

Beyond the Classroom

The Intersection of Media Literacy and Service Learning

CML

CENTER FOR MEDIA LITERACY

JOURNALISM

ADVANCING MEDIA LITERACY

CSUN

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

National Association for Media Literacy Education Conference

Research Symposium | June 26, 2019

American University, Washington, D.C.

NAMLE

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.

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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

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Journalism

ADVANCING 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

Service-Learning Course

Student Scholar

Institutional Review Board

Center for Media Literacy

CSUN Campus Outreach

Social Media Outreach

Service-Learning Course

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.

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%

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

Research Design

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
4 classes: 2 *SL and 2 Control
2 fall 2018 and 2 fall 2017
one SL class and one control class each semester

2018 Pre-test | Post-test

SL 57 53

Control 28 33

2017 Pre-test | Post-test

SL 43 38

Control 23 23

*SL = Service Learning

Service-Learning Assignments & Activities

Media Journal
Get into the habit of thinking critically about your media habits and applying media literacy concepts when you construct and deconstruct messages about diversity (or lack of) you see, hear, and read in your daily media use.
Keep a journal about your personal media experience and participation in the service-learning project. Document your involvement in service-learning activities and demonstrate your media literacy knowledge and skills:
✓ identify media messaging about race, gender and sexual identity;
✓ explain media's effects on diversity in society;
✓ apply social action strategies to challenge misrepresentations or biased messaging and advocate for diversity in the digital media culture.
Whenever possible, include screenshots, artwork and other images.

Facebook Challenge
Every day during National Media Literacy Week, CML will post a new image or video clip on Facebook to test your media literacy skills. Analyze the message and discuss its purpose, framing and meaning, how different people might interpret the message, and consider its authenticity and the tactics used to achieve its goal. After you post, talk about it on social media and use #MediaLitWk to spread media literacy.

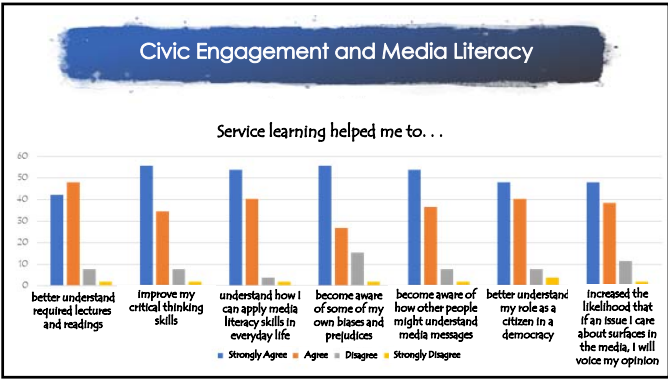
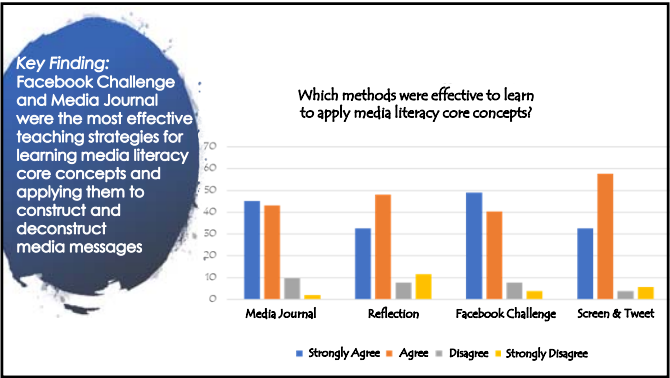
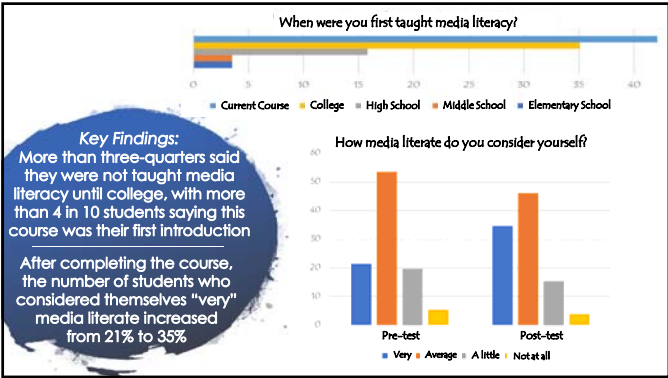
Screen & Tweet
Watch a documentary and apply your media literacy skills to tweet about the highlights while you watch - tweets will be displayed on-screen simultaneously with the film. #MediaLitWk

Reflective Analysis
Reflect on what you learned, how you learned it, and your civic engagement experience while you demonstrate your media literacy skills and identify social action strategies for personal and social change in the digital culture.

Media Literacy Week

Eisenstock & Jolls

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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.

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.

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.

- 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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