

Workshop Descriptions Media Literacy Conference 2013 By Sessions

SESSION ONE 10:15 – 11:15 A.M

A. Assessing Media Literacy: What Skills and Knowledge Do Students Already Possess and What Are They Learning in Class?

Elia Powers, Paul Mihailidis – University of Maryland, Emerson College

Media literacy advocates have spent years creating courses, experimenting with lessons, sharing best practices and setting learning outcomes. The next step is assessment. In this session, media literacy educators and researchers share their perspectives on the challenges of and innovations taking place in media literacy assessment.

B. Common Core State Standards and Media Literacy in the Classroom: Communications and Critical Thinking for Promotional and Public Service Messages

Carl Casinghino - Suffield High School, CT

Session provides useful, dynamic examples of curriculum and lesson development for media literacy connected to the CCSS. The implementation of units that benefit the school community and foster evaluative, collaborative, and communicative skills in media literacy through advertising and public service messages are assessed using classroom cases.

C. After the Jump: Teaching with Social Media

Gerard Jalette, Sara Picklesimer, Stephen Stifano, Morgan Clark, Kiara Morales – UConn Communications

Session is geared towards educators who have made the leap to using social media in their teaching (and towards those that are thinking about it). Discussion includes: research findings; ideas for implementation; and the undergraduate perspective on learning with social media.

D. Teaching About Texts in a Participatory Culture: A Media Literacy Perspective

Amy Damico, Sara Quay – Endicott College

Session addresses: fandom as it relates to the media literacy concept that ‘individuals interpret and respond to media messages in different ways’; how the historic moment in which texts are produced tells us something about the text itself, audience interpretation, and audience response; and use of the Internet meme as a teaching tool.

E. Tumblr and Stumbling Through New New Media

Rosemarie Conforti, Charlie Dellinger-Pate - Southern Ct. State University

Students distracted by Facebook and texting? Apathetic about learning? Workshop shows how technology from tweets, Snapchats and Vine—new new media—are recontextualizing classrooms, culture and consciousness. Provides exercises, ideas, and a new model of how technology determines the context of education.

F. Parasocial and School Relationships of Pre-School Children

Kate Kurtin - UConn Communications

Session focuses on pre-school children and how the relationship they have with media characters affects the relationship they have with their peers.

SESSION TWO 11:25 – 12:25

A. Constructivist Media Decoding – Teaching Critical Thinking and Content

Chris Sperry - Project Look Sharp, Ithaca, N.Y.

Workshop addresses the perennial complaint from teachers, “I don’t have time to add one more thing to my curriculum.” Chris leads participants through models and lessons for teaching both 21st century literacy AND core subject area knowledge (in history, science, etc.) through inquiry-based media analysis.

B. Latino and Asian Protagonists and Antagonists in Popular Media: Reflecting a Global Need for Media Literacy on Race, Ethnicity, Gender

Diana Rios, Carolyn Lin, Jaime Gomez – UConn, Eastern Ct. St. Univ.

Session provides an overview and critique of Asian and Latino character images from U.S. and global media. In the digital era, media users have access to many forms of domestic and international imagery. Broad media availability does not accompany increases in critical viewing skills or better discernment. Character constructions follow the cultural politics of given nations. Panelists emphasize the need for cross national media literacy—an educated consumption. Media literacy includes accurate information about people and cultures to enhance cross-cultural understanding and appreciation.

C. Developing a Media Literacy Measure

Edward Arke - Messiah College

The field of media literacy research can benefit from a coordinated means of quantifying media literacy. Session provides a forum to discuss ways of measuring media literacy beginning with the author of a published study linking media literacy with critical thinking skills.

D. Global Kitchen Project: Promoting Healthy Eating Habits and Developing 21st Century Skills Among Children by Using Mobile Devices

Melda Yildiz, Altagracia Petela, Brianne Mahoney - Kean University, New Jersey

This interactive workshop promotes health education and media literacy using mobile technologies among elementary students; offers creative strategies for integrating media production and global education into the curriculum with limited resources; describes teacher candidates' reactions, discoveries, and experiences with new media as well as showcases elementary students' Global Kitchen Projects.

E. Ten Ways to Infuse Media and Digital Literacy into Instruction

Carolyn Fortuna - Franklin High School, Mass.

Want to know more about how to bring the classroom alive with media culture? Session is jam-packed with ideas for teachers and community workers to use digital graffiti walls, Wordle, Storify, Prezi, You Tube, online discussion boards, blogging, – and more -- as tools for students' deconstruction and composing.

SESSION THREE 2:15 – 3:15 P.M.

A. Developing Habits of Inquiry and Skills of Expression in Young Children: Media Literacy, Socio-Emotional Learning and Health Education

Cyndy Scheibe – Project Look Sharp, Ithaca, N.Y.

We too often think about the impact of media on young children in terms of morality ("good" vs. "bad" messages) and protection. Instead, how can we use media literacy approaches with pre-K and elementary aged children to empower them with critical thinking and communication skills in SEL and health education?

B. Media Literacy for Underprivileged/Diverse Population

Jonathan Freisem, Kelsey Greene, Elizaveta Provorova - Univ. Rhode Island Communications

Presenters share their experiences teaching media literacy to foster teenagers at URI and discuss how digital media can support the development of youth struggling with social and emotional issues. Participants learn how to implement media literacy techniques in an educational setting with a diverse population.

C. Where Friere Meets Bloom and Tim Berniers-Lee: Empowering Cultural Reporting in New Media

Mike Gange - Fredericton High School, New Brunswick, Canada

Veteran Media Studies teacher Mike Gange blends research and practice to show teachers how to get their students to write more about their culture at a critical level. Mike shares rubrics and demonstrates exemplars that will motivate teachers and stimulate students to write about their music.

D. In-Class Group Exercises to Introduce Concepts of Media Literacy

Nigel Dobereiner - Westfield State University

This workshop and lecture provides several proven in-class activities to motivate and inspire learning in your courses or class sessions introducing media literacy. Students not only learn from these exercises, they have fun doing them! And so does the teacher!

E. Beyond the Tools: Effective Strategies for Integrating Social Media and Technology in the Classroom

Mary Helen Millham, Alexandra Merceron, Diana Rios, Chris Clemens, David Atkin, Joshua Fishlock - UConn Communications

Session discusses pros and cons for using various technologies in the classroom, including hardware such as iPads, laptops, and cellphones and social media such as Twitter and Facebook. The ethics and politics of online postings from teachers about students vs. the students posting about teachers are also considered.