



FOUR IMPORTANT INSIGHTS ABOUT MEDIA MESSAGES

1

All media messages are constructed. Media are made by people who make choices about content, techniques, and how messages are shared. The perspectives, values, and culture of media makers are embedded in the media they create, sometimes purposefully and sometimes unconsciously.

Implications for Teaching: We prompt students to look for WHAT the substance, source, and significance of a bias might be rather than instructing them to ask IF there is a bias in a particular message (since all media messages include biases).

2

People use their individual skills, beliefs, and experiences to construct their own meanings of media messages. People can (and often do) interpret the same message differently without anyone being wrong.

Implications for Teaching: We focus on the quality or validity of evidence and reasoning rather than expecting all students to arrive at a particular conclusion.

3

Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process. Understanding what the impact might be, and on whom, is at the core of media literacy.

Implications for Teaching: We need to model for students the importance of taking both print and nonprint sources seriously and assign both. We also need to help students examine which messages media repeat most often and why and offer counter-narratives by routinely integrating into instruction media from diverse sources and points of view.

4

Different forms of media have different characteristics, strengths, and a unique “language” of construction. For example, traditional essay writing involves vocabulary like “paragraphs,” “topic sentences,” and “sub-titles,” whereas writing a blog involves all of those and also vocabulary such as “wallpaper/theme,” “widgets,” “plug-ins,” “tags,” “hyper-links,” “comment protocols,” and the like.

Implications for Teaching: Students can’t analyze what they don’t notice, and they rarely notice things for which they have no language. To provide common ground for discussions and production, introduce medium-specific communication techniques and teach students to use medium-specific vocabulary when they analyze and create.

Media Literacy Teachre Guide

Douglas Kellner, Jeff Share



Media Literacy Teachre Guide:

The Teacher's Guide to Media Literacy Cyndy Scheibe, Faith Rogow, 2011-11-07 Use media literacy to reach all students This book starts by asking What does it mean to be literate in today s world and how can those literacy skills be developed The authors answer those questions by providing concrete innovative ways to integrate media literacy across the curriculum and teach students to be independent skilled and reflective thinkers Through dozens of suggested activities teaching strategies lessons and a companion Website the authors unique vision allows schools to Integrate media literacy into teaching at all grade levels and core content areas Address key education standards Teach 21st century skills and higher order critical thinking Engage students by bridging schoolwork with their lives outside the classroom *The Teacher's Guide to Media Literacy* Cyndy Scheibe, 2012 This book provides concrete innovative ways to integrate media literacy across the curriculum and teach students to be independent skilled and reflective thinkers Through dozens of suggested activities teaching strategies and lessons this book s unique vision allows schools to integrate media literacy into teaching at all grade levels and core content areas The Teacher's Guide to Media Literacy Cyndy Scheibe, *Discovering Media Literacy* Renee Hobbs, David Cooper Moore, 2013-07-16 Give digital kids a voice Today s kids are digital natives but what s the best way to help them become empowered and responsible communicators across different media Discover insights and strategies specific to reaching children ages 5 12 in this guide from a nationally acclaimed media literacy program Readers will find Thought provoking lesson plans that reach students of all backgrounds and abilities Use of a wide range of technology tools including the Internet video and mobile apps An emphasis on online safety and development of essential critical thinking skills Materials for teacher professional development The Teacher's Guide to Media Literacy Cyndy Scheibe, Faith Rogow, 2012 A Deeper Sense of Literacy is the first book to suggest that media literacy is both a content area and an approach to teaching that can be integrated into any subject area It combines theory and practical application in a way that addresses the most important questions related to media literacy in education today what is it why is it important how can you teach it across a wide range of curriculum areas and grade levels and does it work Rather than focusing on how to teach media literacy Scheibe and Rogow focus on actually using media literacy to teach lessons across the content areas **Media Literacy for Young Children** Faith Rogow, 2022 This book is a first of its kind guide for pre service and currently practicing teachers and child care professionals looking for pedagogically sound and developmentally appropriate ways to help today s children navigate their media rich world with confidence curiosity and critical thinking Detailed descriptions of media literacy competencies along with dozens of activities strategies and tips designed for children ages 2 7 demonstrate how to integrate foundational skills knowledge and dispositions into existing routines as well as experiment with new lessons **The New Media Literacy Handbook** Dr. Cornelia Brunner, William Tally, 1999 A concise and comprehensive guide to the ever growing world of new media and new technology as well as a sourcebook for teachers seeking to harness these

resources and bring them into the classroom From CD ROMs to the Internet to graphic design programs the vast array of new media products and information available to the average person can be overwhelming and confusing As media increasingly enter the classroom teachers are expected to help their students develop a set of critical skills that enable them to use and analyze media products for a variety of purposes to understand inform persuade and tell stories But what to use and where to begin Even if teachers have access to these materials they are often at a loss as to how to make them a valuable part of their students learning experiences The New Media Literacy Handbook is an invaluable resource for educators seeking information on and guidance in navigating through the vast new media landscape The book has been designed to help teachers develop their own visual literacy skills become more sophisticated and reflective users of media in the classroom and in general and develop evaluation criteria for media products In addition to their overview and evaluation guide the authors provide information on how new media can be used in several academic disciplines language arts history science and art and specific products and Web sites to explore Clearly written with helpful exercises for teachers included in each chapter The New Media Literacy Handbook is an essential tool for today s educators *Teaching Media Literacy* Belinha S. De Abreu, 2019-05-20 Inside readers will find a wealth of intelligently crafted ready to use lesson plans and activities designed to help promote critical thinking skills for K 12 students making this a perfect teaching resource for school and public librarians educators and literacy instructors *The Critical Media Literacy Guide* Douglas Kellner, Jeff Share, 2019 The Critical Media Literacy Guide Engaging Media and Transforming Education provides a theoretical framework and practical applications in which educators put these ideas into action in classrooms with students from kindergarten up through the university **Teaching Students to Decode the World** Chris Sperry, Cyndy Scheibe, 2022-03-23 In our media saturated environment how can we teach students to distinguish true statements from those that are false misleading or manipulative How can we help them develop the skills needed to identify biases and stereotypes determine credibility of sources and analyze their own thinking and its effect on their perceptions In *Teaching Students to Decode the World* authors Chris Sperry and Cyndy Scheibe tackle these questions as they introduce readers to constructivist media decoding CMD a specific way to lead students through a question based analysis of media materials including print and digital documents videos and films social media posts advertisements and other formats with an emphasis on critical thinking and collaboration Drawing from their decades of experience as teachers consultants and media literacy advocates the authors explain how to Develop and facilitate CMD activities in the classroom and in virtual teaching environments Implement CMD across the curriculum at all grade levels Connect CMD with educational approaches such as project based learning social emotional learning and antiracist education Incorporate CMD into assessments and Promote CMD as a districtwide initiative This comprehensive guide explains the theoretical foundations for CMD and offers dozens of real life examples of its implementation and its powerful impact on students and teachers Equipped with CMD skills students

will be better able to navigate a complex media landscape participate in a democratic society and become productive citizens of the world

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