



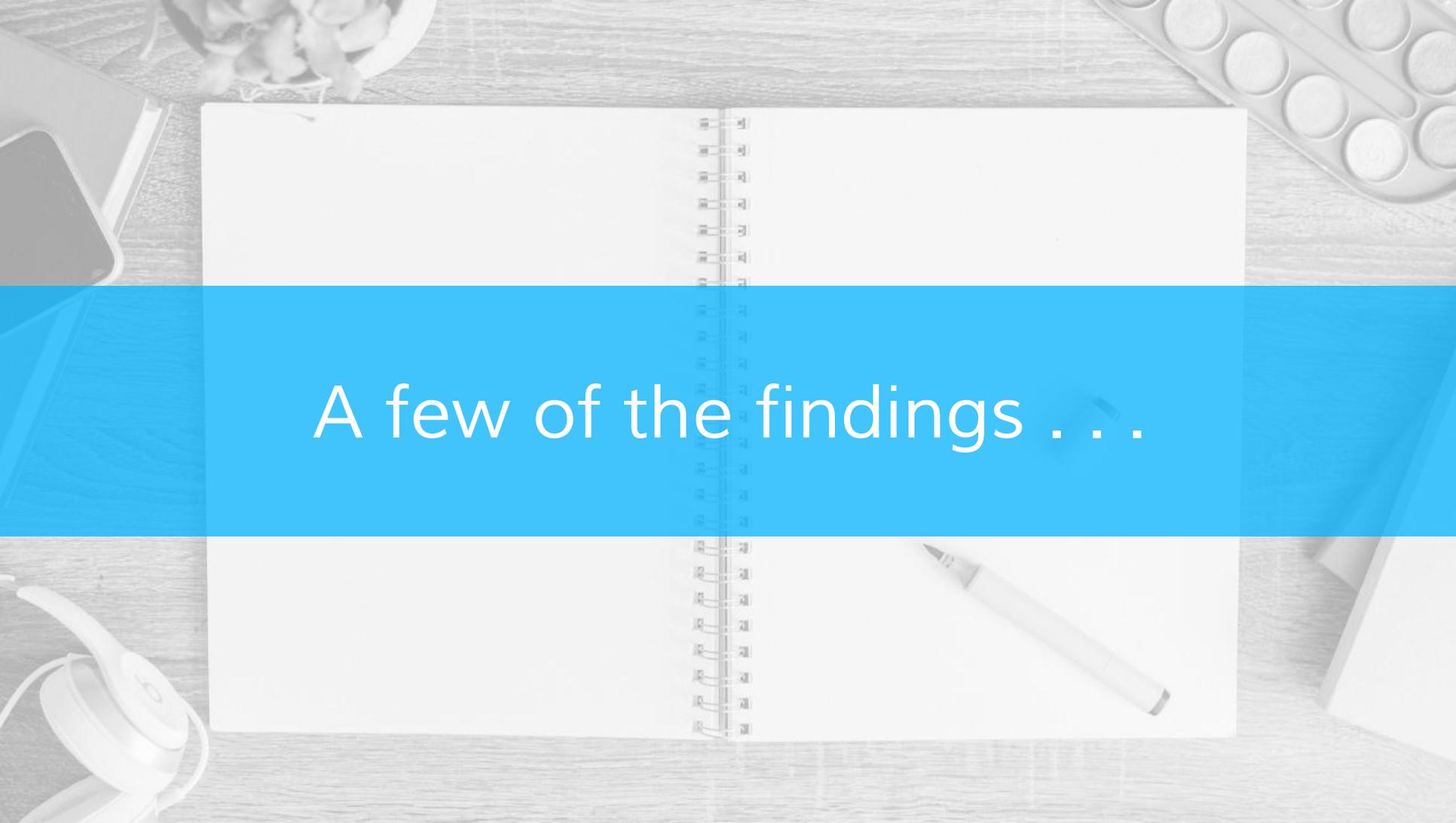
**Developing Media
Literate Students**

Kerry Townsend
Emerging Technologies in
Libraries Fall 2015

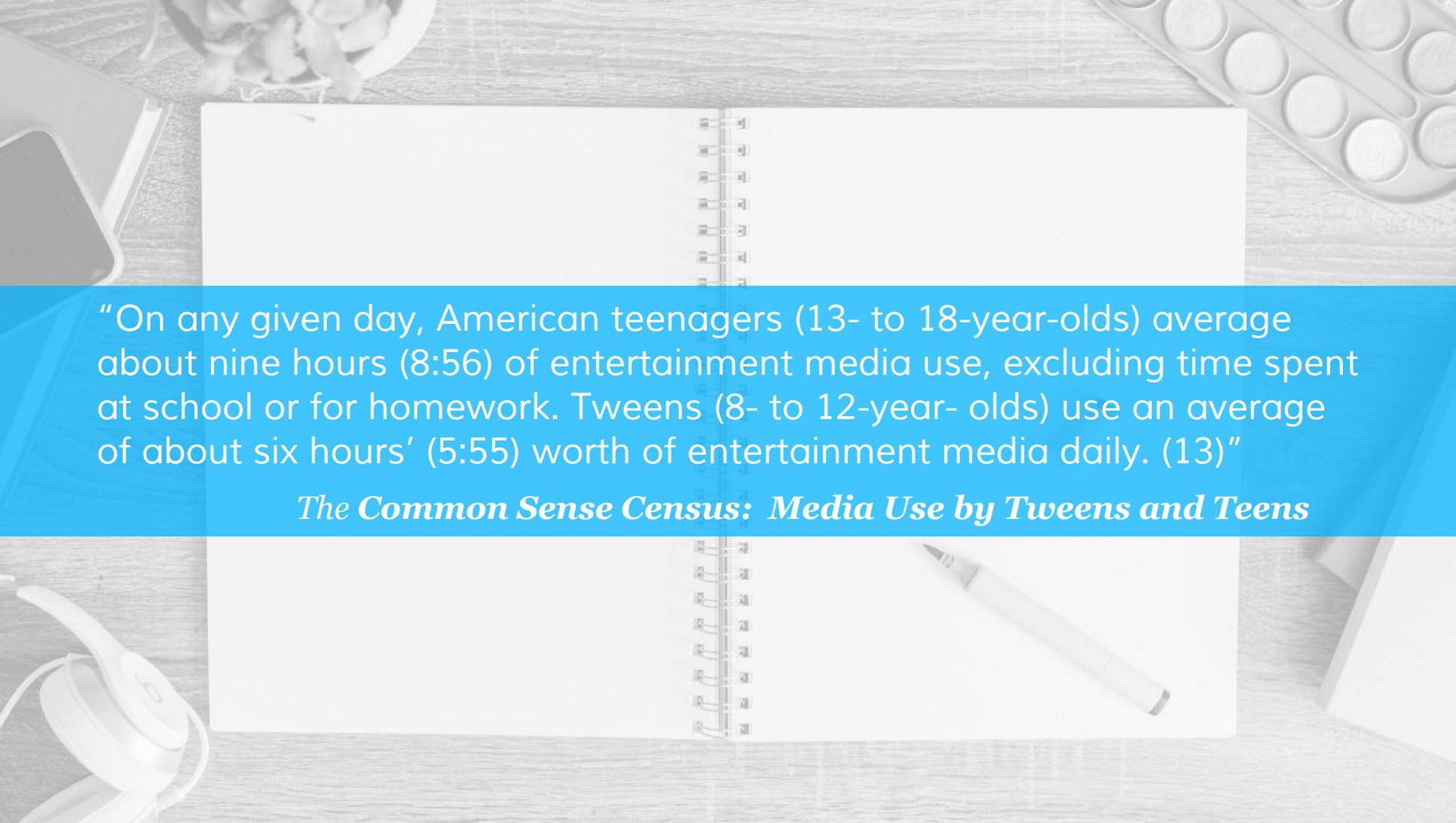
A bit about why:

In 2015, the *Common Sense Census: Media Use by Tweens and Teens* was released. The purpose of the study was to offer a complete picture of media use by teens and tweens in the US.

Rideout, V. (2015). *The Common Sense Census: Media Use by Teens and Tweens*. Retrieved from https://www.commonsensemedia.org/sites/default/files/uploads/research/census_researchreport.pdf

A top-down view of a desk with a spiral notebook, a pen, a water bottle, a keyboard, and a mouse. The notebook is open and has a blue horizontal band across the middle. The text "A few of the findings . . ." is written in white on the blue band. The desk is made of light-colored wood. There is a white water bottle on the left, a white keyboard on the right, and a white mouse on the bottom left. A small bowl of fruit is in the top left corner.

A few of the findings . . .

A top-down view of a desk with a spiral notebook, a pen, a water bottle, and a paint palette. The notebook is open and blank, with a silver spiral binding in the center. A white pen lies on the right page. A white water bottle is on the left, and a paint palette is on the right. The desk surface is light-colored wood.

“On any given day, American teenagers (13- to 18-year-olds) average about nine hours (8:56) of entertainment media use, excluding time spent at school or for homework. Tweens (8- to 12-year-olds) use an average of about six hours’ (5:55) worth of entertainment media daily. (13)”

The Common Sense Census: Media Use by Tweens and Teens

“From gamers to social networkers, patterns of use vary widely among young media users. (13)”

*The Common Sense Census:
Media Use by Tweens and Teens*

Figure 1. On any given day, proportion of tweens who spend ... with screen media

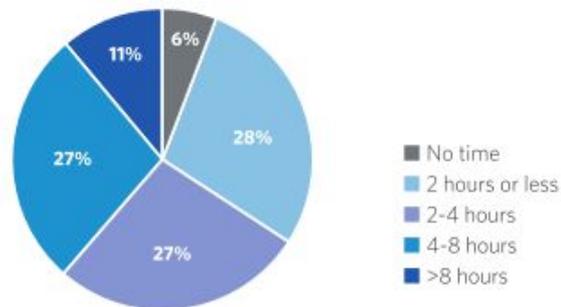
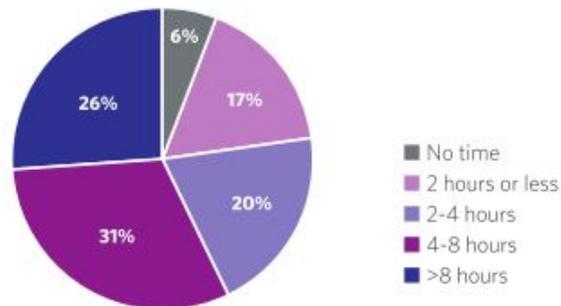
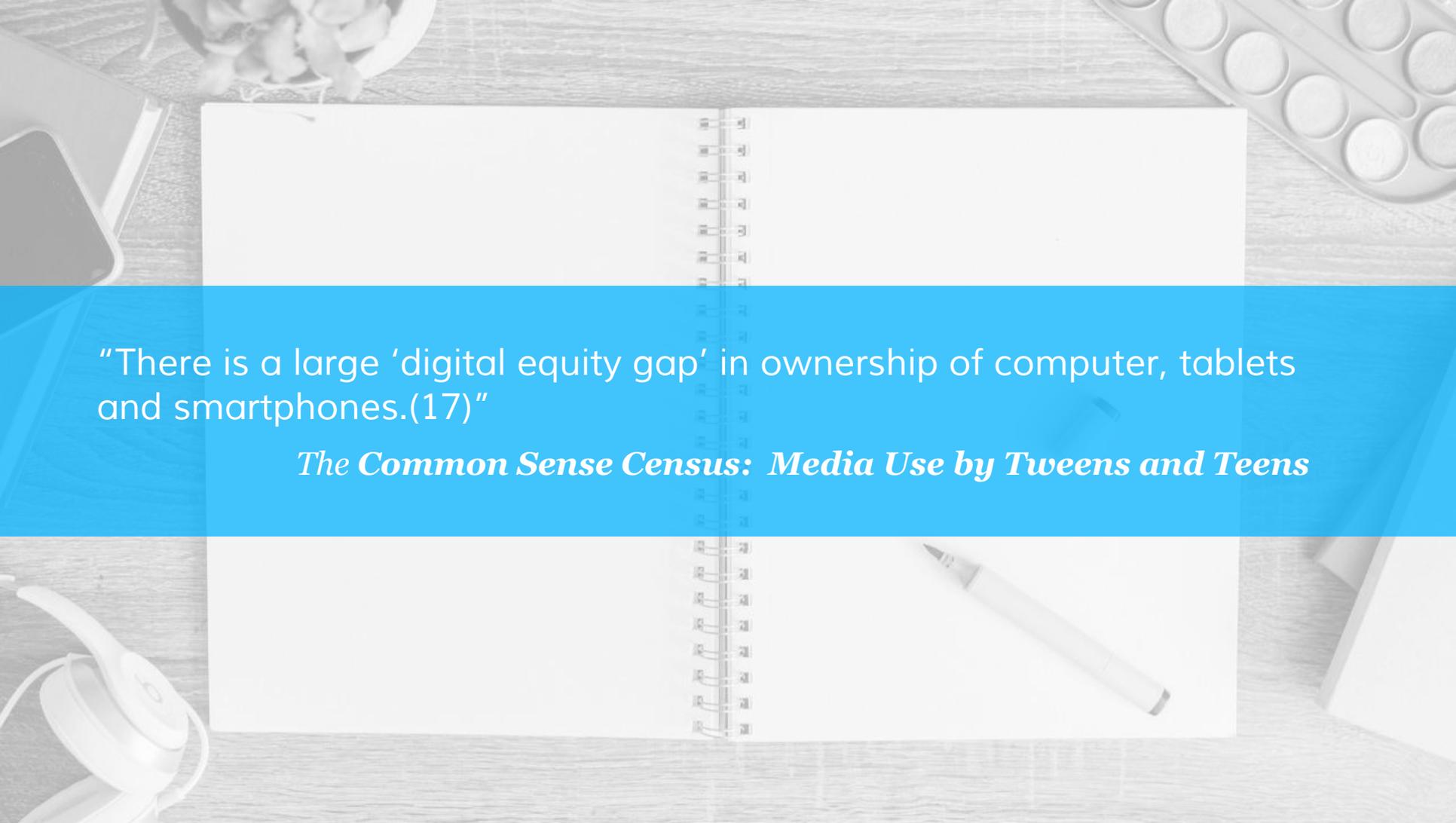


Figure 2. On any given day, proportion of teens who spend ... with screen media



Note: Segments may not add to 100% due to rounding.

A top-down view of a desk with a spiral notebook, a pen, a watercolor palette, a bowl of grapes, and a pair of headphones.

“There is a large ‘digital equity gap’ in ownership of computer, tablets and smartphones.(17)”

The Common Sense Census: Media Use by Tweens and Teens

Two Camps Exist:

Protectionist:

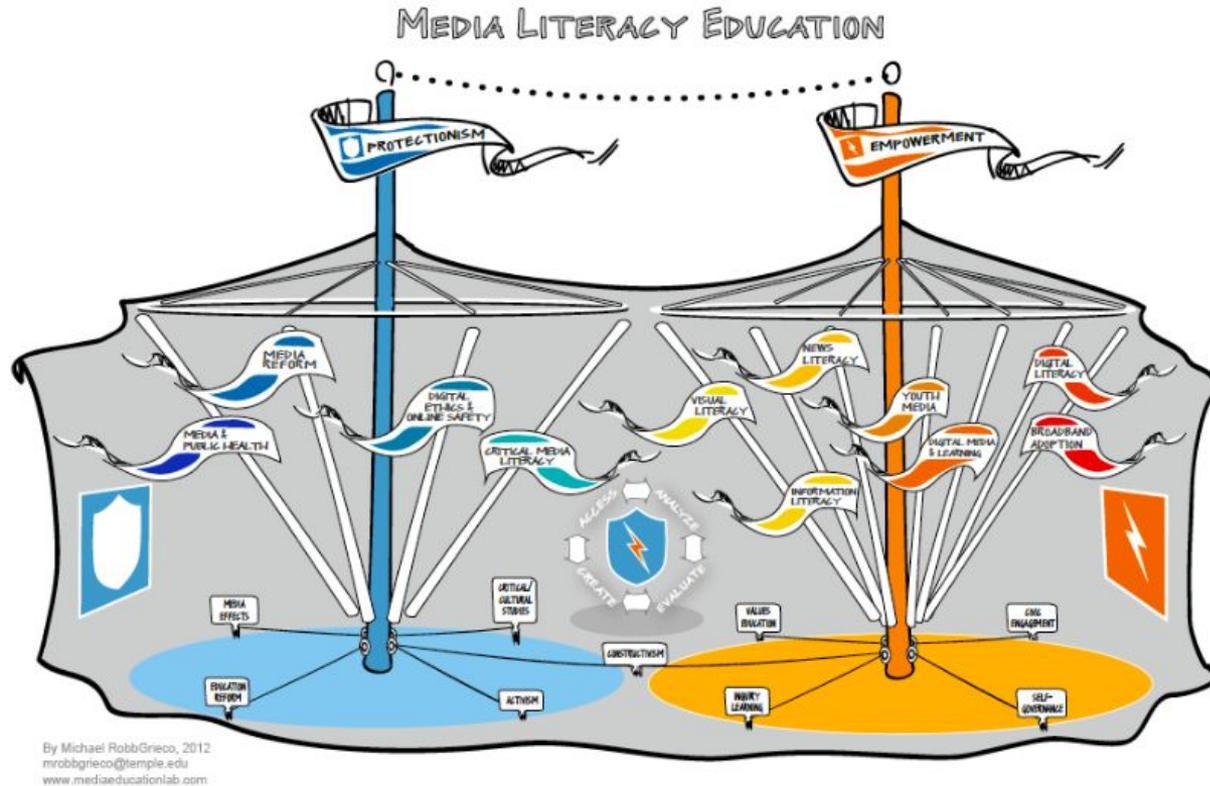
“Media literacy is seen as an inoculation against negative media influences and as a means to resist and challenge media power. (RobbGrieco & Hobbs 7)”

Empowerment:

“Learners have valuable media experience, interests, meaning-making skills, and expertise that can be cultivated and enhanced through the reflective practice and scaffolded support of Media Literacy Education. (RobbGrieco & Hobbs 7)”

Robbgrieco, M., & Hobbs, R. (2013). *A Field Guide to Media Literacy Education in the United States. Media Education Lab*. Retrieved from [http://mediaeducationlab.com/sites/mediaeducationlab.com/files/Field Guide to Media Literacy .pdf](http://mediaeducationlab.com/sites/mediaeducationlab.com/files/Field%20Guide%20to%20Media%20Literacy.pdf)

The 'Big Tent' of Media Literacy Education:



By Michael Robb-Grieco, 2012
mrobbgrieco@temple.edu
www.mediaeducationlab.com

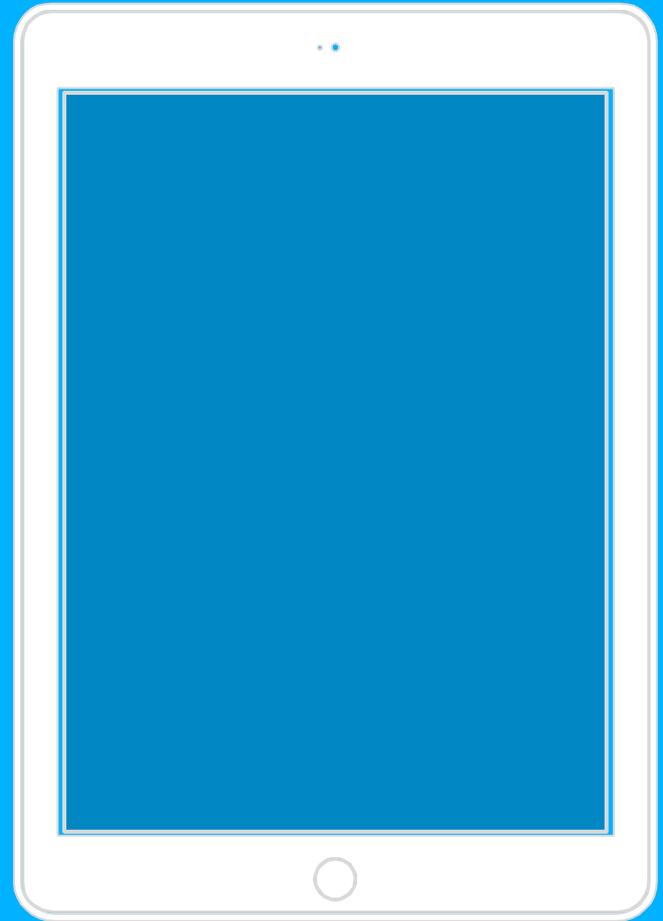
Robb-grieco, M. (2014). Why History Matters for Media Literacy. *Journal of Media Literacy Education*, 6(2), 3–22.

Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss2/2/>

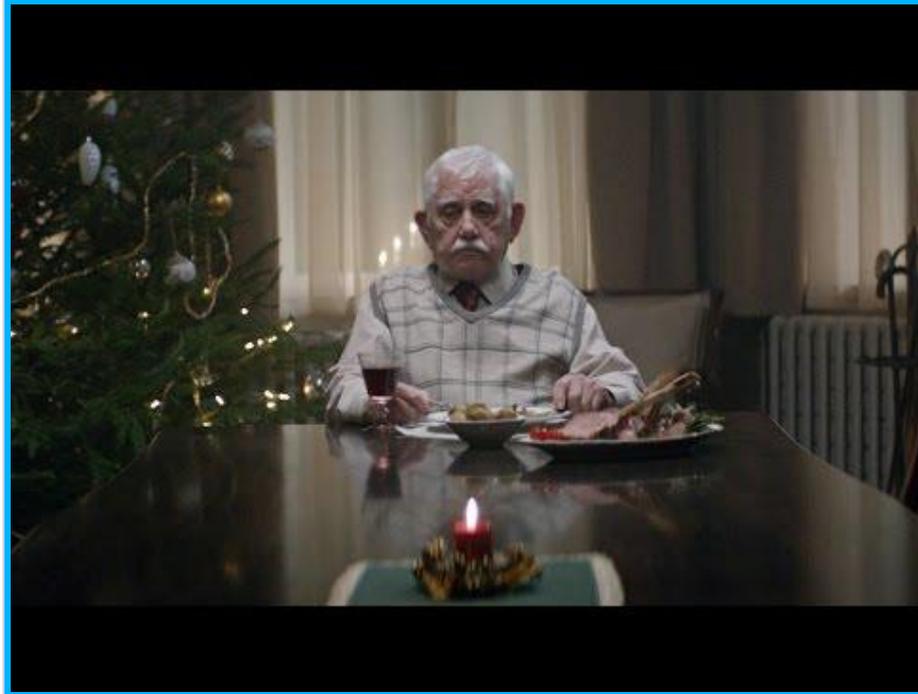
How to conduct a 'Close Analysis' of a Media 'Text':

Processed used originated in the following resource:

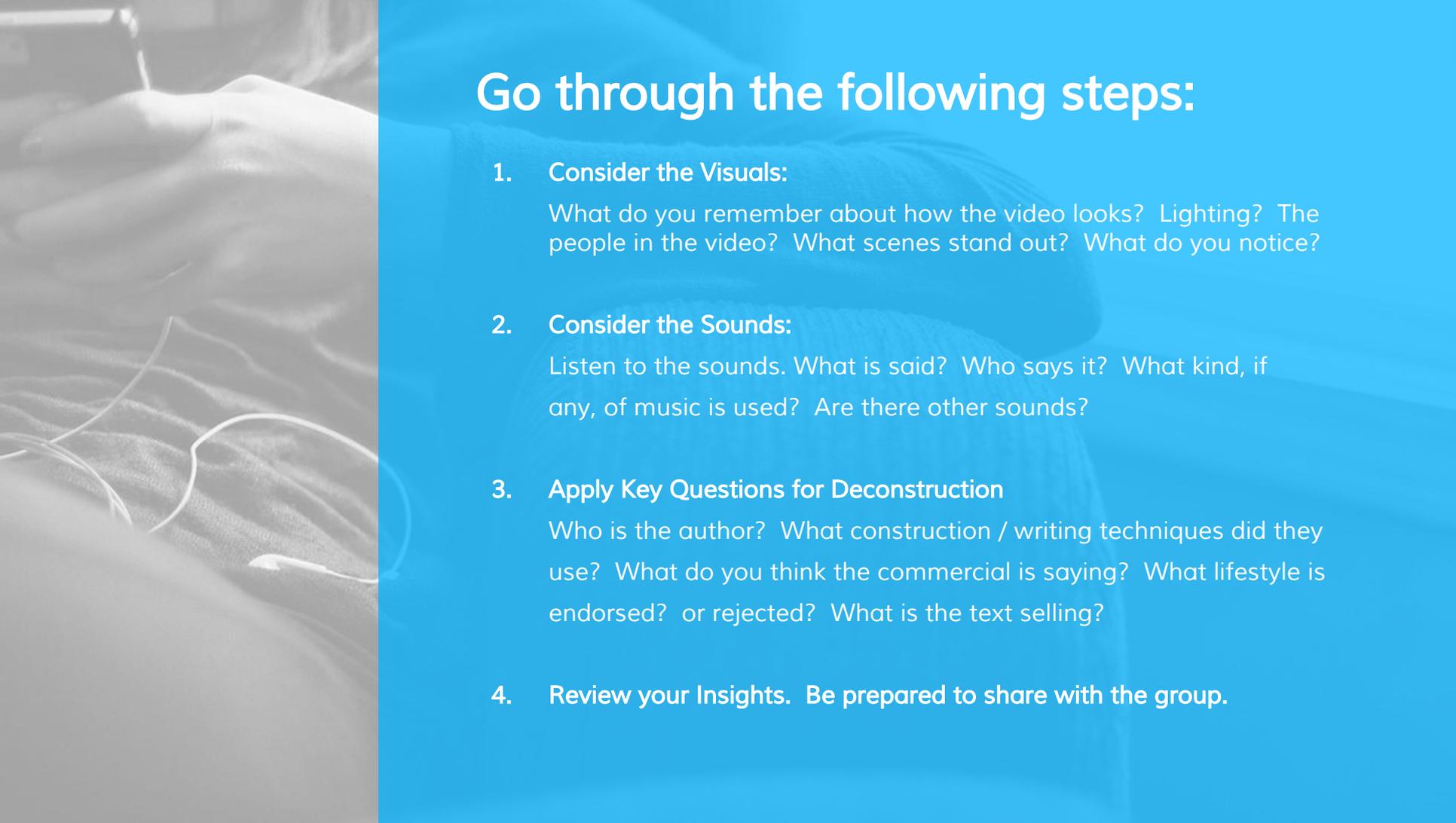
Jolles, T. (2008). *Literacy for the 21st Century: An Overview and Orientation Guide to Media Literacy Education*. Center for Media Literacy. Retrieved from <http://www.medialit.org>.



First, choose a text:



Dieser Film geht unter die Haut.
(2015, November 28).
Retrieved December 1, 2015,
from <http://www.edeka.de/gewinnspiele/wiihnachts-clip/heimkommen.jsp>



Go through the following steps:

1. Consider the Visuals:

What do you remember about how the video looks? Lighting? The people in the video? What scenes stand out? What do you notice?

2. Consider the Sounds:

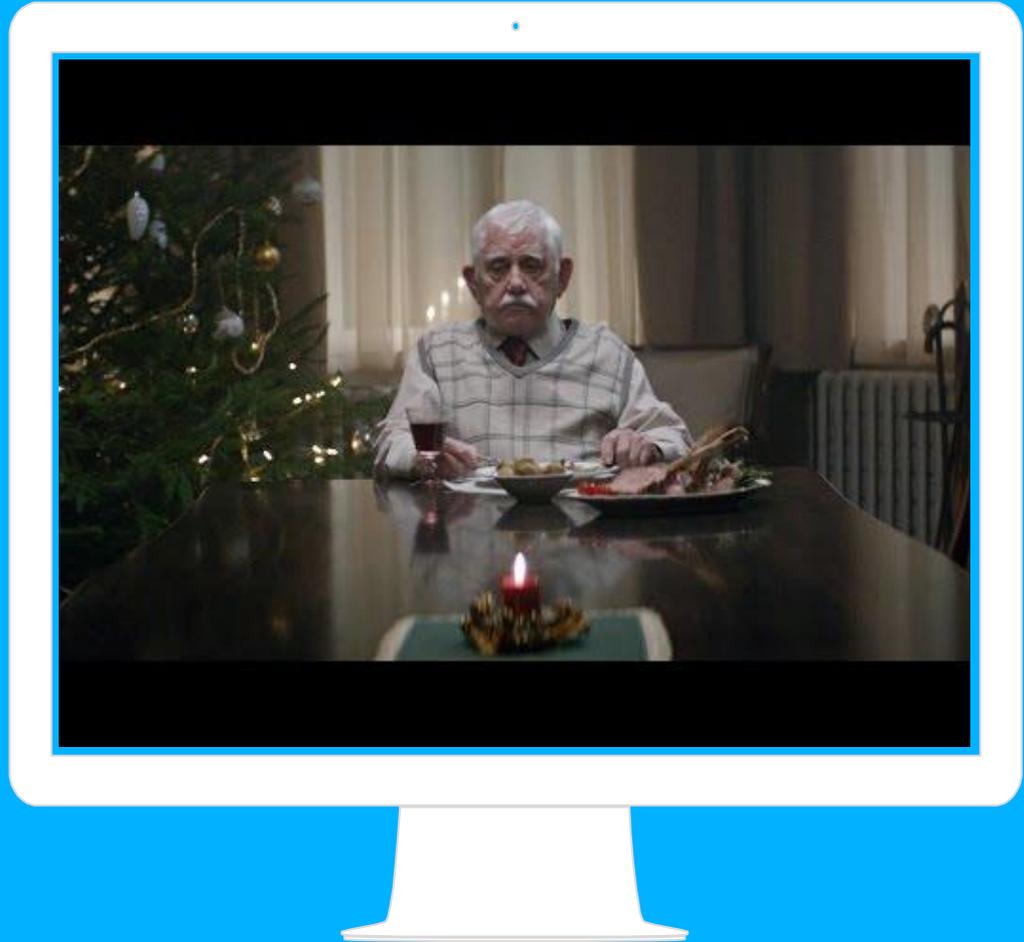
Listen to the sounds. What is said? Who says it? What kind, if any, of music is used? Are there other sounds?

3. Apply Key Questions for Deconstruction

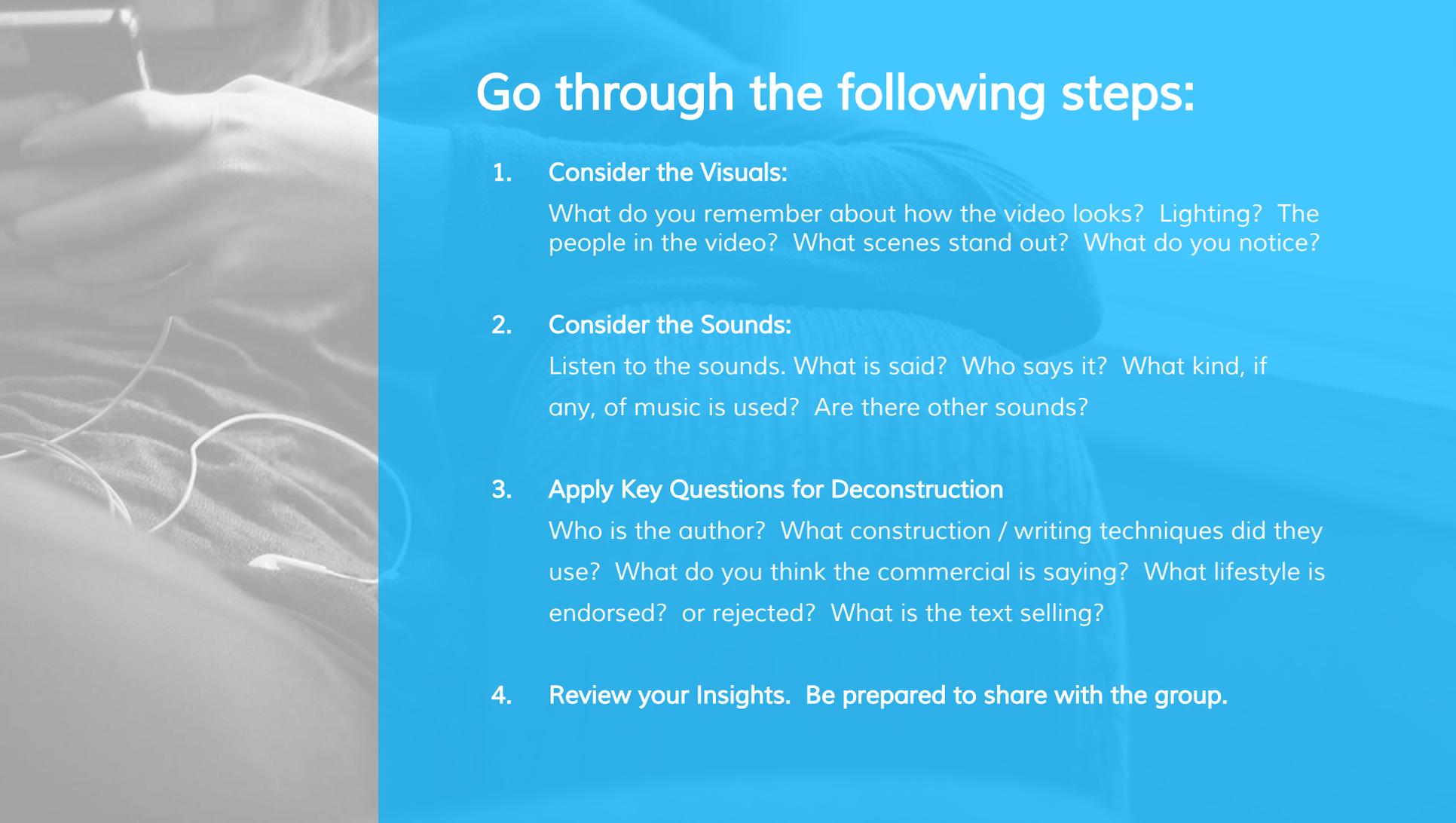
Who is the author? What construction / writing techniques did they use? What do you think the commercial is saying? What lifestyle is endorsed? or rejected? What is the text selling?

4. Review your Insights. Be prepared to share with the group.

Let's watch it again,
this time with a more
critical eye:



Dieser Film geht unter die Haut.
(2015, November 28).
Retrieved December 1, 2015,
from <http://www.edeka.de/gewinnspiele/wiihnachts-clip/heimkommen.jsp>



Go through the following steps:

1. Consider the Visuals:

What do you remember about how the video looks? Lighting? The people in the video? What scenes stand out? What do you notice?

2. Consider the Sounds:

Listen to the sounds. What is said? Who says it? What kind, if any, of music is used? Are there other sounds?

3. Apply Key Questions for Deconstruction

Who is the author? What construction / writing techniques did they use? What do you think the commercial is saying? What lifestyle is endorsed? or rejected? What is the text selling?

4. Review your Insights. Be prepared to share with the group.

Share!

A grayscale background image showing a hand holding a piece of white chalk, writing on a chalkboard. The word 'Kom' is visible on the board.

Please use the following briefly to
briefly explain the message
delivered by this text:

<https://goo.gl/c6cOVB>

A person wearing a light-colored, ribbed sweater is shown in profile, looking down at a smartphone held in their hand. The background is a blurred indoor setting, possibly a library or study area, with a table and chairs visible. A large, bright blue diamond shape is overlaid on the center of the image, containing white text.

**Some things you
can do in your own
library:**



Rethink Your Space

Try out a Makerspace!
Buy shelving on casters!
Minimize print purchases
in order to increase
access to high quality
media and make space
for hands-on media
creation.

Go Online

Online access to digital
resources increases
access for users. Provide
links to collections of
images, videos,
podcasts, etc.

Go Mobile

Mobile technology is
changing the way people
seek information. Have
resources available and
optimized for them to
use.



Embed Yourself

Go to where the learning
is. Embed yourself in
classrooms, small group
collaboration sessions,
teacher professional
development, etc..

Beef up your Digital Literacy Skills!

Offer programming /
learning sessions in
crafting media. One
cannot teach what one
does not know.

Play games

Try out something new.
Learn Minecraft.
Consider your level of
engagement as you do.
What did you learn
about your learning?

Our reading:

As a class, we interpreted the video to mean the following:

<https://goo.gl/yZnc3N>



Thanks!

Any questions? Comments?

You can find me at:

Kerry Townsend @kltown
kerrytownsend.org

PhD Student
School of Information Science and Learning Technologies
University of Missouri



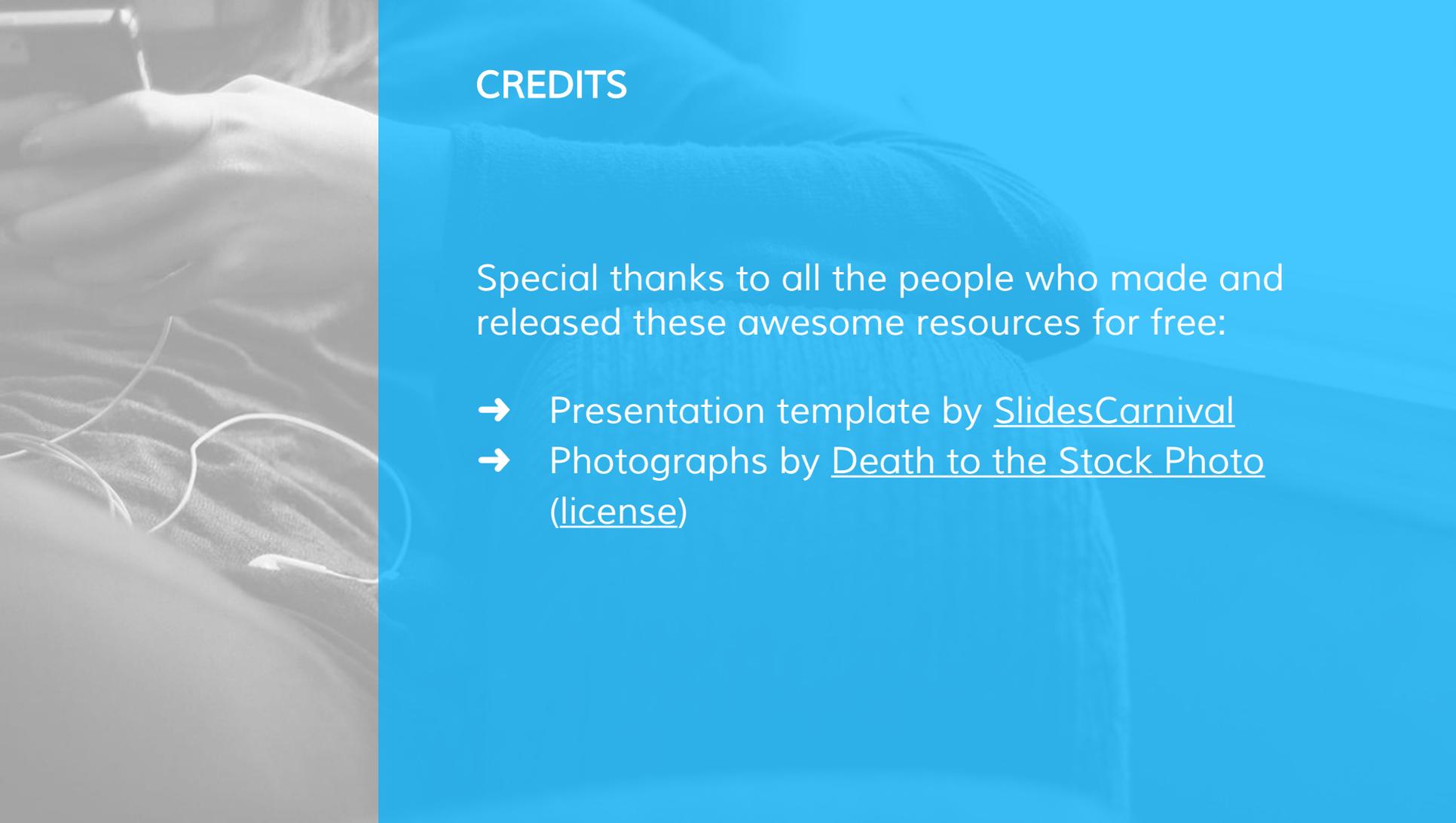
A few additional Resources

Lots of good ideas for integrating Media Literacy Education:

Johnson, L., Adams Becker, S., Estrada, V., and Freeman, A. (2015). NMC Horizon Report: 2015 Library Edition. Austin, Texas: The New Media Consortium.

Jenkins, H. J., Clinton, K., Robison, A. J., Purushotma, R., & Weigel, M. (2006). Confronting the Challenges of Participatory Culture : Media Education for the 21 Century, 80. Retrieved from http://digitallearning.macfound.org/atf/cf/{7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E}/JENKINS_WHITE_PAPER.PDF

Hobbs, R. (2010). *Digital and media literacy: A plan of action*. Retrieved from http://www.knightcomm.org/wp-content/uploads/2010/12/Digital_and_Media_Literacy_A_Plan_of_Action.pdf



CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Death to the Stock Photo](#) ([license](#))