

Beyond the Classroom
The Intersection of Media Literacy and Service Learning

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How do you teach a life skill like media literacy? One way is for students to apply what they learn beyond the classroom to solve real-life problems with a community partner.

This research explores the effectiveness of service learning as a teaching and learning pedagogy for developing media literacy skills and for empowering and inspiring young people to become active and contributing citizens in the digital society.

Abstract The results demonstrate that service learning increased students' critical thinking and media literacy skills and helped them to better understand the course lessons, their personal biases and prejudices, and their role as a citizen in a democracy.

What is Service Learning?
Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Students apply what they learn beyond the classroom to solve real-world problems in collaboration with a community partner while empowering and inspiring themselves to become active and contributing citizens through the service they perform.

CML Goals:

- Provide the CML media literacy framework to teach about diversity and media
- Co-create engaging lessons and activities with faculty to expand Commit2MediaLit
- Measure effectiveness of service learning course content to teach media literacy through an IRB-approved assessment
- Share information to provide a model for teaching and learning media literacy

Student Service-Learning Goals:

- Complete 15-20 hours of service to expand CML's Commit2MediaLit campaign
- Apply media literacy core concepts in designated assignments and activities
- Facilitate National Media Literacy Week events on campus
- Complete Office for Community Engagement time sheet and pre-post survey and IRB-approved research study

Service-Learning & Research Project Process

- Service-Learning Course
- Student Scholar
- Institutional Review Board
- Center for Media Literacy
- CSUN Campus Outreach
- Social Media Outreach

- Service-Learning Course** (designated in course catalogue) students brainstorm ideas, research and create activities, plan events, and critically reflect on the knowledge and skills they learn in weekly journal entries, blog posts, media analyses, social media activities, and a culminating learning portfolio.
- Community Engagement Student Scholar** oversees implementation of project activities, manages data base, and presents at Annual CE Research and Service Symposium.
- Institutional Review Board** approve research study.
- Center for Media Literacy** collaborate with students on SL activities to facilitate media literacy learning and advance organization's mission and to provide essential feedback about its effectiveness.
- CSUN Campus Outreach** raise awareness and engage the campus in media literacy activities about diversity issues.
- Commit2MediaLit Social Media Outreach** spread media literacy online and feature CSUN student-produced activities on CML's website.

Syllabus Fall 2017

Syllabus Fall 2018

Diversity and the Media
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Beyond the Classroom: Intersection of Service Learning & Media

Goal: To determine potential effectiveness of service learning as a viable pedagogy for teaching and learning media literacy

Research is IRB-approved 2-year study
Data collected in fall 2017 and fall 2018
Service Learning student participation = 15-20 hours
Service learning percentage of final grade = 20%

Sample Participants:
Sophomores, Juniors and seniors enrolled in Diversity and Media: Journalism upper-division course
Majors: elective
Non-majors: General Education option

Sample is representative of the diverse student population enrolled at CSUN, which ranks 10th in the U.S. in bachelor's degrees awarded to underrepresented minority students

Sample Size = 156

	2018 Pre-test	Post-test
SL	57	53
Control	28	33

2017 Pre-test | Post-test

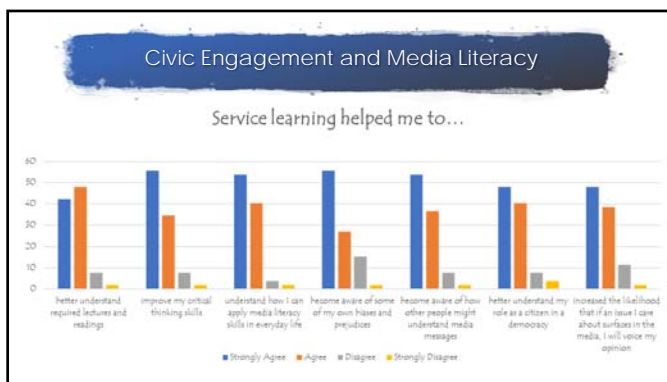
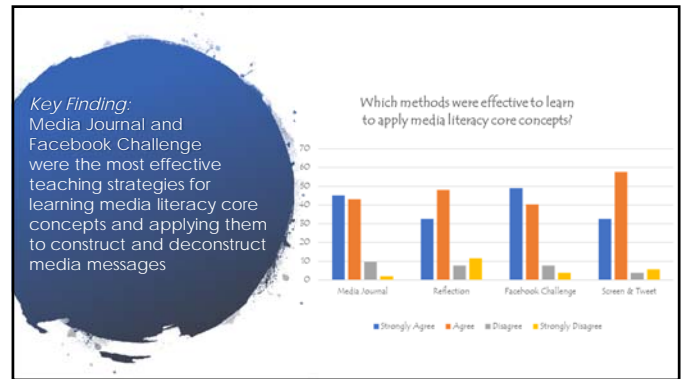
	SL	Control
SL	43	38
Control	23	23

*SL = Service Learning

Quantitative and Qualitative Methods
Pre-Post Survey
Media Literacy Lessons & Activities
Apply ML Skills:
Media Journal: 10 entries
National Media Literacy Week:
Facebook Challenge
Screen & Tweet

Reflective Analysis:
state two learning goals and assess media literacy knowledge and skills learned, how personally changed, and what more want to learn

Experimental and Control Group
Students enrolled in different course sections



Student Reflections

Initially, I went into this class blind. I took the class as a GE not knowing what to expect and, to be perfectly honest, it was supposed to be my "easy" class. And it was not. But it deeply affected and inspired me. Now I understand that it is all about participation, listening and observing, critically analyzing, and applying what I learned to real-life situations.

This class taught me how unaware I am about how much I am influenced by media... I have learned to be media literate and how to be more proactive on campus, in my community, and in society.

I finally felt like I was walking the walk instead of talking the talk.

Through my involvement in the service learning project, I have learned how powerful my voice is and ways I can continue to make an impact in the lives of those around me and in the world.

- Key Takeaways**
- ✓ Service learning helps to put media literacy learning into practice - students gained transferable skills and vocabulary that enables better communication and apply media literacy in ways that helps them make sense of the media world and take meaningful action in their everyday lives.
 - ✓ For the majority of students, media literacy education began at the university level and for many this course was their first introduction.
 - ✓ Both service learning and control groups turn to social media for news, however, service learning students decreased their use of social media while the control group increased their use for news.
 - ✓ The more media literate students became, the more self-reflective they were in their answers.
 - ✓ Students need modeling and direct feedback to learn how to do basic deconstruction and to apply media literacy concepts to media production/construction.
 - ✓ Students need to learn skills to discriminate between textual analysis and contextual analysis and practice in learning to separate their feelings and emotions from the evidence.
 - ✓ Students need repeated practice over time to learn to apply a media literacy framework and develop an ability to use media literacy concepts in a variety of contexts.

- Suggestions for Media Literacy Community Partnerships**
- ✓ Choose a well-matched community partner who shares a compatible media literacy perspective.
 - ✓ Make sure to have a clear understanding of the role of media literacy in the course and how much class time can be devoted to media literacy.
 - ✓ Develop media literacy lessons that are focused, with transferable knowledge to allow for consistency, and incorporate engaging activities. Be clear on assignments and expectations.
 - ✓ Start working in advance to clear any IRB hurdles and have a clear plan for data collection and information gathering.
 - ✓ Execute on schedule so that the goals of the project can be realized.
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