

MASS MEDIA IDEALISTS ASSIGNMENT 2

15 Minute PowerPoint Presentation and 10 Page Overview

Because your topic focuses on "media literacy," your second assignment and first field experience will look at how secondary students use, view, and respond to information gathered from social media and how it effects their perception of the world, their academic engagement, and their daily lives. Your group will use a minimum of five new resources per group member (total 20 additional per group) to investigate current research studies on the influence of social media on student attitudes, academic success, and classroom behaviors.

- Before social media and the internet there was "shared Inquiry," Compare and contrast the two philosophies,
- How does critical thinking skills relate to media literacy,
- What are the core principals of media literacy,
- How can classroom teachers show students the benefits and importance of effective and authentic mass media communication in the face of deceptive persuasion tactics used by politicians and advertisers,
- Demonstrate ways to assist students in understanding, identifying, processing, and responding to both relevant and irrelevant mass media information.

MASS MEDIA IDEALISTS ASSIGNMENT 3

15 Minute PowerPoint Presentation and 10 Page Overview

Because your "primary audience will be secondary and undergraduate students, your third assignment and second field experience will focus on the design and development of your final project (e-newsletter). Your group will use a minimum of five new resources per group member (total 20 additional per group) to examine how media (print, visual, social media) views and portrays various groups (negative/positive) (may replace some resources with survey of students).

- How does mass media sensationalize some groups,
- How does mass media influence perceptions of various groups,
- How should students respond to unsubstantiated or incorrect material found in media ads,
- How can students influence other students via social media,
- How can teachers help students distinguish between positive and negative advertising (fashion, politics, community),
- What are the successful tools used by classroom teachers to assist students in becoming media literate,
- How can students respectfully challenge political, social, and academic policies using social media,
- How does mass media influence identity,
- How should Media literacy be addressed in classes that teach students to become media providers?

MASS MEDIA IDEALISTS FIELD EXPERIENCE 1

Email Ms. Mary Piper mary.piper@fayette.kyschools.us at Dunbar High School and set up an appointment to meet with her to discuss and observe how she teaches media literacy and the critical analysis of print and internet media in her classes. You should also discuss the focus and topics to be included in your e-newsletter. She has agreed to work with you on your final project: producing an e-newsletter for secondary students that will be housed on our website.

MASS MEDIA IDEALISTS FIELD EXPERIENCE 2

Set up a second meeting with Ms. Piper to continue your final project, work with some of her students, and to get advice as you develop your e-newsletter. You may visit or contact the Eastside Technical Center that has a media arts program “Our students have the creative freedom to explore storytelling and turn their vision into multi-media masterpieces.” I would question if they teach media literacy in both consumption of mass media and in providing mass media programming.

MASS MEDIA IDEALISTS FINAL PROJECT

Final project is to develop the first global e-news forum for our website. Present your new forum in your power-point presentation along with your ten-page overview of the project. What you found out about teaching mass media literacy to secondary students, and the challenges and rewards of producing an e-news letter for students.