

Diversity and the Media Service-Learning Project

SERVICE LEARNING

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction, real world experience, and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It is an opportunity for students to apply what they learn beyond the classroom to solve real-life problems in collaboration with a community partner while empowering and inspiring them to become active contributing citizens in the emergent digital society.

Who is our community partner? Students will partner with the [Center for Media Literacy \(CML\)](#). CML's mission is to help children and adults prepare for living and learning in a global media culture by developing essential critical thinking skills for the digital age.

About CML A pioneer in the field of media literacy, CML is a national and international voice explaining the importance of media literacy in today's culture and promoting its adoption by schools, libraries, afterschool programs, and other youth-oriented groups. As a research and development organization, CML has helped define the media literacy field and set a standard for the practice of media literacy education. CML's MediaLitKit provides a framework for critical thinking about media and serves as a foundation for media literacy education in the United States and throughout the world.

Commit2MediaLit Media Literacy, Advocacy and Activism

Commit2MediaLit will educate, engage, and empower you as a media consumer and content creator. It will help you develop media literacy skills to critically analyze the role and responsibility of media in cultivating social expectations about race, gender, and class, reinforcing racial and sex role stereotypes, and perpetuating attitudes about diversity in society. You will study multicultural representations and the politics of identity across entertainment and news media – TV, movies, music, newspapers, magazines, video games, advertising, apps and social media, including YouTube, Instagram, Pinterest, Facebook, Twitter, Snapchat, etc. Your media literacy skills will help you mediate the impact of media – minimize the negative and harmful effect and maximize the positive and beneficial influence.

GOAL: Students will collaborate with CML to expand its Commit2MediaLit campaign, advocate for media literacy education bills in the California legislature, and develop and facilitate National Media Literacy Week activities on social media and campus-wide to spread awareness about digital and media literacy.

Commit2MediaLit

Service-Learning Assignments

Service-learning assignments are designed to develop critical thinking about media's role and responsibility in society and your role and responsibility as a media consumer and content creator. You will apply what you learn to create media literacy-driven activities that inspire your peers to use their voices for personal and social change to promote diversity. *Students are required to complete 15–20 hours of community service.*

Social Media Outreach and Campus Activities

During the semester, you will research and develop media literacy-driven multimedia activities and events to promote diversity on campus and beyond via social media outreach – podcasts, narrative storytelling, personal interviews, photo galleries, vlogs and blogs, etc. – and detail your service learning participation in a [Media Journal](#) and [Reflection Blog](#).

Media Journal Get into the habit of thinking critically about your media habits and applying media literacy core 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; and apply social action strategies to challenge misrepresentation or biased messaging and advocate for diversity in the digital media culture.

Guidelines: Submit a minimum of 10 journal entries. Whenever possible, include screenshots, artwork or other images. Journal entries must be typed.

9/13 • #1: Keep a media diary for a week in which you reflect on your personal media experience and observations about diversity. List the media you use every day and approximate amount of time you spend with each one. Briefly describe the way race, gender and sexual identity are commonly depicted in your favorite TV shows, video games, music lyrics, advertisements, websites, and social media. Describe at least three examples you frequently observe. Include relevant screenshots of images or text.

9/20 • #2: State **two learning goals** related to the project you would like to achieve and briefly explain why. During the semester, you may rewrite your goals to reflect your learning process. At the end of the semester, you will assess the extent to which you achieved your goals in the culminating service-learning Reflection Blog.

10/4–11/1 • #3–7: Demonstrate your understanding of the five media literacy core concepts. For the next five journal entries, **apply a different media literacy core concept each week to analyze the assigned media content.** Guidelines on course website.

11/6–10 • #8: Participate in National Media Literacy Week and highlight what you did.

11/15 • #9: Analyze what you learned from National Media Literacy Week.

11/29 • #10: Describe a media literate person and explain why media literacy important.

Reflection Blog

Write an analysis about your learning experience with the civic engagement project. Use your journal entries to reflect on media's representation of diversity and its impact on society, analyze strategies that challenge negative messaging and support positive ones, consider the extent to which you achieved your learning goals, and explain how you can use media to affect change that moves the diversity discussion forward. Guidelines on course website. **DUE: 12/6**