Media Literacy Affect and Reflection

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Agenda

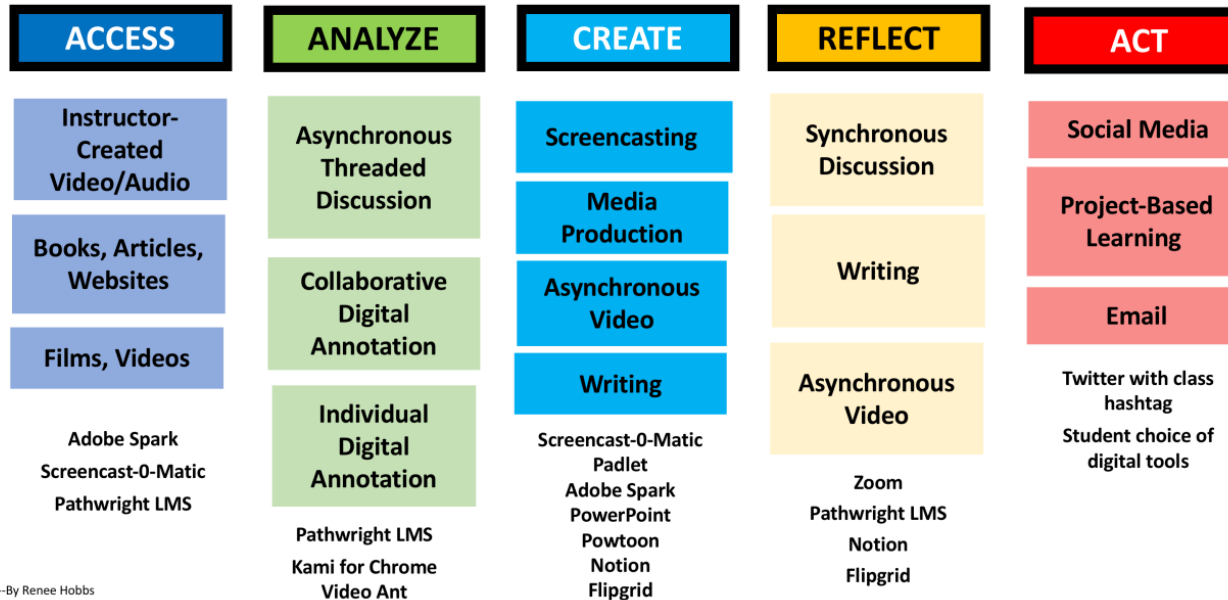|	
1	Media literacy
2	Affect, emotion and media
3	Conditions and framing for affective learning
4	Contemplative practices

01.
Media Literacy

What is it?

**Essential Competencies of
Digital and Media Literacy**

1. **ACCESS** Finding and using media and technology tools skillfully and sharing appropriate and relevant information with others

2. **ANALYZE & EVALUATE** Comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages

3. **CREATE** Composing or generating content using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques

4. **REFLECT** Applying social responsibility and ethical principles to one's own identity and lived experience, communication behavior and conduct

5. **ACT** Working individually and collaboratively to share knowledge and solve problems in the family, the workplace and the community, and participating as a member of a community at local, regional, national and international levels

MEDIA LITERACY & ONLINE LEARNING

ACCESS	ANALYZE	CREATE	REFLECT	ACT
Instructor-Created Video/Audio	Asynchronous Threaded Discussion	Screencasting	Synchronous Discussion	Social Media
Books, Articles, Websites	Collaborative Digital Annotation	Media Production	Writing	Project-Based Learning
Films, Videos	Individual Digital Annotation	Asynchronous Video	Asynchronous Video	Email
		Writing		

ACCESS
Adobe Spark
Screencast-0-Matic
Pathwright LMS

--By Renee Hobbs

ANALYZE
Pathwright LMS
Kami for Chrome
Video Ant

CREATE
Screencast-0-Matic
Padlet
Adobe Spark
PowerPoint
Powtoon
Notion
Flipgrid

REFLECT
Zoom
Pathwright LMS
Notion
Flipgrid

ACT
Twitter with class hashtag
Student choice of digital tools

https://mediaedlab.com/2020/03/28/online-learning-media-literacy/

Play	The capacity to experiment with the surroundings as a form of problem solving.
Performance	The ability to adopt alternative identities for the purpose of improvisation and discovery.
Simulation	The ability to interpret and construct dynamic models of real-world processes.
Appropriation	The ability to meaningfully sample and remix media content.
Multitasking	The ability to scan the environment and shift focus on salient details.
Distributed cognition	The ability to interact meaningfully with tools that expand mental capacities.

Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., & Robinson, A. J. (2009). Confronting the challenges of participatory culture: Media education for the 21st century. A report for the MacArthur Foundation. Cambridge, MA: MIT Press. Pp. XIV-XV

Collective Intelligence	The ability to pool knowledge and compare notes with others for one common goal.
Judgement	The ability to evaluate the reliability and credibility of different information sources.
Transmedia navigation	The ability to follow the flows of stories and information across multiple modalities.
Networking	The ability to search for, synthesize, and disseminate information.
Negotiation	The ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., & Robinson, A. J. (2009). Confronting the challenges of participatory culture: Media education for the 21st century. A report for the MacArthur Foundation. Cambridge, MA: MIT Press. Pp. XIV-XV

"Media are powerful tools that can liberate or dominate, manipulate or enlighten, and it is imperative that educators teach their students how to critically analyze and use these media"

Kellner, Douglas & Share, Jeff. "Critical Media Literacy, Democracy, and the Reconstruction of Education." Media literacy: A reader (2007): p9.

QUICK FIX SOLUTION?

READER IDEA

Education is not preparing students for a fast-cha

Promoting Literacy With Journalism Education and

I fell for Facebook fake news. Here's why millions
other pages.)It's also an issue of new **media literacy**. Facebook

OP-ED MAY 8, 2017
Google and Facebook aren't fighting
right weapons
By Matthew A. Baum and David Lazer

We know a lot about fake news. It's an old problem. Acad
and how to combat it — for decades. In 1925, Harper's Ma
and the Public," calling its spread via new communication
unprecedented danger." That danger has only...

Class is in session for next generation of the
media-literate

THE LEARNING NETWORK
Media Literacy Student Challenge | Explore Your
Relationship With News
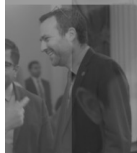
ESSENTIAL POLITICS JANUARY 11, 2017
Fake News 101? Lawmakers wan
teach students how to evaluate w
web
By Melanie Mason

A Pulitzer Prize-winning professor an
news and disinformation
University of Maryland Officials Need a Course in

Valerie Strauss · Oct 16, 2018

Twitter raises the curtain on disinformation.
companies should take a tip.

citizens lack the **lit**
media does not guar

Why California's new media literacy law fo
schools could back

Parents should help their kids be media savvy - The Boston
https://www.bostonglobe.com/lifestyle/style/2017/11/21/.../story.html
Nov 21, 2017 ... Q. I need some advice to guide our children in this electroni

Editorial Board · Editoria

"Fundamentally, It is a form of Critical Thinking THAT ASKS PEOPLE TO DOUBT WHAT THEY SEE"
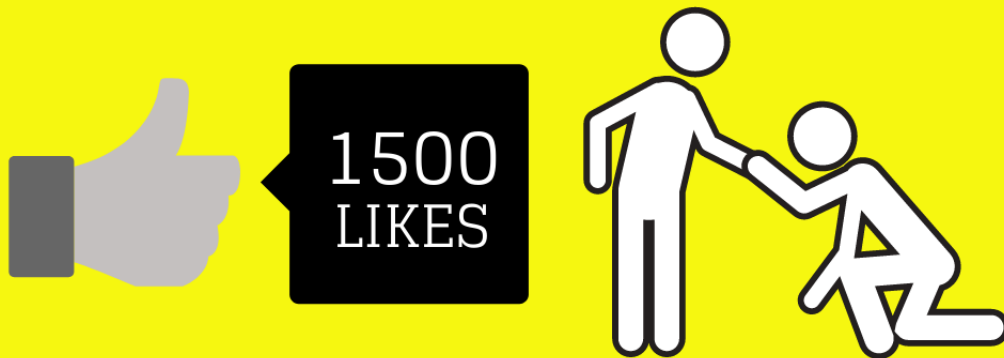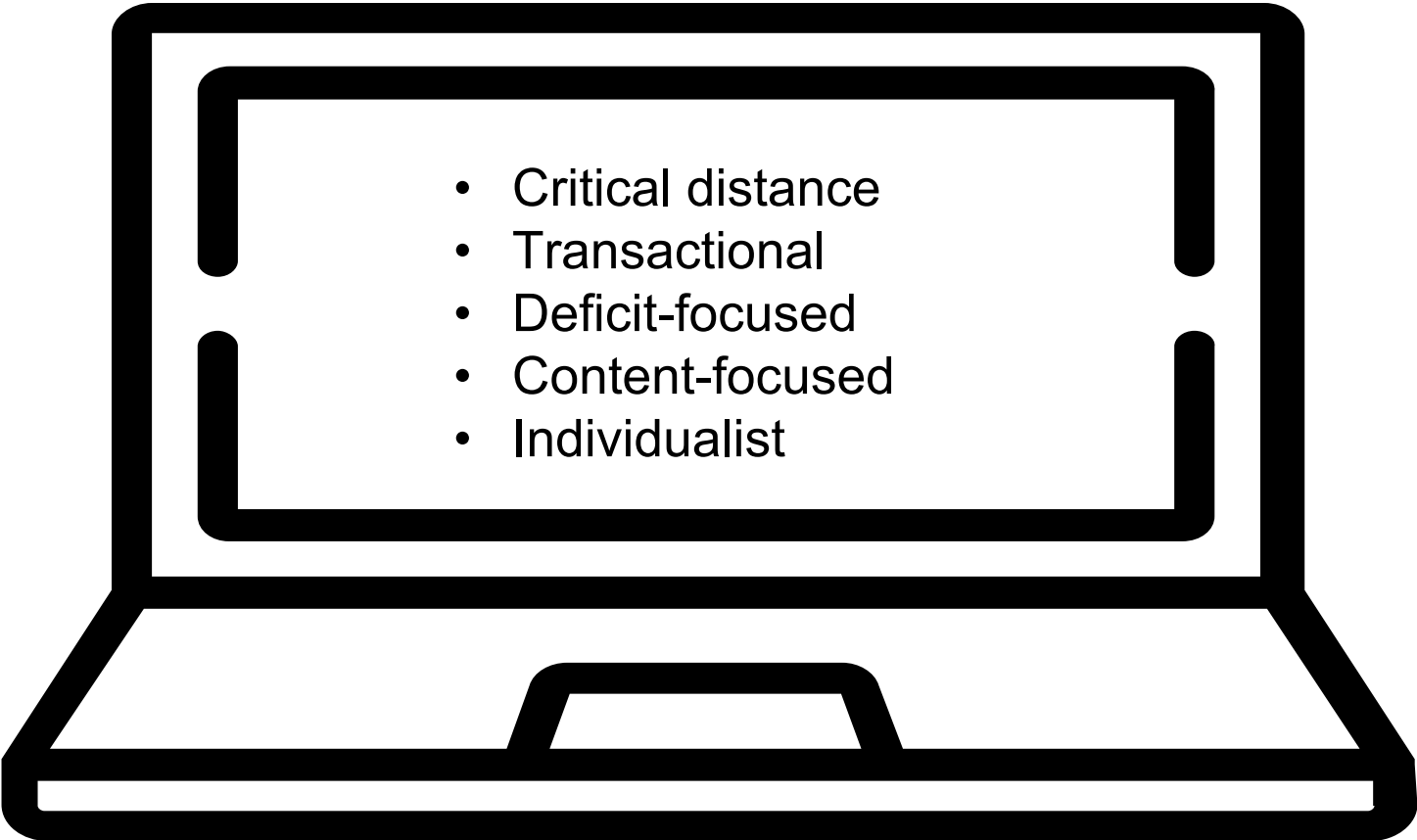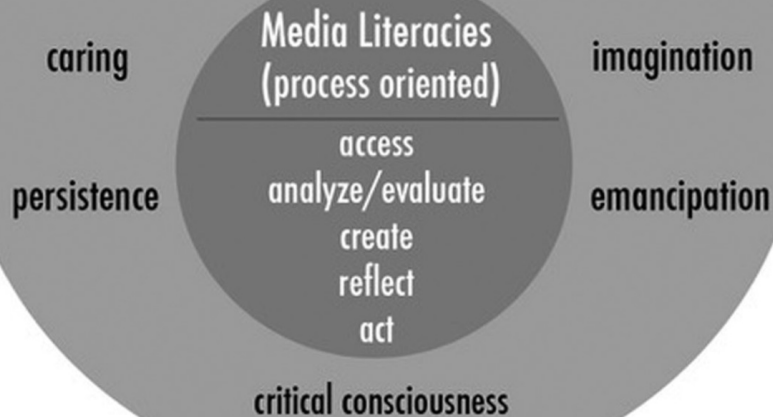
danah boyd, 2018, SXSW
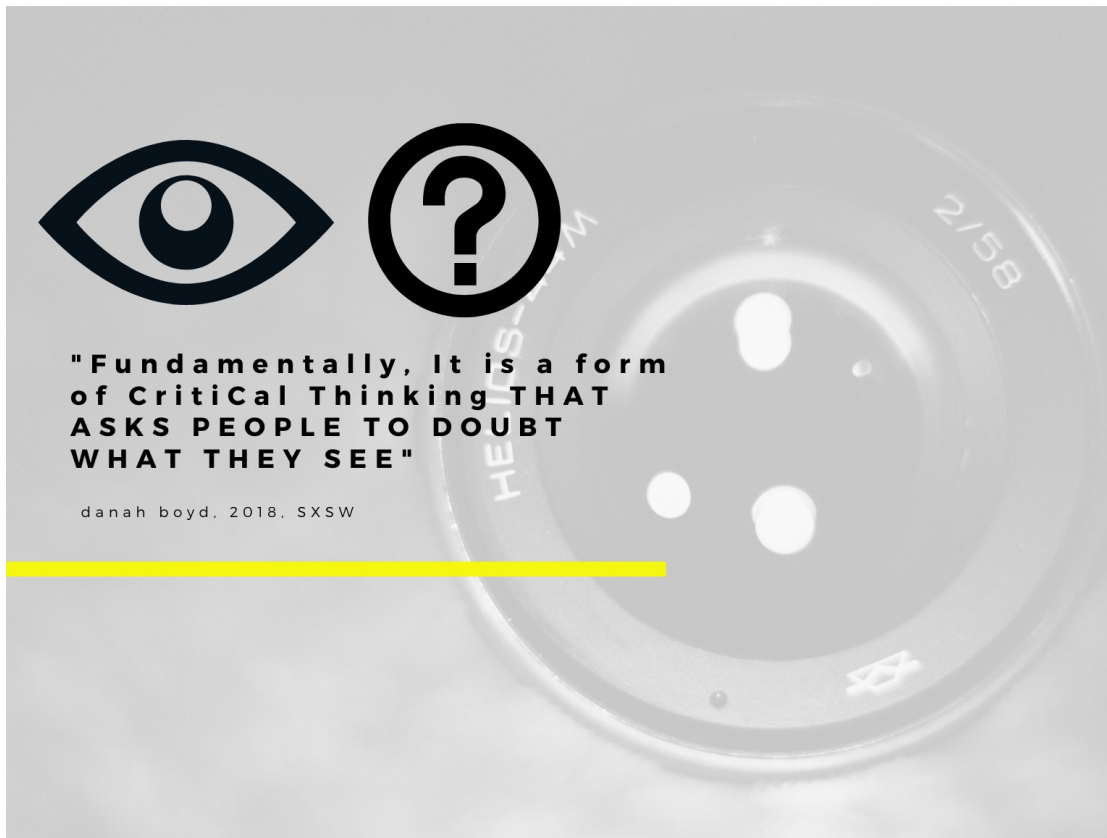
- Critical distance
- Transactional
- Deficit-focused
- Content-focused
- Individualist

Civic Media Literacies
(values oriented)

caring

imagination

Media Literacies
(process oriented)

access
analyze/evaluate
create
reflect
act

persistence

emancipation

critical consciousness

1. Is there anything in the film that resonated with you? Did anything surprise you? What did you have a strong reaction to?
2. How did you feel while watching it? How did you relate to it (or not)? How did it move you (or not)? Did you have a physical reaction, if so what was it?
3. What messages did you take away from this film or what themes did you uncover using a lens of care when analyzing or deconstructing the film? How do the values in this film connect (or not) with your own values?

"If emotions are personal experiences, then affects are the forces (perhaps the flows of energy) that precede, produce, and inform such experiences. Affect is pre-personal and pre-subjective; it is social, or even ontological, before it is strictly individual. Affect isn't what I feel, so much as it is what forces me to feel."
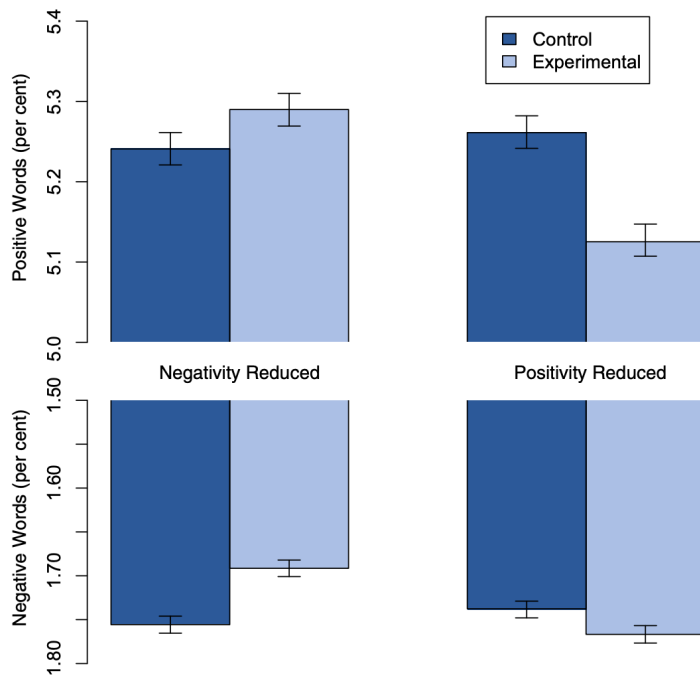
Fig. 1. Mean number of positive (*Upper*) and negative (*Lower*) emotion words (percent) generated people, by condition. Bars represent standard errors.

Hair Love
38 Tweets

Follow

The Black Firebender🔥 @TheeAvatar · Aug 19, 2019
I finally saw "Hair Love" last night and I'll admit it.. I cried 😭 it was so beautiful! Please if you have the means, go watch Angry Birds 2 to see that cute short film. It's absolutely worth it. #HairLove

💬 2   🔁 3   ♡ 24   ⬆

🔁 **Hair Love Retweeted**

Ibram X. Kendi ✓ @DrIbram · Aug 19, 2019
When you're reading a new book + suddenly your daughter points at the page + says, "That's me!" On the next page, she says, "That's you, Daddy!" She looks up at you. She looked up at me. She saw me overwhelmed w/ gratitude as wide as I smiled. TY @MatthewACherry + @KokilaBooks.

Hair Love
Matthew A. Cherry
illustrated by Vashti

2022

NEGATIVE

anxiety, depression, loneliness, poor sleep, thoughts of self-harm and suicide, increased psychological distress, cyber bullying, body image dissatisfaction, fear of missing out and decreased life satisfaction

POSITIVE

accessing health experiences and expertise, managing depression, emotional support and community building, expanding and strengthening offline networks and interactions, self-expression and self-identity, and establishing and maintaining relationships
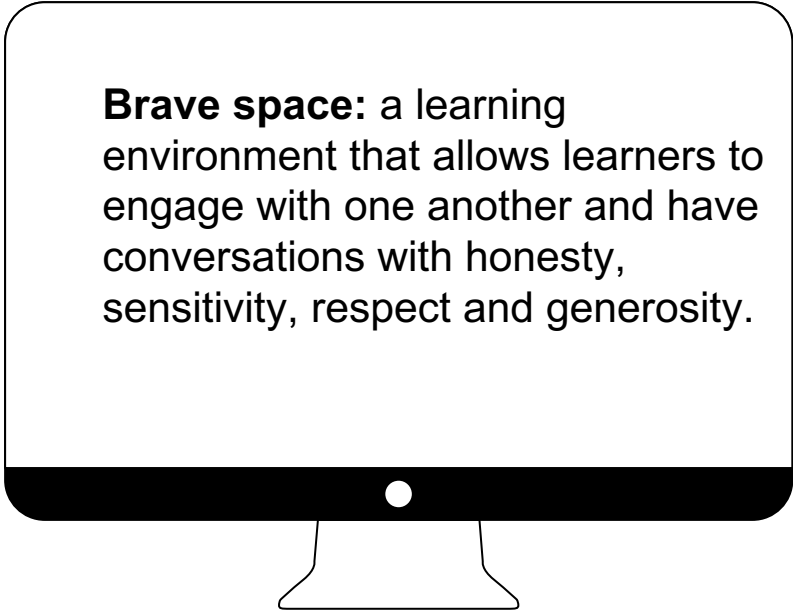
"*Engaged pedagogy begins with the assumption that we learn best when there is an interactive relationship between student and teacher. As leaders and facilitators, teachers must discover what the students know and what they need to know. This discovery happens only if teachers are willing to engage students beyond a surface level.* **As teachers, we can create a climate for optimal learning if we understand the level of emotional awareness and emotional intelligence in the classroom***.*"
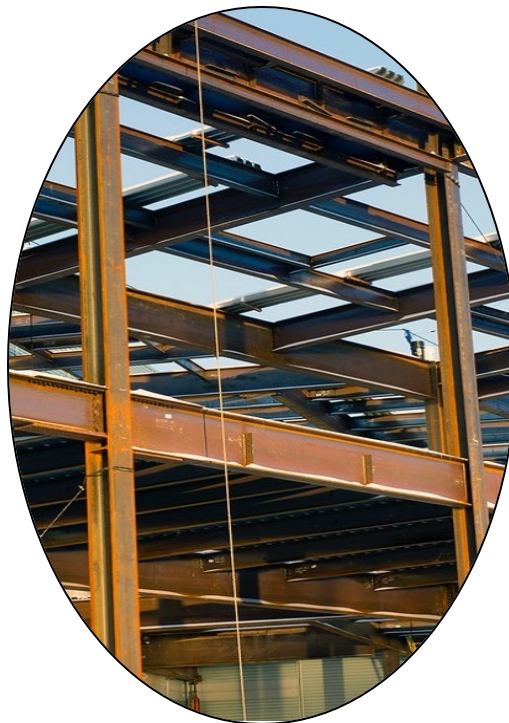
Brave space

- Making clear that discomfort is part of learning
- Normalizing difficulty
- Distinguishing between people and ideas
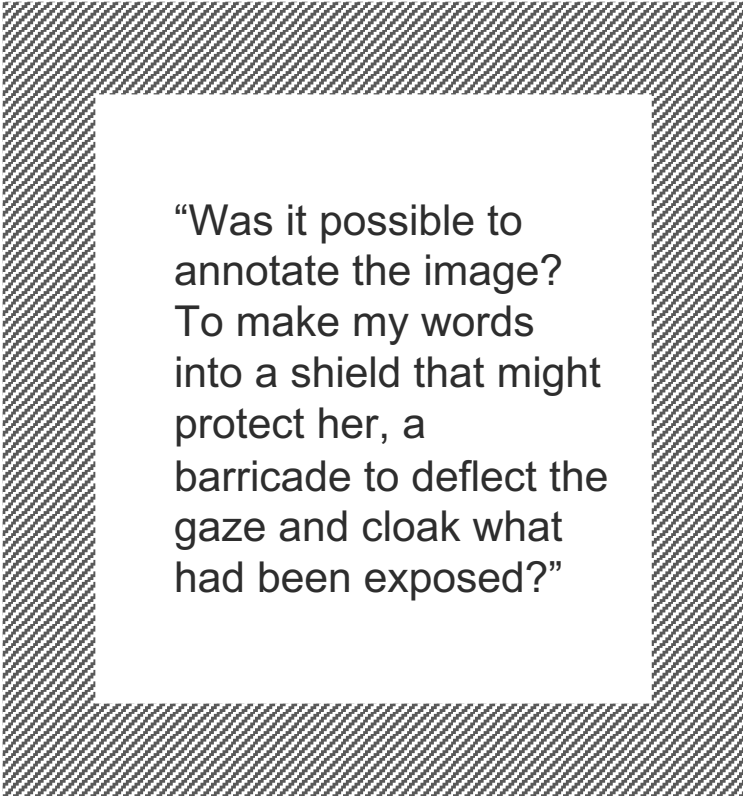- Acknowledging intent and impact

Brave space: a learning environment that allows learners to engage with one another and have conversations with honesty, sensitivity, respect and generosity.
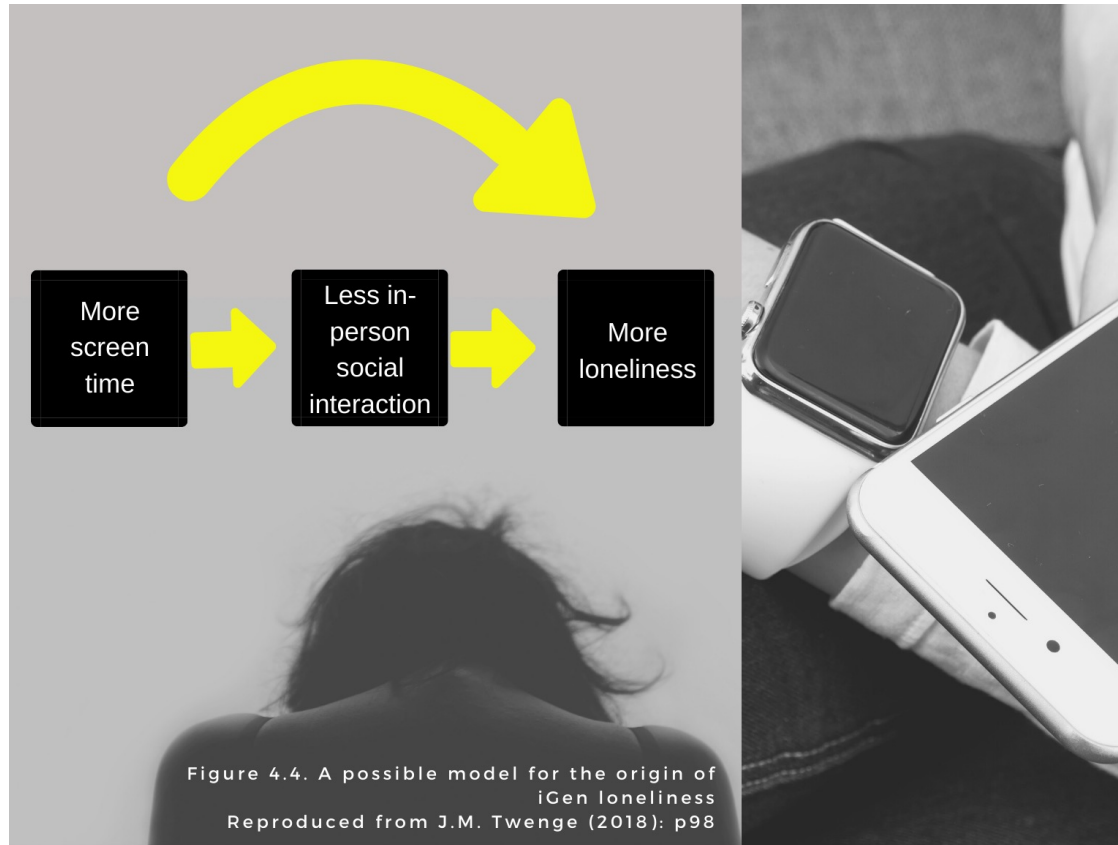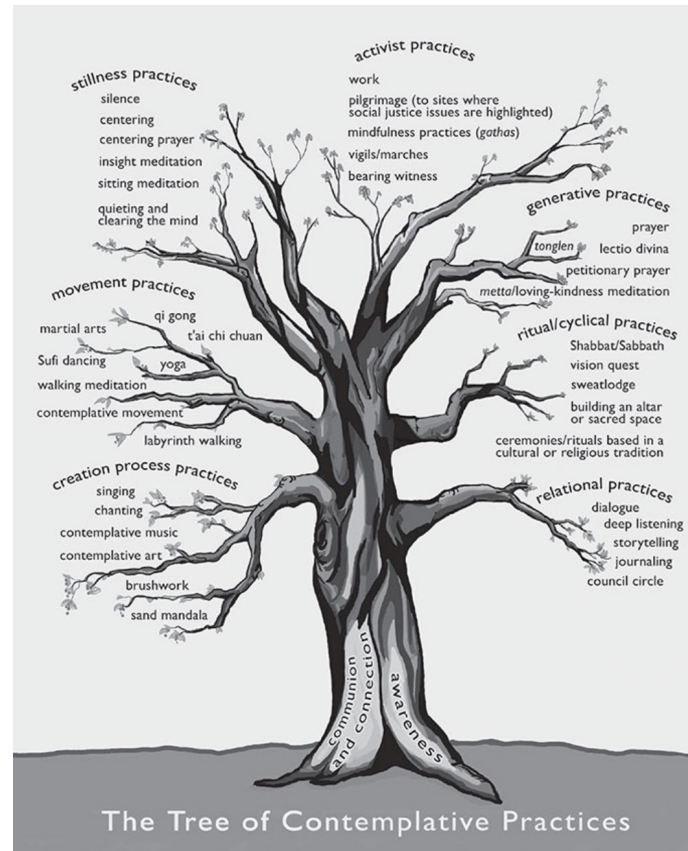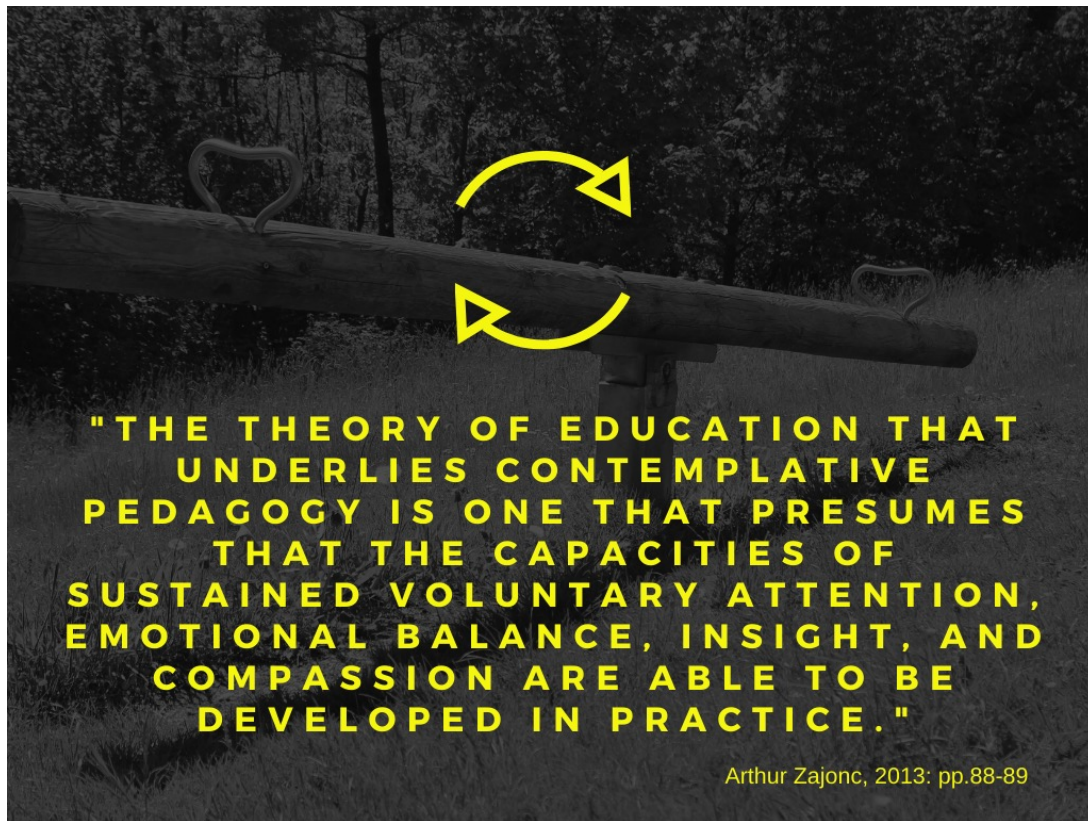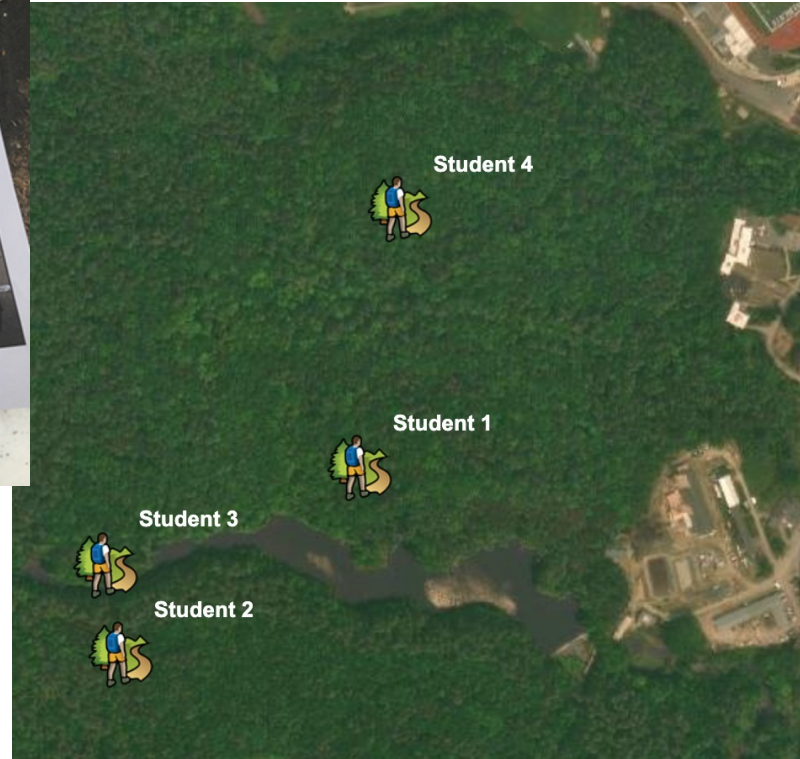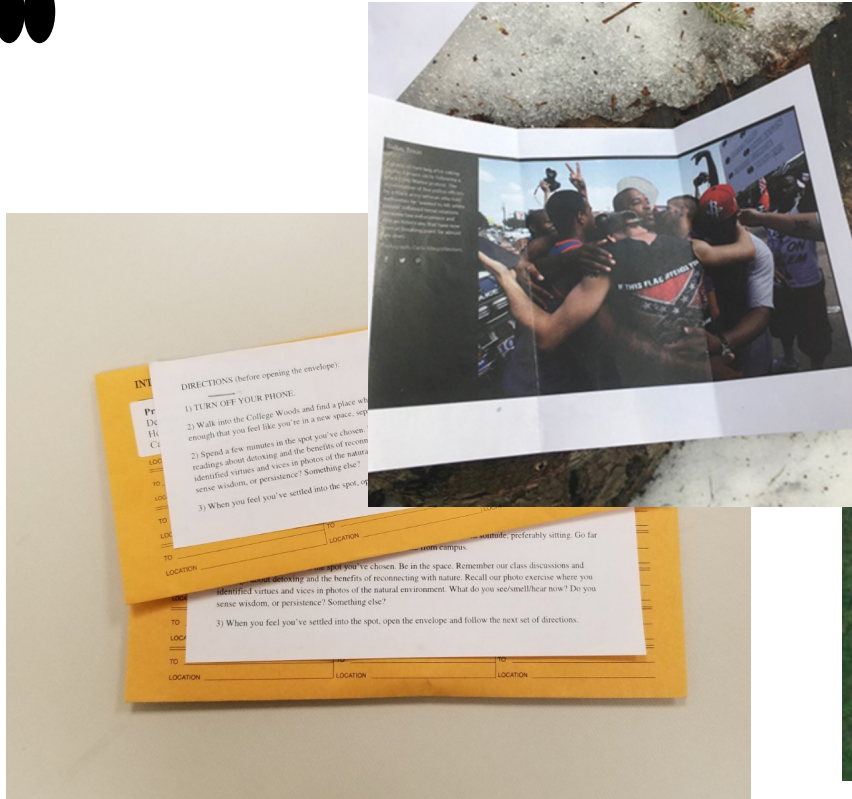
Framing

"Was it possible to annotate the image? To make my words into a shield that might protect her, a barricade to deflect the gaze and cloak what had been exposed?"

Saidya Hartman's *Beautiful Experiments,* 2019, p26

#23

Figure 4.4. A possible model for the origin of iGen loneliness
Reproduced from J.M. Twenge (2018): p98

The Tree of Contemplative Practices

"THE THEORY OF EDUCATION THAT UNDERLIES CONTEMPLATIVE PEDAGOGY IS ONE THAT PRESUMES THAT THE CAPACITIES OF SUSTAINED VOLUNTARY ATTENTION, EMOTIONAL BALANCE, INSIGHT, AND COMPASSION ARE ABLE TO BE DEVELOPED IN PRACTICE."

Arthur Zajonc, 2013: pp.88-89

Self-Observations

Steps for email or social media observation exercise

- Perform practice
- Observe what you are doing and feeling
    - Pay attention to activity and feeling
        - Log what you are observing
        - Summarize your observations
            - Review your log for patterns
    - Create personal guidelines about how to conduct the practice in healthier ways
        - Share and discuss with others

Steps for mindful unplugging exercise

- Perform practice (unplug for the period you decided on)
    - Observe what you are doing and feeling
        - Pay attention to impulses and feeling that arise from being unplugged
            - Log what you are observing
                - Summarize observations
                    - Review your log for patterns
    - Create personal guidelines about how to conduct the practice in healthier ways
        - Share and discuss with others

01. Internal

02. Relational

03. Institutional

04. Structural

THANKS!

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