

# **How Media Literacy Influences Thinking About Socio-Scientific Issues**

## **Presenters:**

**Joanie Gillispie, PhD, Berkeley City College**

**Maxine Einhorn, KQED Public Media**

# Objectives

- 
- To position critical media literacy & digital culture as powerful 21st century skills.
- To demonstrate how critical media literacy & digital culture can frame *socio-scientific* investigations.

# Basic Framing questions

- What is media literacy?
- How does media literacy promote critical thinking?
- What does it offer science teachers?

# Critical Media Literacy

“Media literacy and digital culture empower people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language and sound. As communication technologies transform society, they impact our understanding of ourselves, our communities, and our diverse cultures, making media literacy an essential life skill for the 21st century.”

Center for Media Literacy

# Example: Trash on the Spin Cycle KQED Public Media

**What questions can we ask about this segment?**

- What do we see in the frame? How is this media piece constructed? Does any beach look like this – is it staged?
- What is outside the frame on the rest of the beach?
- What is the status/authority of the expert or voiceover?
- How do we know it is true? Are there citations or sources?

# Example: A Citizen Scientist Investigation

## ■ Critical Thinking

Question and compare sources that support or refute the story.

- mainstream sources, such as news networks
- academic sources
- collaborative/open source & grass roots sources .....YouTube, Wikipedia, Creative Commons; social network sites.

## ■ Use Digital Media

- Start local. Find out about a local beach/water pollution *where students live*
- Use multimedia to capture the issue. For example, upload local photos/information to a social network or class site.
- Use social networking to expand and investigate the issue of beach pollution

- Analyze data. Access Google Maps or visit [geocommons.com](http://geocommons.com) to create a *beach report card*. Invite other schools and local and global agencies to collaborate and record findings.
- Think Critically. Compare media produced by students with the original.

# Conclusion

Digital Culture & Media Literacy in  
Socio- Scientific Investigations can:

- Redefine power dynamics in teaching & learning
- Create a shared & fluid collaborative culture
- Foster engagement and agency