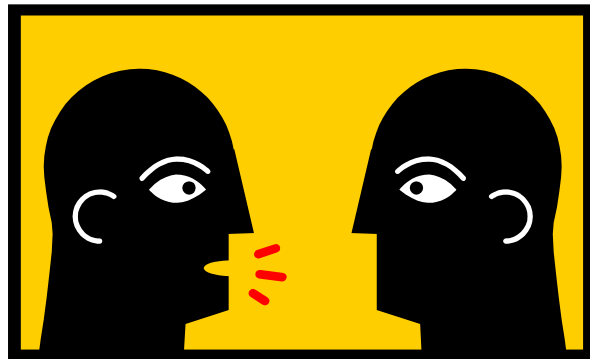




# Icebreaker



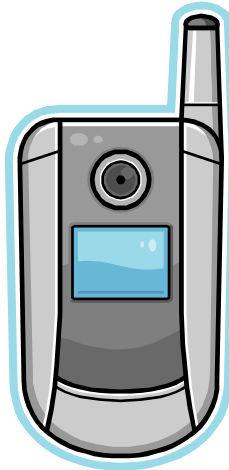
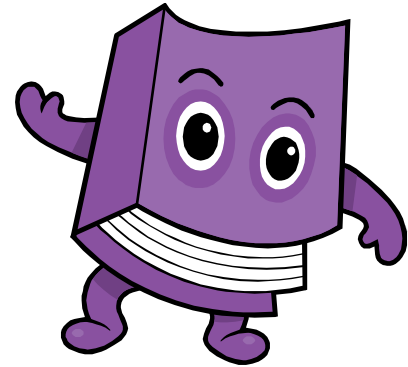
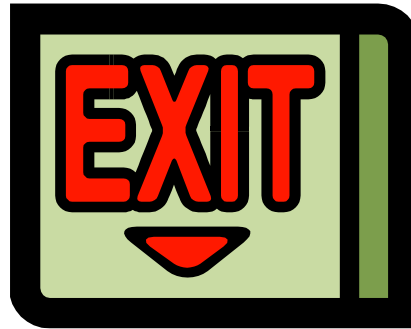
1. What kind of 'media' do you use in class?
2. What activities have you used to analyse the media?
3. Have your students created any media?

# Aims



- To experience, reflect on and evaluate a range of activities using digital texts at 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.

# Facilities



# Workshop Schedule



- Introduction
- Demonstration 1 – Analysing an advertisement

## **Break**

- Demonstration 2 – Analysing an online news article
- Responding to and creating media
- Final reflection

# Building Media Literacy

A Venn diagram consisting of three overlapping circles. The top-left circle is blue and contains the text 'Digital texts'. The top-right circle is yellow and contains the text 'Critical Thinking Skills'. The bottom circle is green and contains the text 'Media Literacy'. The circles overlap in the center, suggesting that all three elements are interconnected and contribute to the overall concept of media literacy.

**Digital texts**

**Critical Thinking Skills**

**Media Literacy**

# Building Media Literacy

## Digital **texts**

**Layers** used  
to create  
simultaneous  
meaning

Score  
Sound effects  
Voice over

**Sequenced,**  
timed, paced  
for impact &  
positioning

Titles, font size,  
animation  
Images

# Building Media Literacy

## Critical thinking

**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.**

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

# Building Media Literacy

**MEDIA LITERACY**

**Production**

**Language**

**Representation**

***Audience***

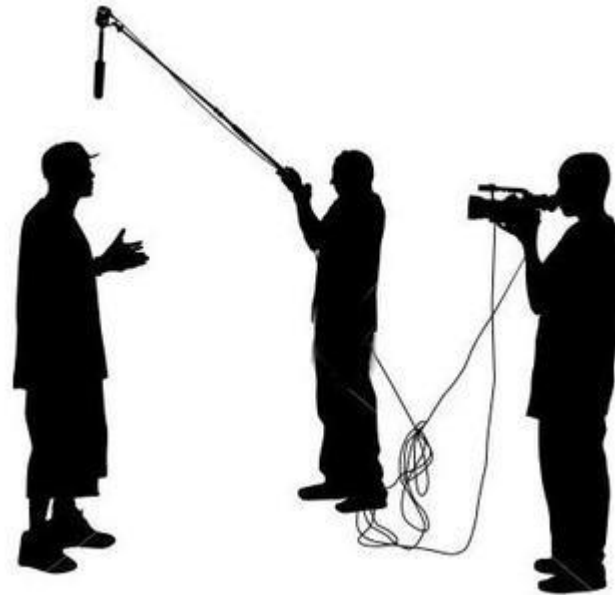


# Building Media Literacy

Watch this video of junior secondary students on a short course at the British Council.

What activities did they do on this course?

Note down your ideas.



Tutor's own video

# Building Media Literacy

Watch the video 'Harvey and Rabbit'

(WS1)

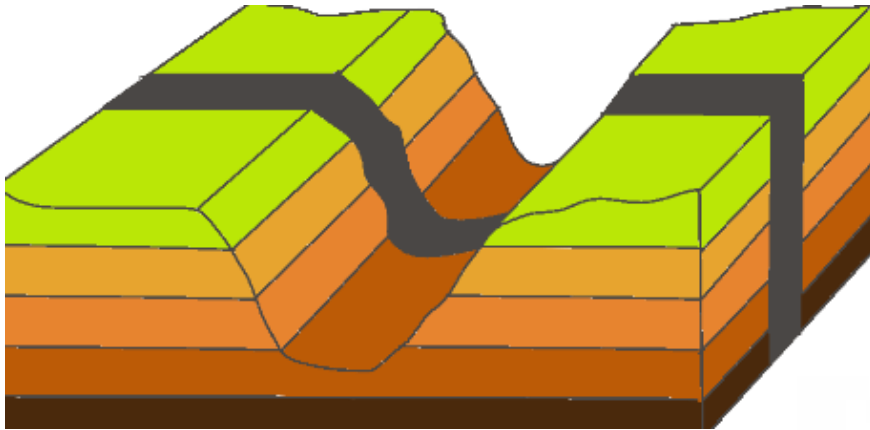
Use your worksheets to analyse what you see.



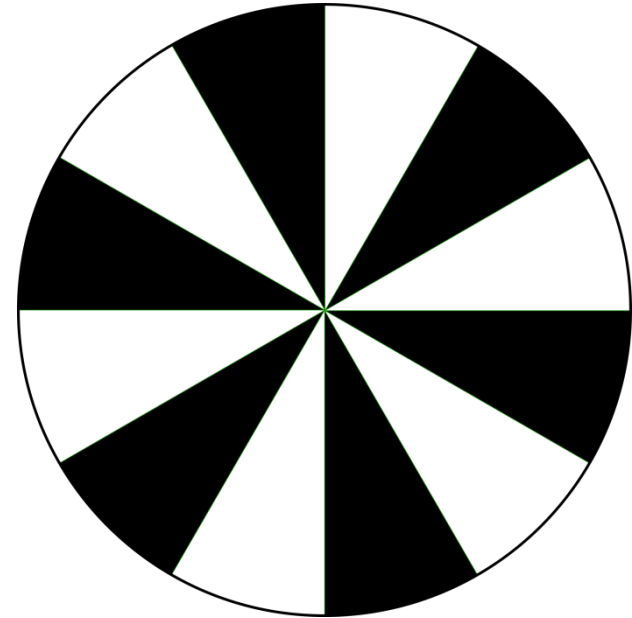
<https://www.youtube.com/watch?v=-22bv8uFRLI>

# Selecting Digital Texts

Consider.....



**Layers**



**Segments**



**Framework**

# 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.
- To use comparative adjectives to describe changes.

# Demonstration 1- Adverts

The Chinese Zhou Dynasty (600 BC) used gum, egg whites, gelatine and beeswax to create nail varnish.

1 in 3 women will not leave the house without makeup.

True

90% of lipsticks contain lead.

False



# Demonstration 1- Adverts

WS 2.

Watch this short video.

Is it....

- a) An advertisement?
- b) A documentary?
- c) A movie?



# Demonstration 1- Adverts

<https://www.youtube.com/watch?v=hibyAJOSW8U>

# Demonstration 1- Adverts

Creative

Sad

Wrong

Nice

Interesting



# Demonstration 1- Adverts

How can we change an image?

Photoshop!!



# Demonstration 1- Adverts

Watch again.

What did they do **after** they took the photographs?

They changed her .....

They made her ..... longer.

They made her ..... bigger.

They made her ..... higher.

They removed her .....



# Demonstration 1- Adverts

<https://www.youtube.com/watch?v=hibyAJOSW8U>





# Demonstration 1- Adverts

Is media that promotes an ideal appearance a good thing?

What can **you** do to stop the 'ideal' culture?



# Demonstration 1- Adverts

Use the app **Skitch....or.....Popplet....**

Find and save an image of 'Dove Evolution'.

Describe the changes made to the model.

Annotate the image/build a mind map with your worksheets.

Add any thoughts of your own about the ad.

Let's share.



# Demonstration 1- Adverts

**Extending the Lesson(s).**

**Planning an Ad.**

Look at the example storyboard (WS 4).

What information does it contain?



# Demonstration 1- Adverts

## Making an Ad.

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



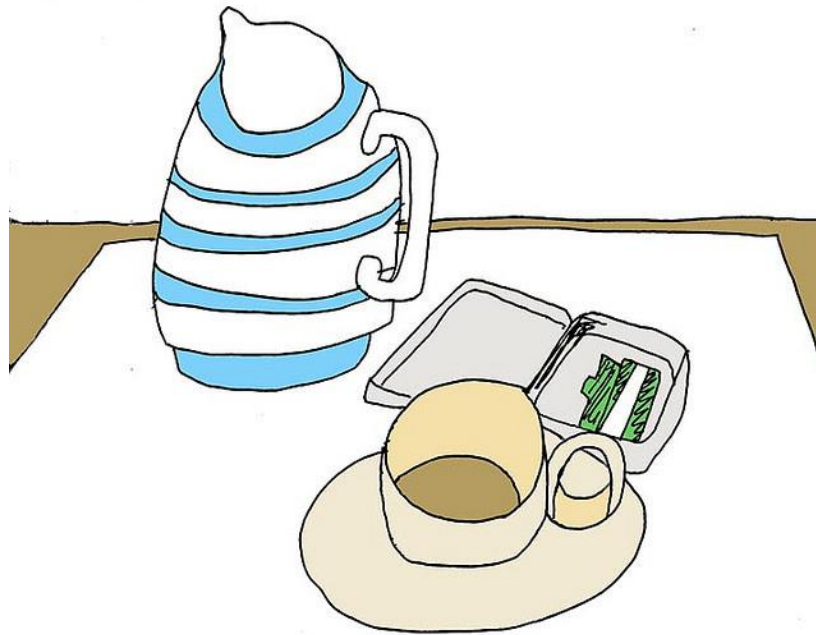
# Demonstration 1- Adverts

## Reflection

1. What impact does bringing in advertisements into the classroom have?
2. Why is it important to watch the ad more than once?
3. Did the students have the opportunity to think critically? When?
4. Why give students 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 demo?



# Break – 15 minutes



# 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.
- To consider ways the evaluations can be shared among the students.





# Demonstration 2 – Online news

## Discussion

Do you use Facebook?

Do you use Facebook to keep up with the news?

How do the newsfeeds get on your Facebook page?

How does Facebook select news stories?



# Demonstration 2 – Online news

26 August 2016 - Facebook announce an update to trending

‘Today, we’re making some changes.....that will make the product more automated and will no longer require people to write descriptions for trending topics.

.....Trending was designed to help people discover interesting and relevant conversations happening on Facebook, about breaking news and events from around the world.

Our goal is to enable Trending for as many people as possible, which would be hard to do if we relied solely on summarizing topics by hand. A more algorithmically driven process allows us to scale Trending to cover more topics and make it available to more people globally over time. ‘

<http://newsroom.fb.com/news/2016/08/search-fyi-an-update-to-trending/>



# Demonstration 2 – Online news

“Fox news exposes Megyn Kelly as traitor”

“Pope Francis shocks world, endorses Donald Trump for president”

“FBI agent suspected in Hillary email leaks found dead in apartment in murder-suicide”

“Donald Trump headed to court on Friday”



# 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

What many of these solutions don't address is the more complex, nuanced and long-term challenge of educating the public about the importance of informed debate.....

<https://www.theguardian.com/technology/2016/nov/29/facebook-fake-news-problem-experts-pitch-ideas-algorithms>



# Demonstration 2 – Online news

## Digital Literacy and Information Literacy

Edinburgh University

<http://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources/library-databases/databases-overview/evaluating-websites>

Reading University

<https://www.reading.ac.uk/library/finding-info/guides/lib-evaluating-websites.aspx>

Leicester University

<http://www2.le.ac.uk/offices/ld/resources/study/eval-web>

Harvard University

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page346375>



# 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

Use your worksheet (WS5) to help you write questions that junior secondary students could understand.

e.g. Who wrote the article? (Authority)





# 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

## Evaluate a news article

Use your iPad and evaluate the linked article on your worksheet.



# 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

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



# Responding to and Creating Media

Work with a partner and explore briefly the following resources:

**Comic Life**

**Puppet Edu**



# Responding to and Creating Media

- Comic Life – create a comic strip based on what they have learned about the evolution ad in PD 1.
- Puppet Edu – a short video presentation of the factors to consider when evaluating webpages.



# Responding to and Creating Media

## COLLABORATIVE E-TOOLS:

- Collaborative mind mapping and poster-making: **Popplet** app (free)
- Online corkboard to use as work portfolio by individuals or small groups: **Padlet** website/app (free)

## CREATIVE E-TOOLS:

- Individual or pairwork short annotated single image: **Skitch** (Evernote) (free)
- Individual or pairwork short presentations photos/videos: **Sonic Pics/Puppet Edu** app
- Individual or pairwork 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





# Feedback

