
3. Have your students created any media? What are they?

# Aims

- To experience, reflect on and evaluate a range of activities using digital texts at the junior secondary level
- To be exposed to approaches, frameworks and strategies to support the development of media literacy and critical thinking skills in the English Language classroom and discuss how they can be applied to their own contexts
- To consider different learning technologies that can be used with students to analyse, produce commentaries on and to produce creative digital texts

# Workshop Schedule

- Introduction
- Demonstration 1 – Responding to and creating media:  
Advertisements

## Break

- Demonstration 2 – Responding to and creating media:  
Online news
- Final reflection

# Learning technologies

**iMovie**

**Popplet**

**Padlet**

**QR Code  
Reader**

# Learning technologies

<https://www.kiddle.co/>

# Learning technologies



Q something funny   Search

Q All  Images  Videos  Maps  News  More Settings 

Size ▼ Color ▼ **Labeled for reuse** ▼ Type ▼ Time ▼ More tools ▼ Clear

# Defining media literacy

## MEDIA LITERACY

Media literacy is the ability to access, analyse, evaluate, and create media.

Media literate youth and adults are **better able to understand the complex messages** we receive from television, radio, the Internet, newspapers, magazines, books, billboards, video games, music, and all other forms of media.

*[The media literacy project \(online\)](#)*



# Building media literacy

## Key concepts

**Production**

**Language**

**Representation**

**Audience**

# Building media literacy

## Key concept: Production

- Technologies
- The industry
- Connections
- Regulation
- Circulation and distribution
- Access and participation

# Building media literacy

## Key concept: Language

- Meanings
- Conventions
- Codes
- Genres
- Choices
- Combinations
- Technologies

# Building media literacy

## Key concept: Representation

- Realism
- Telling the truth
- Presence and absence
- Bias and objectivity
- Stereotyping
- Interpretations
- Influences

# Building media literacy

## Key concept: Audience

- Targeting
- Address
- Circulation
- Uses
- Making Sense
- Pleasures
- Social differences

# Selecting Digital Texts

**Think about the main issues you would face when selecting digital texts for your students. How would these issues affect your lesson planning?**

# Selecting Digital Texts

Age appropriacy

Cultural appropriacy and relatability

Ethical content

Accessibility

Complexity of meaning

Usability in terms of providing scaffolding for creation of a similar text

Copyrights

Speed and density

# Demonstration 1:

## Responding to and creating media: Advertisements

### Aims

- To watch and analyse an advertisement
- To consider perceptions of body image created from images in advertisements
- To develop thinking skills and practise giving personal opinions - to challenge and reject media
- To plan and create an advertisement



# Demonstration 1: Responding to and creating media: Advertisements

## Dove Evolution

<https://www.youtube.com/watch?v=KN2yunRynks>

# Demonstration 1:

## Responding to and creating media:

### Advertisements

Choose a word that best describes the video

# Demonstration 1:

## Responding to and creating media:

### Advertisements

Watch the video again and analyse it using these questions

<b>The product</b>	When and where did you see the product?	
<b>The settings</b>	How many settings did you see? What kind of settings are they? Realistic? Fantasy?	
<b>The people</b>	Can you describe one of them?	
<b>The production style</b>	Is this a comedy? Action? Documentary? What did you notice about the pace of the ad? Is the editing logical?	
<b>The soundtrack</b>	Are there any sound effects? How would you describe the music? Is there a voiceover?	
<b>The captions</b>	Is there any text on the screen? Is there any catchphrase?	

# Demonstration 1: Responding to and creating media: Advertisements

How do you feel about Dove Evolution?

# Demonstration 1: Responding to and creating media: Advertisements



# Demonstration 1:

## Responding to and creating media: Advertisements

### Reflection on advertisements:

- How would you adapt the demo?
- When do students have the opportunity to think critically?
- What impact does bringing ads into the classroom have?
- Why give students e-tools to annotate or comment on texts?

# Demonstration 2:

## Responding to and creating media

### Online news

#### Aims

- To consider the factors for evaluating web pages
- To evaluate online news
- To respond to fake news stories

# Demonstration 2:

## Responding to and creating media

### Online news

How do you use news stories with your students?



# Demonstration 2:

## Responding to and creating media

### Online news

Are you a good digital citizen? Take the quiz.

<http://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/are-you-good-digital-citizen>

# Demonstration 2:

## Responding to and creating media

### Online news

- **Brainstorm**
- **Question**
- **Watch a video**
- **Take a quiz**

# Demonstration 2:

## Responding to and creating media

### Online news

How to spot fake news online?

- Accuracy
- Authority
- Purpose
- Audience
- Coverage
- Objectivity
- Currency

# Demonstration 2:

## Responding to and creating media

### Online news

## Five ways to spot fake news

<http://learnenglishteens.britishcouncil.org/study-break/video-zone/five-ways-spot-fake-news>

# Demonstration 2:

## Responding to and creating media

### Online news

#### Reflection on online news:

- What was useful for you in this demonstration?
- How would you adapt this for your students?
- How would you approach using the news in your classes now?

# Recap

- Building media literacy
- Employing critical thinking skills
- Responding to and creating media by advertisements and online news

# Key references

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