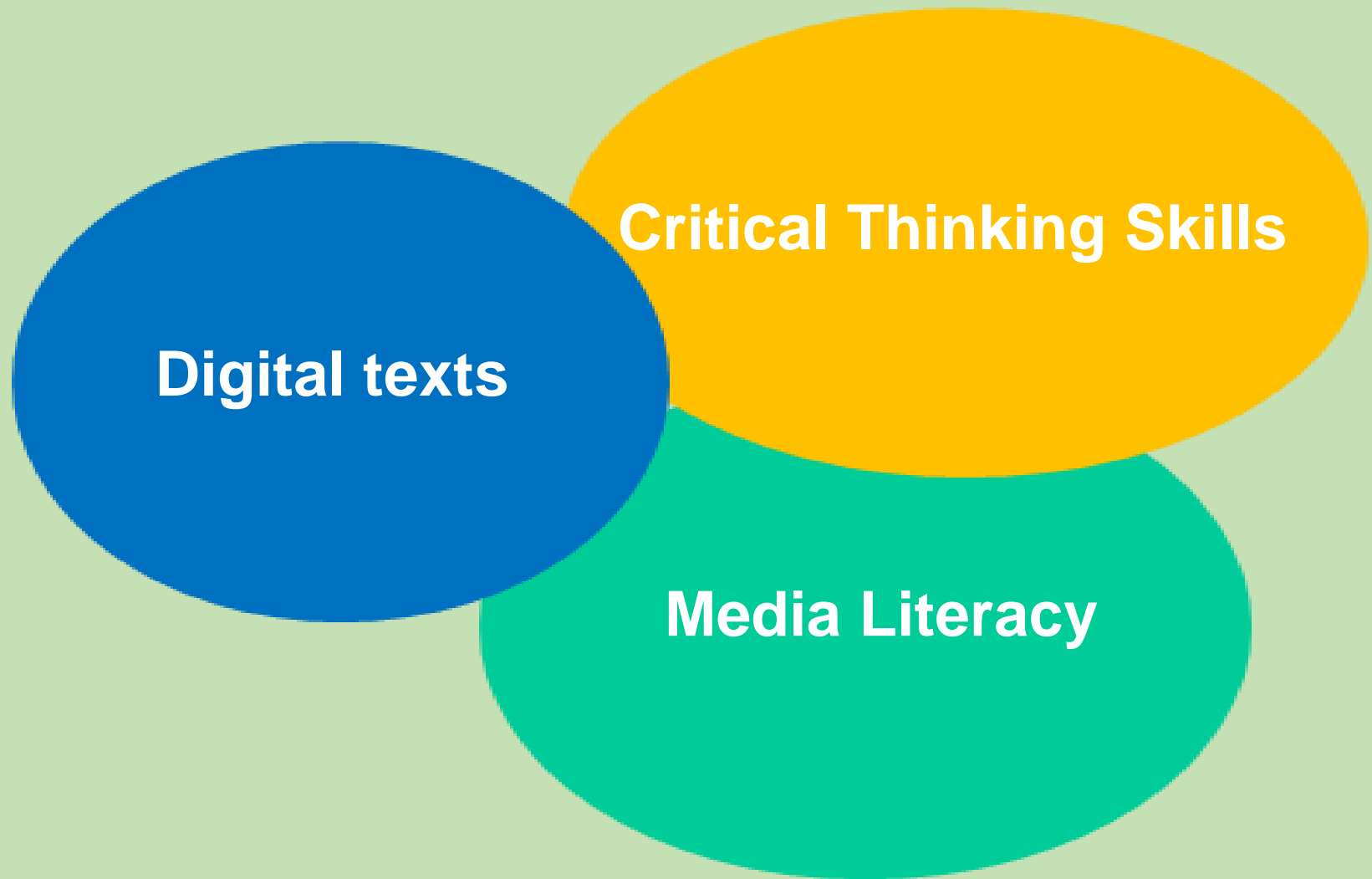


Media Literacy in the Junior Secondary English Classroom - Enhancing Critical Thinking Skills through the Use of Digital Texts

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; and
- To consider different learning technologies that can be used with students to analyse, produce commentaries on and to produce creative digital texts.

Building Media Literacy



Building Media Literacy

Digital **texts**

Layers used
to create
simultaneous
meaning

Configured for genre
& audience:

Score
Sound effects
Voice over

Sequenced,
timed, paced
for impact &
positioning

Titles, font size,
animation
Images

Building Media Literacy

Critical Thinking Skills

Critical thinking is drawing out meanings from given data or statements.

It is concerned with determining the potential accuracy of given statements.

It aims at generating and evaluating arguments.

Critical thinking is the questioning and enquiry we engage in to judge what to believe and what not to.

Building Media Literacy

Media Literacy

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

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

Building Media Literacy

Production

Language

Representation

Audience

Building Media Literacy

- Watch this news report on media literacy in the USA
 - What classroom activities could you use?
 - How relevant is this to Hong Kong?
- https://www.youtube.com/watch?v=6wQCDqq_WUg

Selecting Digital Texts

- Age
- Appropriacy
- Complexity
- Cultural Understanding
- Speed/Density
- Usability (Is it a good model?)
- Copyright

Demonstration 1 - Adverts

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 a storyboard for an advertisement; and
- To use comparative adjectives to describe changes.

Demonstration 1 - Adverts

How can we change an image?

Photoshop!!

Demonstration 1 - Adverts

1. Is media that promotes an ideal appearance a good thing?
2. What can you do to stop the 'ideal' culture?

Demonstration 1 - Adverts

1. Use the app Skitch...or...Popplet...
2. Find and save an image of 'Dove Evolution'.
3. Describe the changes made to the model.
4. Annotate the image/build a mind map with your worksheets.
5. Add any thoughts of your own about the advertisement.
6. Let's share.

Demonstration 1 - Adverts

Extending the Lesson(s)

- Plan an advertisement
- Look at the example storyboard (Worksheet 4)
 - What information does it contain?

Demonstration 1 - Adverts

Making an Advertisement

1. Make the task 'real'....avoid simulation.
2. Be clear who the audience is.
3. Storyboard comes first.
4. Use **Educreations**, **Puppet Edu**, **Keynote** or **iMovie**.
5. Students self-assess.
6. Students peer-assess.
7. Repeat cycle?

Analysing an Advertisement

The Product

When did you see the product (if at all)?

The Settings

What kind of settings did we see? How many? Realistic or fantasy?

The People

Can you describe one of them?

The Production Style

How would you describe this? A comedy; an action film; a music video?

How about the pace of the advertisement? Was the editing logical?

The Soundtrack

Were there any sound effects? How would you describe the music in the advertisement?

Was there a voiceover?

The Captions

Was there any text on screen? What did it say? Any catchphrases?

Demonstration 1 - Adverts

Reflection

1. What impact does bringing in advertisements into the classroom have?
2. Why is it important to watch the advertisement more than once?
3. Did the students have the opportunity to think critically? When?
4. Why were students given e-tools (personal media) to annotate, or comment on texts?
5. Why is it important to build in production of media?
6. How would you adapt the demonstration?

Demonstration 2 - Online News

Aims

- To understand how Facebook newsfeeds work;
- To read about and discuss the reliability of newsfeeds;
- To consider the factors for evaluating webpages;
- To consider the language required to evaluate a news article;
- To evaluate a news article; and
- To consider ways the evaluations can be shared among the students.

Demonstration 2 - Online News

- So what should be done?
- Can you think of any ways to stop fake news?

Verify media

Flagging fakes

Fact checker

Demonstration 2 - Online News

“Fake News Alert” Chrome Extension

- an extension which marks a prescribed set of websites with a pop up banner stating the information on the page may be unreliable.

Demonstration 2 - Online News

Analysing Webpages

- Authority – the author, their credentials/background?
- Purpose and Audience – to entertain, inform, persuade, to specific groups?
- Coverage – an overview or in-depth? Links to other articles?
- Currency – How recent? Updates to content?
- Objectivity and Accuracy– Any bias? Other points of view explored? Statistics? Facts or opinions? Grammar and spelling check?

Demonstration 2 - Online News

Evaluating websites - language

- Present tense to give descriptions (this article contains, has, provides, quotes)
- Adjectives (well written, stimulating)
- Passive forms (the article was updated on...has been updated __ times)

Demonstration 2 - Online News

Sharing evaluations online

- Use a wiki
- Use a forum
- Post on the school website
- Use an Edmodo site

<https://www.edmodo.com/>

Demonstration 2 - Online News

Reflection Questions

1. What was useful for you in this demonstration?
2. How would you adapt this for your students?
3. How do you approach using the news in your classes now? Would you change your approach?

Responding to and Creating Media

- Comic Life - create a comic strip based on “the story” in the Evolution advertisement in demonstration 1; say what happened to the woman in your strip.
- Puppet EDU - create a slideshow with a commentary identifying the factors to consider when evaluating webpages.

Responding to and Creating Media

COLLABORATIVE and CREATIVE e-tools:

- Collaborative mind mapping and poster-making:
Popplet app (free)
- Individual or pairwork short annotated single image:
Sketch (Evernote) (free)
- Individual or pairwork short presentations
photos/videos:
 - Educreations, SonicPics, Puppet EDU,
Keynote/PowerPoint
- Individual or pair work digital comic pages: Comic Life
app

Recap

- An introduction to Media Literacy
- Student Media Projects
- Building your Media Literacy
- Advertisements
- Online news
- Responding to and Creating Media

Recommended Reading

For teachers:

Media Literacy 7th Edition, by W. James Potter

For teachers and students:

*Practical Media Literacy: An essential guide to the critical thinking skills
for our digital world*

by Nick Pernisco