Beyond the Classroom
Intersection of Service Learning & Media Literacy

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.

Service-Learning Course

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

Service-Learning Project
- Service-Learning Portfolio
- Course Syllabus
- Project Proposal
- Project Evaluation

Service-Learning Assignments & Activities
- Media Literacy Journal
- Reflective Analysis
- Screen & Tweet
- Facebook Challenge

Research Design

Sample Participants: Sophomores, juniors, and seniors interested in Diversity and Media: Journalism upper-division course
Non-majors/Central Education option
Sample size: 128
Pre-test | Post-test
SL 57 43
Control 39 33

Reflective Analysis
- Review what you learned, how you learned it, and your class engagement experience
- Explore your media literacy skills and identify social action strategies for personal and social change in the digital culture.
Key Takeaways

- Service learning helps put media literacy learning into practice - students gained transferable skills and vocabulary that enables better communication and apply media literacy in ways that help 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 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 like clear 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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