

BMED104 Teaching Media Literacy Education

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

Overall Objectives and Outcomes

This module will equip course participants with the necessary knowledge, skills and competences to conduct learning based on the learning Outcomes Framework of the Media Literacy Education syllabus. Course participants will be exposed to various definitions of MLE and the different teaching methods and pedagogies that transpire from them. This module will also allow the course participants to analyse and evaluate different teaching and learning strategies and methods in Media Literacy Education, and ways to implement them in the light of the core principles of the subject. It will also be shown how these core principles are incorporated into the broad learning outcomes of the MLE syllabus, as well as in the specific learning outcomes of each one of the three modules that comprise it.

By the end of this module, the learner will be able to:

Competences:

- a. Advise the SLT on the importance of MLE in the school curriculum;
- b. Develop lesson plans that focus on the students' interpersonal skills and abilities as they engage in group activities that stimulate reflection and deep experiential learning, within the VET system;
- c. Develop lesson plans and resources focusing on hands-on, practical, and experiential activities that transpire from real world scenarios;
- d. Collaborate with SMT to implement a cross-curricular approach regarding MLE;
- e. Guide students to understand and appreciate the true value of MLE and its aims and objectives, especially in making them more creative and responsible digital citizens, who can contribute to their community and society in general;
- f. Ensure that all students have opportunities to learn the basic knowledge, skills, and competences of MLE, so that they feel empowered to access all media and create their own multimodal productions responsibly, experiencing maturation of their identity in the process;
- g. Create the appropriate learning environment, through the right pedagogies, which makes it possible for students to access, analyze, evaluate, and create media in a variety of forms.

Knowledge:

- a. Define *Media Literacy Education* in all its aspects and components;
- b. Identify the aims, content, and core principles of Media Literacy Education, and the various pedagogies that can address them effectively;
- c. Describe various pedagogies in the history of Media Literacy Education, and that are currently used in different continents and countries;
- d. List the strengths and weaknesses of various pedagogical models and pedagogies used for MLE.
- e. Describe different engaging and active learning approaches, strategies, and techniques, which can be employed to learn skills related to various media technologies like photography, graphic design, and film production;
- f. Understand how vocational education is taught in practical contexts that offer problem-solving opportunities from the media world;
- g. Discuss different existing challenges and barriers to the effective applications of creative media pedagogies in the MLE classroom;

- h. Discuss various ways how MLE syllabi content and the subject's creative pedagogies can be aligned together, as well as with and through formative assessment techniques employed in the classroom;
- i. Describe the collaborative approach methods to teaching and learning;
- j. List various initiatives that present students with opportunities in the Media industry;

Skills:

- a. Compare and contrast the various models of MLE and their corresponding pedagogies;
- b. Apply knowledge of the various media languages to the deconstruction of messages on various media texts on different platforms;
- c. Demonstrate knowledge of the VET system in media settings that include people working on various kinds of media productions;
- d. Apply the knowledge acquired about lesson planning and instructional design to create effective, reflective and creative schemes of work, work plans and lesson plans for MLE as a vocational subject;
- e. Apply scenarios to students' learning activities that promote their exploration of identity and related issues, while simultaneously practicing media skills related to photography, graphic design and film production;
- f. Apply meaningful and engaging teaching and learning activities in the various topics of MLE, that also stimulate and facilitate critical thinking and reflection;
- g. Explore several resources that can be utilized in the MLE classroom, as well as media events from which both students and educators can benefit greatly.

Assessment Methods

This module will be assessed through: Assignment, Group Work, Presentation, Forum Discussion.

Suggested Readings

Core Reading List:

1. Baker, F.W. (2016). *Media Literacy in the K-12 Classroom* (2nd edition). International Society for Technology in Education.
2. Buckingham, D. (2003). *Media Education: Literacy, Learning and Contemporary Culture*. Polity: Blackwell.
3. Buckingham, D. (2015a). 'Defining digital literacy. What do young people need to know about digital media?'. *Nordic Journal of Digital Literacy*, 2006-2016, 21-34.
4. Buckingham D. (2015b). 'Do We Really Need Media Education 2.0? Teaching Media in the Age of Participatory Culture'. In: Lin TB., Chen V., Chai C. (eds.) *New Media and Learning in the 21st Century. Education Innovation Series*. Singapore: Springer.
5. McDougall, J., Zezulakova, M. & Sternadel, D. (2018). *Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education*. NESET Analytical Report (This document has been prepared for the European Commission; however, it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein). Luxembourg: Publications Office of the European Union.
6. Potter, J.W. (2021). *Media Literacy* (10th edition). University of California. Sage, 2021.
7. Scheibe, C. & Rogow, F. (2011). *The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World*. Corwin Publishers.
8. SEC 41 Syllabus Media Literacy 2023. (Updated on 14th April, 2021). University of Malta.

9. Silverblatt, A., Ferry, J. & Finan, B. (2009). *Approaches to Media Literacy: A Handbook* (2nd edition). Routledge: Taylor and Francis, NY.
10. Smith, J. (2016). *Master the Media: How Teaching Media Literacy Can Save Our Plugged-in World*. Dave Burgess Consulting, Incorporated.
11. The International Encyclopedia of Media Literacy. Accessed at:
 - <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118978238.ieml0123>
12. Wiesinger, S. (2016). *Digital Literacy: A Primer on Media, Identity, and the Evolution of Technology*. Peter Lang Inc., International Academic Publishers.

Supplementary Reading List:

Look at the *REFERENCES list of the NESET Analytical Report* cited in above section. Could be accessed at:

https://nesetweb.eu/wp-content/uploads/2019/06/AR2_Full_Report_With_identifiers_Teaching-Media-Literacy.pdf