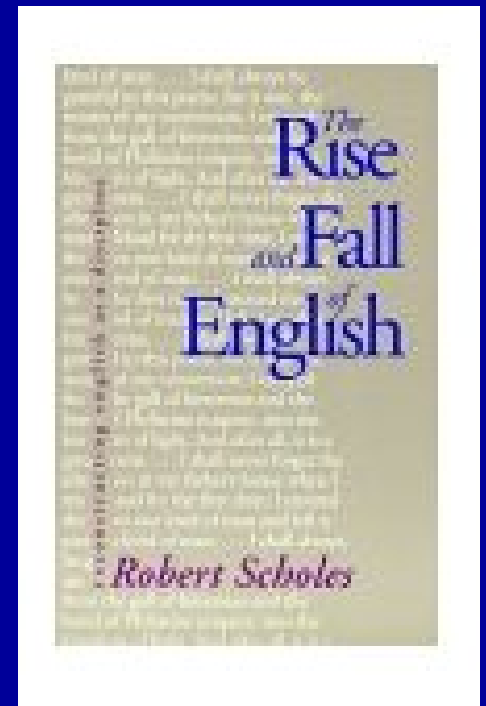


Reading Beyond the Word: Analyzing Visual & New Media Texts

Renee Hobbs
Temple University
National Council of Teachers of English
Post-Conference Workshop
November 20, 2006

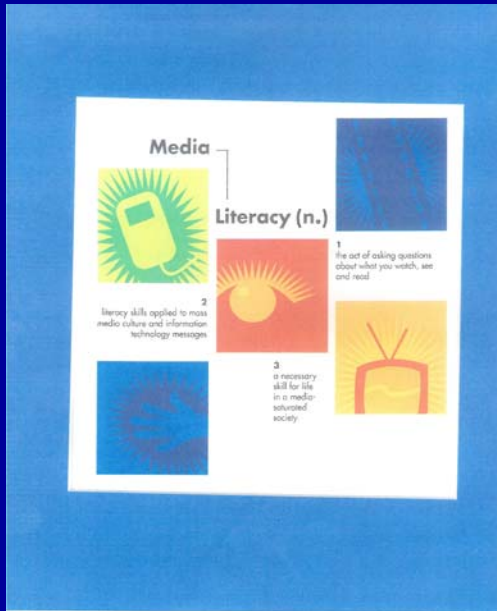
*“The students who come to us now exist in the most manipulative culture human beings have ever experienced. They are bombarded with signs, with rhetoric...What they need from us is how to make sense of their worlds, to determine their own interests, both individual and collective, **to see through the manipulations of all sorts of texts in all sorts of media, and to express their own views in some appropriate way.**”*



Overview

1. Approaches to ML Instruction
2. Media Literacy at the School & District Level
3. ML Research: What we Know & Need to Know
4. Media Literacy & Online Creative Play

Instructional Approaches



1. Teaching With Media
2. Home Media Management
3. Strengthening Message Analysis Skills
4. Using Media Composition Activities
5. Exploring Media Issues in Society



Teaching with Media

Using popular print, visual, video, web sources in the classroom to support or enhance the learning experience



BUT see Hobbs (2006) Non-optimal uses of media in the classroom.
Learning, Media & Technology

Non-Optimal Uses of Media & Technology in Schools

- Students use technology with no opportunity to discuss, ask questions, pause or review materials
- Teacher mentally disengages while technology is used in order to get "real work" done
- Teacher uses technology to reward the class.
- Teacher uses technology only to get students to pay attention to the subject matter
- Teacher uses technology to keep kids quiet and under control.

Home Media Management

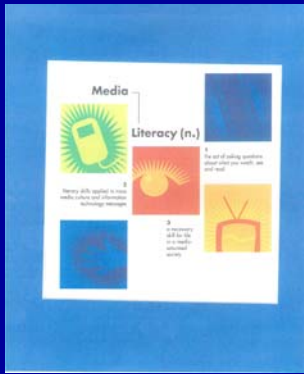


Making effective choices of media texts; reflecting on family media use patterns and habits; learning to become a responsible media & technology consumer.

Strengthening Message Analysis Skills



Using inquiry to
analyze the form,
structure, and
meaning and
contexts of media
messages

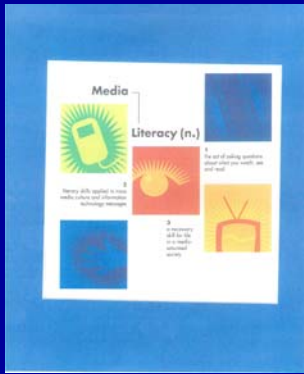


Using Media Composition Activities



**Creating messages
using media and
technology as a means
of self-expression,
communication,
community outreach
and advocacy**

Exploring Media & Society Issues



Examining the media's functions and roles in society

Exploring Media & Society Issues



- Propaganda in war coverage
- Balancing First Amendment rights with media's social responsibilities
- Impact of videogame violence
- Advertising, materialism & consumer culture
- Media use & face-to-face communication
- Impact of videogames on family communication
- Music lyrics & the construction of masculinity
- Symbols used in advertising
- Media's impact on teen sexuality
- Celebrities and adolescent identity formation

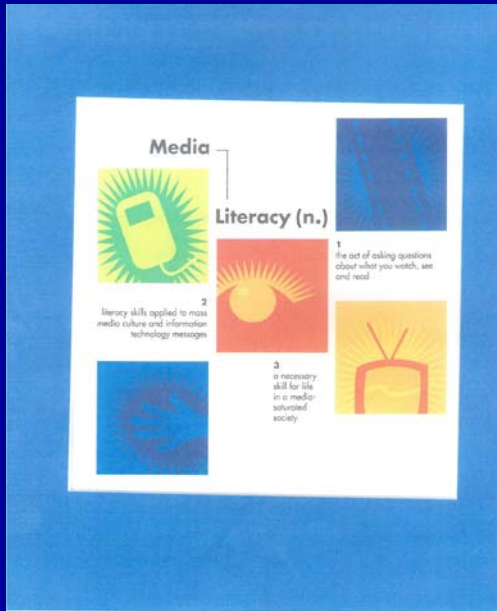
ML & English Language Arts

- Formats of journalism, research, and non-fiction media
- Persuasion and propaganda
- Literary adaptation and film study
- Narrative structure & characterization in “reality TV”
- Media’s influence on understanding historical / social context
- Poetry, symbolism and advertising

Connections to ML

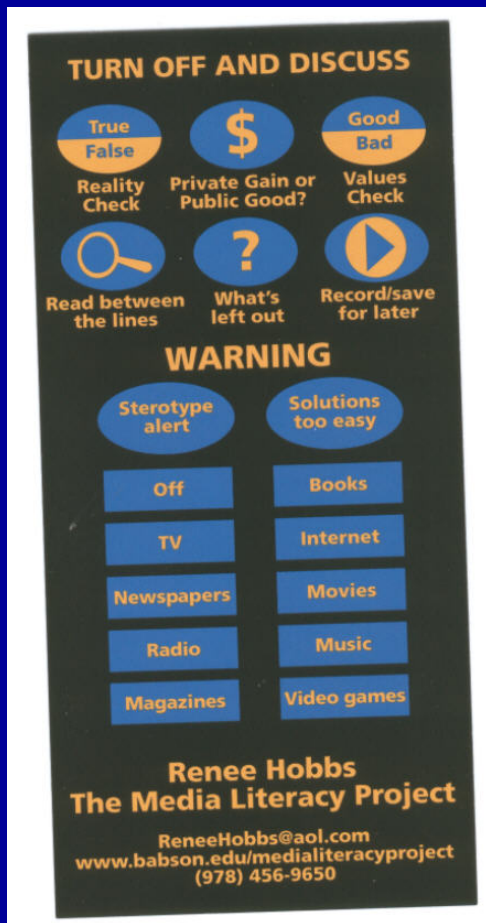
- Character analysis and stereotypes
- Identifying point of view and bias
- Irony and satire
- Imagination and the creative process
- Visualization in pre-writing
- Editing, audience, and the revision process
- Metaphors and visual/sound symbolism

Instructional Approaches

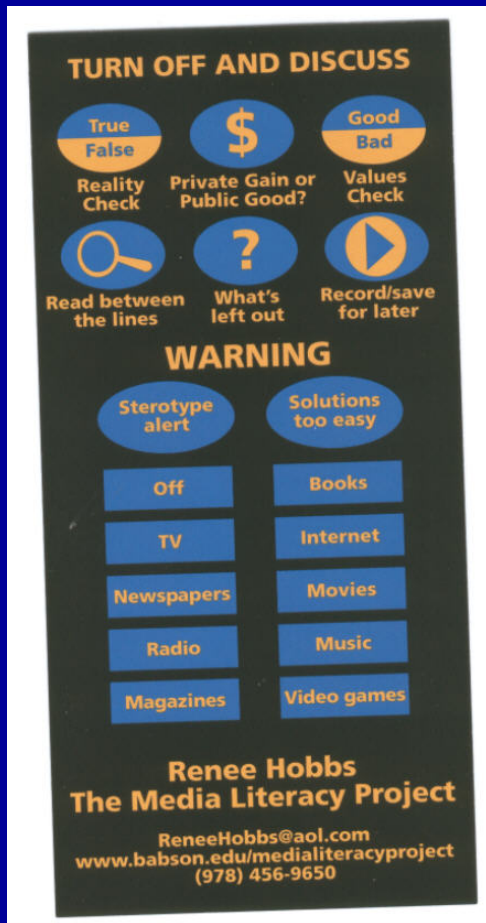


1. Teaching With Media
2. Home Media Management
3. Strengthening Message Analysis Skills
4. Using Media Composition Activities
5. Exploring Media Issues in Society

The ML Remote Control



Key Concepts of ML



1. Messages are constructions.
2. Messages are representations of social reality.
3. Messages exist within an economic, political, cultural and social context
4. Individuals interpret messages based on their backgrounds and life experiences.
5. Media use a variety of codes, conventions and symbol systems.

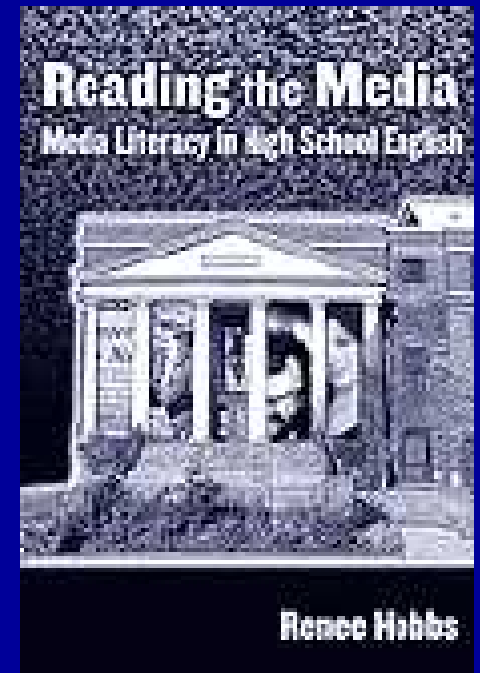
Overview

1. Approaches to ML Instruction
2. Media Literacy at the School & District Level
3. ML Research: What we Know & Need to Know
4. Media Literacy & Online Creative Play

District Level Initiatives

(1998) English Department at Concord High School reconstructs its program to focus Grade 11 English on Media/Communication

Three teachers collaborated on a proposal and received department & school board approvals

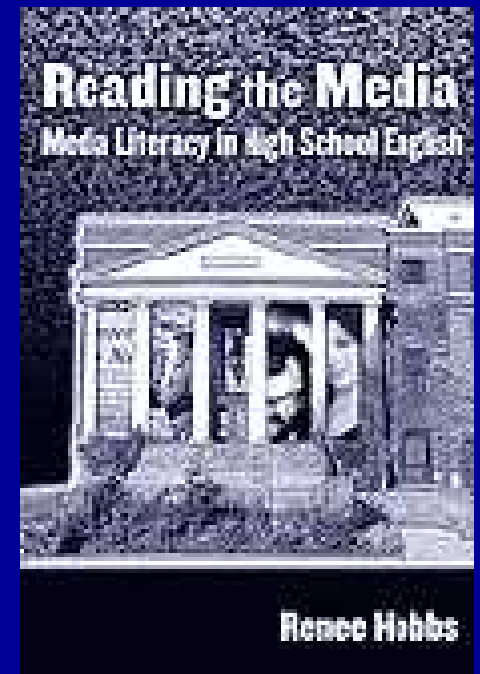


VIDEO: Mind over Media: Helping Kids Get the Message

National Education Association (NEA)
2001

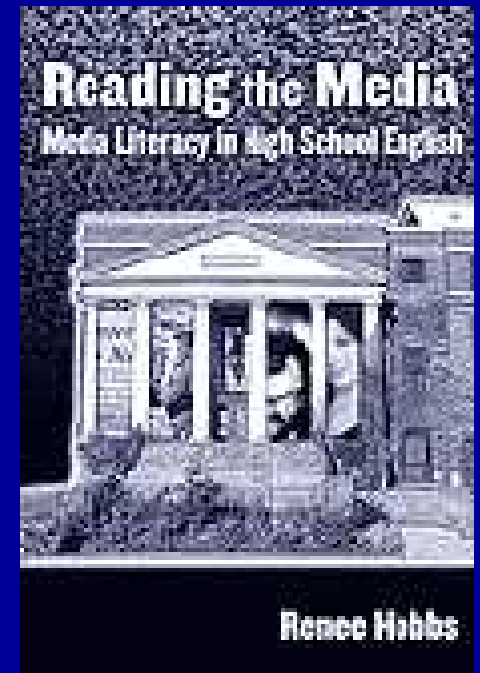
Thematic Focus

1. Journalism and Informational Messages
2. Advertising, Propaganda and Persuasion
3. Issues of Representation
4. Storytelling Structures and Point of View



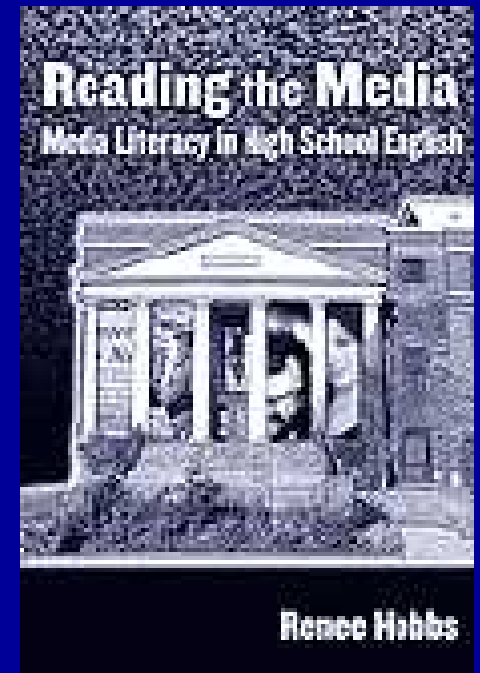
Instructional Methods

1. Close reading of multimedia texts
2. Discussion
3. Group activities
4. Informal & formal writing
- (5.) Informal media composition activities



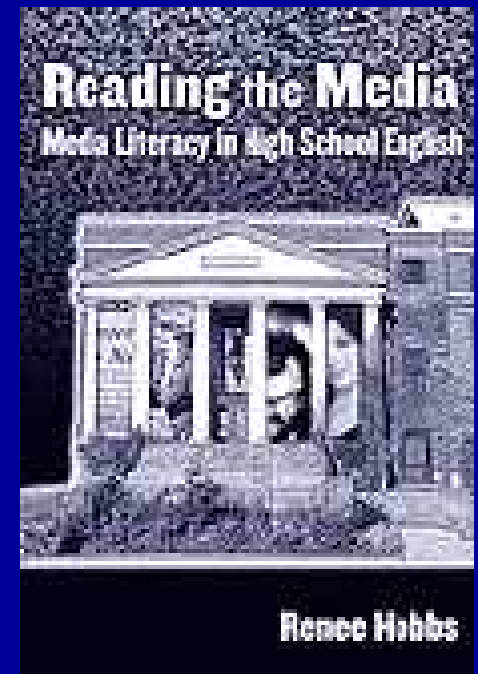
Research Approaches

- Teachers' motivations
- Uses of texts and tools
- Instructional methods
- Community responses
- Student learning outcomes



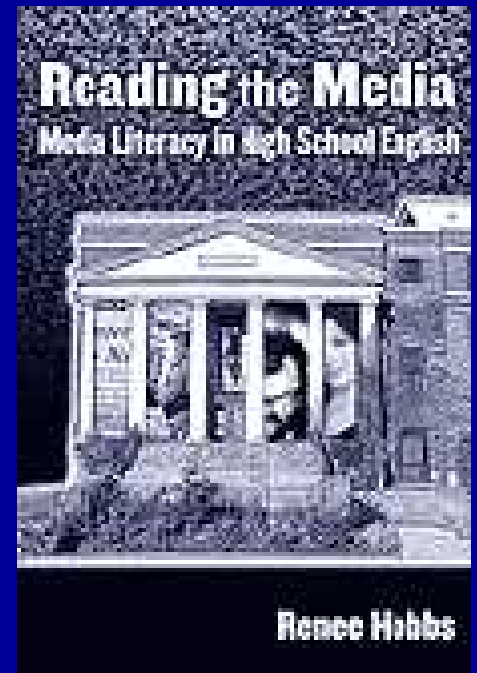
Research Findings

- Improvement in Reading Comprehension
- Improvements in Critical Reading
- Measurable Growth in Writing Skills
- Increased Civic Engagement
- Knowledge of Creative Production Processes
- Understanding of Economic & Political Contexts



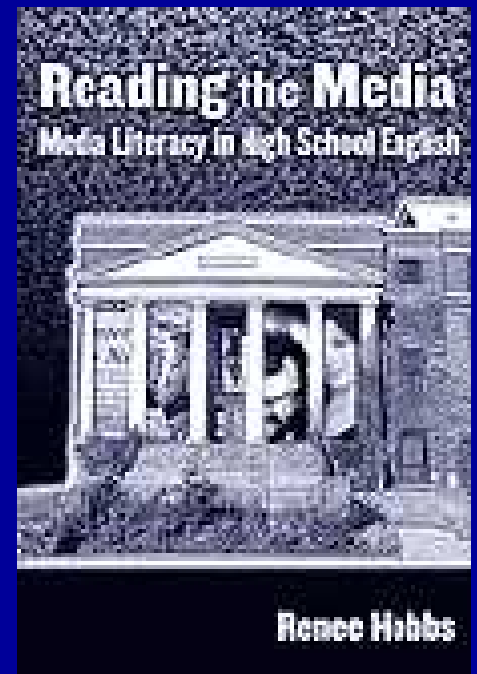
Support Factors

- Teachers saw ML as a way to prepare students for 21st century life, not just test-taking
- Well-chosen multimedia texts stimulate students' engagement
- Heterogeneous grouping helps discussion activities become a dynamic and vital tool for pre-writing
- High quality local newspaper provides community support
- School administration provides climate of high expectations, support and respect



Challenges

- Teachers had diverse backgrounds, training and levels of preparation
- Seven teachers involved in teaching the course (with 300+ students) left little time for collaboration
- Minimal access to in-school video production or multimedia technology tools



Overview

1. Approaches to ML Instruction
2. Media Literacy at the School & District Level
3. ML Research: What we Know & Need to Know
4. Media Literacy & Online Creative Play

Theoretical Paradigms for Media Literacy

Education

Constructivism, multimodal literacies

Communication

Media effects, semiotics, cultural studies,
audience research

Public health

Risk and protective factors, resiliency, program
evaluation

What Methodologies Inform MLE Research?

Qualitative – how do children demonstrate ML in everyday life (FisherKeller, 2002)

Ethnographic – how a team of teens create a film trailer using video editing software (Burn & Reed, 1999), how ML is integrated into secondary education (Kist, 2000)

Action research – How MLE affects writing skills in one classroom (Parker 1999); how teachers explore issues of media and gender representation in classroom (Alvermann, Moon & Hagood, 1999)

What Methodologies Inform MLE Research?

Correlational – association between MLE and substance abuse prevention goals (Eisen, 1999)

Quasi-experimental – impact of MLE on Grade 11 students' reading comprehension and media analysis skills (Hobbs & Frost, 2003)

Experimental – impact of ML treatment on Grade 3 children's understanding of persuasive intent (Austin & Johnson, 1997)

Key Research Findings

Motivation and engagement are increased when students get opportunities to analyze and manipulate familiar texts.

Buckingham & Sefton Green, 1995



Key Research Findings



MLE strengthens literacy learning, including reading comprehension and textual analysis skills.

Hobbs & Frost (2003)
Reading Research Quarterly

Key Research Findings

Media production can be understood as a form of composition with discernable similarities to the writing process.

Bruce (2007)



Key Research Findings

MLE involves students in collaborative work that benefits communication skills and socio-emotional development.

Goodman, 2003



Key Research Findings



Media literacy can improve understanding of distinctions between real life experiences and media representations.

For example, MLE can alter expectations concerning alcohol and tobacco use among school-age youth.

Key Research Findings

Media literacy programs can cause lowered internalization of the beauty standard and lower perceived realism of media images for adolescent females.

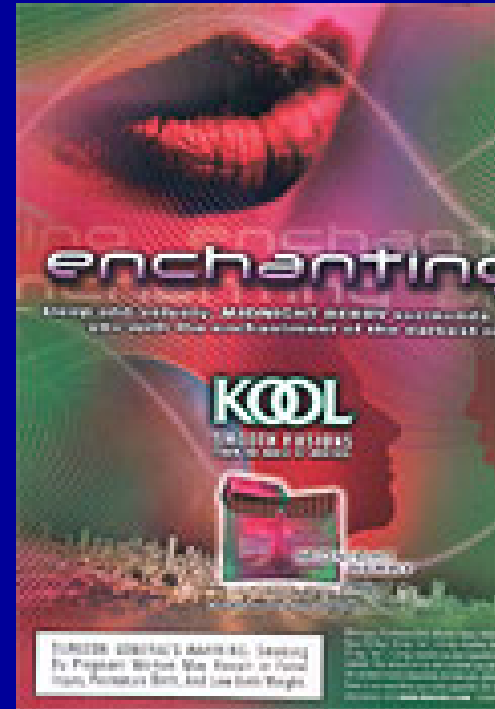
Irving & Berel, 2001



Key Research Findings

A critical perspective on media representations of smoking is highly correlated with non-smoking in adolescents.

Media literate teens are less likely to smoke than other teens.



Primack, Gold, Hobbs & Fine (2006)
Journal of Adolescent Health

Overview

1. Approaches to ML Instruction
2. Media Literacy at the School & District Level
3. ML Research: What we Know & Need to Know
4. Media Literacy & Online Creative Play

My POP STUDIO

Ready to pop behind-the-scenes of the television you watch, magazines you read, music you listen to and websites you visit? Our "studios" let you take the reins. Create. Comment. Control. Explore your media, your way!

You are not signed in:
[Sign in](#) or [Register](#)



POP POINTS TOP SCORES:

sportzqueen101	1045
naynay	915
lmoore	445

[See Top 20](#)



In our Magazine Studio you can create your perfect magazine. (And even put your face on the cover!) The activities let you fill your mag with stories about your favorite people, photo fantasies, and advice about everything!

You are not signed in: Sign in or Register



PHOTO FAKERY!

From Real to Unreal

Celebrity YOU!

Your 15 minutes of fame

CRAZY for ADVICE

Fill in the blanks!

CRAZY for A

Problem: See

There's a very _____ girl in class at school. Last week she could _____ my homework was _____

MAGAZINE PUBLISHER

Visit this activity after completing the others. Then, use them to publish your own magazine!

POLL: Article or Ad?

Sometimes magazine articles are really just ads in disguise.

Enlarge

What do you think about this article?

- It gives me helpful ideas for buying clothing.
- I'll bet Hilary Duff isn't even wearing that stuff.
- I think it should be labeled as an advertisement.
- I don't care about



You are not signed in:
[Sign in](#) or [Register](#)



PHOTO FAKERY!

Ever look at a photograph and think "how does she look so perfect"?

Photographs of models are often retouched to change eye color, skin color, body shape, even an outfit!

See if you can tell how the photos on the next page have been changed. Then add your comments about which you like better...and why.

Get Started





PHOTO FAKERY!

Photos in magazines go through the same kind of changes that you see here. After viewing tons of images all the time, we can forget that the photos have been altered and that most real girls don't look like this. We just remember that we want to look that way.

You are not signed in:
[Sign in](#) or [Register](#)

Choose a model, then make a comment about her magical makeover!





IS SHE OR ISN'T SHE ...RETOUCHED!

Photos in magazines go through the same kind of changes that you see here. After viewing tons of images all the time, we can forget that the photos have been altered and that most real girls don't look like this. We just remember that we want to look that way.

You are not signed in: [Sign in](#) or [Register](#)

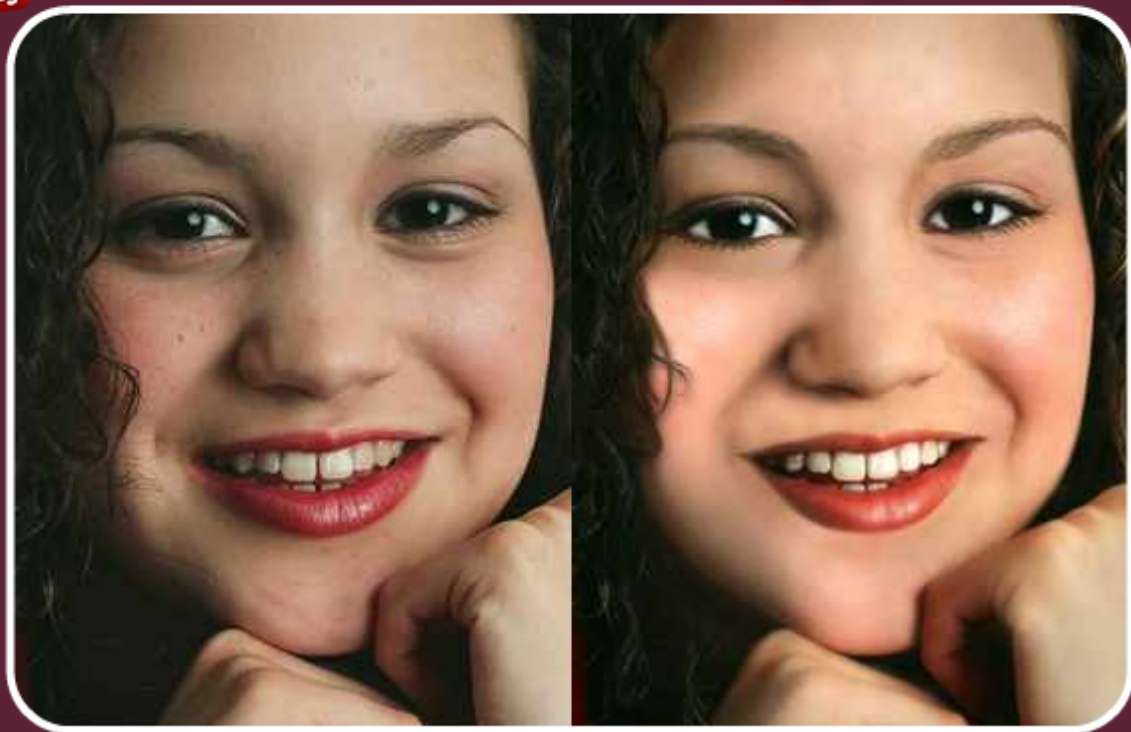
Comment on her skin
Drag

Comment on her overall look
Drag

Write another comment
Drag

Write another comment
Drag

comment on her hair
Drag



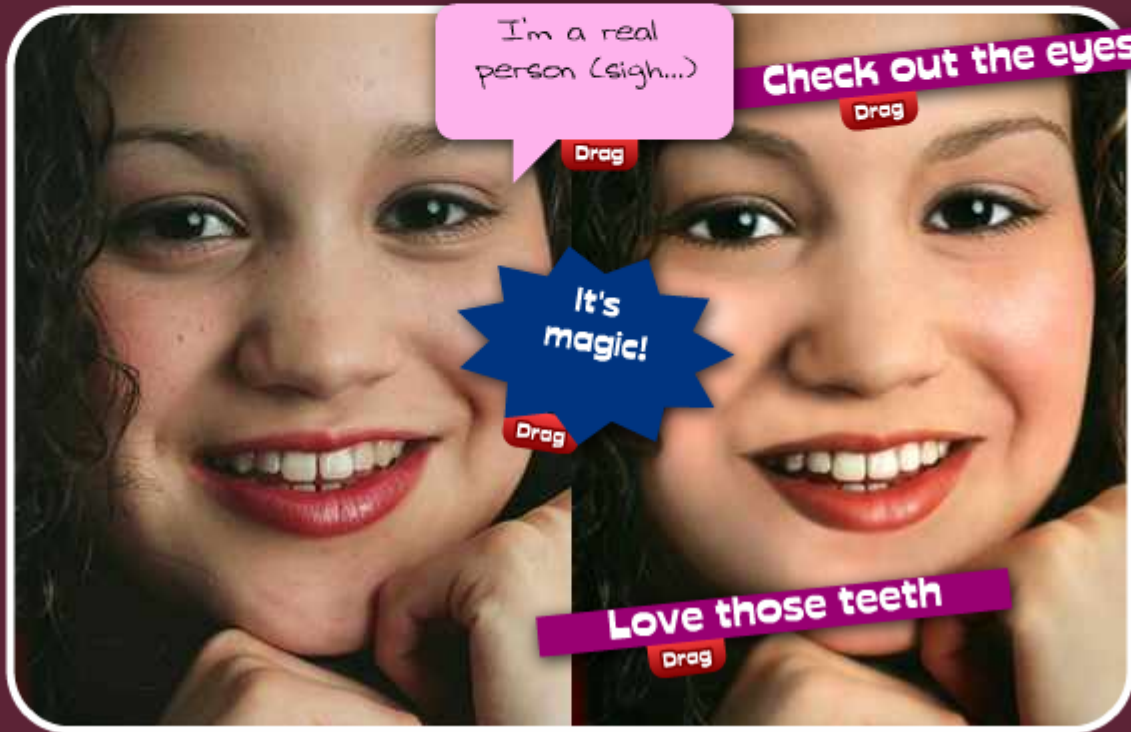


IS SHE OR ISN'T SHE ...RETOUCHED!

Photos in magazines go through the same kind of changes that you see here. After viewing tons of images all the time, we can forget that the photos have been altered and that most real girls don't look like this. We just remember that we want to look that way.

You are not signed in: [Sign in](#) or [Register](#)

Drag
Write another comment



Drag
I'm a real person (sigh...)

Drag
Check out the eyes...

Drag
It's magic!

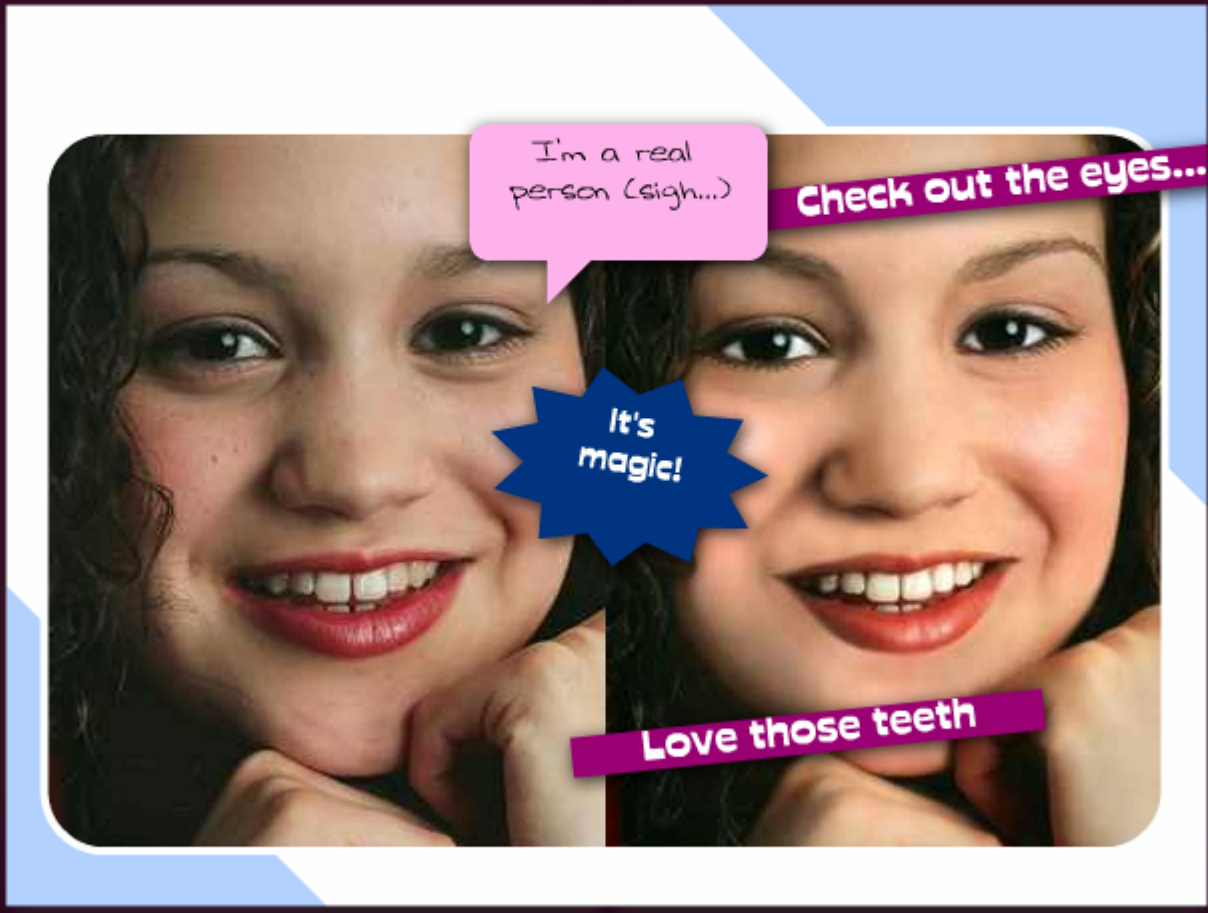
Drag
Love those teeth

STUDIO

You are not signed in:
[Sign in](#) or [Register](#)



this. We just remember that we want to look that way.



Save your magazine layout so you can add it to your personal magazine during the Magazine Publisher activity.

Save

Change Comments

Choose Another Model



You are not signed in: Sign in or Register

this. We just remember that we want to look that way.

Choose a model, then make a comment about her magical makeover!

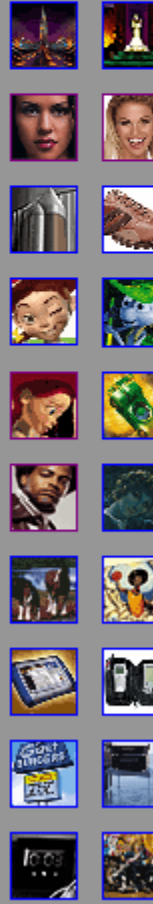
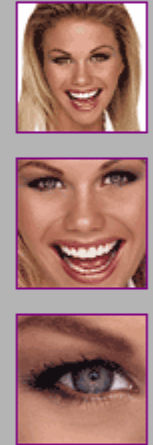


- Search
- pbs (www.pbs.org)
- photo (www.photo....)
- questia (www.questi...)
- scholar.google (scho...)
- sea.search.msn (se...)
- secure.purehost (se...)
- shelob.ocis.temple (...)
- socialknowledge (so...)
- sparknotes (www.sp...)
- stateofthenewsmedi...
- teacherspayteacher...
- tealighthouse (www...)
- temple (www.temple...)
- temple.bkstore (tem...)
- texasreading (www....)
- textbookleague (ww...)
- thefashionspot (ww...)
- thefourthrail (www.t...)
- the-tidings (www.th...)
- usingenglish (www.u...)
- wordreference (ww...)
- www-tech.mit (www...)
- ast Week
- londay
- oday

Greg Apodaca aka Floyd

- Portfolio
- About
- Services
- Contact
- Access
- Links

Roll mouse over image



Overview

1. Approaches to ML Instruction
2. Media Literacy at the School & District Level
3. ML Research: What we Know & Need to Know
4. Media Literacy & Online Creative Play

Contact Information

Renee Hobbs

Professor of Communication

Director, Media Education Lab

Temple University

School of Communications and Theater

Philadelphia PA

Email: renee.hobbs@temple.edu

Phone: (215)204-4291