EDST 402: Education and Media

Description
This 1-credit course examines the intersections between education and media, where media encompass both transmission technologies and representational content. It builds from the premise that media education is a reflexive process that starts with teachers thinking through how they come to their understanding of what constitutes a good student, a good teacher, and a good education. This course also explores how we come to an understanding of race, gender, class, disability, sexuality, and the intersection of identities through media.

Given the pervasiveness and influence of media in our daily lives, teachers need to consider them alongside public schooling as sites of education and miseducation of children and youth. How do news and entertainment media serve as informal public pedagogies of citizenship, consumer culture, and so on? How do children and youth engage popular culture? How might teachers use popular culture as a pedagogical resource? How do film and other media affect ideas about teachers and teaching? What models of media education are needed given the current media system?

Course Objectives
EDST 402 is designed to provide learning opportunities that will assist participants to:

1. Develop an understanding of the current media landscape and the implications for teaching democratic citizenship;
2. Define key concepts in media education and discuss the major approaches used to study education and media;
3. Explore how identities are constructed through engagements with media;
4. Examine why and how popular media might be used as a pedagogical resource;
5. Examine principles of media education and the strengths and limitations of critical media education.

Course Structure
The course will involve a combination of mini-lectures, small group in-class activities, and discussion of assigned readings.

Course Outline
NB: Please note that more readings are listed here than should be assigned each week. Instructors of the course should make a selection of these readings. At least 80% of the readings in your course should be taken from the ones in this syllabus.

Unit 1: Popular media as informal public pedagogies of citizenship and consumer culture

<table>
<thead>
<tr>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Introduction and overview</td>
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</table>
| Guiding Questions | Media, media representations, and public pedagogies?  
What approaches can be used to study education and media? |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Media, democratic citizenship, and the role of the teacher</td>
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<tr>
<td><strong>Guiding Questions</strong></td>
<td>What are the implications of the new media landscape for young people, and what roles might teachers play in helping all children and youth to learn and become ethical participants in a democracy?</td>
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<tr>
<td><strong>Topic</strong></td>
<td>Inquiry into media ownership and control</td>
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<tr>
<td><strong>Guiding Questions</strong></td>
<td>Why does media ownership matter in a democracy?</td>
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Or  
We will use these websites for an in-class activity:  
Media ownership and convergence in Canada [http://www.parl.gc.ca/content/lop/researchpublications/2012-17-e.htm](http://www.parl.gc.ca/content/lop/researchpublications/2012-17-e.htm)  

**Unit 2: Dimensions of the media representation process**

| Topic | Media production |
### Guiding Questions

**Who created a particular media representation?**
Within which historical, economic, and institutional context? Why? For which audiences, or with whose interests in mind? How? Which technologies were used in production and distribution?

### Readings


### Topic

Media products as texts to analyze

### Guiding Questions

What are some key concepts that help us analyze media languages and representations?
What does it mean to say that the representation process is non-transparent?

### Readings

Hall, Stuart. (2000). Heroes or villains?; and Stereotyping as a signifying practice. In J. M. Iseke-Barnes & N. N. Wane (Eds.), *Equity in schools and society* (pp. 97-109). Toronto: Canadian Scholars' Press.

### Topic

Audience interpretation & appropriation of media representations

### Guiding Questions

How do media producers try to capture the attention of different social groups? What does the concept of the “preferred reading” mean? How do people’s social investments and identities influence their interpretations of media messages?

### Readings


### Unit 3: Construction of identities through engagements with media

### Topic

Children’s and youth’s engagement with popular culture in and beyond school

### Guiding Questions

What popular culture resources do children and youth use to shape their identities? What difference might age, gender, sexuality, culture, class, religion, and immigrant status make in terms of how young people negotiate meanings of media texts? What do target audience, data mining, and “advergaming” mean?

### Readings


### Topic

Popular culture as a pedagogical resource

### Guiding Questions

Why should teachers study popular media?
### Questions
What are some considerations and strategies for using pop culture as a pedagogical resource?

### Readings
You will sign up to read one of the following for an in-class jigsaw activity:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Journal/Source</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashcraft, Catherine.</td>
<td>Adolescent ambiguities in &quot;American Pie&quot;: Popular culture as a resource for sex education.</td>
<td><em>Youth and Society, 35</em>(1), 37-70.</td>
<td><a href="http://yas.sagepub.com/content/35/1/37.full.pdf+html">http://yas.sagepub.com/content/35/1/37.full.pdf+html</a></td>
</tr>
<tr>
<td>Dyson, Anne H.</td>
<td>&quot;Welcome to the jam&quot;: Popular culture, school literacy, and the making of childhoods.</td>
<td><em>Harvard Educational Review, 73</em>(3), 328-361.</td>
<td><a href="http://her.hepg.org/content/d262234083374665/fulltext.pdf">http://her.hepg.org/content/d262234083374665/fulltext.pdf</a></td>
</tr>
<tr>
<td>Kelly, Deirdre M., Pomerantz,</td>
<td>&quot;No boundaries&quot;? Girls' interactive, online learning about femininities.</td>
<td><em>Youth and Society, 38</em>(1), 3-28.</td>
<td><a href="http://yas.sagepub.com/content/38/1/3.full.pdf+html">http://yas.sagepub.com/content/38/1/3.full.pdf+html</a></td>
</tr>
</tbody>
</table>

### Topic
Popular images of teachers and the construction of teaching identities

### Guiding Questions
What popular images of teachers exist?  
How do these representations influence educators’ constructions of teacher identity and expectations?
**Unit 4: Models of media education**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Principles of media education</th>
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<tbody>
<tr>
<td>Guiding Questions</td>
<td>What principles of media education are needed given the current media system?</td>
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<tr>
<td></td>
<td>What is critical media education?</td>
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<td></td>
<td>What are the strengths and limitations of this approach?</td>
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</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Critical media education</th>
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<tbody>
<tr>
<td>Guiding Questions</td>
<td>How might you use critical media education in your classroom?</td>
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<tr>
<td></td>
<td>How might you adapt your approach depending on the age of your students?</td>
</tr>
<tr>
<td>Readings</td>
<td>Select one or the other depending on the level you plan to teach:</td>
</tr>
</tbody>
</table>
We will use this website for an in-class activity:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Mass-mediated contemporary educational issues &amp; debates</th>
</tr>
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<tbody>
<tr>
<td>Guiding Questions</td>
<td>What constitutes a mainstream media editor’s filter on who gets to say what? How do you structure a piece of writing on education to fit an opinion page format?</td>
</tr>
</tbody>
</table>
| Readings | A paired example of op-ed pieces, such as:  

Readings


Bramham, D. (2008, February 8). The last thing we need are race-based schools: Plans for an “Afrocentric” alternative for students with coloured skin run counter to Canada's history and aspirations, Vancouver Sun, p. C4.


Hall, Stuart. (2000). Heroes or villains?; and Stereotyping as a signifying practice. In J. M. Iseke-Barnes & N. N. Wane (Eds.), *Equity in schools and society* (pp. 97-109). Toronto: Canadian Scholars' Press.


Web Resources


Evaluation Criteria and Assignment
The course is graded on a pass/fail basis. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities. Students are expected to meet all criteria to receive a passing mark in the course. Reminder: a passing mark in the Teacher Education Program is B+ (76%) or higher. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit the written assignment. There is one assignment for this course. You can choose from among the four options described below. Each option builds from an in-class activity.

Option #1: Diary of Media Use and Reflection on Media Ownership
Over one 24-hour period, keep a diary of media that you interact with and who owns it. What media did you see (print, TV, Internet, film), hear (radio, downloaded music), play with (games). Who owned it? Below is a website that may help you. You might have to do some independent research to find out the ownership of videogames (e.g., Nintendo -- Wikipedia lists it as a large multinational, Japanese-owned firm). Reflect on the patterns you discerned. Did
you discover anything that surprised or troubled you? What are the implications of your findings for democratic citizenship? How might you adapt this assignment for the elementary or middle school children or secondary school youth you anticipate teaching? The paper should be about 5-pages (typed, double-spaced).

Columbia Journalism Review: who owns what?
http://www.cjr.org/resources/index.php
This site allows you to specify a media company (e.g., CanWest Global), and then it lists what that company owns. This site will not, however, allow you to work backwards from a product to the company that owns it. If you search for ownership of Google, and find that Time-Warner was interested in buying it in 2004, you can plug Time-Warner into the cjr site and learn that it owns AOL Instant Messenger, AOL.com portal.

Option #2: Cultural Analysis of the Media
Choose a media item to analyze. It might be a newspaper article, TV show, movie, videogame, or popular website. Select at least one episode, article, etc. The piece should have something to do with children/youth/educators and preferably with schools as well. Write a 5-page (typed, double-spaced) analysis, based on reflecting on such questions as:

1. What cultural information does the piece include?
2. What assumptions are made? Who are the assumptions made about? Why are these assumptions made? Do these assumptions seem to come from the perspective of a cultural insider or outsider?
3. What media education concepts are helpful to analyzing the piece?
4. What does the piece tell us about the worldview of its author/s?
5. What assumptions are made about children? Adults?
6. What assumptions are made about the meaning of education?
7. What assumptions are made about culture?
8. Who is present? Who is absent? Who is treated as other? Who is treated as the norm?

Option #3: Critical Assessment of a Lesson or Unit Plan
Select either a lesson or unit plan from the MediaSmarts website (http://mediasmarts.ca/teacher-resources) or a student learning resource unit related to media education developed by an organization (e.g., Teacher’s Guide. Frontline: “The Merchants of Cool,” available at: http://www.pbs.org/wgbh/pages/frontline/teach/cool). Reflect on it in light of what you have learned in this course about the dimensions of the media representation process and about models of media education. Take into consideration such choices as the content of the unit plan, instructional strategies and areas of concern, the selection of texts and resources, the nature of assignments, and evaluation. As you develop your analysis, think about, and make explicit, a particular teaching context (e.g., the school where you did your
practicum, another school with which you are familiar). What is the socioeconomic and racial profile of the surrounding neighborhood and the families whose children attend the school, and how might this affect the teaching of this unit? Explain whether and how you would use the unit in this context. How old are the students, and what difference would you anticipate this making? How and why would you supplement the resource? The paper should be about 5-pages (typed, double-spaced).

**Option #4: An Op-Ed or Personal Reported Essay on an Educational Issue**

Write a 600-word opinion piece or personal reported essay on an educational issue. A workshop on how to write this effectively and maximize your chances of getting your opinion piece published will be held in class.

**Assessment Criteria for the Written Assignment:**

**Pass:** (1) readable (well organized; concise, proofread for grammar, spelling, and punctuation errors); (2) provides examples; (3) makes a clear argument (e.g., supports claims, makes clear transitions); (4) highlights an important educational issue; and (5) includes your insights and conclusions.

**Fail:** (1) contains recurring errors of grammar, spelling, and punctuation; (2) lacks examples; (3) lacks transitions between thoughts or fails to make an argument; and (4) fails to address an important educational issue.

**Relation to the BCCT Standards**

The readings, class discussions, and assignments in this course primarily contribute to teacher candidates’ attainment of Standard 6: **Educators have a broad knowledge base and understand the subject areas they teach.** This standard indicates that “Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.” The course helps teacher candidates to understand the current media landscape and the implications for teaching democratic citizenship. Given the pervasiveness and influence of media in our daily lives, beginning teachers need to consider them alongside public schooling as sites of education and miseducation of children and youth. The course helps teacher candidates to explore how news and entertainment media serve as informal public pedagogies of citizenship, consumer culture, and identity formation for children and youth.