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Theme: A Day in the Life of a Media Literacy Educator

In “The Matrix,” virtual character Agent Smith quips, “Never send a human to do a machine’s job.” In an October *Washington Post* blog, Yong Zhao, director of the Institute for Global and Online Education in the College of Education at the University of Oregon, along with colleagues Gaoming Zhang, Jing Lei and Wei Qiu make similar observations in the field of education. In a summary of their new book *Never Send a Human to do a Machine’s Job: Correcting the Top 5 Edtech Mistakes*, Zhong and colleagues write, “Cyclic amnesia best characterizes the history of technology in education. . .we have gone through many cycles of hope and disappointment: from film to radio, from radio to TV, from TV to computers, and from computers to the Internet. Every cycle started with amazing euphoria and ended with disappointing outcomes. Somehow, we managed to forget the failures. We did not even stop to reflect what went wrong because new technology emerged, with more power and thus more hope” (Strauss, “Never send a human,” *Answer Sheet* blog). Many, if not most media literacy educators recognize that technology alone is not sufficient to advance classroom learning. Other educators may still overlook this fact in the rush to find the next best technology for instruction.

As the authors note, technology has already changed how we live, entertain, travel, work and socialize---but has not fundamentally transformed education. Despite the emergence of online schools, Massive Open Online Courses (MOOCs) and the introduction of technological devices into classrooms, education is still guided “by the narrow view that a teacher’s primary job is to transmit knowledge,” for which technology is viewed as an aid or replacement for the teacher; and guided also by the view that technology should be used to help students “consume” information more effectively. The authors assert that teaching should help students “use technology as a tool for creating authentic products,” and that investment in technology has historically been justified as an effective means for raising academic results or test scores, with much less regard for these technologies as transformative tools “to create better education for all students” (ibid).

Next, Zhao and his colleagues take on educational standards. According to the authors, technology has been used to improve existing curriculum and instruction while neglecting the fact that technology has created a new world which demands new skills and knowledge: “Consequently, not much attention has been given to transforming schools into environments that cultivate digital competence” (ibid).

And, finally, the authors argue that the professional development of educators has been “driven by technological products instead of focusing on what students need and how technology as a whole can affect education” (ibid). They also argue that, in a society where machines are rapidly taking jobs away from humans, personalized education can grant students autonomy and respect their uniqueness, while technology can make it possible for students “to engage in authentic learning by tackling real-world problems on a global scale.”

Clearly, the authors envision a transformation of education which reflects a media literacy philosophy of teaching and learning. In this issue, we ask, what does a day in the life of a media literate school look like? Not surprisingly, there are few model schools 'out there' from which to imagine such a day. But to a certain extent, we can reconstruct them from the models and programs we have, and from practitioners who do exemplary work in the field.

We offer two interviews, one with a classroom educator in Seattle who uses educational technologies to provide exciting, authentic media literacy learning experiences for his freshman students; and another interview with a medical librarian affiliated with the Gateway Media Literacy Partners. In addition, we comment on select blog posts from *Edutopia*, and work our way through some Future Ready Schools materials from the Department of Education. The emphasis of Future Ready program is on professional development for "connected" educators, but the treatment of programs is so thorough that both real and prospective connections to media literacy education can be drawn. And, in our production-oriented MediaLit Moment, your high school students will get a chance to critique an ad that caused a social media uproar.

Research Highlights

Media Literate Libraries

Perhaps the best place to encounter a day in the life of a media literate school is the library. In an *Edutopia* blog post from January of this year, Beth Holland profiles a few different libraries which reflect a radically different conceptualization of what a library should be. At Cushing Academy in Ashburnham, Massachusetts, millions of digital resources superseded their 20,000 volume print collection, and a café replaced the circulation desk. Rather than maintain a quiet location for individual study, the school wanted to create an environment for “collaboration and co-construction.”

Holland writes, “Students and teachers no longer need a library simply for access. Instead, they require a place that encourages participatory learning and allows for co-construction of understanding from a variety of sources. In other words, instead of being an archive, libraries are becoming learning commons.”

When Carolyn Foote redesigned the library at Westlake High School in Austin, Texas, she wanted to create a space without barriers, one where individuals would congregate and engage in co-learning. She writes, “I knew that I wanted the library to be a campfire space where students could gather, a collaborative space where they could work together in small groups, a transparent space where learning in the school could be **seen** through the windows, a more barrier-free space in terms of student use, and an innovative space where the design would reflect the innovations that are going on inside our campus.”

While library spaces invite new uses, lesson design which integrates technology with literary interpretation sometimes can reflect great fidelity to media literacy principles—in this case through the practice of learning how to interpret information presented in graphic form.

When James Earle exposed his students to a couple of data visualizations of that hoary old classic, *The Iliad*, from LitCharts and Moebio Labs, he proposed that his students come up with their own visualizations of a theme in the book.

The class took up the challenge right away. They debated major themes, including sacrifices and prayers, and successes and failures. In the process, students learned how to think a little more closely about what makes a central theme, and how it can evolve through a text. In the end, students decided to focus on the theme of rage. After all, “rage” is the first word in the 15,693 line text. Every time a character became angry with another character, over the two month period that they read the epic, teacher and students took note of each incident in which one character became angry with another. Students proposed a few hypotheses: The Achaeans yell at each other more than at the Trojans. Zeus is the angriest god. And more. As Earle notes, “Analyzing a piece of literature in this way turns the work into a piece of robust data that can be understood quantitatively, in addition to allowing a qualitative reading. It invites students to consider literature through a scientific methodology and helps them understand structures and patterns behind long narrative works.”

A design contest was held where each student had to design a spreadsheet that best captured the data over the two-month period. Students had to think about user-friendly design. What information needed to be captured? How should it be organized? As the project proceeded, students shared a Google Spreadsheet to which all students had editing access. Select students were placed in charge of data entry, maintenance and accuracy each week.

As the project continued, students learned that Agamemnon, Zeus, and Hector attracted the most rage, and that allies inside the Trojan War preferred to yell at each other more than their enemies. As Earle observes, “With bullying and social relationships so volatile in middle school, it was enlightening for my students to gain insight about interpersonal relationships from an ancient text.”

The results? Students were able to ask some big questions, such as:
What does it say about a culture that the leaders both rage and are raged at the most?
What does it say about war when enemies can be friends, and allies can hate each other?
What were Homer’s intentions in addressing rage?

With satisfaction, Earle recalls, “Armed with data, we were able to push forward interesting thesis statements that would have been impossible without the evidence.”

Media Literacy and the Future Ready Schools Initiative -- Online Communities

While government reports may not be the most exciting sources for describing a day in the life of media literate educators, some, like documents produced for the Department of Education’s Future Ready Schools Initiative can provide insight on the activities of a media literate educator, student or administrator. DOE’s *The Future Ready District: Professional Learning Through Online Communities*, and *Effective Professional Learning Strategies and Their Use in Future Ready Districts* focuses the spotlight on “connected” educators who create professional learning networks, both online and face-to-face. Echoes, if not direct references to media literacy principles are common in both documents. For example: Patapsco High School in Baltimore County, Maryland, engages educators in collaborative learning through “Patapsco University,” which offers both individual and collaborative learning opportunities for which educators can earn credit hours that meet continuing education requirements (Byers et al., *Professional Learning*, p.14). In addition to forming traditional Professional Learning Communities (PLCs), educators can form groups of “critical friends” to examine and improve instructional practices, or organize Edcamps on topics of mutual interest. In a media literacy classroom, students use their critical thinking and collaboration skills to decide how they will respond to media, and they have opportunities to pursue individual and mutual passions in media analysis and creation. Similarly, Edcamps are essentially self-initiated, inquiry-driven professional learning projects for educators. (For more about Edcamps, visit <http://www.edcamp.org>).

While STEM learning studios are supported by more partners and resources than the average school district, these also reflect media literacy principles. In these studios, cross-subject teams of teachers, scientists, and engineers from the surrounding community, along with students, work together on yearlong projects to investigate key STEM challenges. Such projects help students gain skills they can apply to work settings in the real world, encourage collaboration, and break down disciplinary silos that have been so endemic to schools in the recent past.

The *Professional Learning* report lists a number of “design principles” for integration of educational technologies in professional development, among them: “Align professional learning strategies with the continuous improvement process,” and “Approach the way professional learning works systemically” (p.18). In the last ten to fifteen years, Linda Darling-Hammond (at Stanford University) and other scholars have identified the need for systematic, continuous improvement in professional development programs, as opposed to one-off presentations or workshops. Likewise, media literacy pedagogy calls for a process of inquiry, as well as a systematic approach to analysis of media and evaluation of media that students produce.

Similar insights can be gained from *Effective Professional Learning Strategies and Their Use in Future Ready Districts*. In her Connected Educator profile (affiliated with DOE and housed at connectededucators.org) Stephanie Sandifer writes that she tries to give teachers who are beginning to work with educational technologies tips for getting started in small steps. “I begin by allowing for 15 minutes each week to scan a Twitter feed after creating an account and interacting with other educators . . . I also try to appeal to their need for just-in-time information and help beyond their immediate department or grade-level team” (*Effective Professional Learning*, p.4).

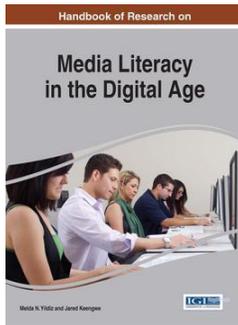
On this topic, The Aspen Institute could not be more eloquent: “. . .students need to learn how to actively participate in ‘flows’ of knowledge by engaging with others in the construction of new knowledge. This kind of knowledge is often put to use at the same time it is learned. It is most effectively acquired through solving problems with others in an environment that offers an abundance of challenges and unlimited opportunities in this new world. Curiosity and creativity become critical skills that motivate students to seek answers to the questions that most interest them—an ability that will serve them well throughout the rest of their lives (*Learner at the Center of a Networked World*, p. 27).

At New Milford High School, in New Milford, New Jersey, individual teachers choose how to spend two or three class periods per week and are allowed to pursue anything in professional learning for which they have a passion, as long as it is aligned with improving student learning and achievement. To help motivate teachers and promote greater sharing among faculty, the district offers digital “badges” to teachers based on screencasts they make demonstrating what they learned during their PGP (*Effective Professional Learning*, p.4) —not unlike media literacy students who document and present their learning through

media production. Often, media literacy students go on to conduct individual and group evaluation of those productions.

In his Connected Educator profile, Philadelphia principal Chris Lehmann writes, “Being a connected educator helps me build community among students, teachers and parents. Using social media with families allows parents glimpses into the school day” (*Effective Professional Learning*, p.5). Indeed, using social media to open up classrooms to community members breaks down the old industrial-era model in which students are educated in “batches.”

Lyn Hilt, a Lancaster County elementary instructional technology coach, writes “While the need for measurable results is important, I think we obsess about ‘evidence’ and the need for an immediate rise in test scores. Perhaps we are overlooking the fact that education and connected networking is about relationships and personal efficacy” (*Effective Professional Learning*, p.9).



Handbook of Research on Media Literacy in the Digital Age by Jared Keengwe, Melda N, Yildiz

CML's Tessa Jolls wrote the Forward to this newly published book on integrating media literacy into modern day education. Authors Keengwe and Yildiz present *“pedagogical strategies as well as practical research and applications of digital media in various aspects of culture, society, and education, this publication is an ideal reference source for researchers, educators, graduate-level students, and media specialists.”* Published by IGI Global, December 2015.

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Nonprofit Training: Media Literacy Strategies for Children, Youth and Family Nonprofits

February 23, 2016 4-6 pm (Free)

Location: Tarzana Providence Medical Center
Sponsored by Valley Nonprofit Resources Children, Youth and Family Nonprofit Initiative. Co-sponsored by Child Development Institute and CSUN. Speaker Tessa Jolls.
More information [here](#).

CONSORTIUM
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Uniting for Development

About Us... The Consortium for Media Literacy addresses the role of global media through the advocacy, research and design of media literacy education for youth, educators and parents.

The Consortium focuses on K-12 grade youth and their parents and communities. The research efforts include nutrition and health education, body image/sexuality, safety and responsibility in media by consumers and creators of products. The Consortium is building a body of research, interventions and communication that demonstrate scientifically that media literacy is an effective intervention strategy in addressing critical issues for youth.

Resources for Media Literacy

CML Interview with Michael Danielson, Seattle Preparatory School

Michael Danielson has taught media literacy classes to freshmen at Seattle Preparatory school for the last nine years. He teaches theology and yearbook, and is also the ed tech director for the school, helping to train teachers and students as a part of the school's 1:1 iPad program.

CML: What is your professional background?

MD: I studied architecture in college. It was a degree that brought me into design and visual arts, but not so much media. I was always interested in advertising. That was an interest that I followed on the side because of friends who were in the Washington State University Murrow School of Communication. That was in the 80s, when back masking and subliminal seduction came out. After graduating, I was a youth minister in a Catholic school parish for five years, just as MTV was coming out. My thought was, if we're working with teenagers, we can't not talk about media, MTV or their music. It is "the water they swim in," as my early mentors had taught me. I would set up the VCR to record MTV for 5 hours, then at Youth Night I would show clips and talk about the stereotypes and values. I didn't realize it, but we were "deconstructing" media.

Those were the early days of media literacy, before I had ever heard that terminology. When I attended a Catholic Youth Ministry convention in Houston, I happened to look at name tags. Someone had a tag reading "Center for Media and Values." I asked, can I have a seat? And I was sitting next to Elizabeth Thoman. I asked her to tell me all about it. I don't remember the keynote, but I was fascinated with what Liz was doing, and with what the Center was doing. I was using media, ads, MTV and all kinds of movies. Liz was excited. She said, we're getting ready to start a media literacy training campaign. We're going to need a dozen trainers around the country. Are you interested? I said, of course!

We had a long weekend in LA with Liz and a whole team of people. And I also met Fr. John Puengente, S.J., and Sister Rose Pacatte. We were making such awesome connections. I was so energized to have this opportunity. We were using overhead transparencies, VHS video clips, and the Catholic Connections Kits. The Center for Media and Values changed to CML about that time. We had handouts, activities and worksheets for teachers to use. The Center trained teachers over the next couple months, and then we went into parishes and trained teachers there. The presentations were so crude and unpolished. but we were doing what we thought was important. We used the materials with hundreds of teachers, students, and parents all across the U.S.

I had an MA in religious education, but I was always weaving in media clips, movies, news. I taught Scripture, the psychology of relating, and the vocations class. I always used media. Ten years later, at Seattle Prep, we were all hit by the Facebook tsunami. What do we do?

The principal asked me to create a media literacy class. I was so excited. My two worlds were coming together. Now I've taught that class for the last nine years. I teach all our freshmen, who must take one quarter of media literacy. It's fun to see how the course has evolved. We've used all the CML resources, especially the Five Core Concepts as a framework.

CML: What have your classes been working on lately?

MD: All my students participate in a group project to create an end-of-quarter PSA about media literacy. This fall a favorite title was, "You are the finish line." It was so creative. Since they all have iPads at school, they can use imovie. They shoot it on campus, and they have voiceover and sound effects. We have created dozens of PSAs, and we posted four of our favorites. We looked for the ones that were the most creative, and fit the assignment. The videos were posted for National Media Literacy Week <https://vimeo.com/album/3636058>

In the media literacy class we watch a movie called *Consuming Kids*. It helps give them the language of advertisers and branding. Students take notes, and write a short paper on a topic, such as, what can we do about the 96% reduction in creative playtime? One group asked, are advertisers targeting little children who don't know the difference between reality and fantasy? It was good fodder for a PSA. Five to six groups put together scripts, and then do storyboards. They shoot and edit the videos, do the voiceovers and add titles and taglines. In the end they are presented in a class film festival. They have a rubric to help evaluate each other.

What was the best tag line?

Topic: Average kid sees 3000 Advertisements per day:

"Ads are contagious, Be the Antidote"

About Brand competition:

Branding is a Race – and YOU are the finish line

About screen addiction:

Put down your phone and Pick up your life

CML: What kind of ed tech do you use, and how do you use it? For what purposes?

MD: We're in our second year using ipads, and we're still experimenting with that. Part of it is understanding that kids need to manage their screen time. Teachers do not assume that they're using it well. We need to manage the distraction that media involves. There's an ongoing conversation on campus around ipads. How do we use them? When do we put them away? Are they worth it? Personally, I think they can be a powerful tool – as well as a powerful distraction. It is our job to help students develop a pattern of use that is creative and educational.

Reducing paper is also a goal, and I have made attempts to go paperless. Sometimes that

works, sometimes it does not. It feels like a challenge to do that. Some teachers have tried to reduce paper copies and use PDFs. Our learning management system is Haiku Learning, where teachers can post assignments, assessments, and all kinds of information. Kids have access to it through an iPad app, where they can access announcements, and assignments. We use Notability, which is one of the most popular apps for notes. We have MS Word on iPad. We use creation tools, and PDF reader to highlight text.

We used Notability to take notes on ads that we critiqued from Superbowls over the past few years. Does the ad do the three tasks of the ad man? Does it get attention? Does it show the product? Does it say something about it? We looked at one popular Coke ad, where the bottle of Coke spills all over the Internet. All hate speech, all cyberbullying, stops. It's all about how Coke spreads happiness. The Tag line? "Spread happiness." That was one of their favorites. We also looked at the Budweiser Clydesdale ads since they were voted #1 over the past 3 years. We've got 20 kids in class, and we nominate the top 10 most interesting ads. We watch and deconstruct. Does it use humor? Puppies? Celebrities? Do they even show the product in the ad? That was hilarious, but what was it for?

CML: How do the new technologies change instruction?

MD: Like I mentioned, for some assignments, we have gone paperless, and it definitely changes things. When kids used to show their work, we'd have to have them turn it in, scan it, and take a picture. Now, as I walk around the room, someone can project from their iPad immediately. We also have Reflector. If I use that on MacBook Pro, the student can open up their work on their iPad and can project their work, or paragraph for the whole class to see. We can talk and look at what she did. Students can project that Clydesdale ad, and explain it, too. In the past, we had to go home, type up something on Word, and hand it in. They had to wait until the next class. Homework was done the night before. Now we can show kids' best work in class. It's also streamlined my grading process. The Learning Management System can open up as PDFs and show grades in Haiku, and I can turn them back right away. On the next day, they can go to their iPad, and see their grades.

One of the apps we use is a website called Padlet. By using their tablets, they can post things online together. It's like a digital bulletin board. We gave kids an assignment for drawing the Ancient Hebrew view of the world—the sky, sun, and firmament. We could submit it from iPad to Padlet, and it'll pop up on screen. It's another tool in class that allows us to see what others are working on. On back-to-school night, we can show parents *all* of the kids' projects.

CML: What is a day like in your class?

MD: Freshmen come in to media literacy class. They get out their iPads. I remind them to turn off the games, because they're not using them. By using the Haiku learning management system, or Notability, I can check up on what they're doing. But I also walk

around. What I've learned as a teacher is that you really have to stay on top of them. Walking around the room is the best way to check up on what they're doing. That's one reason why I use Reflector—it's one way to check on kids, since I can literally see what's on their screen. If they're caught playing with a game, they get an hour of detention. That's common to many Jesuit high schools, like Gonzaga Prep in Spokane where I was a student. My kids are pretty good, and they know that I check. Next, they double click the home button. It shows you what they've got open. They make sure they're keeping games off. Once that's done, I usually have a video clip for them, something clever or funny, to get them into the mindset of media literacy and deconstruction. I might have a clever spoof for them. Something satirical. Or maybe an ad for a new catalogue that they edited as if Steve Jobs was watching the newest iPhone or iPad. I'll ask them about the favorite ad they saw over the weekend.

We follow current trends in media, like the twenty-something girl who became famous on Twitter and Instagram who went on to give a speech about pressure on girls. It was covered by "Good Morning America," and the "Today Show" as *Famous Australian girl gives up Instagram*. Then the kids have downloaded Keynote. It's like Powerpoint—the Mac version. They download the Keynote file that I've created. Instead of having all the words up there, they have only some. And then we go to my version on screen, so that kids are engaged with each slide. I have kids filling out slides and talking about examples. It's a great way to go through a presentation, and they also have to add information. By the time I'm done, they have written with their stylus, and filled in all the gaps. One example is to go through the Five Core Concepts.

The media literacy framework provides the students with a structure that they can apply to an example. We talk about special effects. How were the special effects created for *Titanic*? Let's see what they used: a green screen, CGI, models, a stunt man. Kids are taking notes, and adding to Keynote. They choose their own movie with special effects. They'll research *Avatar*. It's not just a movie. What about the special effects? Performance capture? In the next class kids have to look up how they did it, send a link with video, and present the research they did, with a YouTube clip on the making of the movie. Discovery Channel themselves did this with a video on the way *Avatar* went together, and a student managed to find that. We'll pull that up the next day in Haiku, and take it to my computer, to the YouTube video on how the effects were created.

Our classes are 80 minutes. We'll show a number of examples. The kids get into small groups and come up with their own ideas. We have an assignment or a short, teachable video. So many times YouTube is my life support. I use it every day. Kids will say, did you see this ad? I do have to be careful not to show something I'm not familiar with.

CML: Are there any materials you use on a regular basis?

MD: I have a number of instructional videos that I use. Pivot TV's *This is Media. Terms and Conditions May Apply. Consuming Kids*. Doug Rushkoff on "Frontline." *Generation Like* with

Rushkoff. It discusses the obsession with selfies, and likes. Some kids leverage them to make money with more followers. We use Morgan Spurlock's *What Would Jesus Buy* to talk about the Christ in Christmas. Basically it's about how Black Friday has been leveraged into an opportunity to sell more. There's also *The Greatest Movie Ever Sold*, also from Morgan Spurlock, about product placement. It's done in a quirky style that teenagers really like. The whole movie uses product placement as an analysis of product placement. They also really like the series of spoofs on YouTube called Literal, where you take a literal trailer--say, for Harry Potter, show the trailer, and then use voiceover to describe what is happening. They might say "opening nature, helicopter shot." It's really hilarious to analyze and deconstruct a trailer. It's not only entertaining and funny, but also describes what the trailer is trying to do.

CML: What kinds of tech tools are you trying out with your students these days?

MD: The newest one that I'm most excited about is an app on iPad called Touchcast—you are touching the screen when you're designing. You're layering video in a video. There's also a new presentation tool for students that's like PowerPoint on steroids. Instead of just having a newscast, kids are on screen talking and giving an explanation. On screen pops up a map. The kid watching can click the map, go to the map, and can pause the video. As the video continues, the kids can go to a poll and answer a multiple choice question. One time we were working with the story of Daniel and the Lion's Den. Who do you think represents the courage that Daniel showed? Obi Wan? Skywalker? The Ewoks? The program will generate stats on who chose which responses. It's like having a dynamic, interactive website. You can look at a YouTube video, and add a graph or quote. It's all very interactive. They can create a green screen (we've got a room for that), or use different backgrounds behind them. It was demo'd in Philadelphia at the last NAMLE conference, and it's improved since then.

A Health Sciences Librarian Talks Media Literacy

Will Olmstadt is the associate director of the [health sciences library](#) at LSU Health Shreveport in Louisiana. He has worked in libraries for 20 years. He is a former board member of Gateway Media Literacy Partners, Inc., in St. Louis, Missouri.

CML: How do your media and information literacy skills inform your interactions with students, and what are the different kinds of situations in which you share those skills with them? In what cases does that work reflect a media literacy philosophy of education? (Such as lifelong learning, critical autonomy, collaboration, reflection, and empowerment).

WO: Let me start out by providing context. The general public is often not aware there are different kinds of libraries. Almost all of my experience has been in health sciences environments. I am the associate director for a health sciences library that serves a Doctor of Medicine program; a significant number of students and faculty in allied health

professions (for example, physical therapy); medical residents who already hold MD or DO degrees; and faculty and students in graduate programs in the basic sciences (for example, microbiology). As a public institution, and a member of the [National Network of Libraries of Medicine](#), we also reach out to citizens in Caddo and Bossier Parishes in Louisiana, providing training and services to identify reputable health information resources.

Much of our practice is informed by tenets of evidence-based health care. Many of those ideas related to evaluating health sciences literature critically – such as a clear statement of research question, the ethical treatment of study participants, the appropriateness of statistical or qualitative research methods, who is included and who is *not* included, what is reported and what is not reported, and *where* results are reported – are extensions of media literacy principles relating to audience, accuracy, authority, disparities, and power.

I am grateful – and fortunate – to work for an institution that values the health sciences library as a source of reliable information and professional assistance. We are active partners in most of the curricula on our campus. Those partnerships often take our librarians into settings that are specific to health professions training, such as:

- “Morning report” in internal medicine, where patient care decisions in adult medicine are discussed, and medical residents are questioned about their choices and knowledge. Our librarians attending take notes, and provide via e-mail, the same day, key items from the peer-reviewed medical literature to reinforce and supplement those discussions. This report is, typically, daily.
- The “Enhanced Journal Club,” which is a relatively new initiative for our campus. These clubs are highly structured, and predominantly led by third-year medical students completing their required clerkships, with a faculty physician and a librarian also attending. The aim is to make students critical consumers of medical research, applying principles of evidence-based medicine. These clubs meet regularly throughout the academic year, at least twice per 6-week clerkship.

These activities supplement other (sometimes mandatory) training our librarians provide, such as the mechanics of searching health sciences literature. All these activities together have the goal of producing knowledgeable health care providers who also have a framework to evaluate health sciences literature for the rest of their lives. Particularly with the enhanced journal club, we want students to develop comfort and some healthy skepticism in asking questions about research from traditionally authoritative sources (e.g., peer-reviewed journal articles).

This library also has a history of serving northwest Louisiana. Specifically:

- For years, our librarians have selected and evaluated health-related websites for [healthelinks](#), our online portal of reputable and freely-accessible health information.
- Our librarians work with local public libraries to offer health-related children’s story hours.
- Our librarians have led sessions for the public about finding information for disaster preparedness.

- Most recently, four of our library staff partnered with our pediatrics faculty and a local illustrator to produce [Captain Fit](#), a comic to encourage physical activity in youth.

Our activities for children and youth aim to provide a foundation for lifelong learning. For adults, we hope our assistance identifying reputable health information empowers them to take better care of themselves and their families. Evaluations for these activities suggest we are achieving some of these goals.

CML: How does your work with new information technologies inform the more administrative, behind-the-scenes work that you do?

WO: So much of what health sciences libraries deliver is now through their websites, either as standalone electronic products we license on behalf of the campus, or products integrated with the electronic health record system to provide context-sensitive information to health care providers at the point of care. I can say, at least locally, we are moving into an era where our web presence is less static and more dynamically created by content management systems. The major challenge now is having the staff knowledge and time to maintain the library's web presence in this fluctuating environment.

New technology impacts how we work with faculty, and libraries have had to step into the role of providing training and faculty development opportunities on technological enhancements to health professional education. This goes beyond classes on PowerPoint. Some health libraries have had to help their physician faculty create educational videos – remembering that most senior faculty at medical schools were not trained when such technology was widely available.

CML: Anything else we should know?

WO: I'd be remiss in a media literacy newsletter interview if I didn't mention that this medical school has its own student-led professional journal, the *American Medical Student Research Journal* (AMSRJ, <http://www.amsrj.org>). Reflective practice, empowerment and collaboratively-created media in action! Journalists looking for information about health sciences libraries should really become familiar with the [Medical Library Association](#), our national professional organization. They outline excellent [criteria](#) for evaluating the quality of health information.

Although I have a mix of administrative and teaching duties, our success with some progressive media and information literate practices is really due to the talented staff at this health sciences library. If you work in a hospital or non-university environment, your hospital or school librarian may be a solo professional who has to do *everything*. If you find value in their services, you should make sure you tell them and tell your administration.

MediaLit Moments

Social Media Shuts Down Offensive Ad

In November of this year, Bloomingdale's produced a holiday print ad in which a man looks intently at a woman in a care-free pose who's laughing and looking away. The text reads, "Spike your best friend's egg nog when they're not looking." The ad drew a spectacularly negative response over social media channels. An example of the ad, and the apology from Bloomingdale's, can be found here:

<http://www.theguardian.com/media/2015/nov/11/bloomingdales-apologizes-holiday-ad-date-rape-joke>

In this MediaLit Moment, your high school students will have the chance to critique this ad in a number of different ways.

Ask students to respond to the ad in short form, such as a Tweet, thought bubble, or altered tag line.

AHA! There are so many ways to use media to express how offensive this ad is. We've got the power!

Grade Level: 10-12

Key Question #4: What values, lifestyles and points of view are embedded in, or omitted from, this message?

Core Concept #4: Media have embedded values and points of view.

Key Question #4 for Producers: Have I clearly and consistently framed values, lifestyles and points of view in my content?

Key Question #5 for Producers: Have I communicated my purpose effectively?

Core Concept #5: Most media messages are organized to gain profit and/or power.

Materials: Bloomingdale's print ad and scissors, paper and paste; paper and pencil; or a screen image projected via data projector which can be altered with ed tech tools such as Phrase.It or Bubble Ply.

Activity: Show the ad to students and ask for their general reactions. How did it make them feel? Next, ask them to imagine what they think the advertisers were trying to convey. What makes it offensive or tasteless? What message does the ad convey about men and women in society? Introduce a sample Tweet about the ad to class: "Here's Bloomingdales advertising festive date rape and non-consensual drug abuse to sell fashion. Stay classy." @ DrJackMonroe. What makes the criticism in this Tweet particularly effective? Depending on the materials you choose or have at your disposal, ask students to produce their own responses to the ad. If using paper and pencil, try to keep the text short, like the sample Tweet. Display student work and discuss.

The Five Core Concepts and Five Key Questions of media literacy were developed as part of the Center for Media Literacy's MediaLit Kit™ and Questions/TIPS (Q/TIPS)™ framework. Used with permission, ©2002-2016, Center for Media Literacy, <http://www.medialit.com>.