



Media Studies (Across the Curriculum)

EDCP 481.951

University of British Columbia

Summer 2a 2020 @ Online

<http://blogs.ubc.ca/etec/courses-2/edcp-481/> AND <http://wiki.ubc.ca/Edcp481>

Course Description and Valued Ends:

This course focuses on understanding media and associated freedoms of expression and the press for learning, teaching, and public pedagogy. Media studies is a dynamic discipline tailored to exploring a range of concepts or techniques. In addition to understanding media and the process of meaning-making, media studies also focuses on making and managing media across formats, creative expression, and civic engagement. Making minimal distinction among (the) media *of*, *on*, and *in* education, the course provides a survey of media studies and new media with an emphasis on media education and literacy. Media education and literacy are among the most relevant challenges to “official” knowledge and represent key movements in the sociology of curriculum. Hence, this course balances practice with ethical, legal, and theoretical aspects and emphasizes the design of curriculum and courses for teaching media studies and for integrating media literacy across the curriculum. This year's section of EDCP 481 focuses on Black Lives Matter media, Covid-19 media, and ecomedia or environmental media by and for children and youth.

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Teaching Assistant: tba

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WWW: <http://blogs.ubc.ca/etec/courses-2/edcp-481/> AND <http://wiki.ubc.ca/Edcp481>

Course Aims & Objectives

1. Map media studies and explore its key concepts and techniques.
2. Analyze the convergence of media and education through theoretical framings, legal interpretations and techniques of new media analysis (image, text, sound).
3. Provide a rationale for media education and literacy at all levels— elementary, middle, secondary, and adult.
4. Evaluate media education instructional materials and recommend appropriate revisions.
5. Design, produce and select appropriate materials and resources for media education courses.
6. Design and produce curriculum that incorporates and remediates a variety of new media, including image, text, and sound.

Required Text:

1. *Media Studies (Across the Curriculum) Readings*. (Download all from <https://canvas.ubc.ca>)

Assessment (Groups of 2-3, see details below):

1. Participation (20%)
2. Media Study Guide (40%)
3. PSA / HM (40%)

Deadline:

Ongoing
July 20
July 27

Operational Definition of Letter Grade Categories (EDCP, Revised, June 1996)

Letter Grade	Percent Range	Sample Description
A+	90-100	Work of outstanding quality. Demonstrates excellent comprehension of the subject and use of existing literature and research. Consistently applies a high level of critical scrutiny to texts and discussions. Frequently articulates innovative ideas based on a broad background. Shows a high degree of personal engagement with the topic. Consistently integrates broad orientations towards curriculum with particular lesson objectives and instruction and assessment strategies.
A	85-89	
A-	80-84	
B+	76-79	Work of good quality with no major weaknesses. Demonstrates good comprehension of the subject. Is able on occasion to articulate original critical insights. Good use of existing knowledge in the subject. Shows personal involvement in the work. Understands the relationships among broad curriculum orientations, lesson objectives and instruction and assessment strategies.
B	72-75	
B-	68-71	
C+	64-67	Adequate work. Fair comprehension of the subject. Shows few original critical insights. Background knowledge may have significant deficits. Minimal personal involvement in the work. Inconsistently integrates broad curriculum orientations, lesson objectives and instruction and assessment strategies.
C	60-63	
C-	55-59	
D	50-54	Minimally adequate work, barely at a passing level. Serious flaws or deficits in understanding. Unable to integrate broad curriculum orientations, lesson objectives and instruction and assessment strategies.
F	0-49	Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance.

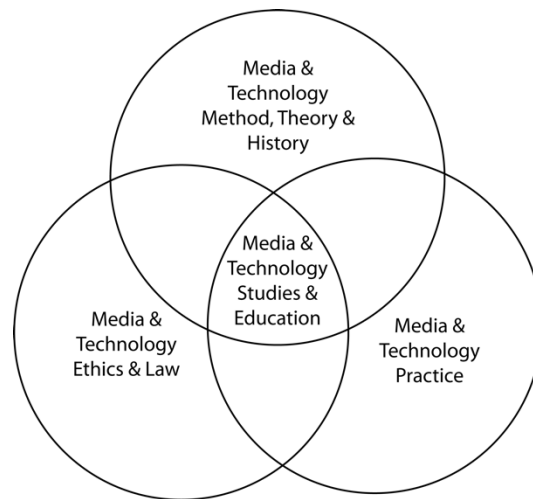
- **Academic Honesty and Standards, and Academic Freedom:** Please refer to *UBC Calendar*
- **Policies and Regulations (Selected):** <http://www.students.ubc.ca/calendar>
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/policies/policy73.pdf).

EDCP 481 Course Schedule & Readings:

July 6-9	Introduction
6-9	July Module 1: Media Semantics, Media Education / Media & Technological Literacies
9-12	July Module 2: Media Methods
12-15	July Module 3: Media Production & Social Media Practice
14-16	July Module 4: Regulation of the Citizen and Media
15-21	July Module 5: Academic Freedom / Teaching Controversial Subjects / Course and Resource Approval
21-23	July Module 6: Copyright and Intellectual Property Rights
24-29	July Module 7: Histories and Theories of Media & Technology

Readings for each module include a balance of activities, often supplemented by image and sound resources.

Date	Module	Assignment	Readings & Topics
Week 1 6-10 July	#1	Course Intro	Course introduction, Media Semantics Youth Activism
	#1	Readings & Assignments	What is or Who are (the) Media? What is Media Education? Media Literacy? Youth Activism
	#2	Readings & Assignments	Media Education, Literacies & Methods Youth Activism
	#2-#3	Readings & Assignments	Media Methods Media Production & Social Media Practice Youth Activism
	#2-#3	Readings & Assignments	Media Methods Media Production & Social Media practice Youth Activism
	Week 2 13-17 July	#3	Readings & Assignments
#4		Readings & Assignments	Regulation of the Citizen and Media Free Speech and Freedom of the Press Free Inquiry & Freedom of Thought Regulatory Codes / Codes of Ethics
#4		Readings & Assignments	Regulation of the Citizen and Media Privacy and Right to be Forgotten
#5		Readings & Assignments	Academic Freedom / Teaching Controversial Subjects Youth Activism
#5-#6		Readings & Assignments	Academic Freedom / Teaching Controversial Subjects MSG Presentations
Week 3 20-24 July			Media Study Guide Due
	#6	Readings & Assignments	Copyright and Intellectual Property Rights Youth Activism
	#6	Readings & Assignments	Copyright and Intellectual Property Rights Youth Activism
	#7	Readings & Assignments	Media & Technology Culture & Theory Youth Activism
	#7	Readings & Assignments	History of Media & Technology Youth Activism
	Week 4 27-31 July	#1-#7	PSA or HM Video Due



Topic 1

Media Semantics, Media & Technology Education / Media & Technological Literacy or Literacies

Readings / Media

1. Yeoman, F. & Morris, K. (2019, January 9). Why media education in schools needs to be about much more than 'fake news'. *Jakarta Post*, <https://www.thejakartapost.com/life/2020/01/09/why-media-education-in-schools-needs-to-be-about-much-more-than-fake-news.html>

Climate Change

2. Rodrick, S. (2020, April). Greta's world: How one Swedish teenager armed with a homemade sign ignited a crusade and became the leader of a movement. *Rolling Stone*, 40-49. <https://www.rollingstone.com/politics/politics-features/greta-thunberg-climate-crisis-cover-965949/> or <https://www.magazines.com/pdfview/viewr.php?d=90472#book/3>
3. Beaumont, H. et al. (2019, May 2). Canadian teens told us why they're striking over climate change. *Vice*. https://www.vice.com/en_ca/article/gy4vpx/canadian-teens-told-us-why-theyre-striking-over-climate-change

Black Lives Matter

4. Walker, T. (2020, June 8). When black lives matter to everyone: A new generation leads call for change, sparked by the killing of George Floyd. *Orange County Register*, <https://www.ocregister.com/2020/06/05/when-black-lives-matter-to-everyone-a-new-generation-leads-call-for-change-sparked-by-the-killing-of-george-floyd/>

Covid-19

5. Crocker, D. (2020, June 10). COVID-19 doesn't keep the show from going on for youth theatre programs in Corner Brook. *Saltwire*, <https://www.saltwire.com/lifestyles/regional-lifestyles/covid-19-doesnt-keep-the-show-from-going-on-for-youth-theatre-programs-in-corner-brook-460373/>

Climate Change, BLM & Covid-19 Reference and Resources

- a. Cooper, C. B. (2011). Media literacy as a key strategy toward improving public acceptance of climate change science. *Bioscience*, 61(3), 231-237.
- b. Cocco-Klein, S. & Mauger, B. (2018). Children's leadership on climate change: What can we learn from child-led initiatives in the U.S. and the Pacific Islands? *Children, Youth and Environments*, 28(1), 90-103.
- c. Media Education Foundation <https://www.mediaed.org/climate-change/>
- d. iMatter <https://www.imatteryouth.org>
- e. Youth Climate Lab <https://www.youthclimatelab.org/team>

- f. O'Brien, K., Selboe, E., & Hayward, B. M. (2018). Exploring youth activism on climate change: Dutiful, disruptive, and dangerous dissent. *Ecology and Society* 23(3), 42.
- g. Maluleke, T. (2016, January 14). Racism is so much more than words. *Mail & Guardian*, <https://mg.co.za/article/2016-01-14-racism-is-so-much-more-than-words/>
- h. Smith, C. (2020, June 1). Becoming a parent in the age of Black Lives Matter. *The Atlantic*.
- i. Pryer, L. & Chong, F. (2020). *A parent's guide to Black Lives Matter*. https://yoopies-cms.cdn.prismic.io/yoopies-cms/a79829ee-9d85-465c-9a08-270c4fd7e5b5_Parent%27s+guide+to+black+lives+matter.pdf
- j. Zhang, L. (2020, May 29). COVID-19 leads to dramatic unemployment, young people suffer the most. <https://news.cgtn.com/news/2020-05-29/COVID-19-leads-to-dramatic-unemployment-young-people-suffer-the-most-QSUcPNPJ0Q/index.html>
- k. James, T. (2020, April 21). Third graders give thanks, share compassion during COVID-19. isolation. *Mymotherlode*, <https://www.mymotherlode.com/news/local/1046889/third-graders-give-thanks-share-compassion-during-covid-19-isolation.html>
- l. Yong, E. (2020, April 29). Why the Coronavirus is so confusing: A guide to making sense of a problem that is now too big for any one person to fully comprehend. *The Atlantic*, <https://www.theatlantic.com/health/archive/2020/04/pandemic-confusing-uncertainty/610819/>

Media Education & Literacies Resources

- m. Hobbs, R. (2010, November). *Digital and media literacy: A plan of action*. Washington, DC: Aspen Institute. Downloaded from <http://www.knightcomm.org/digital-and-media-literacy-a-plan-of-action/>
- n. Mahoney, K. R. & Khwaja, T. (2016). Living and leading in a digital age: A narrative study of the attitudes and perceptions of school leaders about media literacy, *Journal of Media Literacy Education*, 8(2), 77-98. Available at: <http://digitalcommons.uri.edu/jmle/vol8/iss2/5>
- o. McClain, J. M. (2016). A framework for using popular music videos to teach media literacy. *Dialogue*, 3(1). <http://journaldialogue.org/issues/a-framework-for-using-popular-music-videos-to-teach-media-literacy/>
- p. Hobbs, R. & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education*, 1, 1-11. <http://jmle.org/index.php/JMLE/issue/view/1>
- q. Rideout, V. J., Foehr, U. G. & Roberts, D. F. (2010). *Generation M2: Media in the lives of 8-18 year olds*. Menlo Park, CA: Henry J. Kaiser Family Foundation.
- r. Center for Media Literacy. (2005). *MediaLit Kit*. Malibu, CA: Author. <http://www.medialit.org/cml-medialit-kit>
- s. NFB Education <https://www.nfb.ca/education/>
- t. Media Smarts <http://mediasmarts.ca/>
- u. Considine, D. (2003). *Media literacy across the curriculum*. Malibu, CA: Center for Media Literacy.
- v. Anderson, N., Tyner, K. & Pugente, J. J. (2003). Introduction. In *Scanning Television* (pp. 5-12). Toronto, ON: Harcourt Canada.
- w. Berry, K. S. (2007). Critical media studies meets critical (hyper-)pedagogues. In D. Macedo & S. Steinberg (Eds.), *Media literacy: A reader* (pp. 687-698). New York, NY: Peter Lang.
- x. Duncan, B., J. D'Ippolit, Macpherson, C. & Wilson, C. (1996). What are the mass media and popular culture?. In *Mass media and popular culture* (pp. 2-21). Toronto, ON: Harcourt Canada.
- y. Montana Department of Education. (1999). *Montana standards for media literacy*. Helena, MT: Author. <http://opi.mt.gov/PDF/TobaccoEd/StandardsMediaLiteracy.pdf>
- z. McLuhan, M. (1967). The medium is the message. *NEA Journal*, 56(7), 24-27.

Topic 2 Media Methods

Readings / Media

6. Digital Promise. (2015). *Analyzing media impacts*. Washington, DC: Author.
http://digitalpromise.org/wp-content/uploads/2016/02/mc_analyzingmediainpacts.pdf
7. Flora, J. A. & Roser-Renouf, C. (2014). Climate change activism and youth. In *The challenges of climate change: Children on the front line* (pp. 86-91). Florence, IT: UNICEF.
8. Winkler, E. N. (2009, August). Children are not colorblind: How young children learn race. *PACE: Practical Approaches for Continuing Education*, 3(3), 1-8. <https://nmaahc.si.edu/resources/children-are-not-colorblind-how-young-children-learn-race>
 - a. See also (2020, June 5). Former teacher speaks at Black Lives Matter rally in Kelowna. *Global News*, <https://globalnews.ca/video/7033485/former-teacher-speaks-at-black-lives-matter-rally-in-kelowna>
9. KSCF-US. (2020, June 18). Child labor and COVID-19: Youth demand action from leaders. <https://satyarathi-us.org/child-labor-and-covid-19-youth-demand-action-from-leaders/>

Methods Resources

- aa. Fedorov, A. (2010). Media educational practices in teacher training. *Acta Didacta Napocensia*, 3(3), 57-70.
- bb. Petrina, S. (2007). Teaching or instructional methods. In *Advanced teaching methods for the technology classroom* (pp. 93-103). London, UK: Idea Group, Inc.

MSG Examples

- cc. **Ralph, R.** (2017). [Moana: Media study guide](#). *The Cinematheque Education Department*. Media Literacy Lesson Plans. Vancouver, BC.
- dd. **Ralph, R.** (2017). [The final frame: Amy media study guide](#). *The Cinematheque Education Department*. Media Literacy Lesson Plans. Vancouver, BC.
- ee. Saltau, M. (2007). Not just another teen movie: *Juno*. *Screen Education*, 51, 110-115.
- ff. Lane, N. (2016). She slay, I teach: Lemonade by Beyonce.
<http://thedoctorlane.com/2016/05/lemonade-lesson-plan/>
- gg. Kilbourne, J. (1993). Killing us softly: Gender roles in advertising. *Adolescent Medicine*, 4(3), 635-649.
 - i. Gautreaux, M. (2015). *Killing us softly* Study guide. Vancouver, BC.
 - ii. Hodgson, K. (2012). *Killing us softly 4* Study guide. Toronto, ON: Media Education Foundation.
https://www.mediaed.org/assets/products/241/studyguide_241.pdf
- hh. Swaak, T. (2018, May 21). From viral video to the classroom: Childish Gambino's 'this is America' spurs discussion on race, gun violence, and history. *The 74*.
<https://www.the74million.org/from-viral-video-to-the-classroom-childish-gambinos-this-is-america-spurs-discussion-on-race-gun-violence-and-history>

Topic 3 Media Production & Social Media Practice

Readings / Media

10. Friesem, Y. (2017). Media production hive: Using media education for differentiated instruction. *Media Education*, 8(1), 123-140.
11. Kamenetz, A. (2019). Most teachers don't teach climate change; 4 in 5 parents wish they did [Audio clip]. *NPR*. <https://www.npr.org/2019/04/22/714262267/most-teachers-dont-teach-climate-change-4-in-5-parents-wish-they-did>
12. Hay, S. (2020, June 10). Youth organization supports Black Lives Matter movement through creating writing. <https://globalnews.ca/video/7052374/youth-organization-supports-black-lives-matter-movement-through-creating-writing/>

- ii. Write-Minded Canada <https://www.writemindedcanada.com/define-collection>
- 13. Tang, H. (2018, April 28). The student voices of COVID-19. University of Saskatchewan: College of Medicine. <https://medicine.usask.ca/news/2020/myamd/the-student-voices-of-covid-19.php>.

Social Media Resources

- jj. Clayton, K. E. and Murphy, A. (2016). Smartphone apps in education: Students create videos to teach smartphone use as tool for learning. *Journal of Media Literacy Education*, 8(2), 99-109. Retrieved from <http://digitalcommons.uri.edu/jmle/vol8/iss2/6>
- kk. Väljataga, T. & Fiedler, S. (2009). Supporting students to self-direct intentional learning projects with social media. *Journal of Educational Technology & Society*, 12(3), 58–69. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/jeductechsoci.12.3.58>
- ll. Nielsen, L. (2013). Using social media to engage students and families. *Educational Horizons*, 92(2), 16–20. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/42927216>

Media Production Resources

- mm. Musburger, R. B. & Kindem, G. (2009). *Introduction to media production: The path to digital media production* (Chapter 2). Boston, MA: Elsevier.
- nn. Cover, R. (2013). Reading the remix: Methods for researching and analysing the interactive textuality of remix. *M/C Journal*, 16(4), 1-3.
- oo. Academy of Motion Picture Arts and Sciences. (2008). *Teachers guide series*. <http://www.oscars.org/education-outreach/teachersguide/index.html>
- pp. *Video Maker Magazine* <http://www.videomaker.com/>
- qq. *Creative Cow Magazine* <http://forums.creativecow.net/>
- rr. CyberCollege <http://www.cybercollege.com/>
- ss. Student Filmmakers <http://www.studentfilmmakers.com/filmfestivals/>
- tt. SchoolTube <http://www.schooltube.com/>
- uu. Student Television Network <http://www.studenttelevision.com/>
- vv. FilmSkills <http://www.filmskills.com>
- ww. Beginning Reporting <http://www.courses.vcu.edu/ENG-jeh/BeginningReporting/Introduction/home.htm>
- xx. Resources at NFB Education <https://www.nfb.ca/education/guides/>
- yy. American Film Institute
- zz. Royalty Free Music for Schools <http://www.soundzabound.com/>

Topic 4

Regulation of the Citizen and Media

Free Speech and Freedom of the Press

Free Inquiry and Freedom of Thought

Regulatory Codes / Codes of Ethics

Freedom of Information, Privacy, and the Right to be Forgotten

Readings / Media

- 14. Watkinson, A. M. (1999). Freedom of expression and assembly. In *Education, student rights, and the Charter* (pp. 74-91). Saskatoon, SK: Purich Publishing.
- 15. Al-Hakim, A. (2019). Students claim their school is shutting down climate change protest. *CBC*. <https://www.cbc.ca/news/canada/nova-scotia/citadel-high-school-climate-change-protest-support-organizers-1.5122721>
- 16. *Mussa, I. (2020, June 12). Ottawa store refused to embroider 'Black Lives Matter' on man's hat. CBC.* <https://www.cbc.ca/news/canada/ottawa/store-in-ottawa-refused-to-embroider-black-lives-matter-on-mans-hat-1.5608011>
- 17. Tweedie, M. (2020, April 24). by COVID-19 highlights the importance of free expression rights for healthcare workers. BC Civil Liberties Association. <https://bccla.org/2020/04/covid-19-highlights-the-importance-of-free-expression-rights-for-healthcare-workers/>

Reference and Resources

- a. Canadian Civil Liberties Association. <https://ccla.org/education/remote-rights-project/>
- a. Khan, I. (1999, June). The censorship of Canadian children's literature. *Canadian Content*, <http://www.canadiancontent.ca/issues/back.html>
- b. Cooper, M. A. (2008). Bong hits 4 Jesus... in Canada? *Educational Law Journal*, 18(1), 57-77.
- c. Vasek, M. & Hendricks, R. (2016). Teachers, social media, and free speech. *eJournal of Public Policy*, Spring, 1-10.

Codes of Ethics

- d. Society of Professional Journalists. (1996). *Code of ethics*. Download from <http://www.spj.org/pdf/ethicscode.pdf>.
- e. Radio-Television News Directors Association. (2007). *Code of ethics*. <http://www.rtdacanada.com/ABOUT/PDF/RTNDAwelcomebooklet.pdf>.
- f. National Scholastic Press Association. (2009). *Model code of ethics*.
- g. Entertainment Software Rating Board. (2009). *A parent's guide to video games, parental controls, and online safety*. <http://www.esrb.org>

Topic 5

Academic Freedom / Teaching Controversial Subjects / Course and Resource Approval

Readings / Media

18. Salas, K. D. (2004). How to teach controversial content and not get fired. In *The new teacher book*. Milwaukee, WI: Rethinking Schools. <http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml>
19. Moore, K. J. (2019). When children protest, adults should tell them the truth. *Quillette*. <https://quillette.com/2019/03/21/when-children-protest-adults-should-tell-them-the-truth/>
20. King, A. (2020, July 3). Tens of thousands sign Ryerson student's petition calling for mandatory high school course on race. CBC, <https://www.cbc.ca/news/canada/toronto/tens-of-thousands-sign-ryerson-student-s-petition-calling-for-mandatory-high-school-course-on-race-1.5635921>
 - a. Bains, C. (2020, June 10). Students call for more Black history education, starting in elementary school. CTV, <https://bc.ctvnews.ca/students-call-for-more-black-history-education-starting-in-elementary-school-1.4977660>
21. Semple, J. (2019, April 3). Unvaccinated: Should vaccinations be mandatory for school-aged kids? Global News, <https://globalnews.ca/news/5125086/mandatory-vaccination-kids-canada-poll/>

Reference

- h. Clarke, P. (1993). Teaching controversial issues. *Green Teacher*, 31, 9-12.
- i. Gregory, M. R. (2014). The procedurally directive approach to teaching controversial issues. *Educational Theory*, 64, 627-648.
- j. Petrina, S. (2008). Academic freedom for K-12 teachers. In S. Mathison & W. Ross (Eds.), *Battleground: Schools: An encyclopedia of conflict and controversy, Volume 1* (pp. 1-11). New York, NY: Greenwood.
- k. Petrina, S. (2007). Teaching controversial issues. In *Advanced teaching methods for the technology classroom* (pp. 93-103). London, UK: Idea Group, Inc.
- l. Tetrault, M. (2010, June 15). School yearbooks chopped up to remove student's comment. *Comox Valley Echo*.
- m. <https://www.rt.com/usa/388613-colorado-temporary-book-ban-suicide/>

Topic 6 Copyright & Intellectual Property Rights

Readings / Media

22. Patrick, W. (2019). 24 media organizations oppose defamation suit waged by climate scientist. *Epoch Times*. https://www.theepochtimes.com/24-media-organizations-oppose-defamation-suit-waged-by-climate-scientist_2810374.html
23. Tobin, M. (2020, June 24). 'Black Lives Matter' trademark applications surge after protests. BNN Bloomberg, <https://www.bnnbloomberg.ca/black-lives-matter-trademark-applications-surge-after-protests-1.1455763>
24. Trosow, S. E. & Macklem, L. (2020, May). What is fair dealing in copyright? Here's why it matters when moving classes online due to coronavirus. *Academic Matters*, <https://academicmatters.ca/what-is-fair-dealing-in-copyright-heres-why-it-matters-when-moving-classes-online-due-to-coronavirus/>

Copyright Resources

- n. Liang, L., Mazmdar, A., & Suresh, M. (2004). Copyright/copyleft: Myths about copyright. *CounterCurrents.org*. <http://www.countercurrents.org/hr-suresh010205.htm>
- o. Potter, A. (2003). Is copyright unconstitutional? *THIS Magazine*, 37(2), 22-25.

Topic 7 Histories and Theories of Media & Technology

Readings / Media

25. Hawkey, K., James, J., & Tidmarsh, C. (2016). Greening the curriculum? History joins 'the usual suspects' in teaching climate change. *Teaching History*, 32-41.
26. Miller, J. (2020, June 5). Why the Black struggle in Canada has all but been erased. Two historians explain our blind spot. *The Star*, <https://www.thestar.com/news/gta/2020/06/04/why-the-black-struggle-in-canada-has-all-but-been-erased-two-historians-explain-our-blind-spot.html>
27. Robson, D. (2020, June 3). How Covid-19 is changing the world's children. BBC, <https://www.bbc.com/future/article/20200603-how-covid-19-is-changing-the-worlds-children>
 - a. Anderson, J. (2020, March 29). The coronavirus pandemic is reshaping education. Quartz, <https://qz.com/1826369/how-coronavirus-is-changing-education/>

Reference

- b. Klein, N. (2018). Capitalism killed our climate momentum, not "human nature." *The Intercept*. <https://theintercept.com/2018/08/03/climate-change-new-york-times-magazine/>
- c. Bolton, P. (2018). Naomi Klein slams *New York Times* article for discounting neoliberal capitalism's role in climate chaos. *The Canary*. <https://www.thecanary.co/discovery/analysis-discovery/2018/08/09/naomi-klein-slams-new-york-times-article-for-discounting-neoliberal-capitalisms-role-in-climate-chaos/>
- d. Knox, J. H. & Pejan, R. (2014). Human rights principles, climate change and the rights of the child. In *The challenges of climate change: Children on the front line* (pp. 47-51). Florence, IT: UNICEF.

Media History Resources

- p. Hobbs, R. & Moore, D. C. (2014). Cinekyd: Exploring the origins of youth media production. *Journal of Media Literacy Education* 6(2), 23-34.
- q. Hoehsmann, M. & Poyntz, S. (2008). Learning and teaching media literacy in Canada: Embracing and transcending eclecticism. *Taboo*, 12(1), 5-16.

Media Theory Resources

- r. Murphie, A. & Potts, J. (2003). *Culture and technology* (Chapter 1). New York, NY: Palgrave Macmillan.

Assignments

1. Participation

Participation is valued at 20% of your final grade. We refer to scholarly levels of participation as **academic conversation**, which entails a variety of things including articulation and presentation. Participation is interdependent with **preparation** for each class, which involves **reading, writing, organizing, reflecting, speaking**, and, of course, **media production**. While a variety of apps and media are readily available for organizing notes, consider Evernote for starters. Read deeply at least one of the required Readings for each Module. Read through the Module Introductions, consider the questions and offer other questions in Discussion or your notes, and process through the subsections and Case Studies within each Module. The standard is one *quality* Discussion post per module, either in conversation with the authors / readings or with a peer's or several peers' comments. **(20%)**

Participation		
Low	Avg	High
Appropriately and accurately articulates key constructs and themes in readings, videos, etc.		
1	3	6
Advances collective knowledge by engaging with authors, peers, and instructors		
1	3	6
Brings new ideas and apps to the discussions		
1	4	8
Total: xx / 20		

2. Media Study Guide (Film / Theatre / TV Series / Music Video / Game Study Guide): Contribute a section to a book created by EDCP 481 peers. The theme is: Black Lives Matter, Covid-19, or ecomedia or environmental media by and for children and youth. Choose a film / theatre show, TV or Netflix series, music video, newscast, or video game, etc. that: a) is coordinated with your peers; b) is appropriate, appealing, and meaningful to students RE ecomedia, BLM, or Covid-19 at either the grades K-3, 4-5, 6-7, 8-10 or 11-12 levels (if there are students wishing to design for the preschool level, please speak with the Instructor); c) addresses key concepts or big ideas in media education and environmental education. The study guide should be written specifically for K-3, 4-5, 6-7, 8-10 or 11-12 students and include the following elements: (Groups of 2-3) **(40%)**

- Introduction:** Introduce your topic and its learning outcomes.
- Key Concept/s / Big Ideas:** What key concepts or big ideas does this emphasize and reinforce?
- Content @ Image, Sound & Text:** Write effective text and insert appropriate images or reference sound files to give meaning to the topic.
- Focus Questions:** State questions that are both direct and open-ended to draw students into meaningful content and lead them toward inquiry and thought.
- Activities:** Provide 1-2 meaningful activities that actively involve the students and provide an experiential and media production dimension.
- Sources for Further Study:** Include sources that provide students with a means of following up on the topic.
- Study Guide Format:** Use graphic design and desktop publishing principles and software for laying out the final draft (6-8 colour or B/W pages).

Media Study Guide

Low-----Avg-----High
Development of Meaningful Content and Activities 1-----5.5-----10
Key Concepts / Big Ideas and Focus Questions 1-----5.5-----10
Provision of effective and sufficient examples 1-----5.5-----10
Clarity of communication / writing, Grammar & Format 1-----5.5-----10
Total: xx / 40

3. Public Service Announcement (PSA) or Heritage Minute (HM)

Public Service Announcement or Heritage Minute: Plan, script, perform, video, and broadcast (e.g., YouTube, Vimeo) a PSA (30 or 60 seconds) or HM (60 seconds). Develop an idea, storyboard, script, film, and edit for airing on YouTube. Various media provide air time to promote public service messages. Format: PSA (30 or 60 seconds) or HM (60 seconds) (+/- 5 sec.) in duration. Be sure to align your PSA with the CBC's Guidelines (see PSA & HM Video Briefs). (Groups of 2-3) **(40%)**

The PSA or HM videos should reflect your creative and thoughtful engagement with the challenge or problem. The videos should be engaging (e.g., dramatic, humorous, serious, punchy, cheeky, etc.) and designed to inspire dialogue, and pedagogical to address challenges for students and teachers.

PSA / HM Marks

Low-----Avg-----High
The PSA / HM...
Is Creative and Readily Lends itself to Instructional Issues 1-----5.5-----10
Is Engaging and Professional 1-----5.5-----10
Is Grade-Appropriate & Responsive to Black Lives Matter, the Environment, or Covid-19 1-----5.5-----10
Integrates Image, Text & Sound in Interesting Ways 1-----5.5-----10
Total: xx / 40

Key Concepts / Big Ideas of Media Education

1. **All media are constructions.** This is arguably the most important concept. The media do not simply reflect external reality. Rather, they present carefully crafted constructions that reflect many decisions and are the result of many determining factors. Media Literacy works towards deconstructing these constructions (i.e., to taking them apart to show how they are made).
2. **The media construct reality.** The media are responsible for the majority of the observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been preconstructed and have attitudes, interpretations, and conclusions already built in. Thus the media, to a great extent, give us our sense of reality.
3. **Audiences negotiate meaning in media.** If the media provides us with much of the material upon which we build our picture of reality, each of us finds or "negotiates" meaning according to individual factors: personal needs and anxieties, the pleasures or troubles of the day, racial and sexual attitudes, family and cultural background, moral standpoint, and so forth.
4. **Media messages have commercial implications.** Media literacy aims to encourage awareness of how the media are influenced by commercial considerations, and how they impinge on content, technique, and distribution. Most media production is a business, and so must make a profit. Questions of ownership and control are central: a relatively small number of individuals control what we watch, read and hear in the media.
5. **Media messages contain ideological and value messages.** All media products are advertising in some sense proclaiming values and ways of life. The mainstream media convey, explicitly or implicitly, ideological messages about such issues as the nature of the good life and the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism.
6. **Media messages contain social and political implications.** The media have great influence in politics and in forming social change. Television can greatly influence the election of a national leader on the basis of image. The media involve us in concerns such as civil rights issues, famines in Africa, and the AIDS epidemic. They give us an intimate sense of national issues and global concerns so that we have become McLuhan's Global Village.
7. **Form and content are closely related in media messages.** As Marshall McLuhan noted, each medium has its own grammar and codifies reality in its own particular way. Different media will report the same event, but create different impressions and messages.
8. **Each medium has a unique aesthetic form.** Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so we ought to be able to enjoy the pleasing forms and effects of the different media.

Source:

Pungente, J. & O'Malley, M. (1999). *More than meets the eye: Watching television watching us*. New York: Martin McClelland & Stewart. (<http://www.medialit.org/reading-room/canadas-key-concepts-media-literacy>)

Adapted from:

Ontario Ministry of Education. (1989). *Media literacy: Intermediate and senior divisions, 1989 resource guide*. Toronto: Ontario Ministry of Education. (pp. 8-10)

