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Mastering Media Literacy

By Heidi Hayes Jacobs (Series Editor)

Study Guide

This study guide is a companion to the book *Mastering Media Literacy* by series editor Heidi Hayes Jacobs. *Mastering Media Literacy* shows educators the role media can play in merging technology and instruction to give students greater access to knowledge, make learning more meaningful, and help students play a more active role in their education.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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Chapter 1

Infusing Media Literacy and Critical Media Analysis

Into the Classroom

Frank W. Baker

1. According to Baker, many students may be media savvy, but they are not media literate.

What does it mean to be media literate?

2. How can educators support students in analyzing and creating media?

3. Compare your lesson plans and assignments to Bloom's Digital Taxonomy. What level are your students being asked to operate on? If there's room for improvement, what changes can you make to facilitate it?

4. What examples of media texts can be brought into the classroom for instruction?

5. How can film be introduced as literacy? What apps and websites are available to support film education?

Chapter 2

Building a Framework for Literacy in a Visual Culture

Emily Keating and Holen Sabrina Kahn

1. What is the Learning Framework and its stages of progression? How can it be levied in school curriculum?
2. Since the 1990s there has been an increase in consumption of visual communication. In what ways do you encourage use of visual communication in your classroom?
3. How have the changes in visual culture altered the meaning of *media* and *text*? How has the change influence your teaching? How does the change affect student learning?
4. What is the best method of teaching students in the visual realm? Please cite an example of how this can be accomplished.
5. How can visual communication be infused in content-area learning, such as English language arts?

Chapter 3

Creating New Media Rubrics: Quality Student Products for the 21st Century

Verneda Edwards and Kristy Sailors

1. How do educators determine how students can effectively use technology to create quality projects to demonstrate their content learning?
2. What criteria must rubrics possess to effectively grade assignments that utilize emerging technologies?
3. What steps should students take to evaluate the usefulness of technology tools?
4. What criteria should teachers use when evaluating digital presentations and digital storytelling assignments?

Chapter 4

Designing a Film Study Curriculum and Canon

Heidi Hayes Jacobs and Frank W. Baker

1. How do film studies and a film canon improve K–12 studies? What factors have prevented film studies in most K–12 curriculums?
2. Identify the different types of film studies programs. What are their strengths and weaknesses with respect to your district, school, or classroom curriculum?
3. Draw on the five tenets of film study instruction to detail how to start a program in your school. Using the authors' examples, what ideas do you have for implementing a program?
4. How can film studies be altered for early childhood education and for middle and high school education to effectively challenge and engage students at all levels?

Chapter 5

Examining New Media Journalism: Global Perspectives and Possibilities

Mark Schulte and Jennie L. Johnson

1. Why is global journalism critical to the education of 21st century learners?
2. What ideas from the Pulitzer Center's work can you adapt or adopt in your curriculum?
3. What social media and other media tools are available to support the concepts and ideas you teach?
4. Has your school or district struggled to integrate technology and education? Identify problems that hinder this process, and brainstorm solutions using the authors' advice.
5. In what ways are global issues inherently interdisciplinary? How can teachers keep this interdisciplinary option present in lesson plans and units of study?