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Overview

- Introducing the idea of “created” media
- Defining media literacy
- Using media literacy in the EFL classroom
- Analyzing media sources
- Producing media with your students

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Questions

- How do you get most of your news about the world?
- What kinds of media have you used in class with your students? Don't include materials that came with your course book.
- Have you ever asked students to produce media?

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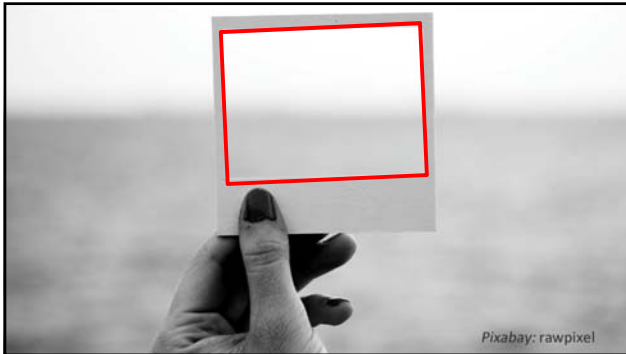
When thinking about media literacy,
we need to ask:

"What is in the **frame** of the camera
or photograph?"

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When thinking about media literacy, we need to ask:
 “What is in the **frame** of the camera?”

- What is **inside** the frame that we **do** see?
- What is **outside** the frame that we **don't** see?
- What would we see if we looked in **another direction**?
- Who is **controlling** what we see?

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The producer of the media always has choices about what to show and how to show it.

- What does a writer choose to **include** in a newspaper article?
- What does a writer choose **not** to include?
- How might a **different writer** describe the scene?
- Who is **controlling** what we read?

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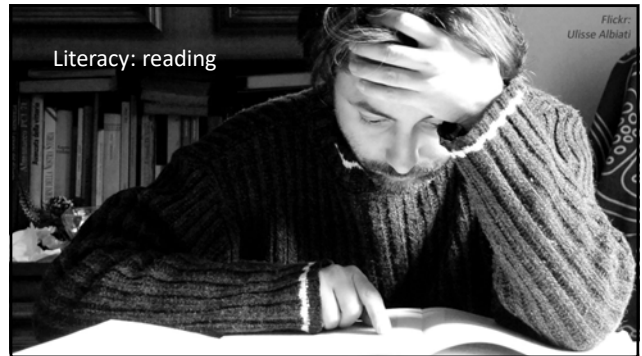
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PART 1: Defining media literacy

- literacy
- critical thinking
- different types of media
- what do we mean by “media” ?

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Literacy: reading



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Literacy: writing



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Literacy: knowledge that relates to a particular subject



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Defining media literacy

- literacy
- critical thinking
- types of media
- what do we mean by “media”?

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Critical thinking



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Critical thinking means

- to take in information and actively analyze it from different perspectives
- to compare it with other similar information
- to evaluate that information
- the goal is to reach an answer or a conclusion

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Defining media literacy

- literacy
- critical thinking
- types of media

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Types of media

- traditional media

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Types of media

- traditional media
- digital media (but not social)

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Types of media

- traditional media
- digital media
 - social media

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Defining media literacy

- literacy
- critical thinking
- types of media
 - traditional, digital, social
- what do we mean by “media”?

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Is “media” a transmission method, or
the content that is sent or received?

- | | |
|--|--|
| <ul style="list-style-type: none"> • newspaper • television • YouTube website | <ul style="list-style-type: none"> • newspaper article • television program • video seen on YouTube |
|--|--|

Media can be either or both

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How would you define “media literacy”?

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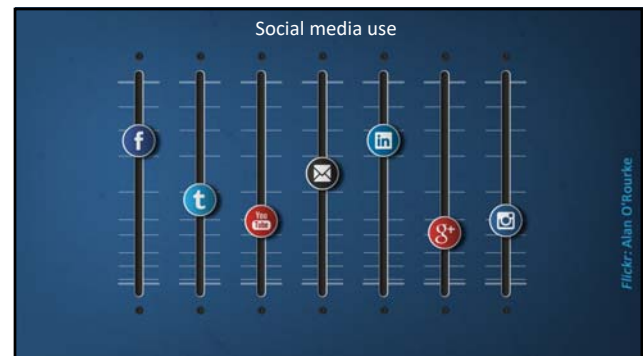
Defining media literacy

- The ability to **access**, **analyze**, critically **evaluate**, and **produce** communication in a variety of forms
- Like traditional literacy, it involves critical thinking, analytical skills, and being able to express yourself in different ways
- It also involves using media wisely and effectively, including deciding if information from different sources is believable

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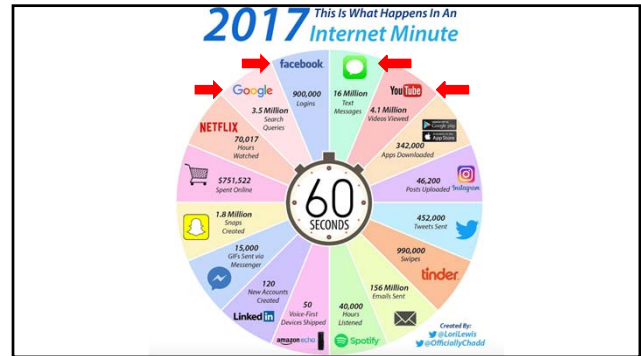
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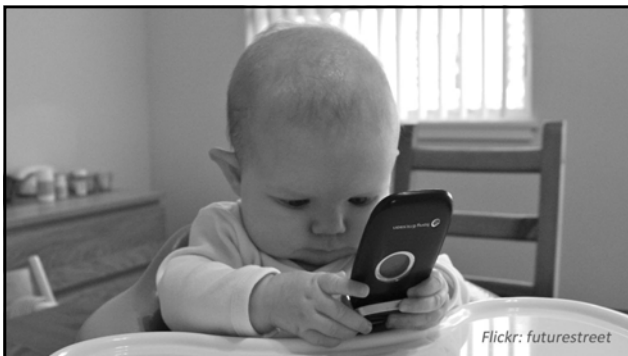
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SOCIAL MEDIA SAFETY AND ETIQUETTE

- Be cautious about sharing personal information; don't put your birthday or address in your profile
- Make passwords hard to guess and change them regularly
- Don't "talk" to strangers
- Don't try to make "friends" with someone you don't know
- Don't ask a complete stranger for help
- Younger students should ask for parents' permission

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Why teach media literacy to our students?

- Encourages discussions about how the media promotes certain social values through how it shows beauty, importance, family, love, success, freedom, and consumerism
- Allows students to access, analyze, and evaluate popular texts
- Engages students' communication and higher-level thinking skills
- Uses authentic materials
- Appeals to student interests and increases motivation

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Why teach media literacy to our students?

- Requires real language for meaningful communication
- Permits teachers to include various activities that appeal to many kinds of learning styles
- Provides a large amount of language input and output so students learn to use effective communication strategies
- Helps students evaluate and respond to arguments, which develops their analytical skills

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PART 3: How to analyze media sources

1. Analyzing advertisements
2. Evaluating sources of information
3. Identifying false, biased, or sensationalized information in the media

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1. ANALYZING ADVERTISEMENTS: Questions to ask

- Who paid for this ad? Why?
- To what age group, economic group, and gender does this media appeal? What text or images bring you to this conclusion?
- What kind of lifestyle is presented? How is it glamorized or made attractive?
- What is the obvious message? What do they want me to do?
- What are the hidden messages in this media?
- What techniques of persuasion does this ad use?

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- Who paid for this media?
- To what age group, economic group, and gender does this media appeal?
- What kind of lifestyle is presented? How is it glamorized or made attractive?
- What is the obvious message in this media?
- What are the hidden messages in this media?



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ADVERTISING: Common methods of persuasion

- Hyperbole (exaggeration) - *it's the best in the world!*
- Humor - *made you laugh*
- Testimonials - famous people say it is good
- Popularity - *everyone else is doing it, shouldn't you?*
- Scientific evidence or appeal to authority
- Beautiful people - *"You can't be too rich or too thin."*

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ACTIVITY: Critical Viewing

Ask students to bring in examples of advertisements, or collect some from magazines, or show short television commercials.

In small groups, have students answer key questions about each item:

- Who paid for this media?
- To what age group, economic group, and gender does this media appeal? What text or images bring you to this conclusion?
- What kind of lifestyle is presented? How is it glamorized or made attractive?
- What techniques of persuasion does this ad use?
- What is the obvious message in this media? What do they want you to do?
- What are the hidden messages in this media?

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ACTIVITY: Critical Viewing

- Think about the language in the advertisements.
 - Ask students to find adjectives that describe the product or service being advertised.
- Is there a "testimonial"?
 - Ask students to write down vocabulary words the person uses to describe the product.
- Ask students to create their own ad for a different product using some of the same language.

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A screenshot of the American English website, which is part of the U.S. Department of State. The page has a dark blue header with the "AMERICAN ENGLISH" logo and the tagline "For English Language Teachers Around The World". Below the header, there are navigation tabs for "ABOUT US", "RESOURCES", and "ENGLISH TEACHING FORUM". The main content area features a section titled "English Teaching Forum 2008, Volume 46, Number 4". It includes a brief description of the forum's purpose and a "TABLE OF CONTENTS" link. The footer mentions "Adapting: Critical Media Literacy in a Multi-Skills Academic Writing Lesson".

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Anna Grigoryan and John Mark King
TURKEY AND UNITED STATES

Adbusting: Critical Media Literacy in a Multi-Skills Academic Writing Lesson

Media literacy is a field that began as a grassroots movement among educators concerned with the growing gap between popular culture, produced by corporations, and the literacy content in today's schools (Flores-Koulish 2005). Today, many educators rec-

often used to describe a more rigorous evaluation of the mass media's relationship to democracy, power, and social justice. As a classroom topic, critical media literacy encourages discussions about how the media conceptualize race, class, and gender, and how it promotes certain social values

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ACTIVITY: Adbusters

See the article in *English Teaching Forum* for instructions on a great multi-skills academic writing project to address issues in advertisements with advanced writing students.

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2. Evaluating information sources

If we see a news story or something on the internet, how can we know if it is trustworthy?

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News Center | Stanford | GRADUATE SCHOOL OF EDUCATION | ABOUT | ADMISSION | ACADEMICS | FACU

All News | In the Media | Educator | Faculty Research Interests | Video | Podcast

<https://ed.stanford.edu/news/stanford-researchers-find-students-have-trouble-judging-credibility-information-online>

Stanford researchers find students have trouble judging the credibility of information online

November 22, 2016
By Brooke Donald

Education scholars say youth are duped by sponsored content and don't always recognize political bias of social messages.

When it comes to evaluating information that flows across social channels or pops up in a Google search, young and otherwise digital-savvy students can easily be duped, finds a new report from researchers at Stanford Graduate School of Education.

The report, released this week by the Stanford History Education Group (SHEG), shows a disarming inability by students to reason about information they see on the internet, the authors said.

Stanford News Center | November 22, 2016

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Balance - evenness

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TRUSTING INTERNET SOURCES

Adapted from criteria from Roger Sevilla, Project Look Sharp

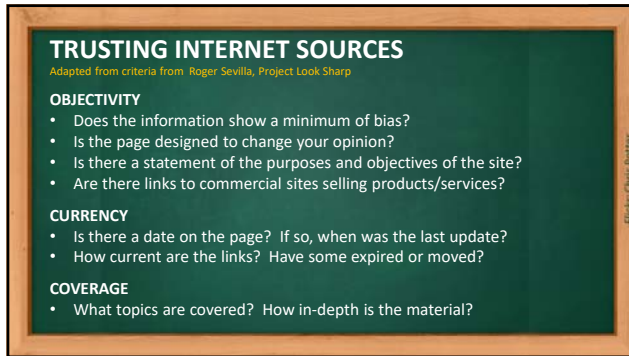
AUTHORITY

- Who is the author or sponsor of the site?
- Is the author qualified and/or reputable? An expert? What are the author's credentials?
- Is there an "About" page?

ACCURACY

- Is the information reliable and error-free?
- Are there typographical errors, spelling mistakes, or bad grammar?
- Is the information part of a larger publication?
- Can the information be crosschecked with a reliable source?

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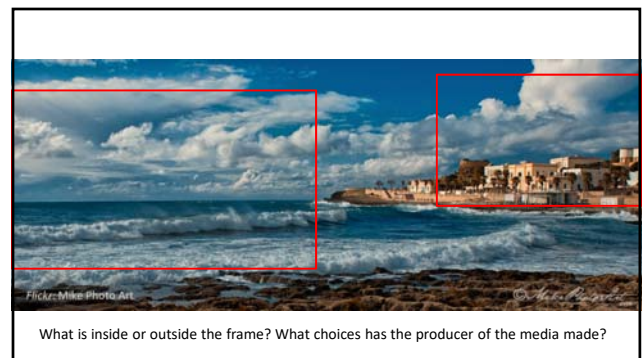
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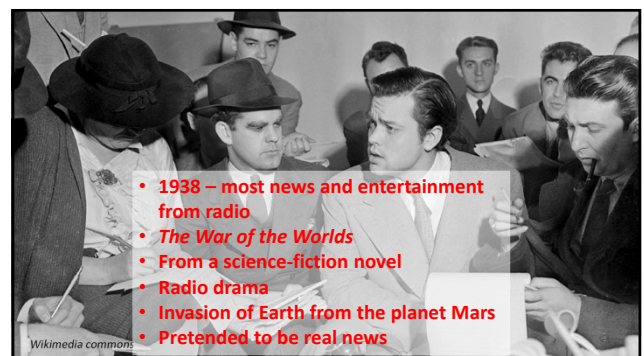
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3. Identifying false, biased, or sensationalized information in the media

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ACTIVITY: Train your brain to spot false news
adapted from the News Literacy Project

Double-check the source

- Check the web site address

Be aware of your reaction

- False news stories try to provoke a strong response

Watch for “red flags”

- Excessive punctuation ???!?!? or ALL CAPITAL LETTERS?
- Look at well-known fact-checking sites, such as FactCheck.org, Snopes.com and PolitiFact.com

Elisavinda Christensen

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Tabloid headlines

- Man explodes on beach!!!
- Woman gives birth while skydiving!!!

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ACTIVITY: "Beware of red flags"

- Some headlines on the web consist of exaggerated expressions designed to grab your attention
- These headlines look interesting, but they usually are trying to get readers to click on them to show them advertisements
- Don't let your students waste their time!

Flickr: Chris Potter

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ACTIVITY: "Beware of red flags"

1. Hand out the list of common exaggerated headlines on the next slide.

Flickr: Chris Potter

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COMMON EXAGGERATED HEADLINES

- *You won't believe this . . .*
- *This _____ will change your life*
- *With this one weird trick . . .*
- *. . . you won't believe what happens next.*
- *17 secrets _____ don't want you to know*
- *Lose 15 kg in 3 months with this natural product*
- *The hot new _____ everyone is talking about*

Flickr: Chris Potter

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ACTIVITY: "Beware of red flags"

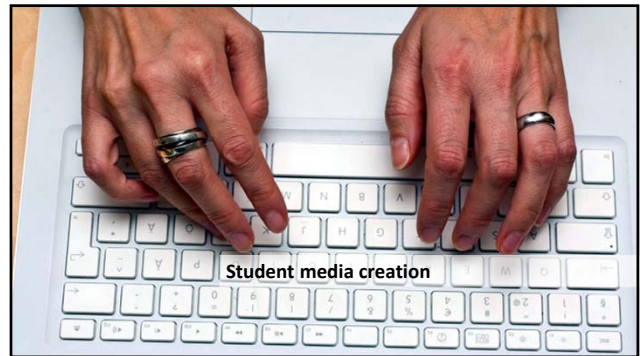
1. Hand out the list of common exaggerated headlines on the next slide.
2. Review vocabulary words in the headlines.
3. Ask the class to complete the missing parts of the headlines.
4. Discuss: Who came up with the most interesting headline?
5. Talk with your students about the techniques that advertisers use to get their attention.

Flickr: Chris Potter

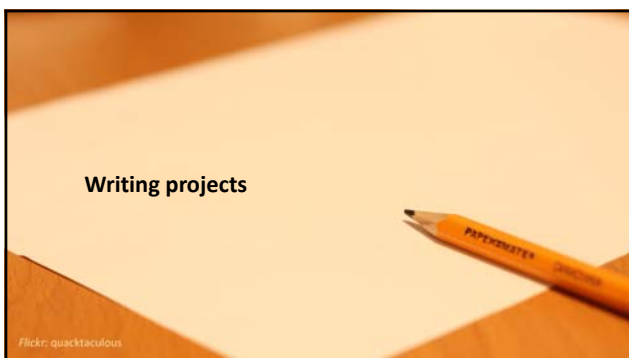
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Media production activities: three examples

1. Students write blogs about movies (Chile)
2. Students make their own TV commercial
3. Students write entries for the online encyclopedia *Wikipedia* (Japan)

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Student media production example: Blogs about movies from Chile



Miriam Salazar Vélaz

- University-level film and literature class
- In pairs or small groups, students chose a movie and wrote blog posts about it; then they responded to other students' posts
- Focused on listening, speaking, reading, writing, and vocabulary skills as well as critical thinking and analysis

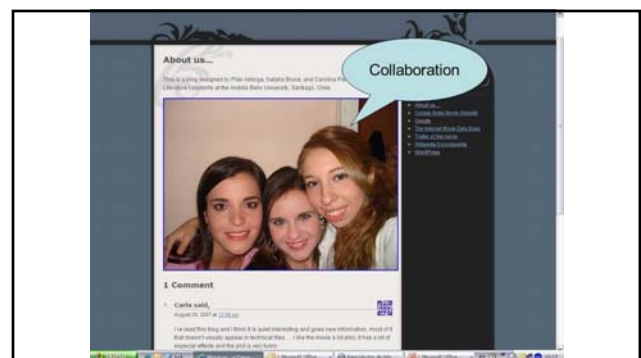
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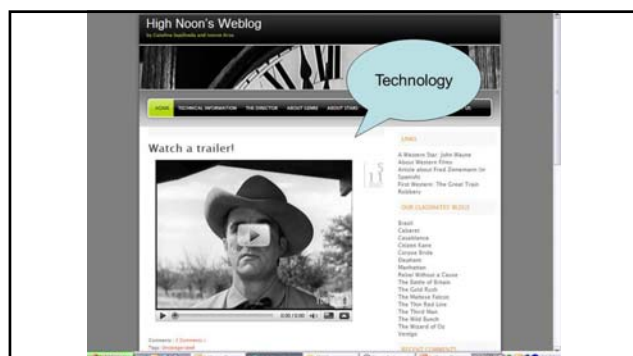
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ACTIVITY: Make a TV Commercial

Adapted from Project Look Sharp

1. Divide the class into small groups.
2. Explain that each group will design a TV commercial to sell a **white towel**. They'll need to decide:
 - a name for their product
 - what characters will be in the commercial
 - what the background and setting will be like
 - how the story will take place
 - what the voiceover will say
 - what kind of music will be playing in the background, and so on...



Flickr: Chris Potter

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3. Explain, however, that each group will be designing their commercial for a different target audience.
 - Do not announce each group's target audience aloud.
 - Write it down or tell each group quietly.
4. Give students time to write and plan their commercials and to rehearse them.

Flickr: Chris Potter

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5. Ask each group to act out their commercial for the class. Have each group start by giving the name of their product, but not their target audience.
 - Alternative: Assign students to make videos of the commercials and show them in class.
6. When the group is finished, have the other students guess the target audience, giving evidence from the commercial.

Flickr: Chris Potter

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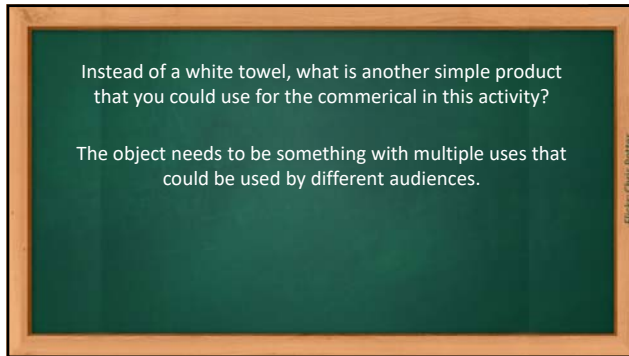
Target audiences that work well are:

- adult women
- adult men
- college students (could be separate groups for males and females)
- teens
- young children

For a large class, assign the same target audience to more than one group; see how similar or different the commercials are.

Flickr: Chris Potter

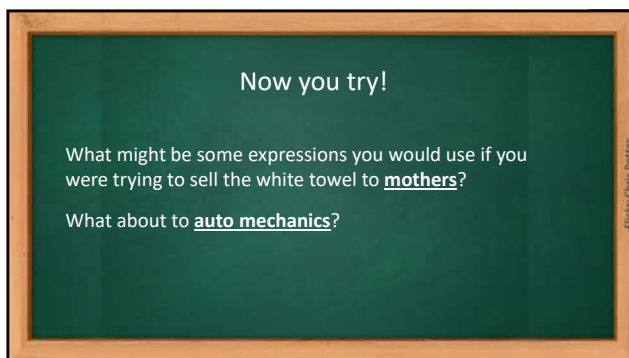
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**Student media production example:
Wikipedia entries from Japan**




- University-level academic writing class
- Students studied and then wrote entries for the online encyclopedia *Wikipedia*
- This helped students **analyze** media sources, **research** topics, and then **write** encyclopedia entries

Jennifer Louise Teetor

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**Student media production example:
Wikipedia entries from Japan**



- Students **studied the structure** of a Wikipedia article that had been identified as well-written
- They **analyzed** references from a variety of sources
- They **compared** the well-written articles with "articles needing attention"
- Then they **chose** topics, **wrote** drafts, **received** feedback from peers and teacher, **published** articles on Wikipedia, and received feedback from Wikipedia editors
- Helped them **develop confidence in their writing abilities**

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See this presentation again ?

<http://americanenglishwebinars.com>

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- Hobbs, R. & Moore, D. C. (2013). *Discovering media literacy: Teaching digital media and popular culture in elementary school*. Thousand Oaks, CA: Corwin.
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Useful websites

- Center for Media Literacy: www.medialit.org/reading-room/reading-room-article-index
- Project LookSharp: www.projectlooksharp.org
- The News Literacy Project: www.thenewsliteracyproject.org

You can print a copy of this bibliography. Look for "Bibliography" in the Webinar 7.3 section of the American English Webinars Ning site.

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