

Chapter 1 : US education can use a ton of rethinking

Technology has shifted in such a way that barriers to media creation have all but disappeared, but almost no one knows how to speak in the language of video. Now is the time to insist that media literacy – including both media consumption and media creation elements – is an essential part of basic education.

These are thoughts that have been banging around in my brain for a while but being with all these other amazing people really helped me focus in and identify the thing that matters about the work that my colleagues and I do. So often our discussions about the importance of community media devolve into the deep weeds of telecom regulatory structures and franchise fees. What matters, though, is the impact we have on our culture and on the lives of people living in our communities. Eyes on the prize, people. Eyes on the prize. We met and discussed his idea, spent a few hours in front of some editing software, and when we finished, we had a one-minute, eleven-second piece, which we posted online about a month prior to the election. In the 30 days leading up to Election Day, the video was viewed more than a quarter of a million times, Roger Ebert blogged about it, it was posted on The Huffington Post and Daily Kos, it made the front page of Reddit – it was a success by pretty much every metric except, perhaps, the actual midterm election results. He has a daily readership in the tens of thousands. The fact is, few people do. I tell my filmmaking students that the constituent elements of film can be likened to corresponding elements in language. A shot is like a word. A sequence of shots is like a sentence. A scene is like a paragraph, and so on. Like my friend Steve, the vast majority of us cannot construct a simple sentence in the language of video – we are functionally illiterate – despite being nearly constant consumers of video and despite having ready access to all the necessary tools required to create video. Exactly zero data was used to create this chart. Think of it in terms of the English language. There are professional writers on one end of the bell curve and functionally illiterate people on the other end, but the majority of people can read and write to some degree without doing it at a professional level. In media, the reverse is true. Our culture is already being transformed or at least informed by shaky cell phone videos taken by regular citizens showing atrocities perpetrated by those who are supposed to be protecting us. These single-shot videos can be compared to single words in language. What would our culture be like then? At present there are precious few resources available for teaching regular folks – i. Community media centers and public access TV channels are probably the closest thing in the U. These community media centers have never been more important than they are right now. This is a critical time in media creation. Technology has shifted in such a way that barriers to media creation have all but disappeared, but almost no one knows how to speak in the language of video. Now is the time to insist that media literacy – including both media consumption and media creation elements – is an essential part of basic education. I would argue that learning how to communicate effectively with media tools is even more essential to our culture than a universal computer science curriculum, but I know of no corresponding media literacy organization agitating for media education at that level. There are many small organizations and efforts doing this in part individual community media centers, the Alliance for Community Media , the National Alliance for Media Arts and Culture, etc. Imagine a world of articulate citizen media-makers expressing their subjective experiences with grace and power through the most powerful storytelling medium ever created. The tools are right there. The education centers already exist. We lack only the will to make it happen. He was hired by the Maddow show a short time later, but as of this writing, he still lacks any proficiency at media creation.

Chapter 2 : Rethinking Media Literacy - The ALLIANCE

Research in Comparative and International Education, Volume 2, Number 1, 43 Digital Media Literacies: rethinking media education in the age of the Internet.

Table of contents for Rethinking media education: Bibliographic record and links to related information available from the Library of Congress catalog. Contents data are machine generated based on pre-publication provided by the publisher. Contents may have variations from the printed book or be incomplete or contain other coding. Closer Than You Think: The Media and Me: Springing Up a Revolution: Media, Teens and Identity: Critically Reading Race in the Media and in the Classroom: Media Education in Post-colonial Hong Kong: However, we received so many excellent abstracts for this section that we decided to devote another book in its entirety to the outcome effectiveness of media education, and widen the scope to consider issues such as the teaching of critical thinking especially in relation to identity formation in youth. Our aim was also to include essays from a wide range of countries. We acknowledge and regret that there are large areas of the world not represented here and therefore suggest the need for such a book at some future date. In our call for abstracts, and eventual book proposal to our publishers, we announced our intention of bringing together a collection of essays that would critically discuss and analyze the efficacy of media education around the world, paying particular attention to if and how it improves the critical thinking skills of its students. The central questions we asked our contributors were: Is media education effective in helping young people negotiate better with the mass media. And if not, why not? Thus, from the onset our aim was to push past arguments that simply support the need for media education, or call for action. We wanted to know if and how media education is actually achieving its said goals. Many books on the market describe the importance of media education, and many include suggestions for pedagogy, but none currently available evaluate its outcome effectiveness. Significantly, then, our 18 authors who include media education experts, practitioners and communication scholars from around the world offer a rich account of media education initiatives and critical analyses from their personal experience of media education in practice. Obstacles, challenges, and disappointments are discussed, as are success stories, lessons learned and suggestions about how to bring media education closer to achieving its emancipatory goals. This book will be of interest, then, to anyone concerned with the intellectual development of young people, as well as the process and importance of teaching critical thinking. In particular, it will be useful for practising teachers and teacher trainees, and to those concerned about the role of the mass media and new communication technologies in the lives of youth. The chapter also serves as a useful theoretical lens through which to consider all the other media education programs discussed in this anthology. Not only does she find many commonalities, but she argues that elements of both philosophical camps can actually be successfully integrated in media education and operate together to enable students to explore issues of identity. She also describes and evaluates an ongoing case study project she is working on with her undergraduate students around the issue of media violence. He concludes with a discussion of the implications of his results in terms of the practice and application of media education. In it, he makes the case that societal changes such as globalization, the corporate take-over of public space and the rise of branding require that educators consider a new agenda for media education. He goes on to argue that the role of protest and resistance has evolved, with more sophisticated analyses of global corporate and government hegemony. The challenge for media educators as far as he is concerned, therefore, is to become more involved in that process without being seen as a dogmatic ideologue. From culture jamming i. His chapter also offers class exercises to cultivate such dynamics and outcomes. As such, feminist post-structuralist understandings of embodied subjectivity, discourse and power are utilized in this chapter to address two major questions: Her chapter therefore challenges contemporary feminist theorists and activists to develop new theoretical paradigms for understanding and challenging sexism in media advertising. For seven years leading up to the study discussed in this volume, Wolf posed a series of discussion questions about mass media and body image to heterosexual, gay, lesbian and transsexual men and women between the ages of 17 and The primary goal of these questions was to stimulate in-depth discussions of 1 media-cultural-personal

ideals, 2 media representation and exclusion, 3 feelings about body image and 4 sources of body image feelings. The video Body image: This chapter compares the pedagogical strategies and outcomes of posing these questions to several groups of heterosexual women, aged 18 to 35, who were gathered in different settings and in groups of various sizes. Students from an introductory video production class were asked to create a self-reflection video to explore their identities. In them, students were also asked to demonstrate their understanding of a media education concept that had been discussed in class. Given this outcome, the authors conclude that creating a safe space for students to explore their identities relative to the ones provided by the mass media is of paramount importance. Consequently, they encourage critical pedagogy teachers to develop and nurture closer relationships with their students. Additionally, both the researcher Pombo and teacher Bruce involved in this study, provide their own self-reflective thoughts about how they as individuals helped shape and influence the research project. In it, she describes and critically assesses a media literacy workshop she conducted in a diverse American 6th grade classroom. The workshop aimed to help students understand the culturally produced links between images in advertisements and the meanings they connote. To do so, she asked students to identify culturally dominant meanings of images depicted in ads, and then create alternative meanings. She then asked them to transfer this analysis of media texts to an understanding of how racial meanings about themselves and others are also culturally constructed. In addition to describing and evaluating the process and outcome of this workshop, she discusses the potential and limitations of connecting media literacy efforts to broader curriculum goals and educational policies on multiculturalism. Cultivating critical young minds. They begin by contextualizing how prior to media education had no opportunity to grow under the colonial rule of Hong Kong, and then explain that young people were considered weak in creative and independent thinking relative to western students. In so doing, they candidly outline the challenges such programs face within a post-colonial education system and offer recommendations for media educators, especially those working in such a context and environment. According to her, these already charged topics were rendered even more challenging - and fruitful - due to the large Arab American community at the University and in the area. She argues the challenge in terms of media education in this context is to make the issues as concrete to the students as possible, to make effective bridges from existing knowledge and assumptions to new information and new ways of seeing. Furthermore, an experiential component is necessary for the students to come at the conclusions and insights on their own, in a way that will make a lasting difference. As a whole, then, the chapter discusses both the possibilities opened up by specific teaching methods as well as the limitations they present in terms of creating an awareness of existing inequalities and injustices in global communication, and envisioning alternatives toward creating a more equitable and sustainable communication regime. This final chapter summarises and comments on the arguments and pedagogical methodologies discussed throughout the book. It then looks at the future of media education, and offers details of a proposal to create an International Literacy Learning Continuum Project. Library of Congress Subject Headings for this publication: Mass media -- Study and teaching. Mass media and youth.

Chapter 3 : Defining digital literacy - rethinking media education in the age of the internet - UCL Discovery

Rethinking media and sexuality education research - calling all educators, health professionals and youth support workers March 05, by Family Planning Victoria A research project to help you better understand and engage with young people's digital media cultures.

Chapter 4 : reThinking Literacy “ reThinking Learning

This article considers how media educators can respond to the new challenges and opportunities of the Internet, and of digital media more broadly.

Chapter 5 : Table of contents for Rethinking media education

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A collection that discusses and analyzes the efficacy of media education around the world, paying particular attention to whether and how it improves the critical thinking skills of students.

Chapter 6 : Rethinking Media Education : Sue Abel :

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Chapter 7 : Media “ Rethinking Higher Education

Education School district in Schuylkill County becomes first in Pa. to allow armed teachers District officials and advocates disagree on the efficacy of the policy, and even its legality.

Chapter 8 : Rethinking Elementary Education by Linda Christensen

Flashpoint: Impact of Knowledge Discrimination (KYW NewsRadio 9/22/18) Documenting Hidden Learning and Linking it to Career Success (Portfolium Webinar 9/20/18).

Chapter 9 : Rethinking Education and Poverty

Rethinking Popular Culture and Media. It is a very useful collection of acces- It is a very useful collection of acces- sible essays that critically analyze the ways in which dominant messages.