



How to create a workshop on the topic of media literacy?

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Domagoj Morić, mag. comm., PhD candidate

+ HELLO!



Who am I?
Let's meet a bit more!



+ What are we going to do today?



- Talk about media literacy.
 - Definitions
 - How to teach media literacy
 - Connecting media literacy with different subjects.
- Talk about what you do already in your schools.
- “Creating a workshop” workshop
 - Outline.
 - Methods.
 - Outcomes.
 - Presentation.

+ Media literacy

- EU's Audiovisual Media Services Directive
 - capacity to access the media, to understand and critically evaluate different aspects of the media and media content and to create communications in a variety of contexts
 - important factor for active citizenship in today's information society
- Potter (2012; 2014)
 - spectrum of learned understandings that users are actively implementing in order to be exposed to mass media
 - “a continuum” where there is always room for improvement
 - interpretation of messages – analysis, evaluation, induction, deduction, summarizing
- European Commission (2014)
 - capacity to access, have a critical understanding of, and interact with the media



+ Why teach media literacy?

- It encourages pupils to discuss, evaluate and understand the concepts of media surroundings;
- Brings real life examples in classroom: music, comic books, TV, video games, internet, ads and marketing; young people are consumers of this content;
- Amplifies learning by doing: using the multimedia tools;
- Empowers pupils to discuss about real life and problems that are important for their wellbeing;
- Helps pupils to make critical analysis of media representations and that they can understand difference between reality and fantasy (e.g. models, heroes, violence);
- Develops skills of critical thinking, as well as strategies for searching, evaluation and fact checking of information.



+ How to teach media literacy? And what to have in mind while developing workshops?

- ASK QUESTIONS AROUND REVOLVING CONCEPTS OF MEDIA LITERACY!
 - **Media are constructions.** -- Who created this? Why? What is the aim and purpose?
 - **People assign different meanings.** -- How would different people see this news - would everyone react the same? How do you feel while watching this?
 - **Media are business orientated.** -- What is the purpose of what you have seen? How can it help someone to gain some profit? How is the product presented in the content?
 - **Media have social, political and intercultural implications.** How is the person shown? Why are they represented in this way? What are the effects of this way of presentation?
 - **Media have unique form.** Which techniques are used in order to gain your attention? Is something distorted?

+ How to teach media literacy? And what to have in mind while developing workshops?

- MAKE SURE THAT PUPILS ARE CREATORS, NOT JUST CRITICS OF THE MEDIA.
- DIFFERENT OPINIONS ARE IMPORTANT.
 - Good facilitation techniques.
 - Asking questions. Who agrees with that? Who doesn't? Why?
 - Using the principles of human rights and democracy!
- LEARNING ABOUT THE MEDIA, NOT JUST WITH THE HELP OF THE MEDIA.
- USING DIFFERENT TOOLS (digital: Kahoot, Padlet, Formative, ClassKick)

+ How to connect media literacy with different subjects in schools?



- Native language class: How media is speaking, what symbols are they using
- Art: Using different forms of expression (creating a poster, billboard, ad from the newspaper as a drawing)
- Social studies: how we can detect “spin”, how media promotes cultural identity and views different to others
- Informatics class: privacy, safety, digital footprint, social media
- Civics: influencers on social media (role models), differences in media reporting

+ How to connect media literacy with different subjects in schools?

- Health education: how men and women are portrayed, does media contribute to obesity, what choices do we make related to healthy food (ads), alcohol, tobacco
- Personal development topics: body image, sexuality, media violence
- History: differences in media reporting today and before, stereotypes in ads



+ How to create a workshop?

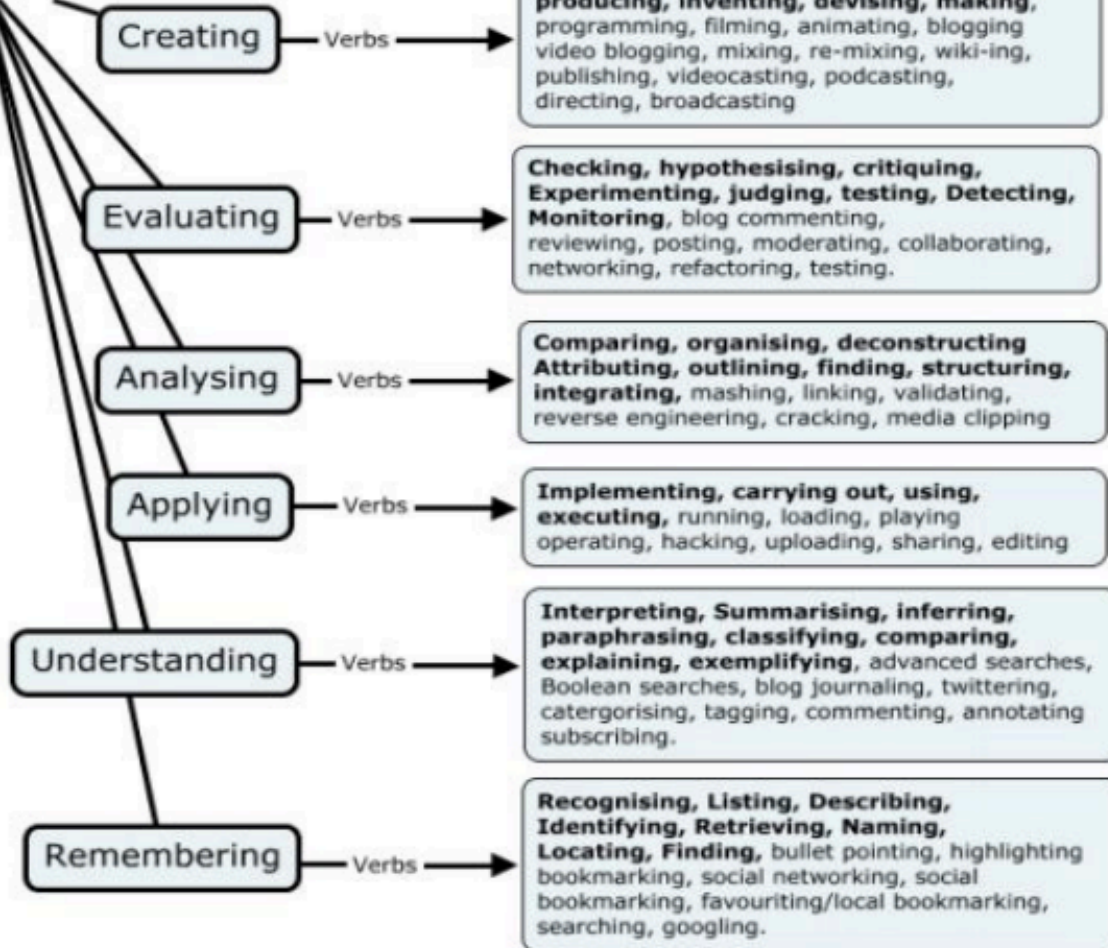
- Define the objective of the workshop.
 - infinitive form
 - SMART
- Define the outcomes.
- Identify needs of the pupils: why is this topic important to them.
- Calculate the time.
- List down the materials which you need.
- Describe step by step activity in details and time for each activity. Include methods.
- Suggestions for different implementation methods.





Bloom's Digital Taxonomy

Key Terms



HOTS Higher Order Thinking Skills

Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring, blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Comparing, organising, deconstructing, Attributing, outlining, finding, structuring, integrating, mashing, linking, validating, reverse engineering, cracking, media clipping

Implementing, carrying out, using, executing, running, loading, playing, operating, hacking, uploading, sharing, editing

Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, Boolean searches, blog journaling, twittering, categorising, tagging, commenting, annotating, subscribing.

Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding, bullet pointing, highlighting, bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

LOTS Lower Order Thinking Skills



Bloom's Digital Taxonomy

Key Terms

Creating

Verbs

Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Evaluating

Verbs

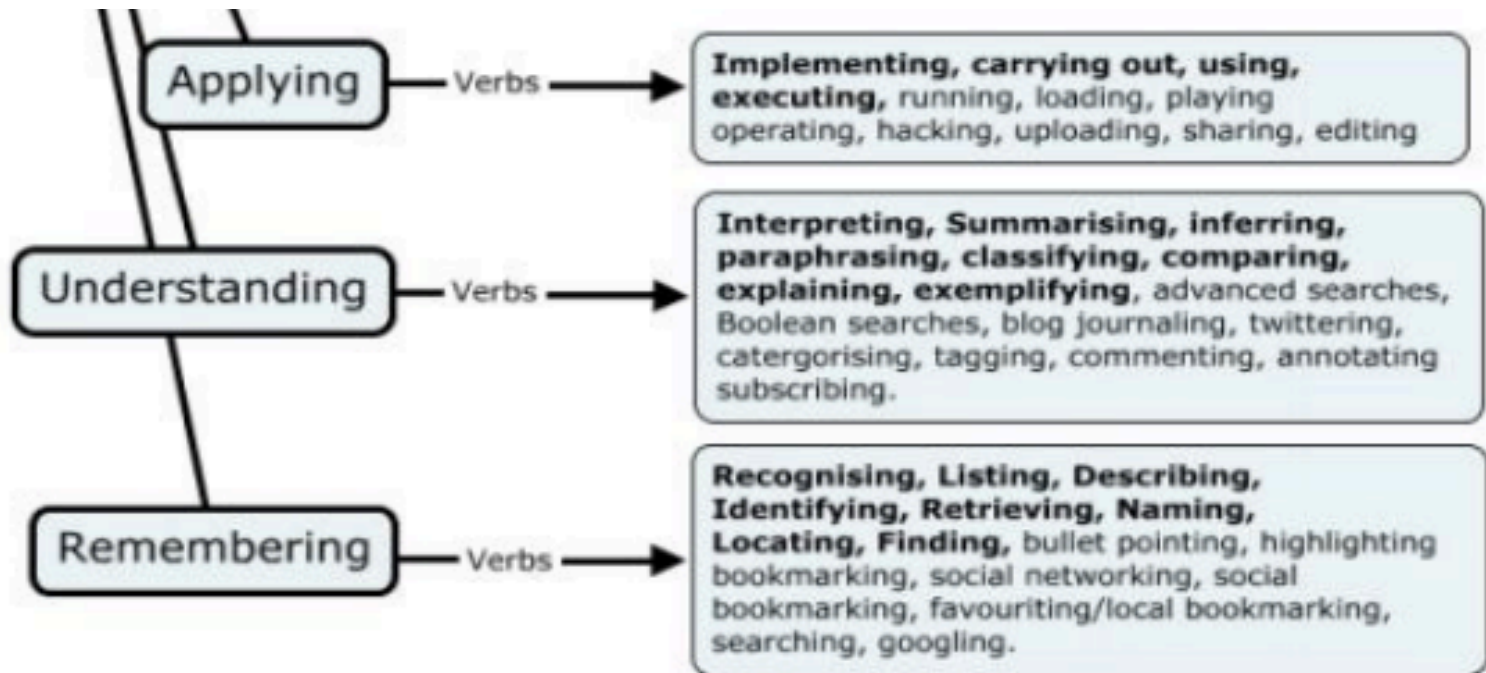
Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring, blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Analysing

Verbs

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HOTS Higher Order Thinking Skills



LOTS
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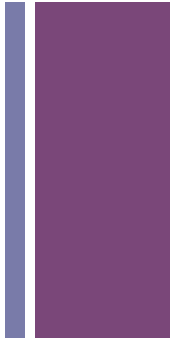
+ Methods which can be used in teaching media literacy skills

■ Introduction Methods

- Ice breakers,
- Name games,
- Getting to know each other,
- warm-ups (starters).

■ Providing Information Methods

- Lecture,
- Presentation,
- Visuals,
- Videos.



+ Methods which can be used in teaching media literacy skills

■ Discussion Methods

- Debates,
- Where do you stand?
- Small group discussions
- Critical Incidents,
- Big group discussions.

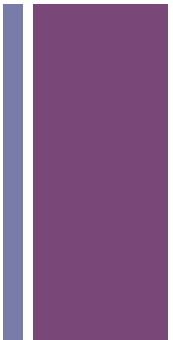
■ Creative Methods

- Storytelling
- Drawing
- Sculpturing,
- Skits.

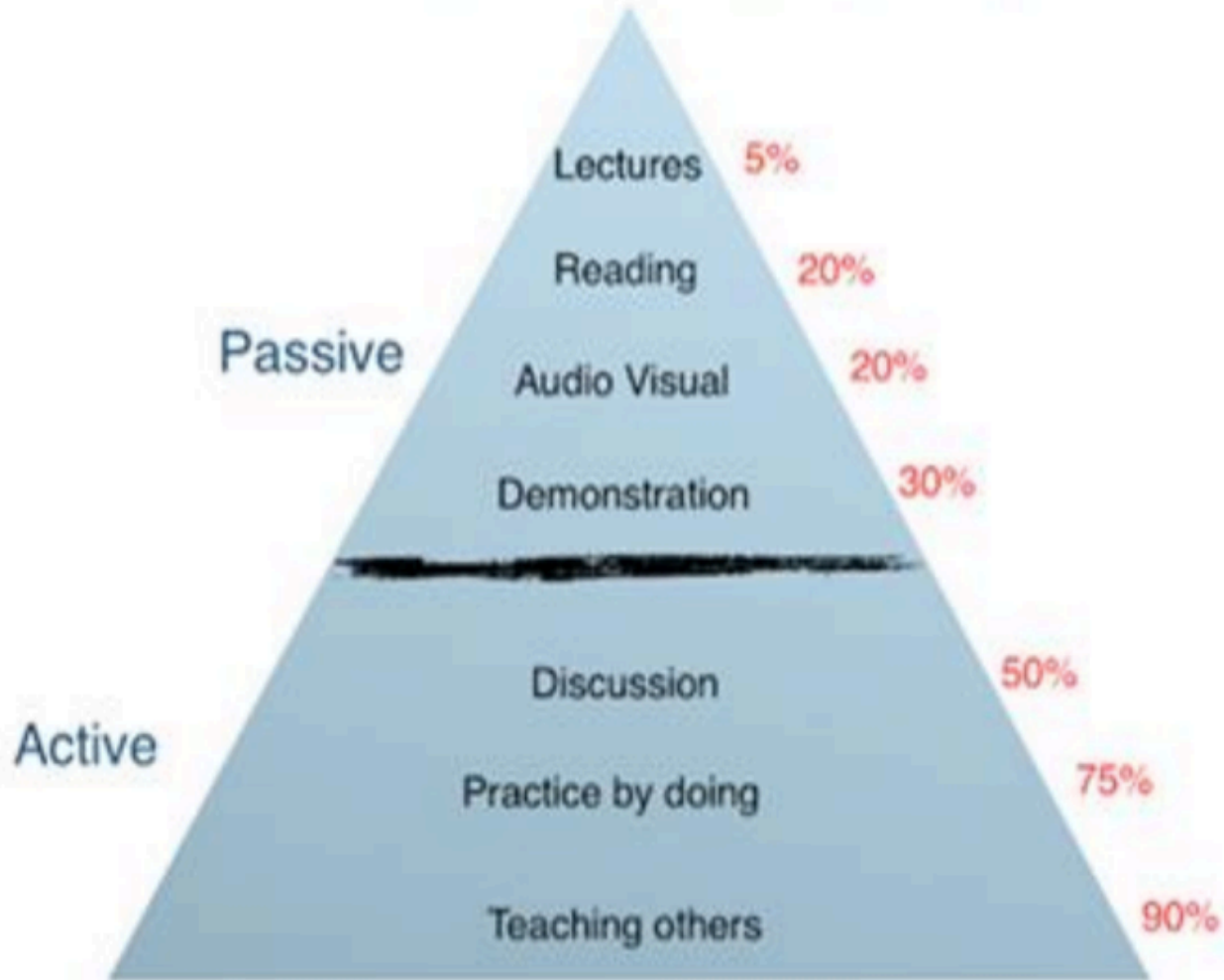
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- Evaluation methods
 - Debriefing,
 - Drawing feelings,
 - Giving and receiving feedback,
 - Self-evaluation (assessment),
 - Letter to yourself.
- Other Methods
 - Snowball,
 - Simulation Game,
 - Fishbowl,
 - Role Play,
 - Demonstration,
 - World cafe.





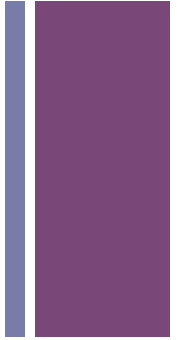
How much you retain: The Learning Triangle



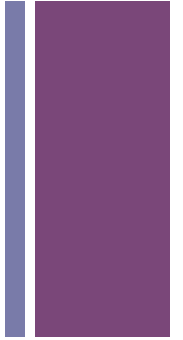
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From your experience, what are possible benchmarks for teacher success when delivering media literacy in the classroom?



From your experience, what topics you feel are important to cover with pupils, dealing with media literacy?

+ Task: Let's do a outline of the workshop in groups!

- Objective / aim:
- Outcomes:
- Needs (logical background):
- Time needed: 45 minutes (90 minutes)
- Materials:
- Step by step activity and methods:
- Suggestions for teachers:
- Handouts:





Presentation time! 😊





Thanks for your active participation! I'm here for any additional questions!

Domagoj Morić, mag. comm.

DOMAS – training, consultation and business services

e-mail: domagoj.moric@gmail.com / dom@domas.hr

