‘ONE’ DAY IN THE LIFE OF A PRE-SERVICE CLASSROOM....

A PRELIMINARY INTRODUCTION TO VISUAL CULTURE THROUGH ATTENDING TO MEDIA LITERACY AND DEVELOPING PERSONAL VISION

Media education is a quest for meaning. Much of the value of a quest lies in the search itself as well as in the achievement of the goal."
— Chris Worsnop

LESSON: What is MEDIA LITERACY?
Website references: http://www.medialit.org/
https://www.mediaed.org/

Objective: Introduce students to various forms of media, ways of seeing and perceiving the world, in order to be able to decipher and understand media through any curricula as well as experience and interact with issues and content embedded within media. This introductory process to intended to: heighten and enhance students’ awareness of multiple messages as well as develop a personal sense of self, a vision and a vocabulary or language in which to discuss and discover relationships in media and art education visual culture.

Why Media Literacy in Art Education? Media literacy connects the curriculum of the classroom with the curriculum of the living room. Making these connections requires an educationally sound framework and structure — while leaving room for open-ended inquiry and the excitement of discovery.

“Children today are growing up in what O’Sullivan, Dutton and Rayner (1998) call a “media saturated” world, in which mass media, including the Internet, have a commanding presence in daily life. Media messages exert such powerful “social, emotional, and intellectual influences” (Hepburn, 1999) that it is important to develop a society which understands how media can both serve and deceive. It is thus imperative for educators to teach what Mcgee (1997) calls “the new basic” -media literacy- so that learners can be producers of effective media messages as well as “critical consumers of ideas and information” (Rafferty, 1999)

How to teach media literacy using the Media Literacy and Media Education Foundation websites as a:
-Source of content,
-Tool for exploration and meaning making
-Device of expanding opportunities for making connections
-Way to develop curricular interdisciplinary activities
-Opportunity to re-think art-making & technology
-10 Classroom Approaches to Media Literacy
-12 Principles for Incorporating Media Literacy into Any Curriculum
-Brief History of Media Education
PART I — A BEGINNING:
DISCUSSION AND NOTE-TAKING
Selected Contextual Images from World Culture & History of Art
Internet Websites

Exploring and Establishing Approaches to Media Literacy
✓ What is media literacy?
✓ What and how do ‘we’ understand media messages?
✓ What, where, how and why can educators identify stereotypes and biases within various media?
✓ Why is media literacy relevant to art education, visual culture education and pre-service teaching?

Initial questions to consider: LAYER ONE
✓ Who created this message?
✓ What techniques are used to attract my attention?
✓ How might different people understand this message differently from me?
✓ What lifestyles, values, and points of view are represented in or omitted from this message?
✓ Why was this message sent?

Secondary questions to consider: LAYER TWO
✓ What is this? And how is it put together?
✓ What do I see, hear, smell, touch or taste? And what do I like or dislike about this?
✓ What do I think and feel about this? What might other people think and feel about this?
✓ What does this tell me about how other people live and believe? An is anything or anyone left out?
✓ Is this trying to tell me something? And is this trying to sell me something?

What Media Literacy IS:
• The definition most often cited in the US is a succinct sentence hammered out by participants at the 1992 Aspen Media Literacy Leadership Institute:
  o Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms.

• Definitions, however, evolve over time and a more robust definition is now needed to situate media literacy in the context of its importance for the education of students in a 21st century media culture. Center for Media Literacy now uses this expanded definition:
  o Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.
What Media Literacy is NOT:

• The following is a list of ideas to help explore and understand how media literacy is different from other literacies and what are some of the basic elements of a more comprehensive media education.
  - Media 'bashing' is NOT media literacy, however media literacy sometimes involves criticizing the media.
  - Merely producing media is NOT media literacy, although media literacy should include media production.
  - Just teaching with videos or CDRoms or other mediated content is NOT media literacy; one must also teach about media.
  - Simply looking for political agendas, stereotypes or misrepresentations is NOT media literacy; there should also be an exploration of the systems making those representations appear "normal."
  - Looking at a media message or a mediated experience from just one perspective is NOT media literacy because media should be examined from multiple positions.
  - Media Literacy does NOT mean "don't watch;" it means "watch carefully, think critically."

PART II — A MIDDLE:
INTRODUCE IMAGES AND WEBSITES IN CLASS

12 Principles for Incorporating Media Literacy into Any Curriculum (proposed by Center for Media Literacy)

1. Use media to practice general observation, critical thinking, analysis, perspective taking, and production skills.

2. Use media to stimulate interest in a new topic.

3. Identify ways in which students may be already familiar with a topic through media.

4. Use media as a standard pedagogical tool.

5. Identify erroneous beliefs about a topic fostered by media content.

6. Develop an awareness of issues of credibility and bias in the media.

7. Compare the ways different media present information about a topic.

8. Analyze the effect that specific media have had on a particular issue or topic historically and/or across different cultures.

9. Use media to build and practice specific curricular skills by using print media (books, newspapers, magazines) to practice reading and comprehension skills.

10. Use media to express students' opinions and illustrate their understanding of the world.

11. Use media as an assessment tool.

12. Use media to connect students to the community and work toward positive change.
PART III — A CONNECTION TO NEXT LESSON
INTERNET SEARCH AS HOMEWORK
READING ARTICLES
MAKING NOTE OF ISSUES THAT ARE PERSONALLY RELEVANT
SELECTING A SUBJECT TO BEGIN COLLECTING EVIDENCE
ART MAKING

Media Education Foundation/video’s in conjunction with Visual Culture Education
• What A Girl Wants
• Tough Guise
• Dreamworlds
• Barbie Nation
• Mickey Mouse Monopoly

PART IV — STUDENT GENERATED THOUGHTS AND QUESTIONS TO CONSIDER IN THE FUTURE...