Deep Dive into New Media Pedagogy as a Site for Exploring Critical Digital Literacy

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Outline for the session:

- Challenges / reflections on teaching New Media (10 min)
- Introduce **Critical Digital Literacy** (Mirra et al., 2018) as potential framework for New Media (10 min)
- Alignment btwn New Media Big Ideas (BC Curric) and CDL [*giveaway handout!] (10 min)
- *Examples from the classroom*: Who Tells Your Story? (15 min)
- *Examples from the classroom*: Journalism storytelling unit (15 min)
- Breakout rooms: Discuss your experiences w / New Media and how this framework might be useful (20 min)
- Share out (10 min)

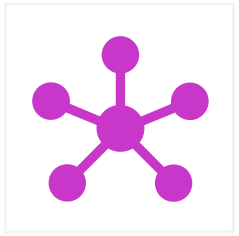
Challenges / Issues within New Media

- **We’re only a few years removed from the end of provincial exams**
- **New Media courses have broad, unclear mandates for teachers**
- **Departments and counselors are often not quite sure of how to sell it**
- **Students and parents are often unsure of what it is**
- **How do you communicate student learning and ensure it connects to the curriculum?**

Critical Digital Literacy Framework

Critical Digital Consumption

Critical Digital Production

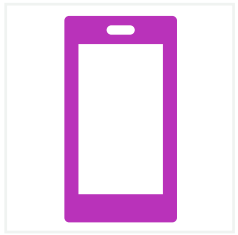


Critical Digital Distribution

Critical Digital Invention

Mirra, Morrell, & Filipiak, 2018

Critical Digital Literacy Framework

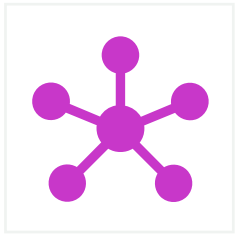


Critical Digital Consumption

*How are race, class, gender, other social constructs leveraged in media to create narratives about groups?

Critical Digital Production

*How can we leverage technology to construct radical counter-narratives?
*How do we understand the affordances of different modes of communication?



Critical Digital Distribution

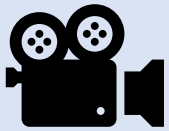
*What is the intent behind distribution of media? How does this platform / mode invite and exclude different audiences?

Critical Digital Invention

*Behind the scenes – who created the technology I use to produce media? Who is allowed to innovate and invent?

Mirra, Morrell, & Filipiak, 2018

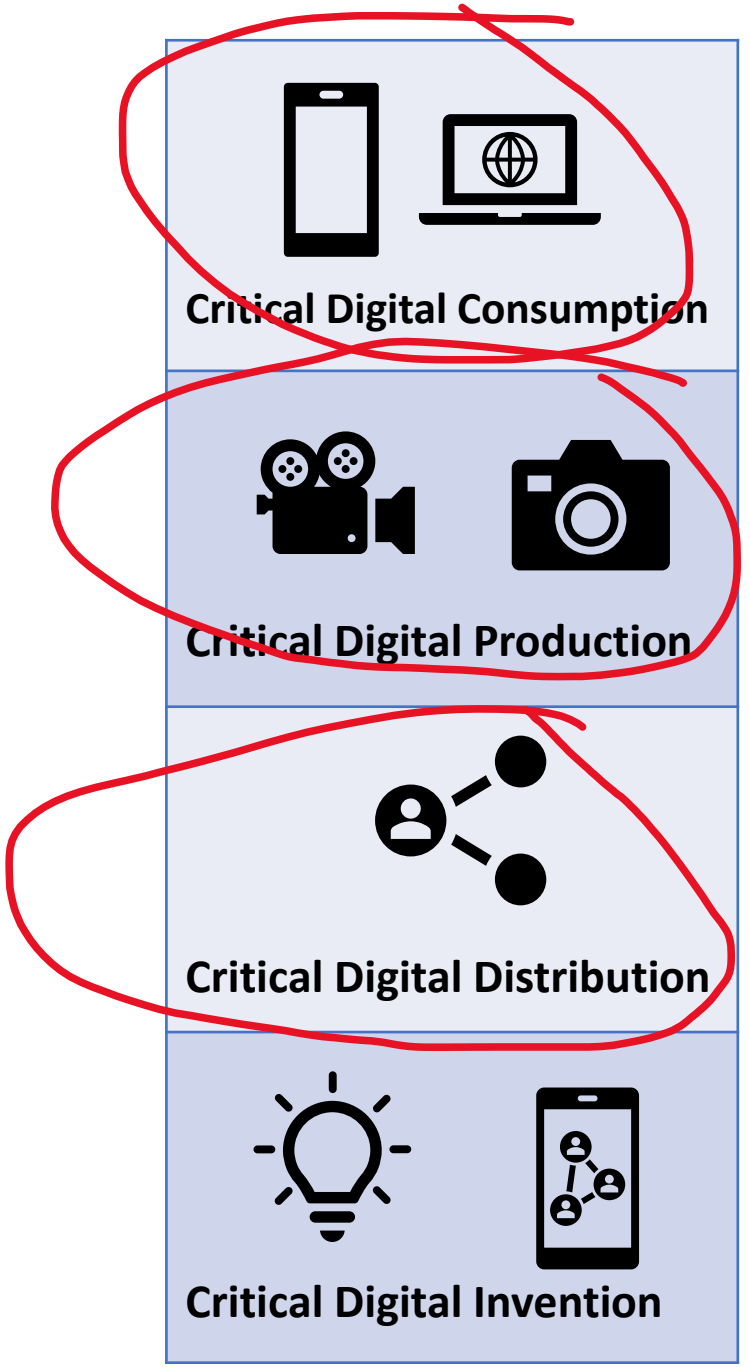
Alignment Between Big Ideas and CDL

BRITISH COLUMBIA	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	People understand text differently depending on their world views and perspectives.	Texts are socially, culturally, geographically, and historically constructed.	Language ((**Medium**)) **s**hapes ideas and influences others.	**Digital citizens** have rights and responsibilities in an increasingly globalized society.
	**CDL offers language and examples and critical lenses to help students recognize the structures that often shape these ideas. This includes the ability to recognize racial, gender, ability and other stereotypes embedded in story.**	**CDL values individual readers as capable of producing for a social or world-view purpose which entails an understanding of audience and distribution strategies.**	**Counter-narrative focus in CDL favours local and individualized perspectives as tools for critiquing global and stereotyped perspectives.**	**Deeper production skills (understanding both use and bias) allow for deeper understanding of the non-neutral nature of various mediums. Different modes can communicate messages in different ways.**	**Without explicit CDL instruction, unders tanding of production can be steered to deficit-oriented or protectionist viewpoints.**

Critical Digital Consumption	Critical Digital Production	Critical Digital Distribution	Critical Digital Invention
We do a reasonably good job here.	Resource restrictions mean we have mixed results here.	The real possibilities of 21st century literacy reside here.	

Who Tells Your Story?

- Mark McLean and Dr. Ilten-Gee collaborated on a project called “Who Tells Your Story?”
- Students built on one of the texts they’d read in class: *Strangers* by David A Robertson, and *Hamilton: An American Musical*.
- Students answered: “When people see me, what do they see? When I see me, what do I see? How do I feel about that discrepancy, and what actions would I like to take, if at all?”
- Their answers could be in any visual form, and they arranged an interview to elaborate.



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[redacted]

Posts

[redacted]

[redacted] I see [redacted] as the girl she was when she was little. She knows exactly how to warm someone's heart and is so considerate about others. I've been close with her since we were kids, and I consider her my best friend. She is always pushing herself and has no hesitation putting others before her- [redacted] (cousin)

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Posts

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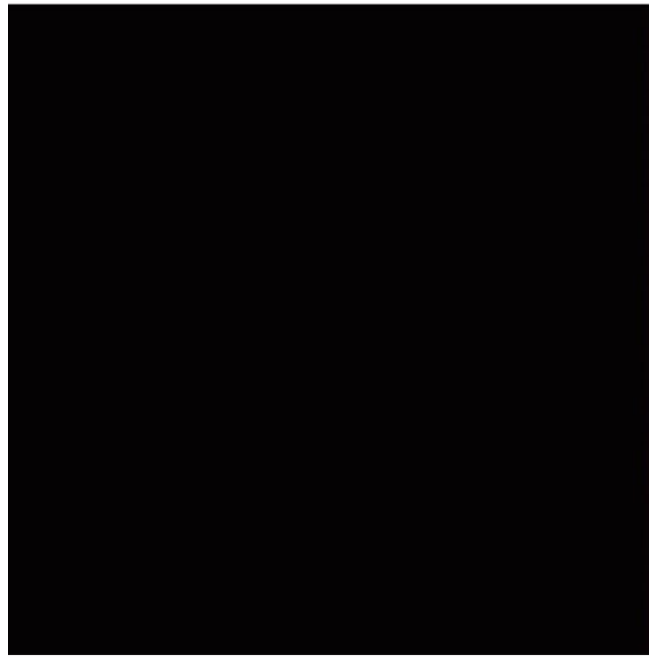
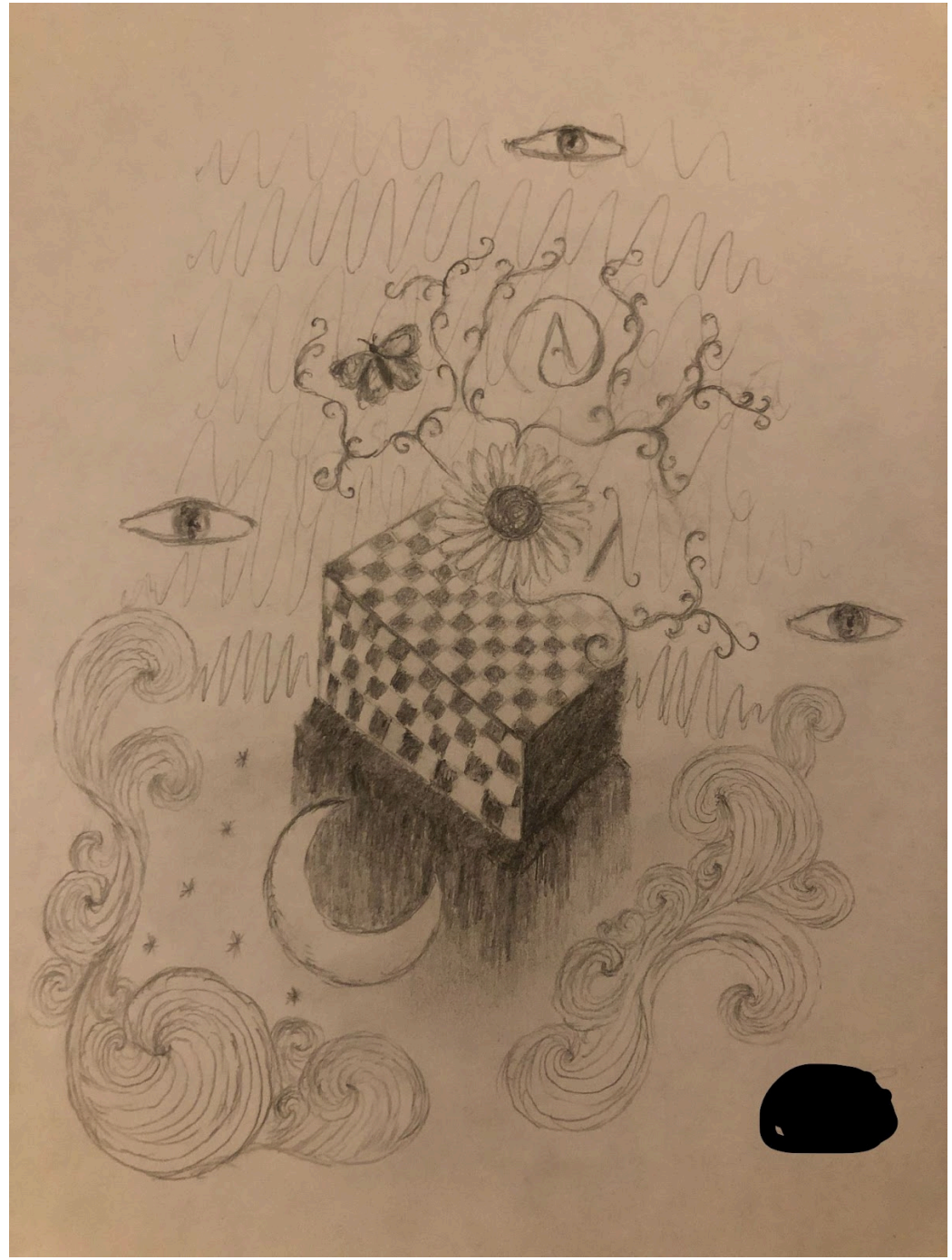
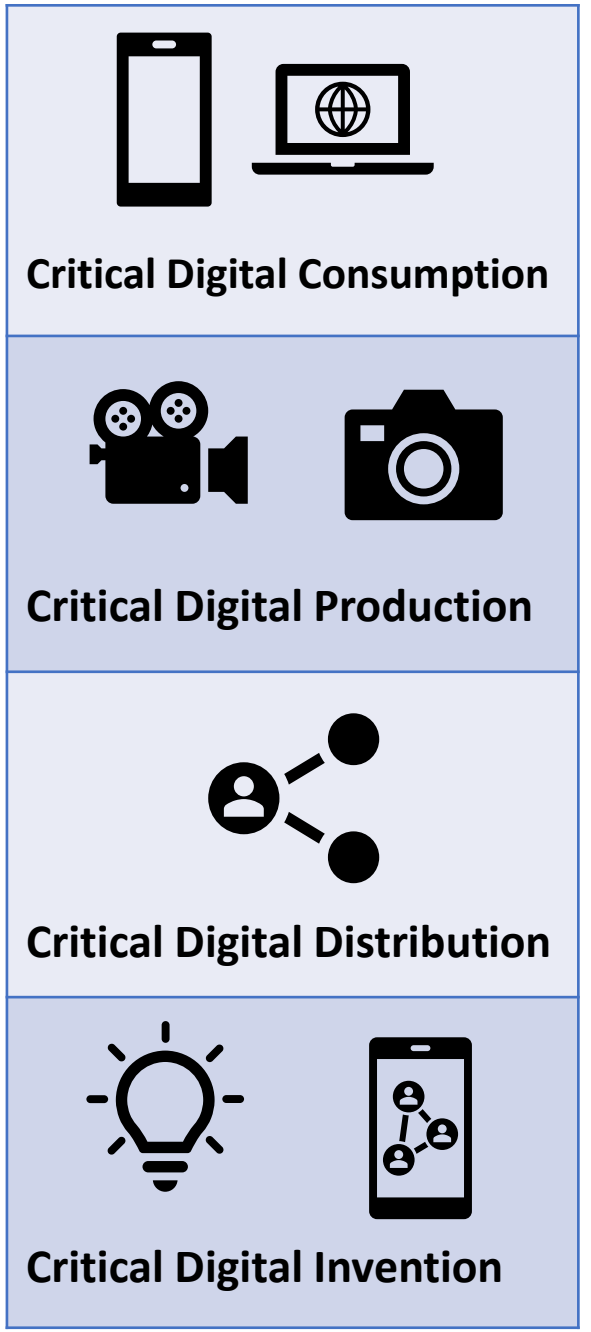


[redacted] In conclusion, depending on my friends and even family members, I am seen differently amongst them. There are similarities and there are also differences. All ways that I am seen as are a part of me. I just control who knows what, but at the end of the day I do not control how they choose to see me. Part of the reason I chose to show myself through Instagram accounts is so I can explain the idea of how much control I have but at the same time don't, even through social media. While getting these responses from people, it did make me reflect on the idea if I do this subconsciously or not. I came to an answer that is a mix of both and I am glad with the way it is.



Student Journalism & Story

- **Final Writing BECOMES:** *Student Journalism Project*.
- **The How:** Students were given examples of student journalism, and taught how to identify key components, characters, and function.
- **Direct instruction on New Skills:** Questioning techniques Finding Sources
- **Multiple options to "distribute":** podcasts or video reports, braided essays, research essays, or photo essays.
- **Digital Production:** They independently produced their work using a selection of free online tools and their phones.



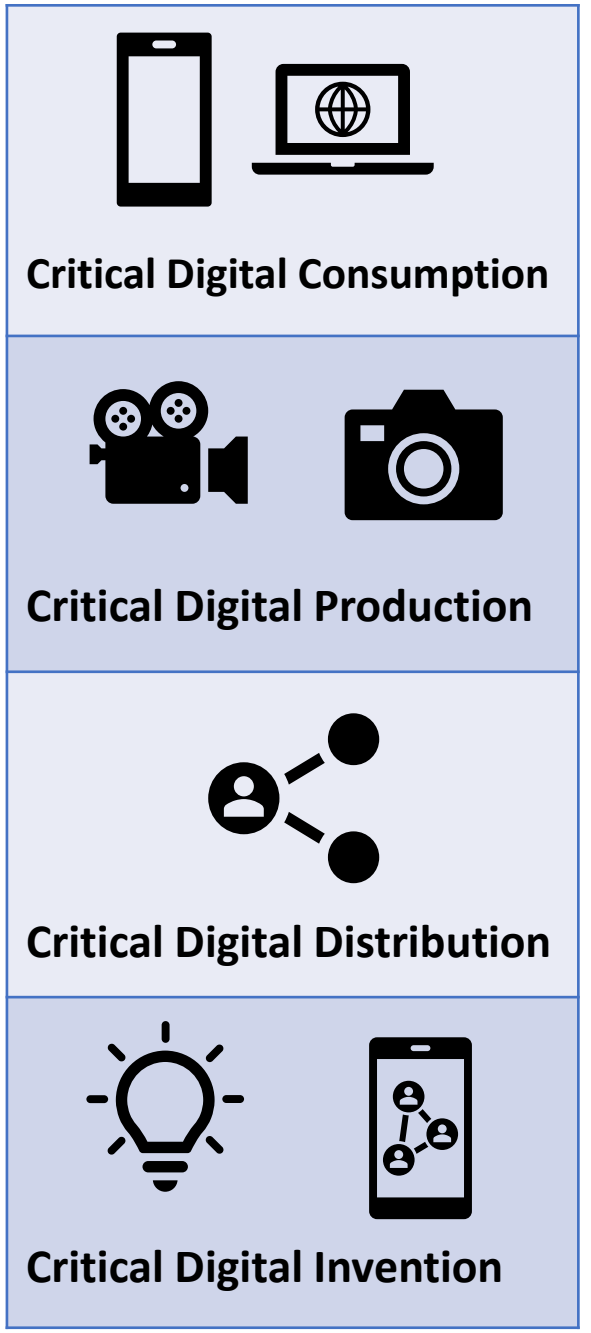
Student Journalism & Story

Intro to *The Hairless Act* (name removed, braided essay)

After talking to my doctor, the nurse laughed as she explained that I wouldn't need an x-ray and that I could shave my legs again. I was 14 and I had a moderate strain to one of the ligaments in my knee. I hadn't shaved that whole week, using my injury as an excuse to do so. It was almost summer but I wore pants to school to hide my legs. My leg hair started to become visible at my ankle and I started to become self-conscious about it, sitting cross-legged or placing my sweater over the exposed skin. But the embarrassment of having a complete outsider weigh in on whether I needed to shave bothered me. Who was she that she could make a comment like that?

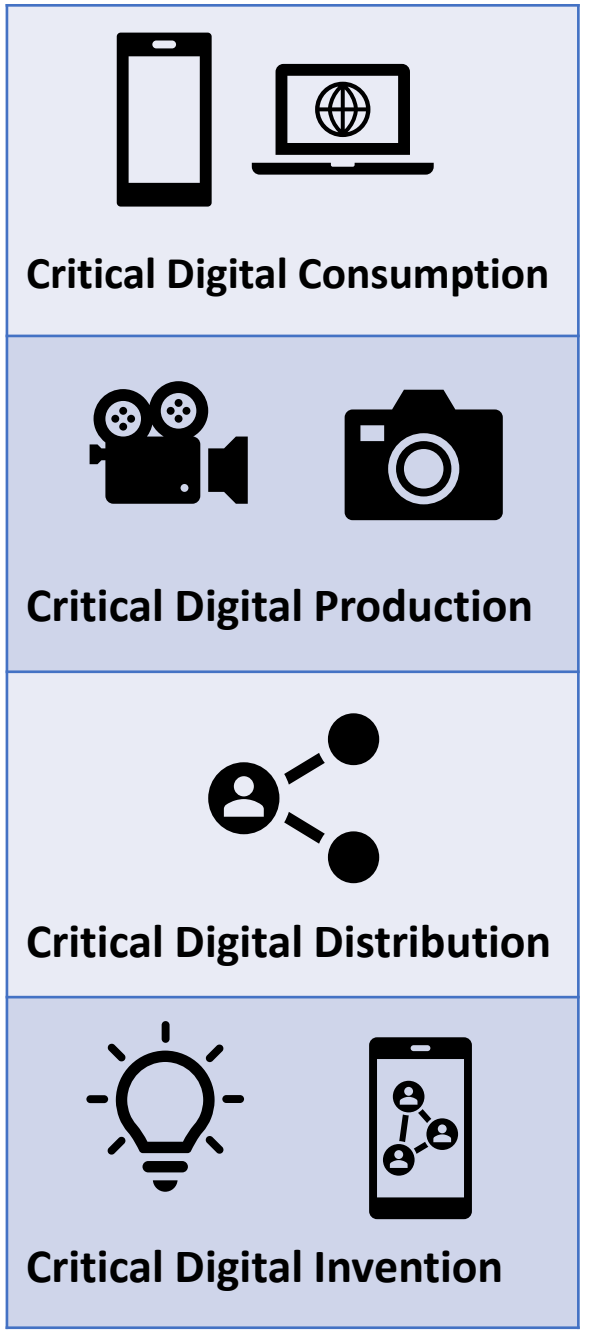
What worked well?

- Students could access the learning from multiple points of interest and ability.
- Not Technology-Primary:
  - Low barrier to entry.
  - Multiple production options.
- Covered the same curricular competencies as a final writing assignment I might give in a composition class.
- Exceptionally high engagement: post class exit surveys.



Critical Digital Invention

DID I find unexpected examples of critical digital invention?
YES



For Discussion:

1. What parts of Critical Media Literacy do you **already** use in your classroom?
2. Media Literacy is a complex and constantly evolving topic. What do you think might be **missing** from this theory, or the application of this theory to our system?
3. Take two minutes, and start to write down **at least one way** in which you might apply this theory in your own classroom. Try to make it as practical as you can. When you're ready, share your idea with the group.
4. Choose someone in your group to speak for you, so they can summarize your findings. You can focus in on one, or all, of the questions.