

# CORE INSTRUCTIONAL PRACTICES OF MEDIA LITERACY EDUCATION



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***These 16 core instructional practices help learners develop cognitive, social, and emotional competencies to prepare them for college and careers***

How often do students in elementary or secondary schools encounter media literacy through its core instructional practices? We identified 16 basic activities that are commonly used in elementary and secondary schools in subject areas including English language arts/literacy, social studies, the sciences, visual arts & design and the performing arts, mathematics, engineering and technology, comprehensive health, and world languages. While each of these instructional practices can be implemented using digital technologies, they do not require it.

## Access, Analyze & Evaluate

- Compare and Contrast
- How Media Messages Influence
- Stereotypes
- Examine the News
- Images and Advertising
- Music & Cultural Values

## Create & Collaborate

- Tell a Story
- Team-Based Production
- Research Project
- Present a Strong Point of View
- Create a Public Service Announcement

## Reflect, Understand & Apply

- Balancing Online and Offline Life
- Reflect on Your Interpretations
- Social Responsibilities of Consumers and Creators
- Apply Media Law and Policy
- Role Play the Business of Media

Instructional practices (or methods) engage all students in meaningful learning. Methods are differentiated to meet student needs and interests, task demands, and the learning environment.

# MEDIA LITERACY INSTRUCTION



## Access, Analyze & Evaluate



### Compare and Contrast

Students compare and contrast two different forms of media to identify similarities and differences in content, format, target audience, and point of view.



### How Media Messages Influence

Students identify the many different choices that creators make and consider how the design of media messages may influence people's thoughts, feelings, and beliefs.



### Stereotypes

Students analyze examples of different types of media to spot stereotypes and examine how values and ideologies are embedded in characters and stories.



### Examine the News

Students determine differences between a news story and an opinion story in print, broadcast and online news.



### Images & Advertising

Students interpret different types of advertising to examine how images can be manipulated and then they reflect on how advertising affects attitudes and behaviors.



### Music & Cultural Values

Students explore music from different time periods to identify how it reflects social values and activates strong emotions in ways that build consensus on controversial political issues.

# MEDIA LITERACY INSTRUCTION



## Create & Collaborate



### **Tell a Story**

Students adapt a book into a media genre, including animation, video game, or video, creating a storyboard or a script to depict an imaginary world with characters, conflict, and a sequence of events.



### **Team-Based Production**

A small group of students work collaboratively to create a video and their work is viewed by parents, peers, or the community.



### **Research Project**

Students learn how to generate questions and gather information from multiple high quality sources to learn something new and then summarize what they learned by creating a written work, video, oral presentation, podcast, infographic, or other media project.



### **Present a Strong Point of View**

Students write an article or create a media presentation that advocates for or against a specific action, using reasoning and evidence to defend their point of view.



### **Create a Public Service Announcement -**

Students choose a topic and work collaboratively to create a public service campaign designed to raise awareness, promote a cause or an event, or motivate people to take action in the community.



# MEDIA LITERACY INSTRUCTION

## Reflect, Understand & Apply



### Balancing Online and Offline Life

Students keep track of their media use over a period of time and discuss how media may be beneficial or harmful to their health, identity, and relationships.



### Reflect on Your Own Interpretations

Students examine various information sources and notice how their opinions and existing beliefs influence their interpretation of what they see and read.



### Social Responsibilities of Consumers and Creators

Students reflect on how they use both online and face-to-face expression and communication in their social relationships and learn how to reduce conflict and disrupt hurtful or aggressive talk and actions through dialogue and active listening.



### Apply Media Law and Policy

Students learn about the First Amendment and other laws that empower them as citizens in a democracy and then apply concepts to analyze situations involving the ethics and social responsibilities of both creators and consumers.



### Role Play the Business of Media

Students learn about how selling audience attention is the way that media companies make money and then role play to discover how advertising and other business strategies are used to increase effectiveness and impact.

# SCHOOL & COMMUNITY CONTEXT

## Challenges & Obstacles

What factors interfere with students in elementary and secondary schools getting opportunities to encounter media literacy education through its core instructional practices?

### Technology

- wireless connectivity in the home
- access to digital devices
- wireless connectivity in the school
- school policies regarding mobile phones
- limitations of space in the school
- school policies on film and video



### Student Readiness

- students lack basic skills and knowledge
- lack of interest in the community
- students lack interest
- students are too young
- resistance from the community
- students not emotionally ready



### School Culture

- focus on test scores in reading and math
- other priorities are more urgent
- limits in educator knowledge, experience, or know-how
- not sure where it fits in school curriculum
- concerns about controversy in community response
- no perceived need to change the curriculum
- educators and teaching staff are reluctant