

# WELCOME!

## What questions do you have?



## webinar

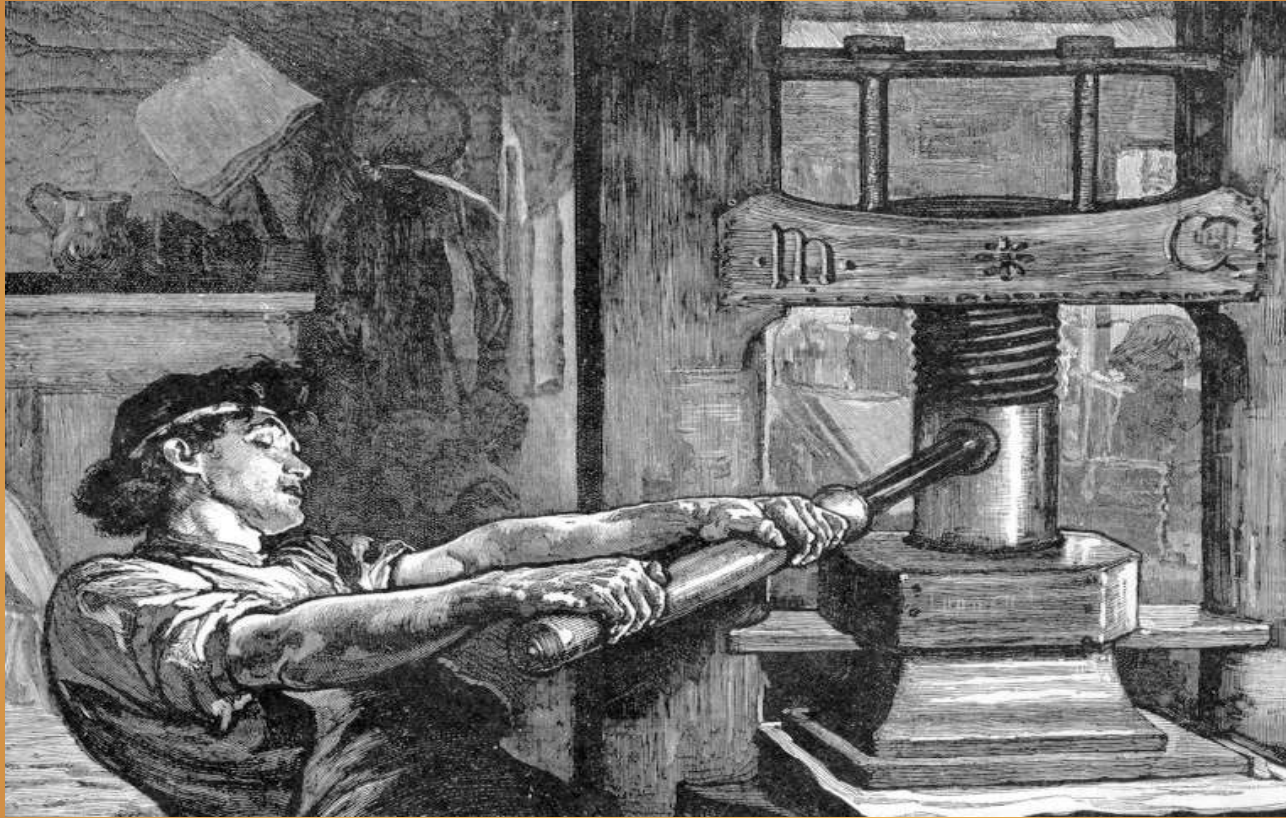
## Digital & Media Literacy:

## Practical Pedagogy for Tech Integration in ECE

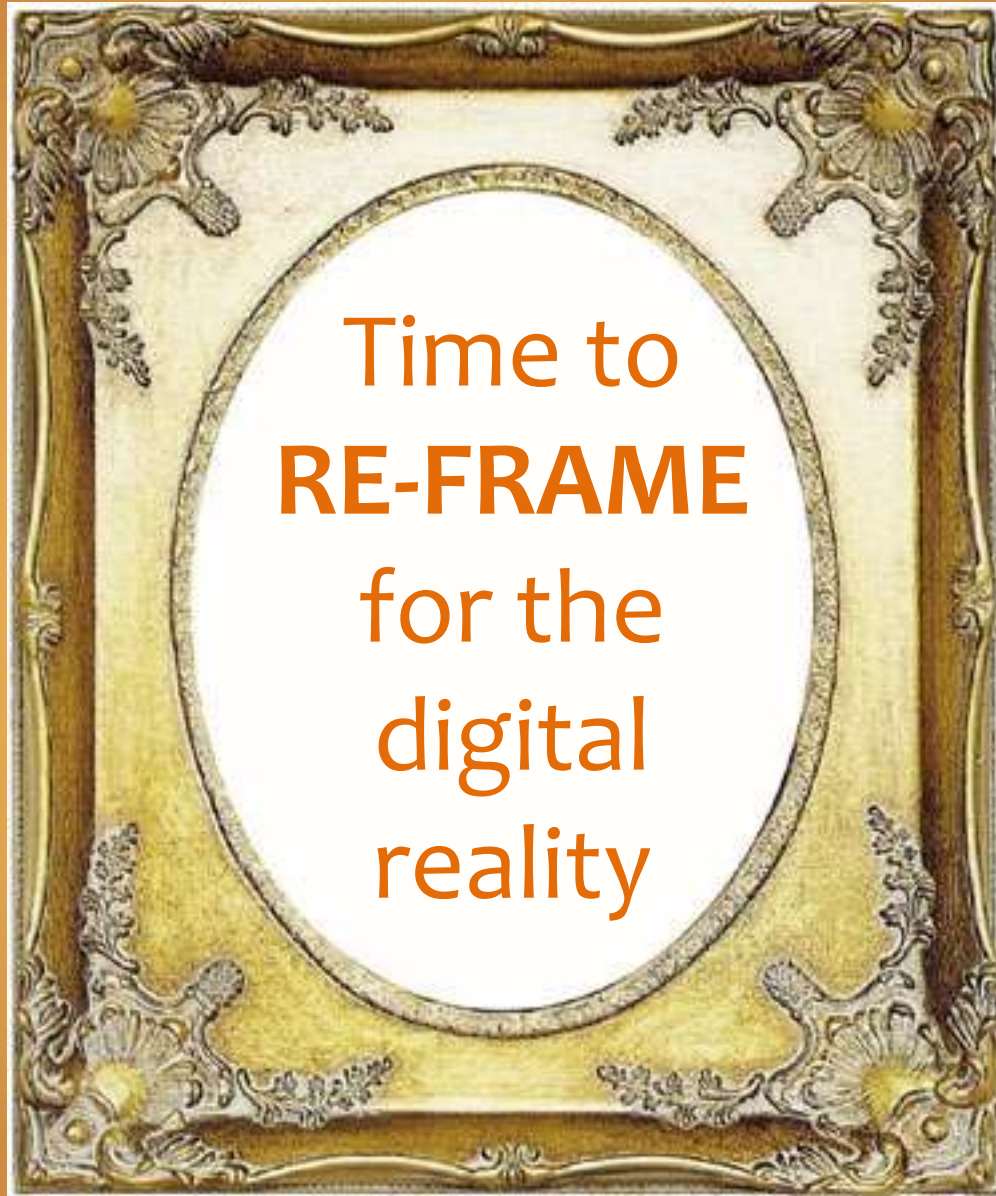


**Dr. Faith Rogow**  
*Insighters*Education.com

**This is an historical moment**



**YOU have the POWER to be  
MORE than a witness**



Time to  
**RE-FRAME**  
for the  
digital  
reality



**“...now we can *watch* a newspaper,  
*listen* to a magazine, *see* a phone call...”**



# BINGHAMTON PRESS

VOL. 67, NO. 107 WEDNESDAY EVENING, AUGUST 13, 1943 TWENTY-FOUR PAGES PRICE FOUR CENTS

## GAS, OIL, CANNED FOOD OFF RATION JAP ENVOYS ARE ORDERED TO MANILA

### Army, Navy to Free 500,000 a Month

**Economic Gap They Planned to Add War Whooops** **Hirohito Lays Rationing Ends on Gas, Firing, Get Our Terms Quickly**  
**'Sharp, Brief, Snyder Avers To U-J Dia, but Dead Can't Dance** **Surrender to Fuel Oil, Shoes, Canned Fruits and Vegetables**

**Terms to Cut Japan Back to Size of 1853**

**Peace Gaiety Is Marred by Dozen Deaths**

**U. S. Orders Armament Cut Of 23 Billion**

**State Bank of England Program Is Rushed**

**Flight School To Be Started**

**U. J. Happens**

**Prison May Escape Death Sentence on 'St. Helens'**


### PROPERTY VALUES RISE

## City anticipates revenue increase

**By R. J. Kline**


Real estate and property values in Binghamton are expected to rise 10 to 15 percent, according to a report by the City Council. The report also anticipates a 10 to 15 percent increase in property taxes, which will be levied in June. The report also anticipates a 10 to 15 percent increase in property taxes, which will be levied in June. The report also anticipates a 10 to 15 percent increase in property taxes, which will be levied in June.

Manufacturing	+12%
Commercial	+10%
Residential	+8%
Public	+5%
Other	+3%



# OVER&OUT

AFTER NEARLY NINE YEARS OF SACRIFICE, THE PENTAGON OFFICIALLY DECLARES AN END TO THE TROUBLED MISSION IN IRAQ >> A3



### Islanders see the world in the name of duty

By William C. ...



**THE PRICE OF WAR**  
 The amount of money spent on the war in Binghamton.

#### CHARITY SCHOOL AUDIT REVEALS UNETHICAL AND ILLEGAL SPENDING

The findings have sparked calls for more oversight by the government >> A23

#### HUNT FOR MCMACDON'S SUCCESSOR SETS THE INTERVIEW STAGE

At least four people who want the U.S. coaching job have been contacted >> C1

#### KIDCU CENTER CINEMAS REOPEN TO OFFER FAMILY-FRIENDLY FAIR

Admission to the small multiplex, which closed in 2008, will be \$5 a seat >> B1

## 2011 BIG FINISH YEAR-END SALES EVENT



**2011 GMC EQUINOX**  
**22,939 or \$279.**



**2011 GMC MALIBU**  
**2099**



**2011 GMC EQUINOX**  
**2099**

**CUTLER! Buick GMC VW Acura Subaru 34-115 FARMINGTON HUNY SPRING, N. J. 877-244-9414 cutterbuickgmcvwacrasubaru.com**

# Times

cool, high 40. Tonight, mostly cloudy, chilly, low 31. Tomorrow, becoming sunny, high 46. Weather map is in SportsSunday, Page 12.

\$5 beyond the greater New York metropolitan area.

\$4.00

It is estimated that a week's worth of the New York Times contains more information than a person was likely to come across in a lifetime in the 18th century.

Source: *Did You Know 3.0*

# DEFINING MEDIA & DIGITAL TECH: What are we really talking about?

**BOOKS ARE MEDIA!**

+

3 TYPES OF SCREENS

Adaptive technologies

Non-media screens (e.g., digital microscope)

**Media (phones, computers, TV)**

# Choosing a Launch Pad



How do we keep kids safe and healthy?

**Medical**

**Education**



How do we help children become literate in a digital world?



# Why teach reading & writing?

Because people need it to:

- Learn
- Communicate
- Be a productive worker
- Be an engaged and responsible citizen
- Maximize social success (including parenting)
- Experience enjoyment



# Choosing a Launch Pad



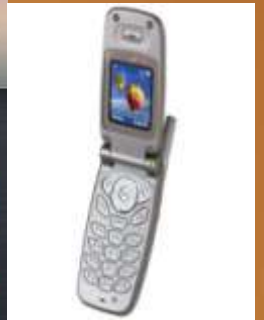
How do we keep kids safe and healthy?

**Medical**

**Education**



How do we help children become literate in a digital world?



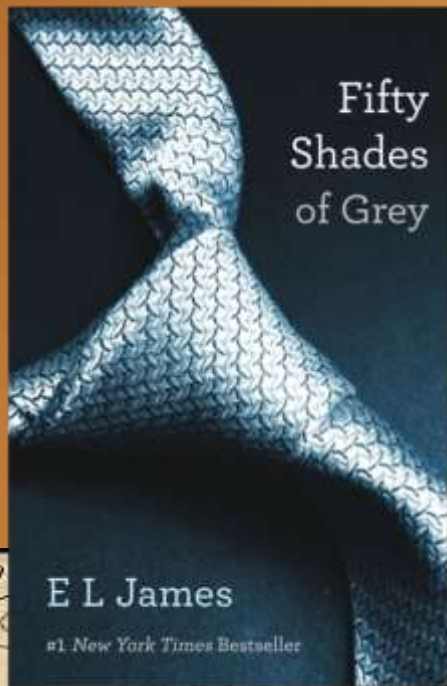
# Screen-Free Week is NOT Media Literacy Education



Education is never a game of  
“keep away”

# Literacy is not a zero sum game





Reading  
print is  
not always  
a high value  
educational  
activity



# It's literacy – mastery takes practice



# REFLECTION

**What questions did you start with?**

**Which have been answered?**

**What questions do you still have?**



The purpose of media literacy education is to  
develop the  
**habits of inquiry**  
and  
**skills of expression**  
people need to be critical thinkers,  
effective communicators and active citizens  
in today's world.



[www.NAMLE.net](http://www.NAMLE.net)

# HABITS OF INQUIRY



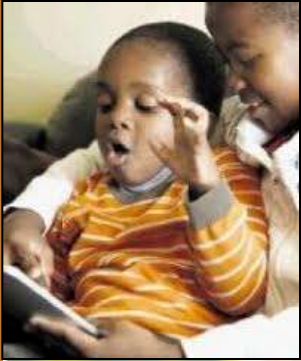
Knowing  
how to

ask relevant questions and  
find the answers

# SKILLS OF EXPRESSION



Position kids as communicators



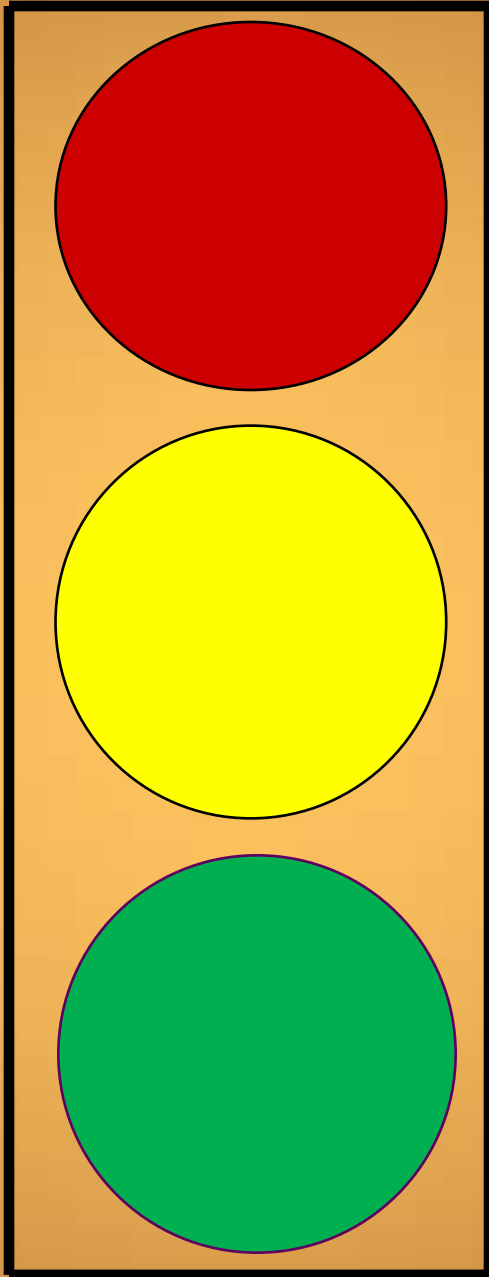
Help kids see tech as tool;  
put the tools  
in THEIR HANDS

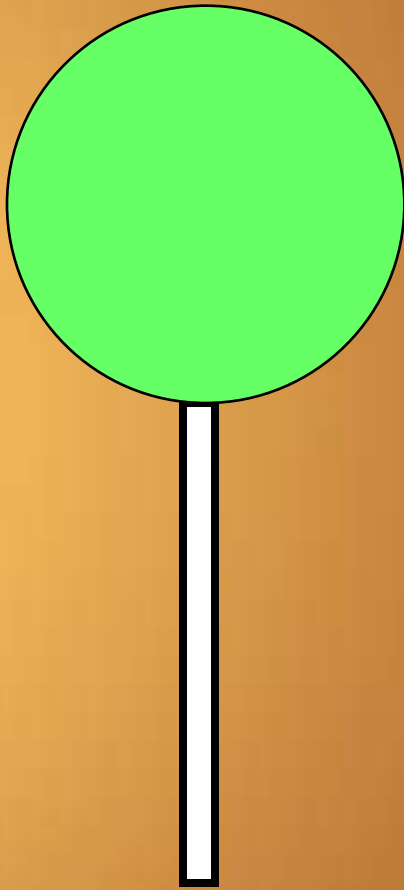
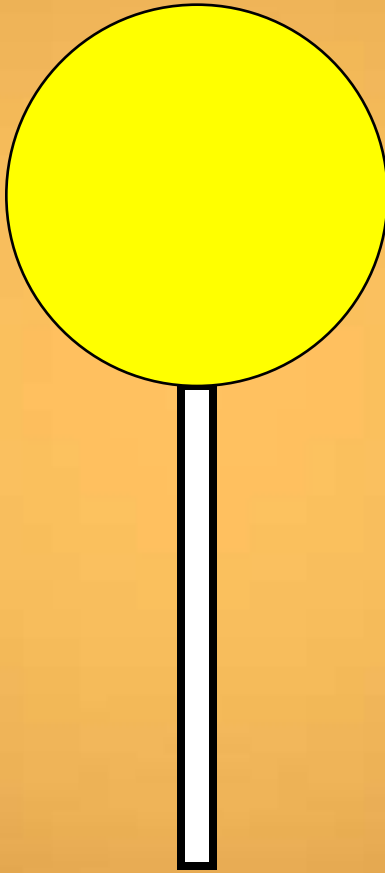
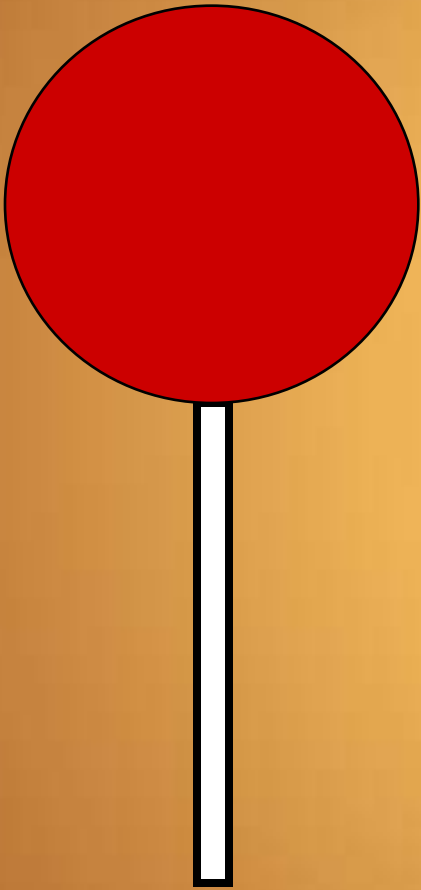
**IMAGE**  
**+** **CONTEXT**  
**MESSAGE**



**Which color do most U.S. brides choose?**











1) one

2) thirteen

3) thirty-one



1) one

2) thirteen

3) thirty-one



1) one

2) thirteen

3) thirty-one



# PICTURE A SCIENTIST



**DID THE IMAGE  
IN YOUR MIND  
LOOK  
SOMETHING  
LIKE THIS?**

**POLL:**

**Yes**

**No**



The purpose of media literacy education is to  
develop the  
**habits of inquiry**  
and  
**skills of expression**  
people need to be critical thinkers,  
effective communicators and active citizens  
in today's world.

And MLE is  
**CURRICULUM-DRIVEN**

**NAMLE**  
NATIONAL ASSOCIATION FOR  
MEDIA LITERACY EDUCATION  
[www.NAMLE.net](http://www.NAMLE.net)

**CURRICULUM DRIVEN =**  
*What do I want to teach?*

another way to say

**“INTENTIONAL” & “INTEGRATED”**

**naeyc**<sup>®</sup>



FRED ROGERS CENTER  
for early learning and children's media  
at Saint Vincent College

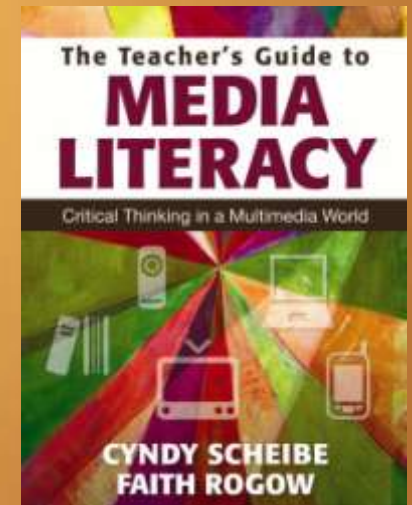
***JOINT POSITION STATEMENT: Technology and Interactive Media as Tools  
in Early Childhood Programs Serving Children from Birth through Age 8***  
<http://www.naeyc.org/content/technology-and-young-children>



# CORE MEDIA LITERACY COMPETENCIES

## (what a media literate person can do)

- Access
- Understanding
- Awareness
- Analysis
- Evaluation
- Creation
- Reflection
- Participation
- Act on what they know



Authorship  
 Purposes  
 Economics  
 Impact  
 Response  
 Content  
 Techniques  
 Interpretations  
 Context  
 Credibility

KEY QUESTIONS TO ASK WHEN ANALYZING MEDIA MESSAGES		
<p><b>USING THIS GRID</b> – Media literate people routinely ASK QUESTIONS IN ALL THE CATEGORIES (the middle column) of this grid as they navigate the media world. The specific questions listed here are suggestions; you should adapt or change them to meet your children's developmental level and your learning goals. Not all questions will apply to every media message, and questions will often have more than one answer. To help children develop the habit of giving evidence-based answers, nearly every question should be followed with a probe for evidence: <b>HOW DO YOU KNOW?</b> or <b>WHAT MAKES YOU THINK THAT?</b> And remember that the ultimate goal is for children to learn to ask these questions for themselves.</p>		
AUTHORS & AUDIENCES	<b>AUTHORSHIP</b>	Who made this?
	<b>PURPOSES</b>	Why was this made? What does this want me to do? Who is the target audience? Who are they talking to? or Who is this for?
	<b>ECONOMICS</b>	Who paid for this?
	<b>IMPACT</b>	Who might benefit from this message? Who might be harmed by it? Is this message good for me or people like me? What does the storyteller want me to remember?
	<b>RESPONSE</b>	What actions might I take in response to this message?
MESSAGES & MEANINGS	<b>CONTENT</b>	What does this want me to think (or think about)? What would someone learn from this? What does this tell me about [insert topic]? What ideas, values, information, and/or points of view are overtly implied? What is left out that might be important to know?
	<b>TECHNIQUES</b>	What techniques are used and why? How do the techniques communicate the message?
	<b>INTERPRETATIONS</b>	How might different people understand this message (differently)? What is my interpretation and what do I learn about myself from my reaction or interpretation?
	<b>CONTEXT</b>	When was this made? Where or how was it shared with the public?
REPRESENTATIONS & REALITY	<b>CONTEXT</b>	Is this fact, opinion, or something else?
	<b>CREDIBILITY</b>	How credible is this (and how do you know)? What are the sources of the information, ideas, or assertions? Can I trust this source to tell me the truth about this?
<small>Adapted by Lynn Angen (<a href="mailto:lynn.angen@state.edu">lynn.angen@state.edu</a>) with contributions from Linda Cavella (<a href="mailto:linda@cavella.edu">linda@cavella.edu</a>)        from <a href="http://www.namle.org/Programs/In-Media-Literacy-Education/Key-Questions-Grid.html">www.namle.org/Programs/In-Media-Literacy-Education/Key-Questions-Grid.html</a>        Educational use for 30 days free under license.</small>		



# ECE DIGITAL & MEDIA LITERACY OUTCOMES

1. Identify technologies as tools that people use for learning, communication, and persuasion, and that (with permission) they can use, too
2. Demonstrate knowledge that media are made by people who make choices about what to include and what to leave out (i.e., “all media are constructed”)
3. Routinely ask relevant questions about ideas and information and use at least two different strategies for finding credible answers
4. Exhibit the habit of linking answers to specific evidence

## **Epistemology**

How do I know what I know?

## **Metacognition**

How do I learn?

## **Heuristic**

What “scripts” do I use to process the world?



# REFLECTION

What questions did you start with?

Which have been answered?

What questions do you still have?

Why are those questions important to you?

## ECE DIGITAL & MEDIA LITERACY OUTCOMES

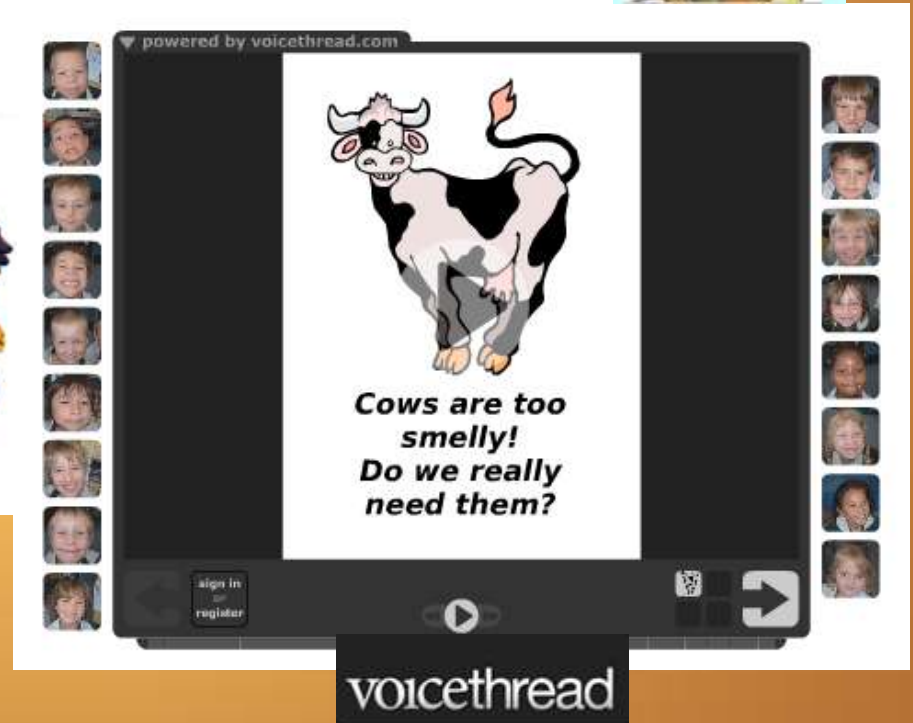
**1. Identify technologies as tools that people use for learning, communication, and persuasion, and that (with permission) they can use, too**



**THEY ARE WATCHING  
US**



# So many tools!



voicethread



# Photography & Video Production

- Preparing for Open House
- Documenting a field trip
- Tracking accomplishments



# PRODUCTION PROJECTS



**Engaging Prekindergarten Dual Language Learners in Projects**  
by Meredith K. Jones and Pamela L. Shue  
In *Young Children* (NAEYC, March 2013)

MAKING TV ADS FOR CHILDREN'S PIZZA SHOP



**The Power of the Group in a Kindergarten Classroom** by Ben Mardell, Melissa Rivard, and Mara Krechevsky in *Young Children* (January 2012)

CREATING A DOCUMENTARY ABOUT THE BOSTON MARATHON



**Critical Thinking & Health: TV Commercials and Nutrition Curriculum Kit** by PROJECT LOOK SHARP at Ithaca College  
([www.ProjectLookSharp.org](http://www.ProjectLookSharp.org))

USING CEREAL ADS & BOXES TO TEACH ABOUT FRUIT AND SUGAR



**Part of a good breakfast?**

## ECE DIGITAL & MEDIA LITERACY OUTCOMES

**2. Demonstrate knowledge that media are made by people who make choices about what to include and what to leave out (i.e., “all media are constructed”)**



# DRAWINGS:

## An inquiry opportunity

What sounds  
do you hear?

How will people know  
what room this is?

What would you see if you  
looked up, down, or to the side?





## ECE DIGITAL & MEDIA LITERACY OUTCOMES

**3.** Routinely ask relevant questions about ideas and information and use at least two different strategies for finding credible answers

&

**4.** Exhibit the habit of linking answers to specific evidence

**Replace:**  
*“What was your  
favorite...”*



# K-W-L

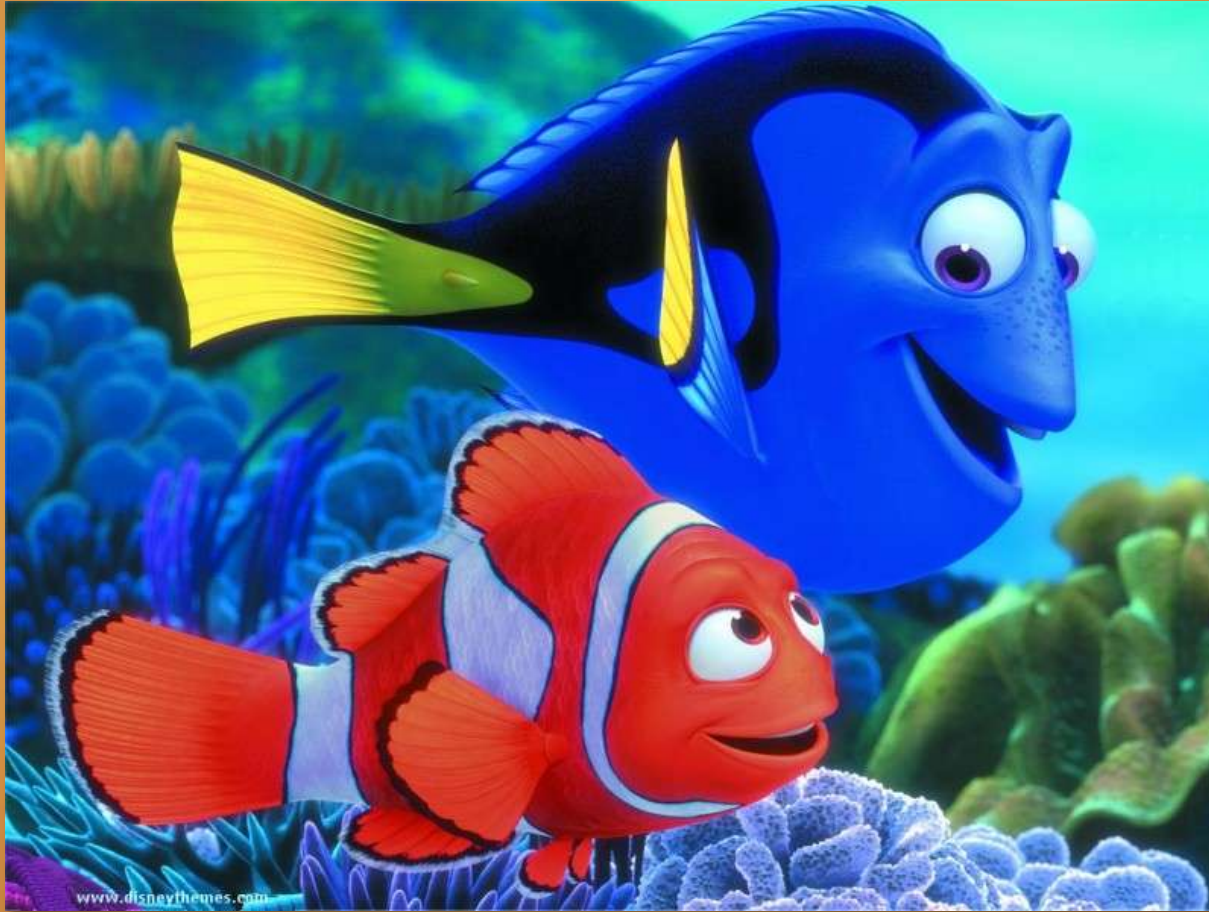
- What do you know?
  - **And where do you know it from?**
- What do you want to learn?
  - **And where are you likely to find credible sources that could answer your questions?**
- What did you learn?
  - **And which sources were the most helpful?**

ADD A QUESTION:

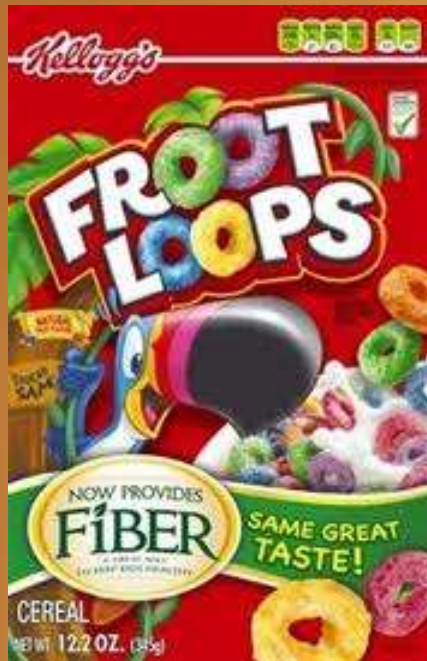


“How do you know?” or  
“What made you think that?”

# POP CULTURE: What's accurate? What's not?



Which  
contains  
fruit?



# REFLECTION

What questions did you start with?

Which have been answered?

What questions do you still have?

Why are those questions important to you?

# Digital media are tools



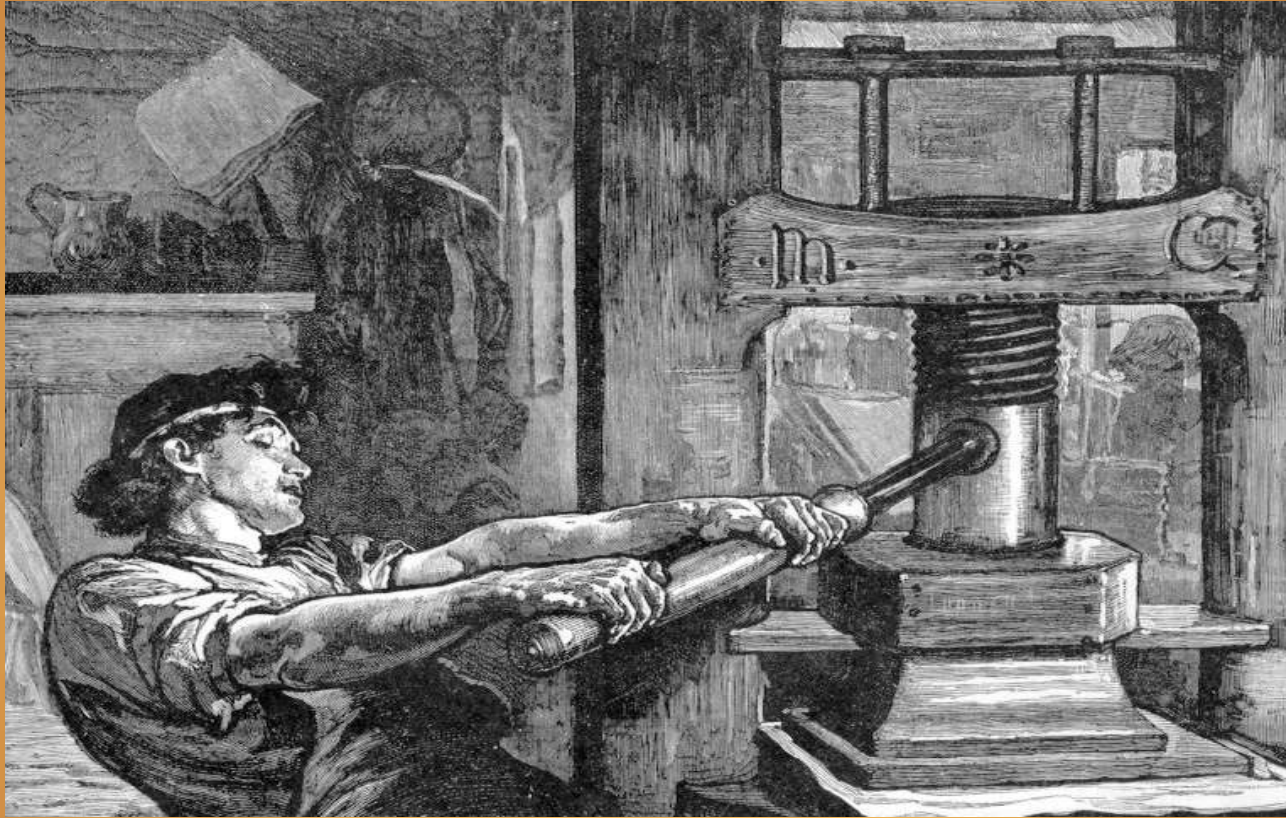
What you get from them depends on

- the **QUALITY** of the tools

and

- how **SKILLFULLY** you use the tools

**The tools are in your hands...**



**Be MORE than a witness**



# *Insighters Educational Consulting*

*Helping people learn from media and one another.*

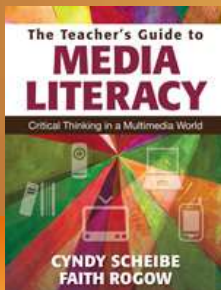
Watch Read Listen Surf Ask Create Analyze Play Think Reflect Learn Engage ACT

Faith Rogow, Ph.D

# THANK YOU!



*What did you hear today  
that you could try this week?*



*Insighters***E**ducation.com