Integrating media literacy into the secondary English (online) classroom

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Mediacy on Voice Ed Radio
@mediasee

Disclaimers & CV

- Computer, Media Literacy & Literacy Consultant, TDSB
- Media Studies AQ Instructor, U of T, York U, TDSB
- President, Association for Media Literacy
- TVO/ILC *Media Studies EMS3O*
- Media Creator: Websites, Programs, Videos, Books, Logos, T-Shirts, Podcasts, Blogs

Grade 10 English

4 weeks in online life

Scarborough Centre for Alternative Studies

5 weeks F2F
3 weeks March Break
4 weeks Online

Question

How might I use the affordances of online learning to meet the needs of the students and the curriculum?

Audience

Purpose Form

Students

Curriculum Media

ESLD Adults

Narrative WWW &

computers

(all media)

Synchronous &

Asynchronous

3 hours per week

Curricular Options

Input

Online Short Stories
YouTube/Vimeo/NFB Videos
Podcasts

Output

Written Assignments
Oral Presentations
Graphics
Videos/Podcasts

Logistics

ESLD Learners
Smartphones (equity)
No Library Access
Variable Bandwidth
Variable Hardware
Variable Software
Challenging Home Environments

Curricular Choices

Prior Story Knowledge
4 of 6 task options
1 Online Story task
Written Assignments

Curricular Choices

Prior Story Knowledge
Familiar stories revisited using new concepts.
4 of 6 options
1 Online Story
Written Assignments

Curricular Choices

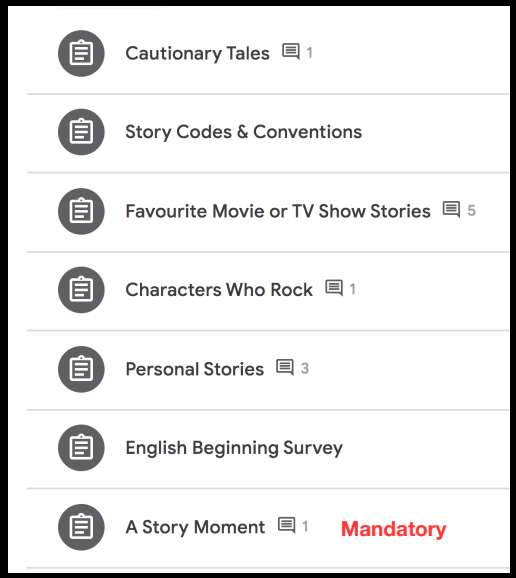
Prior Story Knowledge
4 of 6 options
Demonstrate their best skills
1 Online Story
Written Assignments

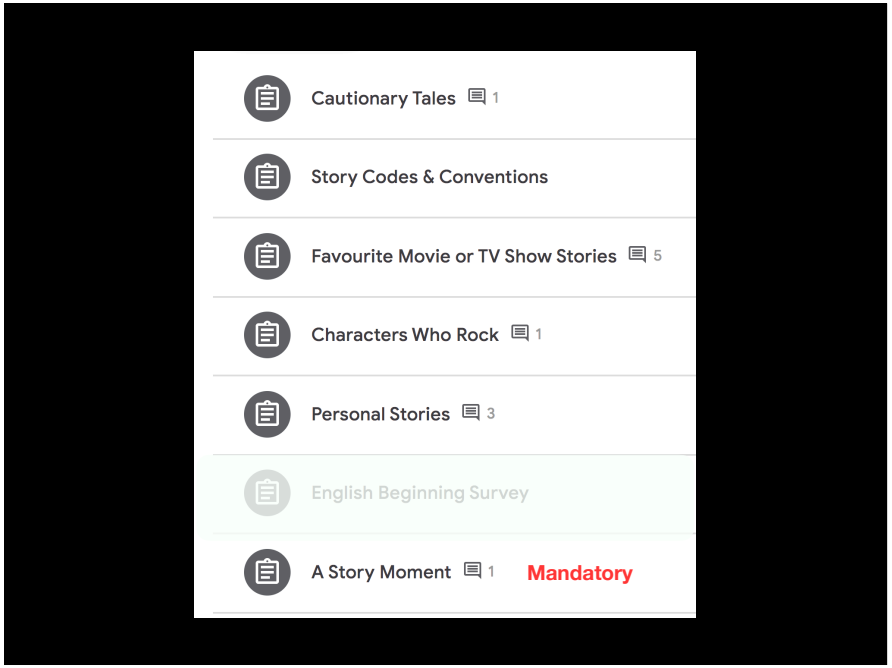
Curricular Choices

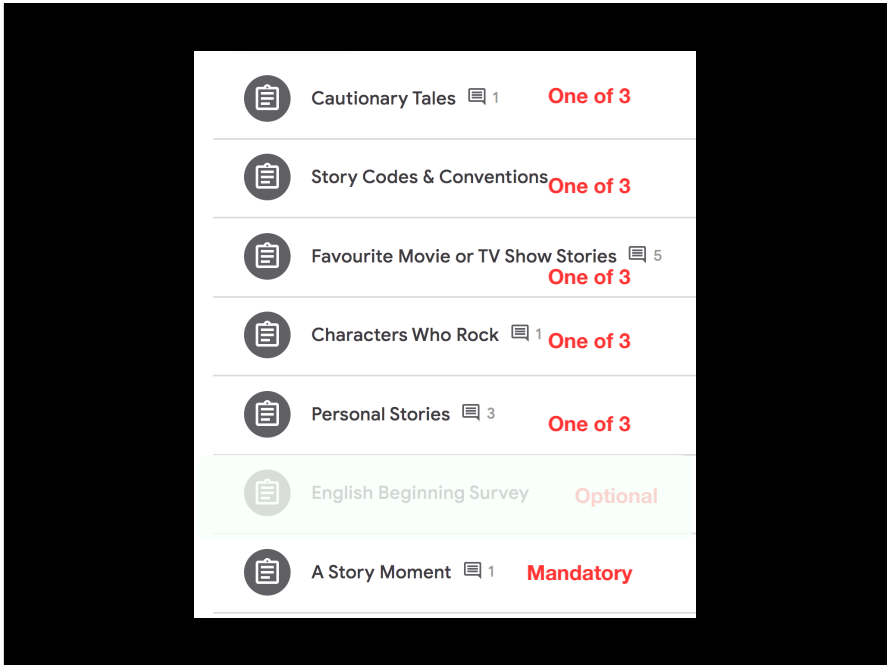
Comfort those who preferred traditional learning
Prior Story Knowledge
4 of 6 options
1 Online Story
Written Assignments

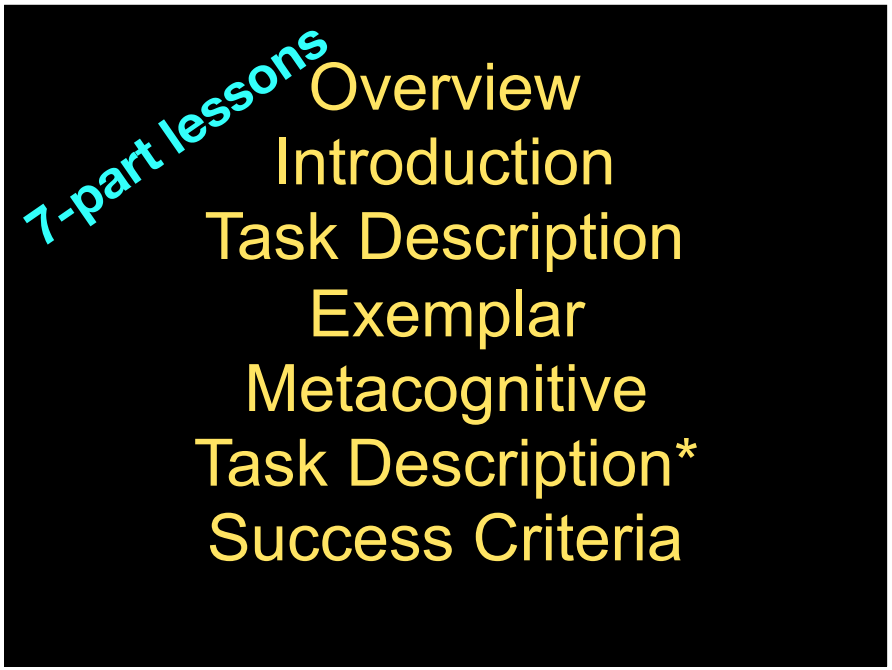
Curricular Choices

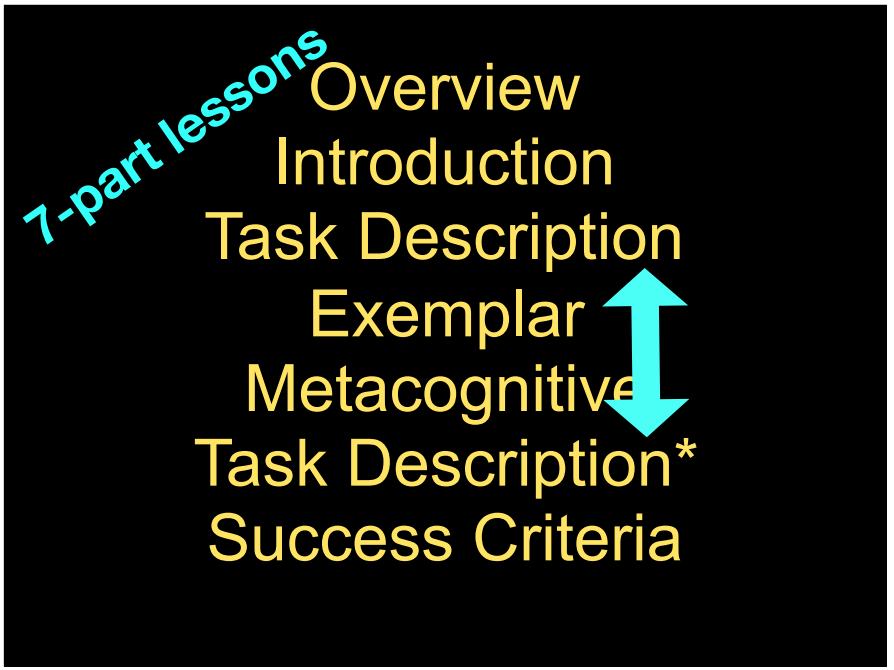
Prior Story Knowledge
4 of 6 options
Most equitable logistical demonstrations
Asynchronous Feedback
1 Online Story
Written Assignments




Cautionary Tales 1
Story Codes & Conventions
Favourite Movie or TV Show Stories 5
Characters Who Rock 1
Personal Stories 3
English Beginning Survey
A Story Moment 1
Mandatory


Cautionary Tales 1
One of 3
Story Codes & Conventions
One of 3
Favourite Movie or TV Show Stories 5
One of 3
Characters Who Rock 1
One of 3
Personal Stories 3
One of 3
English Beginning Survey
Optional
A Story Moment 1
Mandatory


7-part lessons
Overview
Introduction
Task Description
Exemplar
Metacognitive
Task Description*
Success Criteria


7-part lessons
Overview
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Metacognitive
Task Description*
Success Criteria

A Story Moment

In this task, you will select a single image, share it, then explain what part of a story it represents.

English: Understand plot points.
Media Literacy: Media construct reality

Personal Stories

Describe a story that is personally significant in your life and explain how it has influenced you.

English: Stories' influences on our lives.
Media Literacy: Media experiences influence our lives.

Characters Who Rock

Choose a character and explain why you found that character to be an important part of the pleasure in your story experience.

English: Roles of character in stories.
Media Literacy: Audiences negotiate meaning.

Favourite Movie or TV Show Stories

Describe a movie or TV show story that you like so much that you are happy to watch it again.

English: Aesthetic pleasures in story experiences.
Media Literacy: Form and content are closely related in media.

Cautionary Tales

Summarize a cautionary tale from your life, or one that you have used with your own children.
Describe the warning that is communicated by the story.
Explain why the story is a cautionary tale.
Who is the target audience for the story?

English: hegemonic uses of stories.
Media Literacy: Media contain values messages.

Story Codes and Conventions Tasks

Choose 3 of the following 4 tasks and write short answers that analyze 1) effective sentences, 2) humour, 3) image or 4) plot in a short story.

English: Understand Story Craft
Media Literacy: Media construct versions of reality.

Hello Monster

https://www.chatelaine.com/living/books/book-excerpt-revenge-of-the-vinyl-cafe-by-stuart-mclean/

English learnings:

Understand plot points.
…story influences on lives.
…roles of character in stories.
…pleasures in story experiences.
…hegemonic uses of stories.
…story craft.

Media literacy learnings:

Media construct reality
Media experiences influence our lives.
Audiences negotiate meaning.
Form and content are closely related in media.
Media contain values messages.
Media construct versions of reality.

Management

Surveys

Feedback

10 Questions

English Beginning Survey

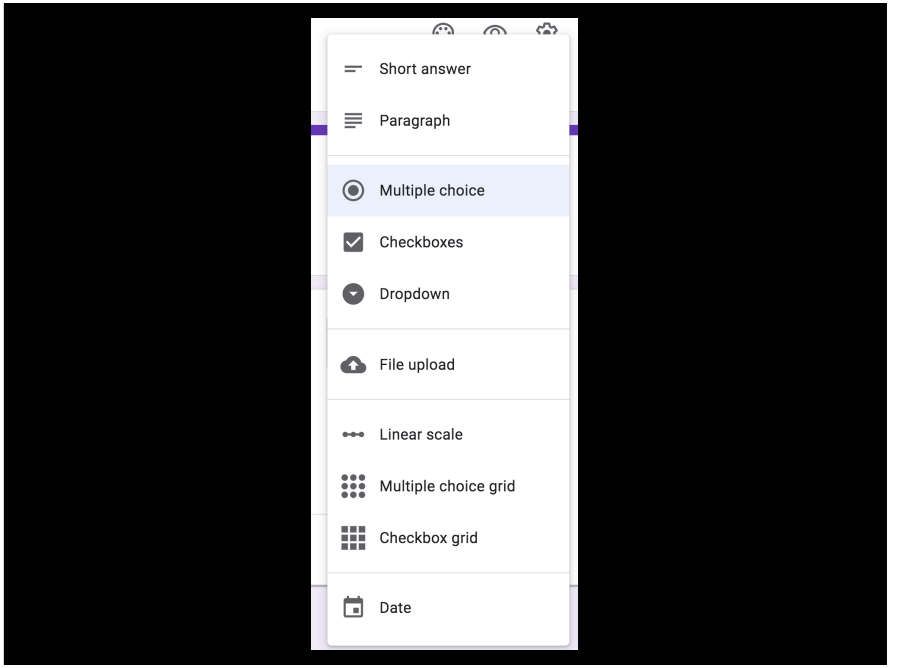
This survey will find out who is in the classroom and what they have done to begin.

This form is automatically collecting email addresses for TDSB users. Change settings

I have successfully accessed the Google Classroom.

- Yes
- No

Forms



English Beginning Survey (Responses)

File Edit View Insert Format Data Tools Form Add-ons Help All changes saved in Drive

Share

Timestamp											
A	C	D	E	F	G	H	I	J	K	L	M
mestamp	I am wo	I have watched	I will probal	I woul	I have	I will probably	I know	I have	Questions I have about "S	I have read the first assig	Questions I have ab
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4/9/2020 7:01:03	No	Yes	Evening	Yes	Yes	laptop	Yes	Yes	Clear	Yes	Clear
4/8/2020 11:47:37	No	Yes	Evening	Yes	Yes	laptop	Yes	Yes	Yes, I have	Yes	yes, I have
4/8/2020 21:14:06	No	Yes	Evening	Yes	Yes	laptop	Yes	Yes	not now maybe later	Yes	no
4/8/2020 17:11:50	Yes	Yes	Evening	Yes	Yes	laptop	Yes	Yes	Do we need to explain ev	Yes	do i need explain ab
4/9/2020 15:21:28	Yes	Yes	Evening	No	Yes	laptop	Yes	No		No	
4/9/2020 15:23:43	Yes	Yes	Evening	No	Yes	laptop	Yes	No		No	
4/9/2020 10:31:55	Yes	Yes	Morning	No	Yes	laptop	Yes	Yes	Can I use only one photo	Yes	
4/8/2020 11:48:39	Yes	Yes	Morning	Yes	Yes	laptop	Yes	Yes	yes ihave	Yes	yes
4/8/2020 12:33:45	Yes	Yes	Morning	Yes	Yes	laptop	Yes	Yes	Comment; It would be bet	Yes	No question, if I hav
4/8/2020 12:48:35	Yes	Yes	Morning	Yes	Yes	smartphone	Yes	Yes	Okay	Yes	What tasks are we s
4/9/2020 10:32:44	Yes	Yes	Whenever	No	Yes	laptop	Yes	Yes		Yes	
4/8/2020 13:52:44	No	Yes	Whenever	No	Yes	laptop	Yes	Yes	should I do the plot graph	Yes	what type of story w
4/9/2020 11:42:54	Yes	No	Whenever	No	Yes	smartphone	Yes	Yes		Yes	
4/8/2020 22:43:10	Yes	Yes	Whenever	No	Yes	smartphone	Yes	Yes		Yes	
4/8/2020 17:17:19	Yes	Yes	Whenever	No	Yes	smartphone	Yes	Yes		Yes	
4/9/2020 1:11:30	Yes	No	Whenever	No	Yes	laptop	Yes	Yes		Yes	

I will probably do my work on my
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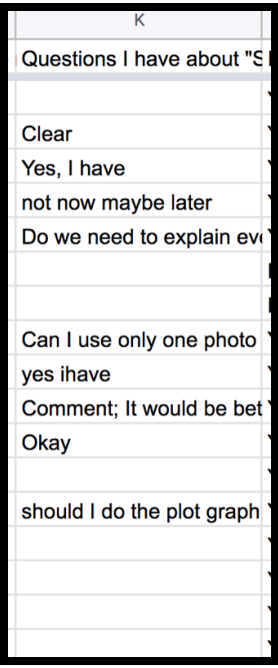


K
Questions I have about "S
Clear
Yes, I have
not now maybe later
Do we need to explain ev
Can I use only one photo
yes ihave
Comment; It would be bet
Okay
should I do the plot graph

Use students' questions to build a class email.

Video Conferencing

I would like to have a video conference Tuesday, April 28.

- ○ 9:30 a.m.
- ○ 1:30 p.m.
- ○ 8:00 p.m.

Please complete the attached survey so that I can know how successful this online learning experience has been for you and if you want a final video conference.

Thank you and good luck with your further studies!

Neil Andersen

ENG2 Final Week Survey

Mini-lesson

Neil Andersen
Apr 6

Please read this doc.

Stories in Our Lives
Google Docs

Setting
Plot
Conflict
Character
Theme

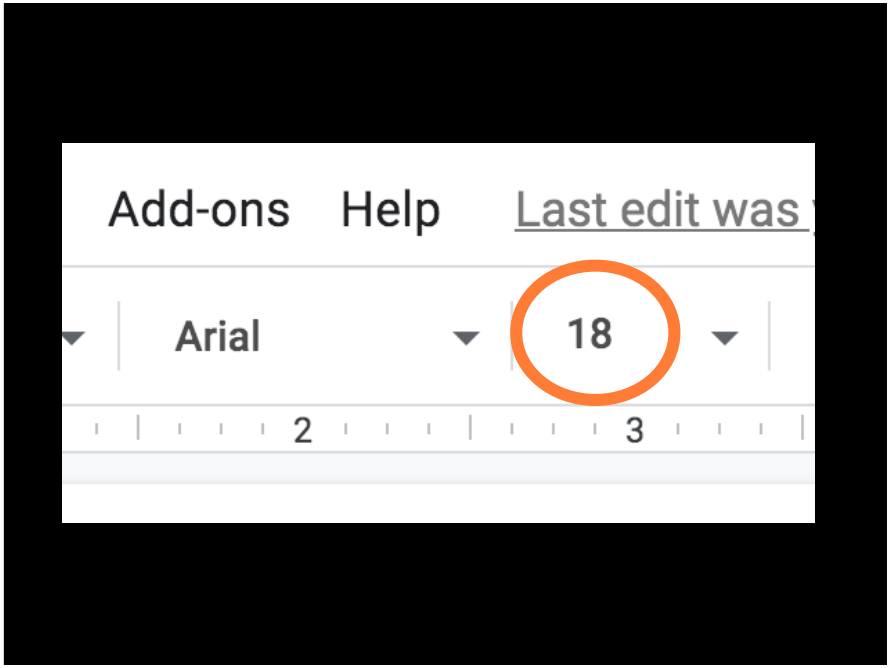
1750 word mini-lesson

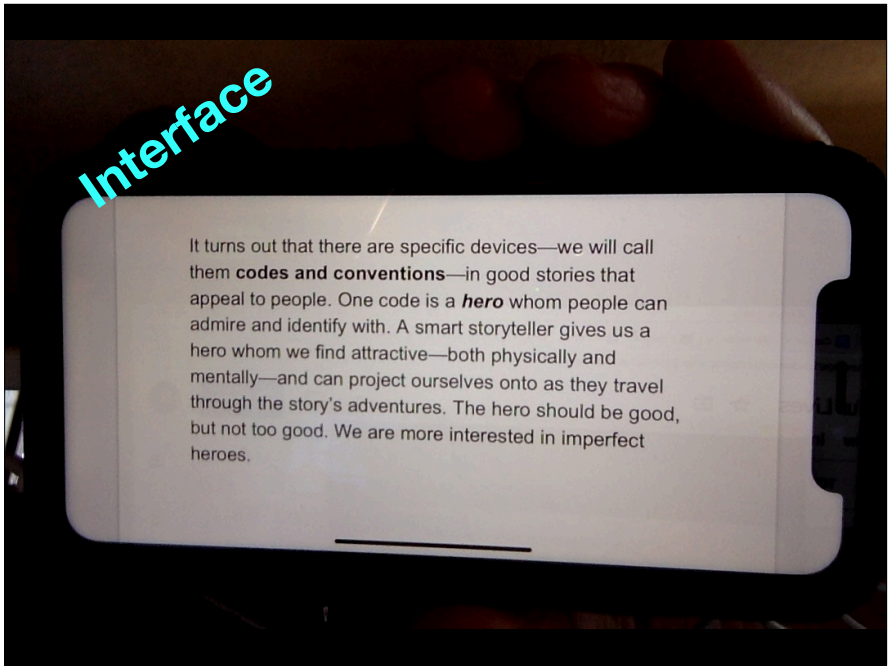
Stories in Our Lives

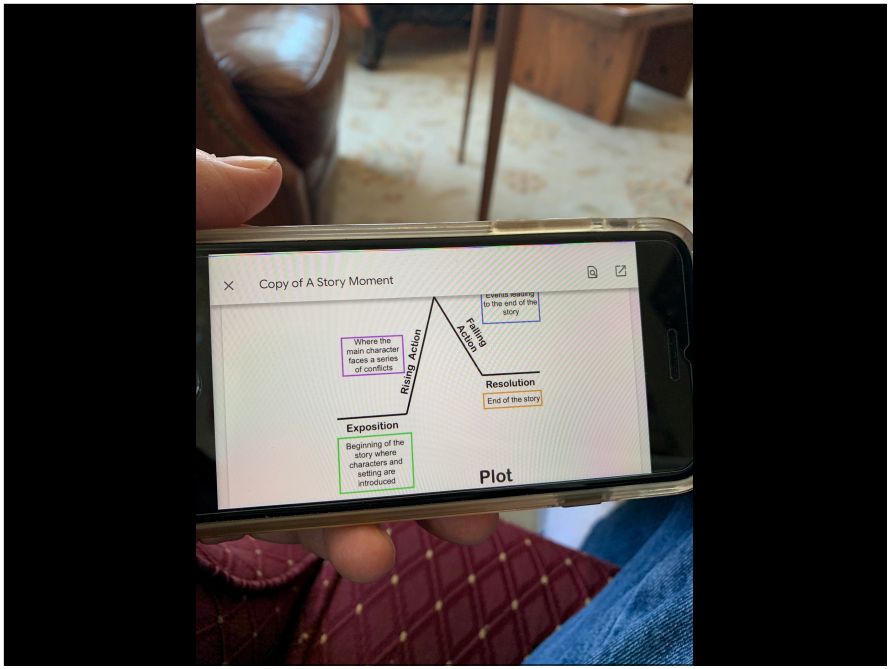
This unit is about our relationships to story: how they amuse and influence us; how we use them in our personal, spiritual and political lives. The big question the unit asks is:

What functions do stories play in our lives?

You will do 5 activities. Some are mandatory (you have to do them); some are optional (you can choose some and





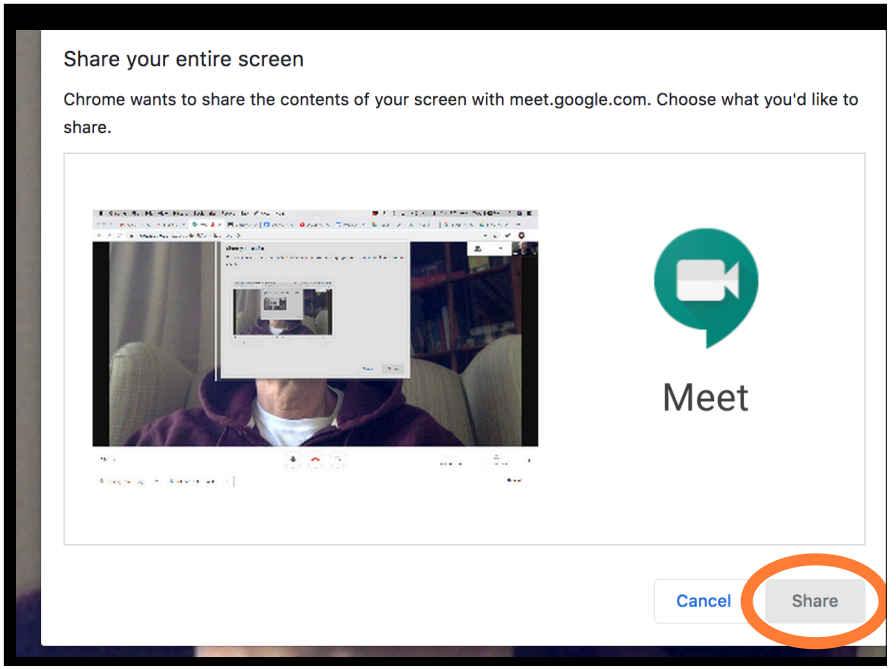


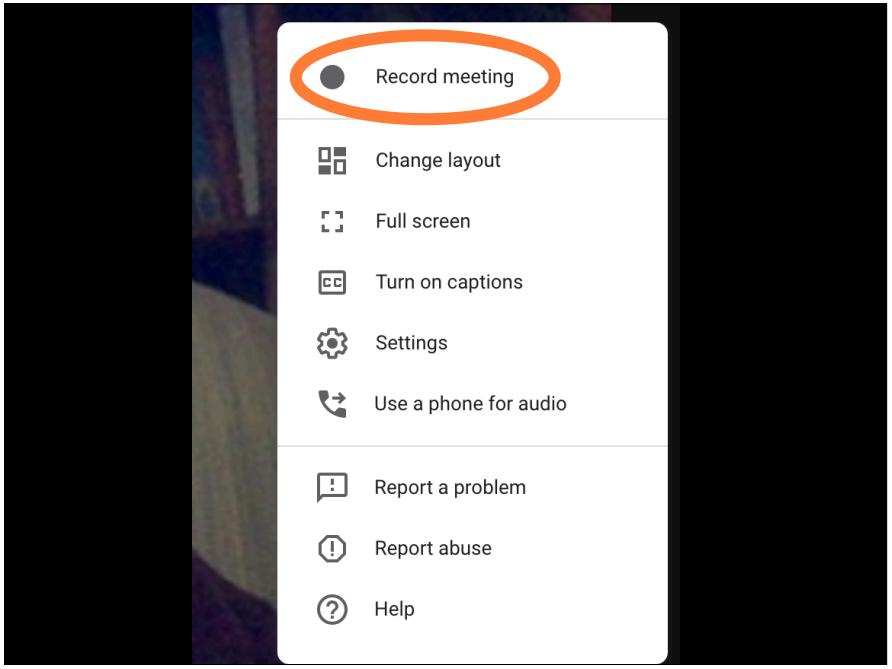
Neil Andersen
Apr 6 (Edited Apr 6)

Please view this video.
It is the same as the doc, but I am reading it out loud.

Stories in Our Lives
Video

Recording Video



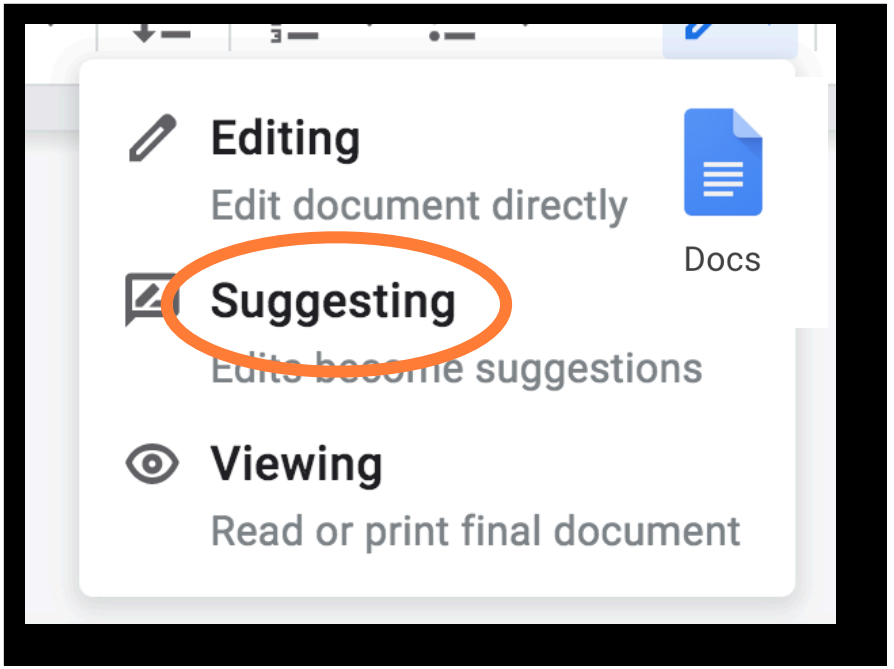


Recording

Workaround

Invite another device/
email address to the Meet

Teacher
Feedback
On student work



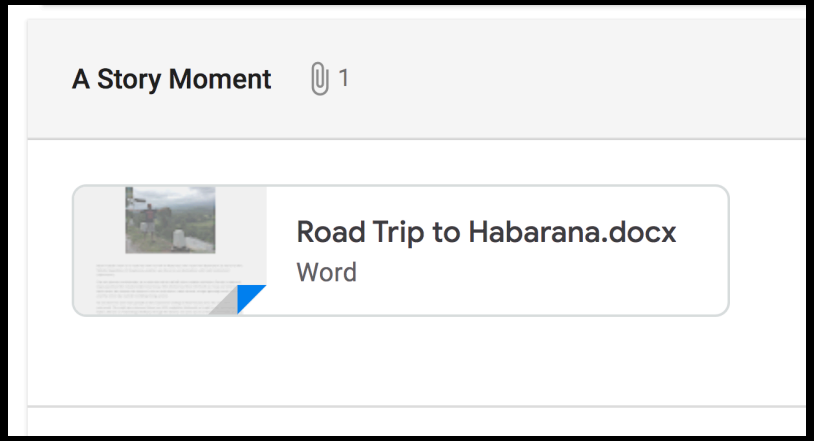
Back in 2016 I went on a road trip with my wife to Habarana. She chose the destination as she loves the hillside. Regardless of the gloomy weather, we drove to our destination with much excitement (exposition).

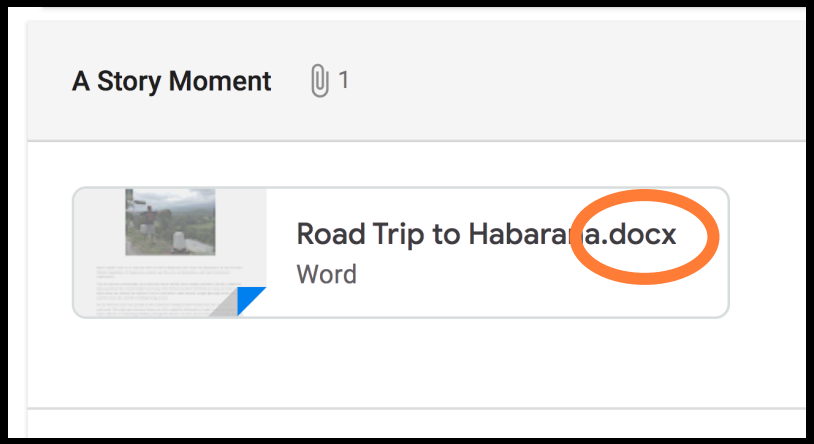
This essay describes plot points very well.

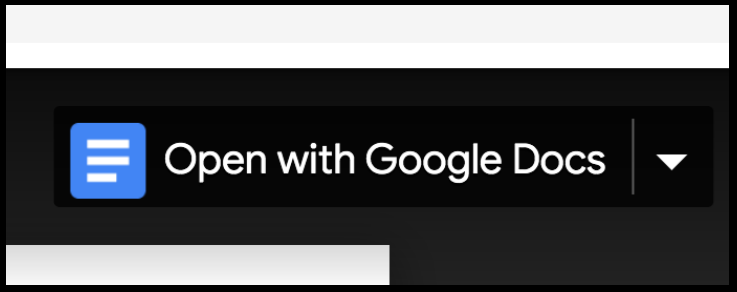
It does not, however, describe any conflicts.

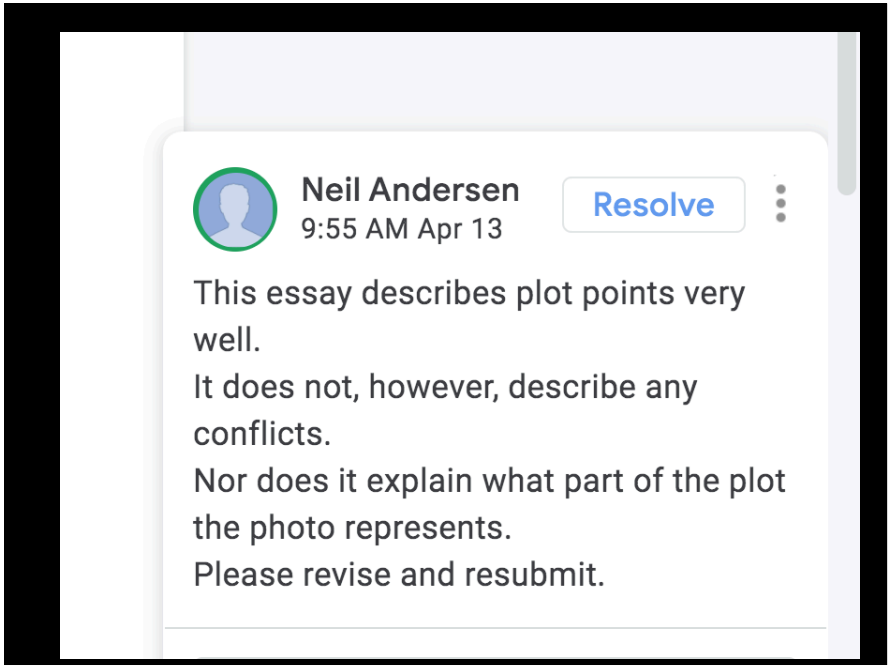
Nor does it explain what part of the plot the photo represents.

Please revise and resubmit.









Sample Task

Personal Stories

7-part lessons

Overview
Introduction
Task Description
Exemplar
Metacognitive
Task Description
Success Criteria

Overview

Personal Stories

If you choose this task, you will describe a story that is personally significant in your life and explain how it has influenced you.

Remember that you are handing in only 4 tasks.

Introduction

Some people have personal stories (stories that are important only to them or to a group) that reveal their worldview (their values) and guide their actions. These stories might come from their own experiences (stories that they have lived), or are passed on to them by close friends or family. They recall these stories often and use them to guide their thoughts and actions.

Task Description

Write 3 - 5 paragraphs that describe and explain one of your personal stories. In your paragraphs,

a) Introduce your personal story
b) Summarize the story.
c) Explain—using *some* of the story's codes and conventions—why the story is effective.
d) Explain why the story is important in your life; give an example of how the story has influenced your life.

Different font & colour

Exemplar

This is an example of what this task might look like:

The story of my father's birth has influenced my life in several ways. One of the ways is to help me put my troubles into perspective; to realize that my life is not hard.

My grandparents were *sodbusters* in western Canada. 'Sodbusters' means that they were the first to plow the grassland—therefore 'bust' the sod—and establish a farm.

Different font & colour

Metacognitive

Thinkaloud

- what was I thinking when I wrote this sample?

I started by re-reading the success criteria:

I have **introduced** my personal story.
I have **re-told** my personal story.
I have explained how the story uses **story codes and conventions** effectively.
I have explained **why** the story is important in my life.
I have written correct paragraphs.
I have written correct sentences.

- I introduced the story of my father's birth by explaining that I think about it often.
- I retold my story in a brief but interesting way.
- I described the conflicts that my grandmother and grandfather faced and how they made the story more exciting.
- I described where the climax occurred and explained how the conflicts were resolved.
- I explained that I use this story as inspiration in the face of my challenges.
- I reread my essay and corrected the sentences, paragraphs and spelling.

Task Description

Now it's your turn

Write 3 - 5 paragraphs that describe and explain one of your personal stories. This might be a story about friends, relatives, ancestors, or just a story that is often retold in your life. It should be a story that is personally significant. In your paragraphs,

1. Introduce your personal story.
2. Summarize the story.
3. Explain—using *some* of the story's codes and conventions—why the story is effective.
4. Explain why the story is important in your life; give an example of how the story has influenced your life.

Success Criteria

Success Criteria

I have **introduced** my personal story.
I have **re-told** my personal story.
I have explained how the story uses **story codes and conventions** effectively.
I have explained **why** the story is important in my life.
I have written correct paragraphs.
I have written correct sentences.

ESLD adults with uneven tech and access

Audience

Audience

Purpose **Form**

Support students' understanding/uses of narrative and media

Purpose

Audience

Purpose **Form**

Google Docs, Forms, Video, Sheets, Meet, Classroom, Email, phone

Form

Audience

Purpose **Form**

Thank You

Good **Luck**