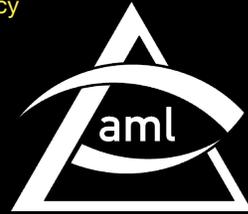


Media Literacy and Digital Citizenship

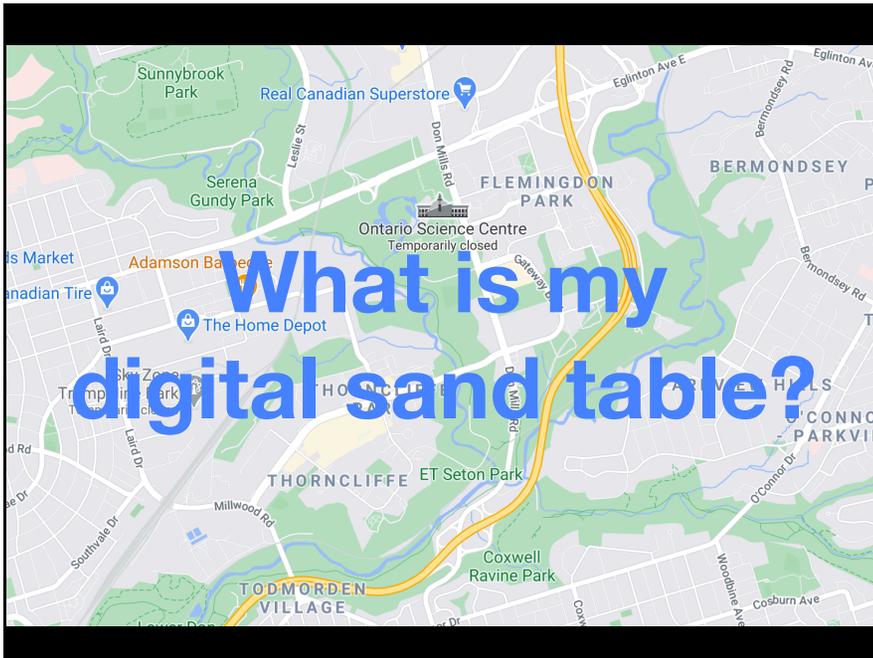
Neil Andersen
The Association for Media Literacy
(www.aml.ca)
@mediasee



**Why are we having a
media literacy
conversation during
digital citizenship
month?**

**Making connections
between existing and
new curriculum.**

Theory → Practice



What is media literacy?

The knowledge and skills necessary to understand and use the codes and conventions of a wide variety of media forms & genres appropriately, healthily, effectively and ethically.

What is media literacy?

The knowledge and skills necessary to understand and use the codes and conventions of a wide variety of media forms & genres appropriately, healthily, effectively and ethically.

Media literacy must be learned via strategic interventions.

The internet has no guardian or ombudsman.

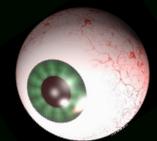
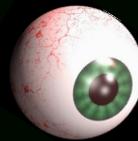
Children must each practice critical thinking.

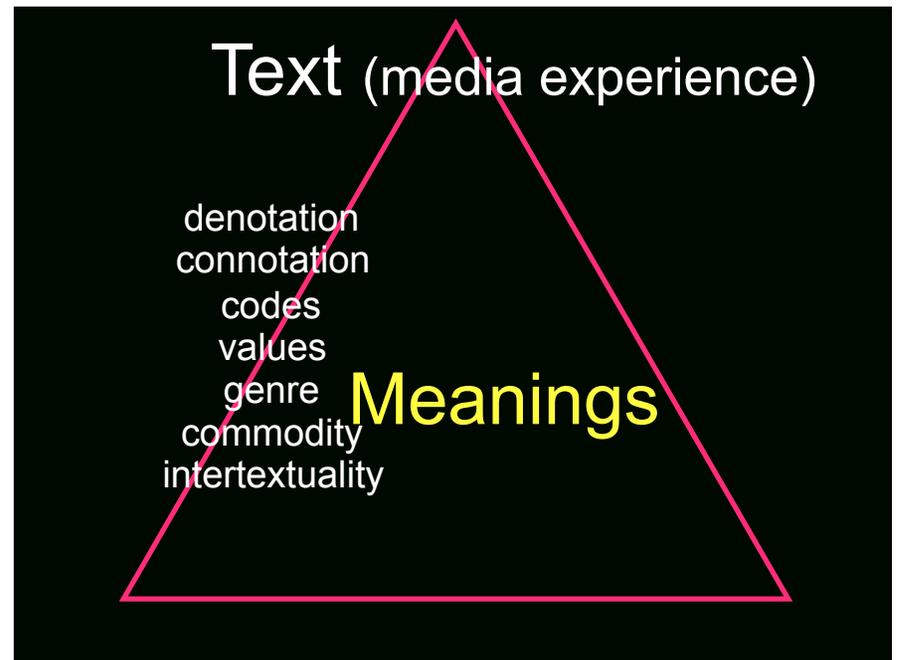
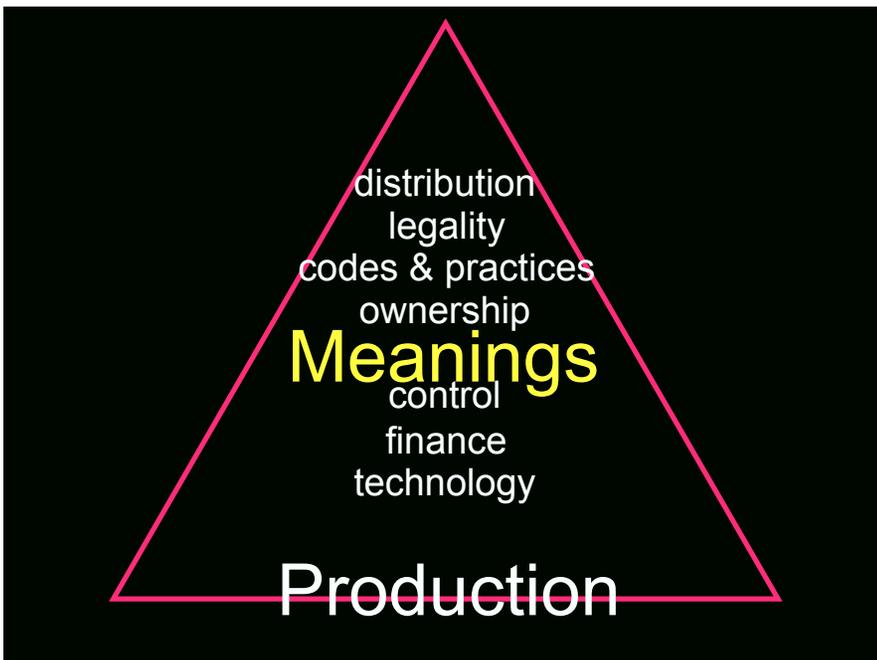
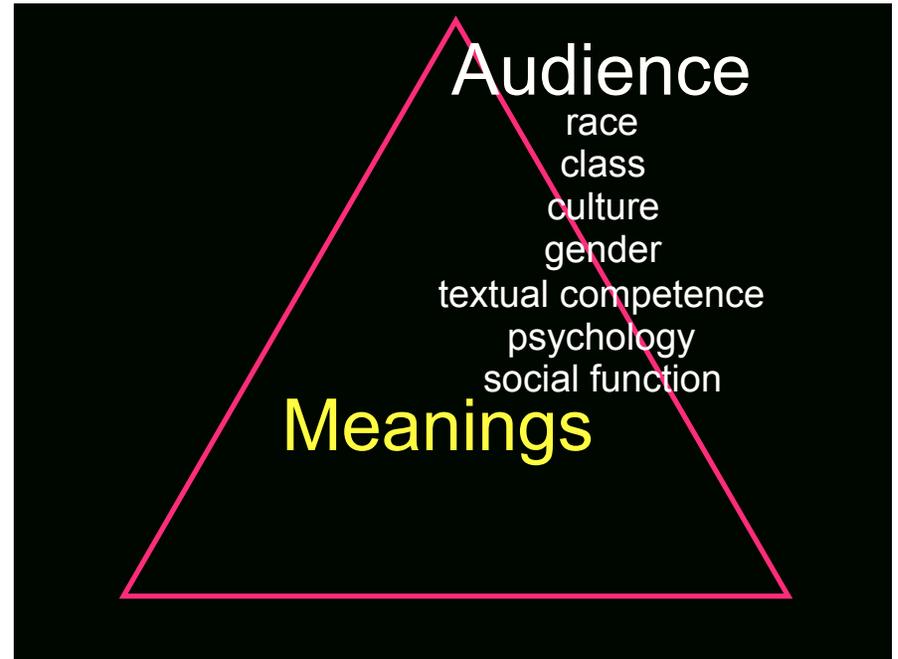
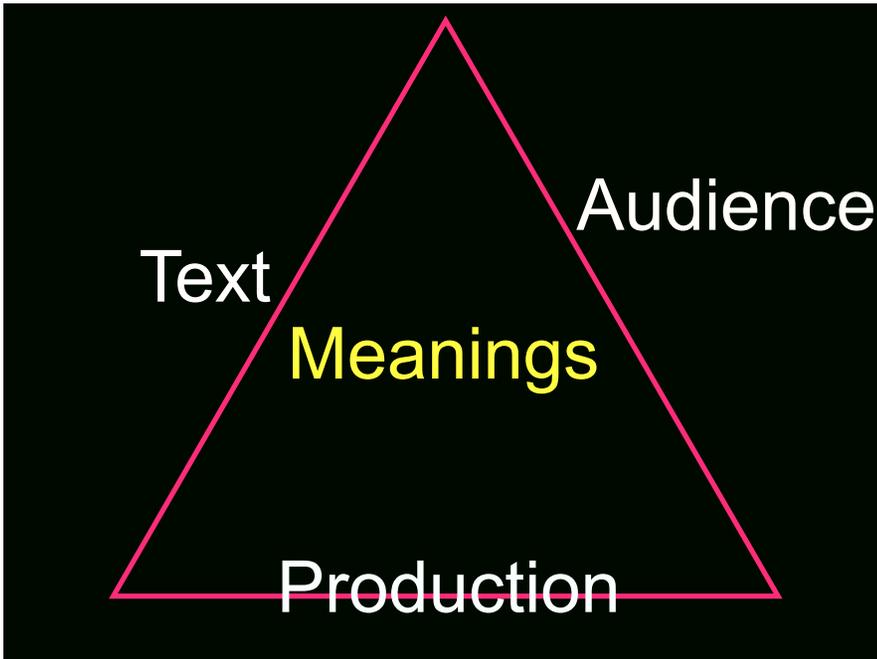
How can students insert themselves into the world as digital citizens if they don't understand it?

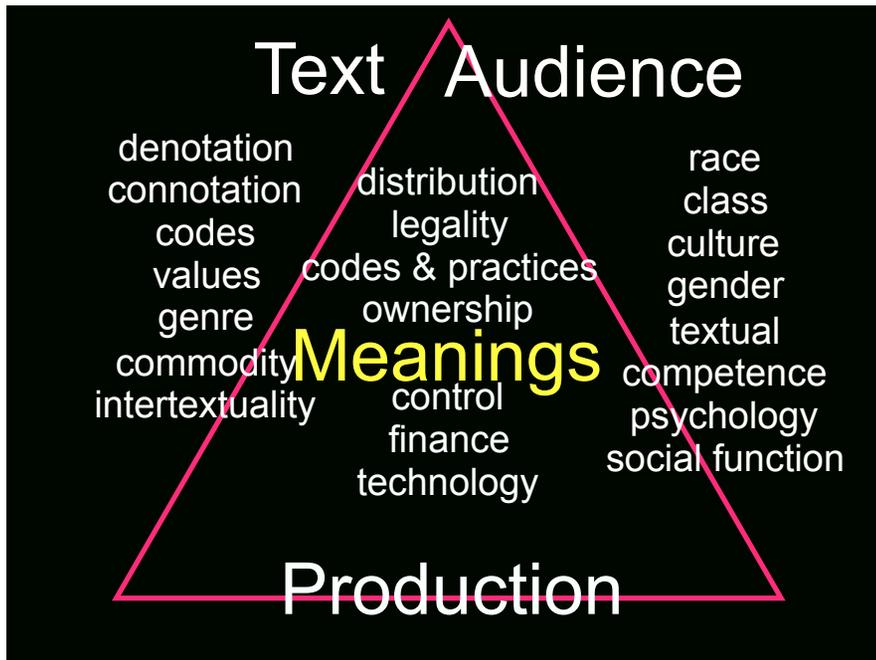
*Scottish
Film
Council*

**Media
Literacy
Triangle**

**Meanings
Multiple Perspectives**







Triangled Questions

1. What kind of text is this?
(e.g., tweet, magazine, video, T-shirt, poster, website)
2. Does it follow a formula or pattern?
3. What are the codes and conventions used?
4. Are there any stereotypes?
5. What might be its (implicit and explicit) messages?
6. What values are being promoted?
7. Whose point of view do the values represent?
8. Are my values represented?
9. Why or why not?

1. Who is the target audience for this text?
2. How and why does this text appeal to its target audience?
3. How does this text (not) appeal to me?
4. How might this text include some people while excluding other people?
5. In what different ways might people use or consume this text?
6. How might I change the text to make it more effective?
7. How might I change the text to make it attractive to a different target audience?
8. How might this text be changing society?

1. Who produced this text?
2. For what purpose(s) was it produced?
3. How might knowing the producer and purpose change the meaning?
4. How might I influence the production of this kind of text?
5. How is this text distributed or sold to the public?
6. Who owns the text (copyright)?
7. Who profits from the consumption of this text?
8. What rules and laws affect the production of the text (e.g. copyright, running time, trademarks)?
9. How might I create a similar text (or be prevented from doing so)?

- Text
1. What kind of text is this?
(e.g., meme, magazine, video, T-shirt, post, webpage)
 2. What codes and conventions are used?
 3. How are video/audio/images used in this text?
 4. What values are promoted?
 5. Whose point of view do the values represent?
 6. Why do or don't I agree with the values?

TEXT

[Social Media Triangle]

AUDIENCE

What does this interface look like?

How much of the interface is text? Images? White space?

What codes and conventions does this interface use? What formula does it follow?

How has this interface changed over time? How are those changes significant?

What is missing from this interface?

What other media intersect with this interface?

How are video/audio/images used in the text?

Whose values are being promoted?

Was this interface created for a specific audience?

Who uses this interface?

For what purpose(s) would it be used?

How is the audience entertained on this site or encouraged to spend time on the site?

What is the cost of using this interface?

Why do I enjoy using this interface?

What would I change about the interface?

PRODUCTION

Who created this social media site?

For what purpose was it created?

Is the company publicly or privately held?

How does the company collect information about its users?

What does the company do with the information it collects?

Text

What does this interface look like?
How much of the interface is text? Images?
What codes and conventions does this interface use?
What formula does it follow?
What is missing from this interface?
What other media connect with this interface?
How are video/audio/images used?
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Text

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Text

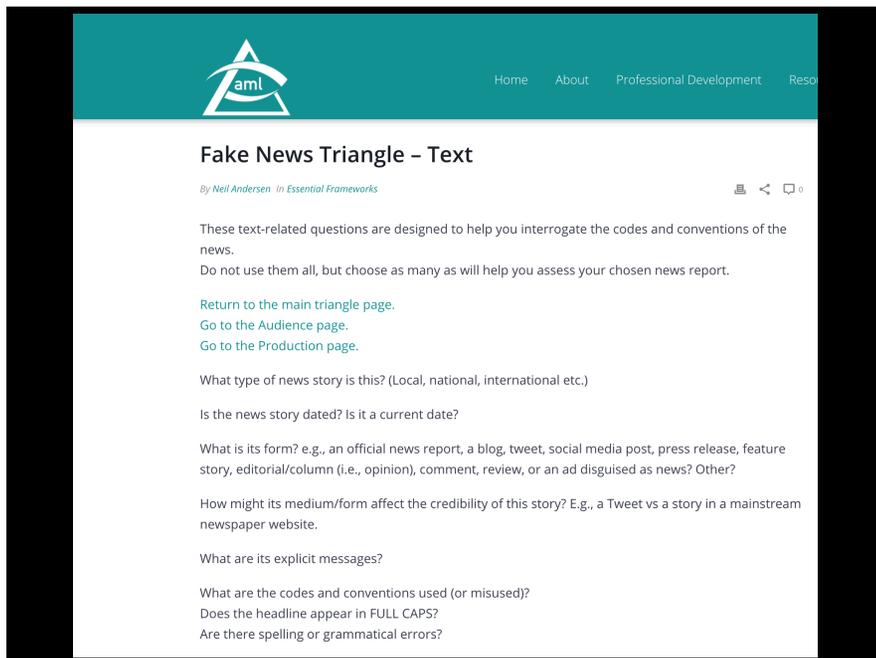
What might be its implicit messages?

What values are being promoted?

Can you find stories that contradict/ invalidate this news or provide different Points of view?

Are the other news stories on the same website believable?

Do they reveal any biases?



Media Literacy Triangle with Questions

This graphic presents questions that mobilize the items on the Media Literacy Triangle. Select one or two at most from each side in any given [...]

Social Media Triangle www.aml.ca

The Social Media Triangle was designed for the OTF/OADE Social Media Literacy Triangle. It is an amalgam of the Media Literacy Triangle and Critical Literacy [...]

Fake News Triangle

What is new about fake news? As with all news in the 21st Century, where once professional editors filtered news for accuracy [...]

What is a Citizen?

2 ISTE Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they **act and model** in ways that are safe, legal and ethical.

2 ISTE Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they **act and model** in ways that are safe, legal and ethical.

Agency

Our lives are fluid.

Digital

F2F

Who are we online?

Consumer User Citizen

Citizen

Critique YouTube



User

Upload Videos



Consumer

Watch YouTube

Citizen



User

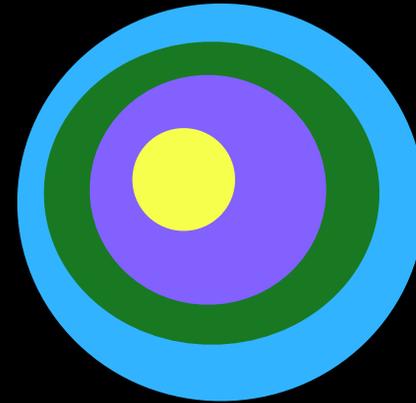


Consumer

Goal

**Digital citizenship
must be learned via
strategic
interventions.**

Levels of Commitment



Levels of Commitment



ISTE STANDARDS FOR STUDENTS

Strategies

ISTE

1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE

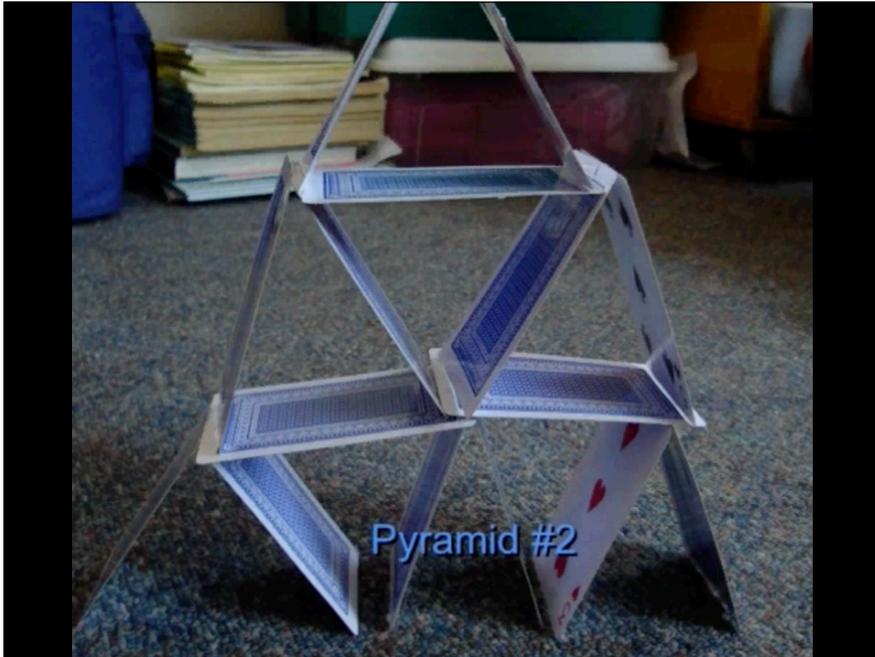
1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Educational Videos

Each group illustrated one grade 3 science big idea.





2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE

2 Digital Citizen

ISTE

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2 Digital Citizen

ISTE

What might be safe, legal and ethical student behaviour in the online video classroom?

As discussion, blog, video.

Case Studies -Activism-



How is this digital citizenship?



Greta Thunberg ✓ @GretaThunberg · Jan 29

If only leaders were as good as taking real action as they were giving speeches... then we would be way out of danger by now.
[@WEF](#) [#TheWorldIsWatching](#)

272 2.2K 13.8K



Greta Thunberg ✓ @GretaThunberg · Jan 29

Our house is on fire, and words and promises will not put out the flames, no matter how beautiful they may sound.
We have our eyes on you [@WEF](#) [#TheWorldIsWatching](#)

136 1.7K 10.4K

Network Effects Hierarchy vs. Matrix



Donald J. Trump ✓ @realDonaldTrump

So ridiculous. Greta must work on her Anger Management problem, then go to a good old fashioned movie with a friend! Chill Greta, Chill!



Roma Downey ✓ @RealRo... · 11/12/2019
Congrats @GretaThunberg

13:22 · 12/12/2019 · Twitter for iPhone

48,3K Retweets 56K Quote Tweets 207K Likes



Greta Thunberg ✓ @GretaThunberg

So ridiculous. Donald must work on his Anger Management problem, then go to a good old fashioned movie with a friend! Chill Donald, Chill!



Donald J. Trump ✓ @realDonaldTrump... · 6h
STOP THE COUNT!

20:53 · 05/11/2020 · Twitter for iPhone

Is this appropriate?



Donald J. Trump ✓ @realDonaldTrump

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ISTE

3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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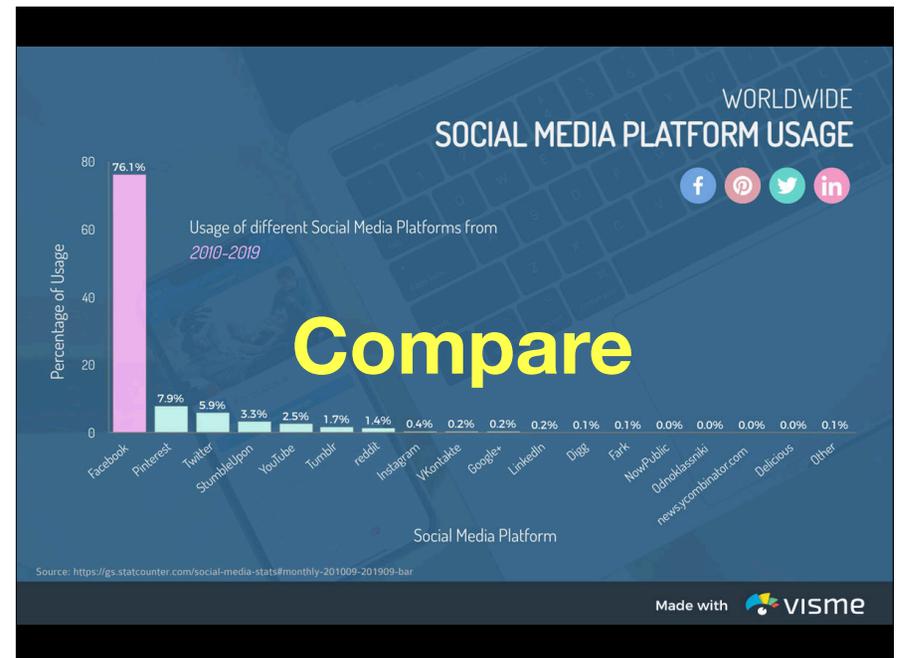
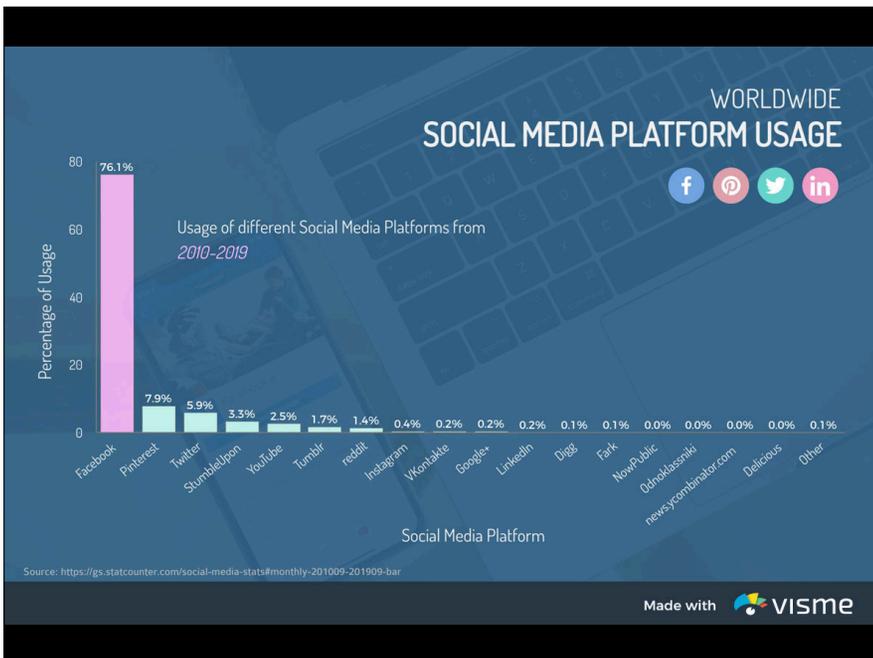
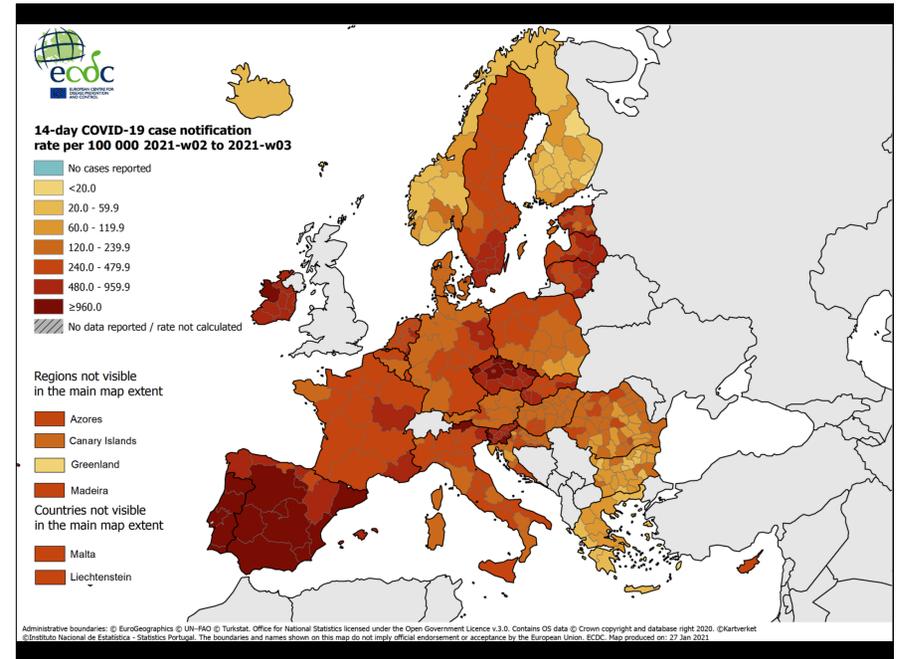
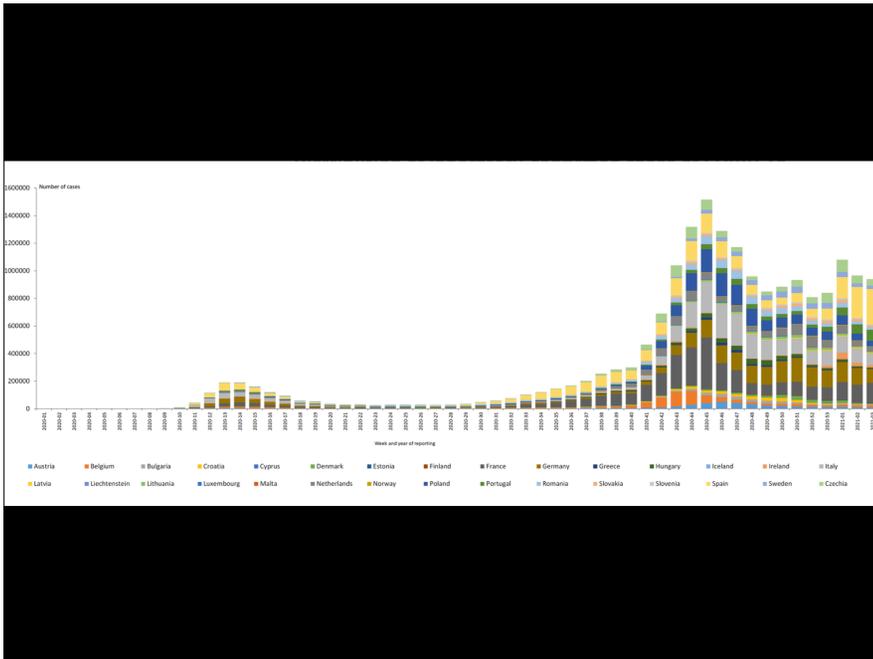


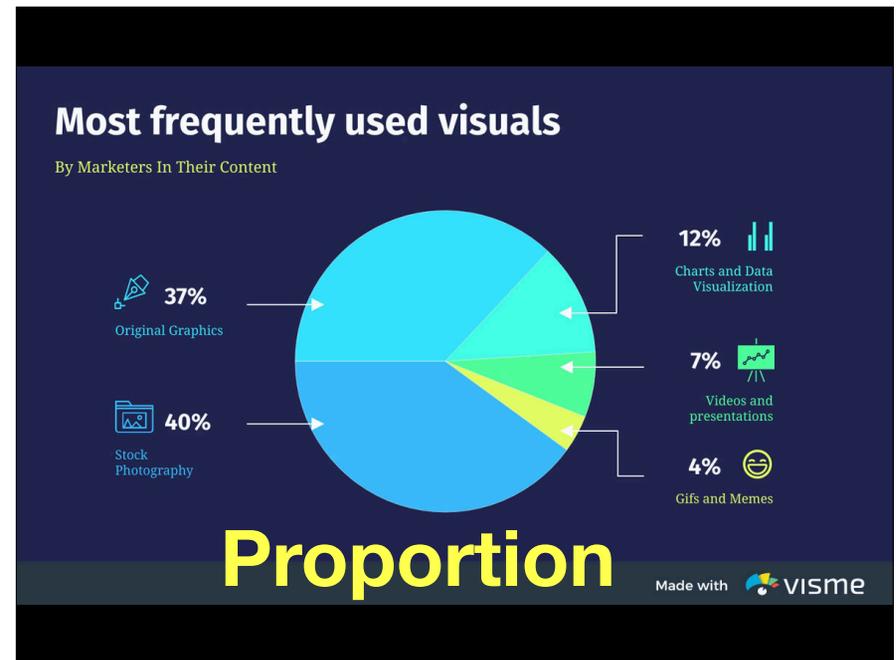
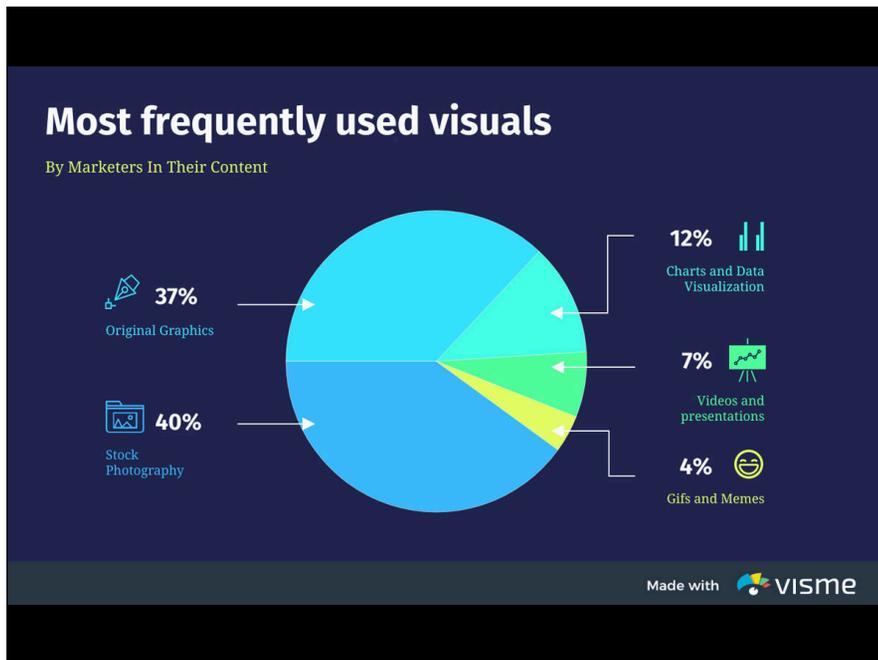
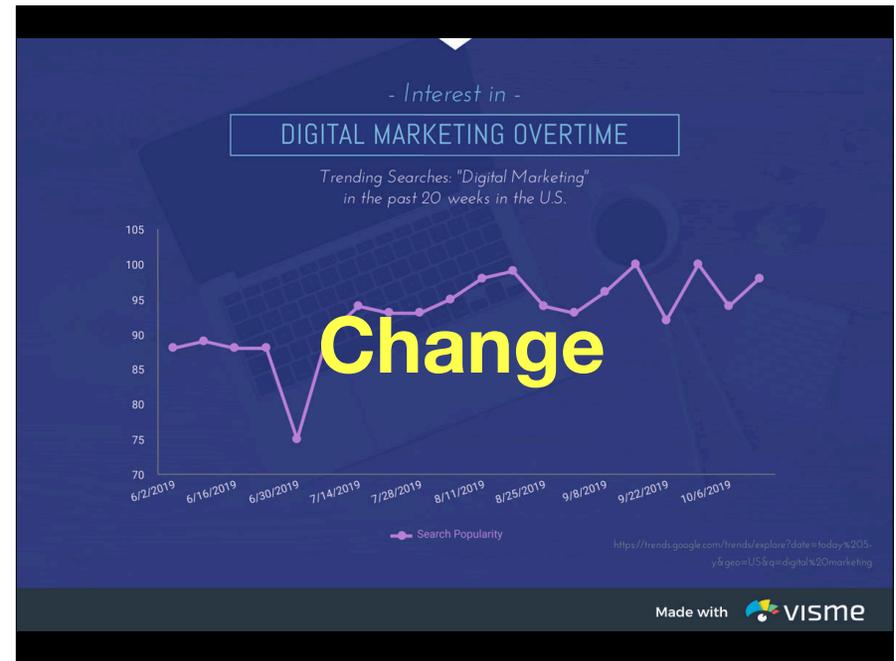
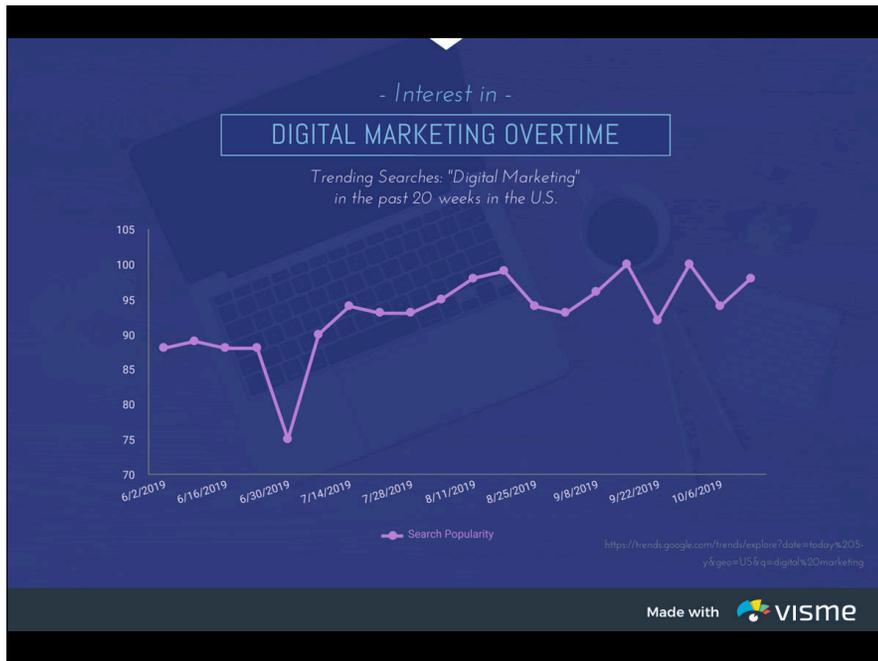
<https://www.ecdc.europa.eu/en/cases-2019-ncov-eueea>



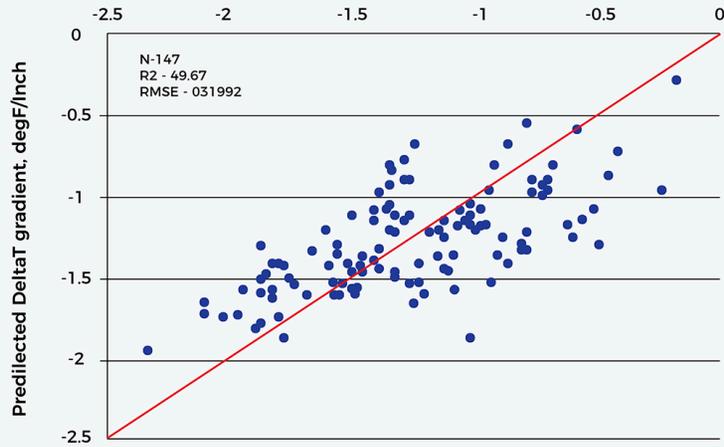
Graphics codes and conventions

EU/EEA	Sum of Cases	Sum of Deaths	14-day case notification rate per 100 000 inhabitants for the reporting period	14-day death notification rate per 1 000 000 inhabitants for the reporting period	Reporting period YYYY-WW
France	3053617	73049	403.45	79.07	2021-02 and 2021-03
Spain	2593382	56208	1026.05	83.79	2021-02 and 2021-03
Italy	2466813	85461	315.31	111.10	2021-02 and 2021-03
Germany	2141665	52087	265.77	137.33	2021-02 and 2021-03
Poland	1478119	35401	231.04	108.95	2021-02 and 2021-03
Netherlands	951776	13564	431.41	67.53	2021-02 and 2021-03
Czechia	940004	15453	981.71	204.79	2021-02 and 2021-03
Romania	712561	17841	202.37	57.48	2021-02 and 2021-03
Belgium	695252	20837	252.65	62.07	2021-02 and 2021-03





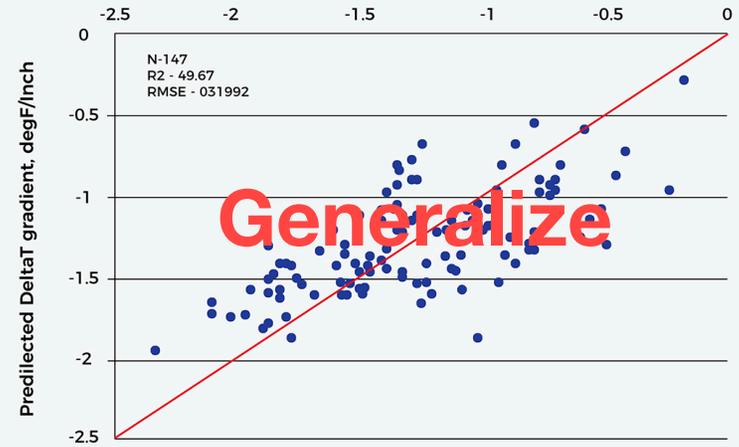
Delta gradient estimated by matching MEPDG and field performance, deg F/Inch



Source: <https://www.fhwa.dot.gov/publications/research/infrastructure/pavements/tpp/12031/008.cfm>



Delta gradient estimated by matching MEPDG and field performance, deg F/Inch

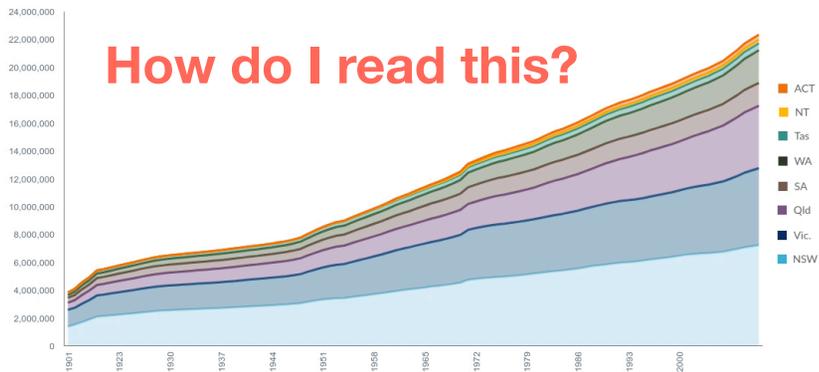


Source: <https://www.fhwa.dot.gov/publications/research/infrastructure/pavements/tpp/12031/008.cfm>



Australia Historical Population Stacked by State

Year/Population (millions)



Source: <http://www.thinkingcap.com.au/news/interactive-chart-australian-population-history>



ISTE

4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

ISTE

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Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.



Home About Professional Development Res

Masking and Unmasking

By Neil Andersen In Lessons and Ideas, Secondary

📄 ↶ 🗨



Ahead of his time?

by Irene Faiz

This media literacy unit on COVID-19 masks was designed for a Grade 10 Secondary English class. I plan to use many of these activities when I teach Visual Arts in upcoming quadmesters this school year.

You can find the creative production activity as a [Google Doc here](#).

You can find the creative production activity as a [pdf here](#).

This production activity also provides an opportunity for the students to prepare an **oral presentation**. The students were provided with a rubric on how their final creative COVID-19 mask will be evaluated. They were also given the rubric by which the oral presentation would be assessed.



cs monitor

VistaPrint

Home / Clothing Bags / Men's T-shirts
/ Fruit of the Loom® ink printed heavy cotton HD™ long sleeve T-shirts



Ink-printed



100% cotton



3 Colours



Fruit of the Loom® ink printed heavy cotton HD™ long sleeve T-shirts

★★★★☆ 4.3 4 Reviews

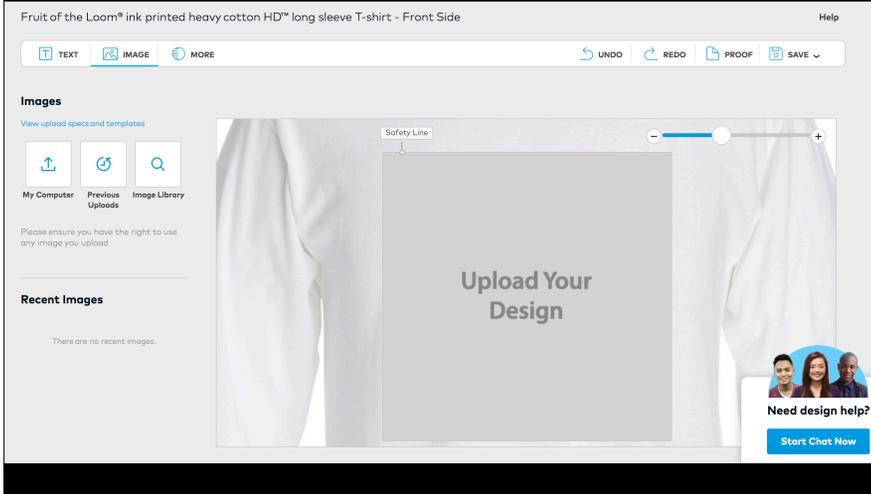
- Long sleeves
- 100% cotton for comfort and breathability
- High-density fabric for superior printability
- Great value option

Let us help you with your design

Colour (3)



Might people wear masks if they design their own?



5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

ISTE

5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

ISTE

Simulations and Games

Inquiry:

What might we learn from playing [game]?

What might we learn from using different gaming strategies?

ISTE

6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

ISTE

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Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Compare & Contrast

Compare & Contrast



Compare & Contrast



Brief text/Image/video

Brief video

Compare & Contrast



Brief text/Image/video

Brief video

Inquiry:

What are the effects of brevity on the messages and the audiences?

Compare & Contrast



Brief text/Image/video

Brief video

Inquiry:

What are the effects of media forms on the messages and the audiences?

Compare & Contrast



Brief text/Image/video

Brief video

Foregrounds

Logic

Foregrounds

Emotion

ISTE

7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

ISTE

7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Media Buddies

Reading Buddies



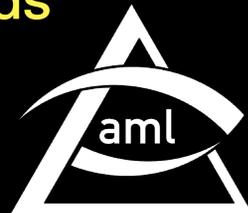
Media Buddies



Citizenship Buddies

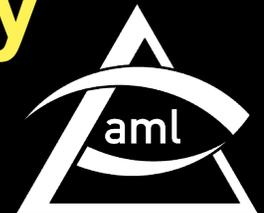
Review

Media Literacy &
Digital Literacy
Media Literacy Triangles
7 ISTE Standards
Strategies



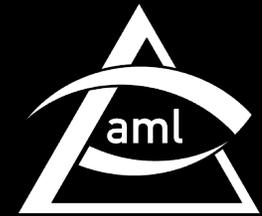
Media Literacy &
Digital Literacy
support

Agency



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Slides at www.aml.ca
“Digital Citizenship”



 voicEd Radio
Your voice is RIGHT here!

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Mediacy

with Neil Andersen and Carol Arcus

Carol Arcus and Neil Andersen from the Association for Media Literacy gather each Monday evening to look at 21st Century culture and current events through a media literacy lens. From politics to popular culture, we guarantee that you won't leave an episode thinking quite the same way ever again.

Website RSS Feed

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LISTEN LIVE

Mondays | 8 PM ET



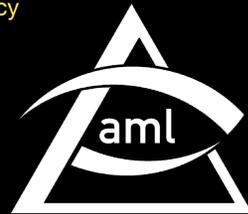
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Additional Qualifications in Media Studies

Media Literacy and Digital Citizenship

Neil Andersen
The Association for Media Literacy
(www.aml.ca)
@mediasee



**“learning collaboratively by
exploring separate topics and
then coming together to
exchange knowledge”**