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Critical Media Literacies and Associated Digital Skills (hidden)

OERu

Show us that you know how to explore the concept of media literacy and apply this knowledge to access, analyse, evaluate and create digital media

Critical Media Literacies and Associated Digital Skills (LIDA 104) is the fourth of four micro-courses for Learning in a Digital Age - a standalone 16 credit course for OERu.

- Level 5
- Credits 4
- \$80 NZD (GST incl.)

Assessment

You are required to submit evidence of the following:

1. Develop critical media literacy skills and use multimodal communication to express outputs of learning effectively in a digital online environment.

Critical Media Literacies and Associated Digital Skills is one of four related EduBits. If you pass all four EduBits you will be eligible to be awarded credit for the Learning in a Digital Age course.

The other related EduBits are:

- Digital Citizenship
- Digital Literacies for Online Learning
- Open Education, Copyright and Open Licensing in a Digital World.

All work for this EduBit must be your own and any references used must be cited appropriately.

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Learning Recommendations

Introduction to media literacy <https://oer.nz/medialiteracy>

Mass media <https://oer.nz/massmedia>

Web literacy for fact-checking <https://oer.nz/factchecking>

Create media <https://oer.nz/createmedia>

Tasks

Proof of Identity

Please provide a scanned copy of photo identification (e.g. passport, drivers licence, work ID card).

Task 1: Analyse a press release from a critical media literacy perspective.

I can:

- 1.1. Define the concept of media literacy and what it means for my formal learning context.

By providing:

- 1.1.a. A definition of media literacy (approximately 150 words) based on your reading of the literature and credible online resources using the APA style

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(consult APA style published by the University of Canterbury)

1.1.b. A description of what media literacy means for your formal learning (maximum 100 words).

I can:

1.2. Analyse a recent press release for a business or topic area of interest.

By providing:

1.2. A statement highlighting your reasons for selecting the particular news release for analysis (maximum 70 words).

I can:

1.3. Prepare a summary report documenting your analysis and evaluation of the press release.

By providing:

1.3.a. and 1.3.b. A report (400 to 450 words) summarising your analysis of a recent press release, which addresses the following questions:

- Who created the message and how this is likely to influence the content of the message?
- Why was the message created, that is, what is the underlying purpose of the message?
- What creative techniques were used to gain the reader's attention?
- How might different audiences interpret the message? (provide examples)
- What values and points of view are represented (or missing) from the message?

1.3.c. A concluding statement evaluating the press release (maximum 70 words).

1.3.d. Incorporated hyperlinks and references. These must include:

- Hyperlink to the press release.
- Additional hyperlinks and supporting references from credible resources referenced using the APA style.

Task 2: Investigate how the medium and publisher of a topical news item influences the message.

I can:

2.1. Contrast and compare a topical news item published through different mediums.

2.2. Report on how the medium or publisher has influenced the message for a topical news item.

By providing:

2.1. and 2.2. A summary of my findings in the form of a short written report of approximately 400 - 450 words.

2.1.a. A list of the sources of a topical news item you selected. This must include each of the following media:

- Broadcast television news or radio news (provide url link).
- Hard copy newspaper (submit scanned copy or photograph of the report).
- Online news report (provide url link).
- A few social media references (e.g. url links to blog posts, Tweets, Facebook posts).

2.1.b. A succinct summary of your analysis derived from comparing and contrasting the reports from these different sources. This must include taking the following questions into account:

- Does the reporting angle differ? Why?
- Do the same issues recur consistently across the reports? Why?

2.1.c. A succinct summary of your analysis derived from reading laterally. This must include:

- Who owns and controls the media source?
- Determining the circulation/market penetration of the publisher.
- Investigation of the digital footprint of the reporter/author.
- Who is the target audience of the publisher?
- A review of public comments on the respective site.

2.1.d. An investigation into the social media coverage of the news item noting trends and themes (maximum 200 words).

I can:

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2.2. Report on how the medium or publisher has influenced the message for a topical news item.

By providing:

A conclusion on how the medium or publisher have influenced the message with justifications from your analysis (maximum of 200 words).

Task 3: Apply web-literacy skills for online fact-checking.

I can:

3.1. Apply online search strategies to select an issue of interest published online that is suitable for fact-checking.

By providing:

A demonstration of my online search skills by finding an online issue of interest (not published by the mainstream media) that is suitable for fact-checking. Describe the search approaches you used including reasons for your final selection (maximum 150 words). Good candidates for fact-checking include:

- Stories that have gone viral (your Facebook or Twitter feed is a good place to start).
- Stories published in the blog sphere, i.e. outside the mainstream media.
- Stories claiming some "fact" in answering questions like:

- Do speed cameras reduce the crash rate?
- Is it better to go to University of College?
- Are e-cigarettes as harmful as smoking tobacco?
- Does red wine compound kill colon cancer?

I can:

3.2. Apply strategies for online fact-checking published in Caulfield, M. A. (2017). *Web Literacy for Student Fact-Checkers* (<https://webliteracy.pressbooks.com/> - also provided under Resources for this assessment).

3.3. Report on my fact-checking findings.

By providing:

3.2. and 3.3. A fact-checking report (approximately 350 - 400 words) demonstrating your application of the strategies for online fact-checking published in Caulfield, M. A. (2017), "Web Literacy for Student Fact-Checkers". Your report must include:

- Reference to the source providing a hyperlink to the online version.
- Use of the following subheadings for documenting your findings:
 - Previous work.
 - Going upstream.
 - Reading laterally.
 - Circling back (if required).
 - Conclusion on the validity of the fact and,
 - References using the APA style (Consult APA style published by the University of Canterbury - see link provided under Resources for this assessment).

Task 4: Use multimodal communication to express outputs of learning effectively in a digital online environment

I can:

4.1. Demonstrate digital skills for creating media.

4.2. Produce a multimedia presentation that incorporates audio plus a minimum of two (2) additional modalities in a digital online format.

4.3. Adhere to copyright requirements.

By providing:

4.1 - 4.3. A multimedia presentation you created on any topic that expresses the outputs of your learning or a resource to support learners studying a topic of your choice, eg. a multimedia presentation summarising the outputs of one of your assessment tasks or learning activities; or a learning resource to support a topic from the Learning in a Digital Age course to express outputs of learning.

The multimedia presentation must include and meet the following requirements:

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- A maximum duration of three (3) minutes.
- Conveys a logical structure, eg, introduction, body and conclusion.
- Incorporates an audio track you recorded plus a minimum of two (2) additional modalities (eg, static images, animations, or video).
- Saved in a video file format and uploaded online (eg, YouTube, Vimeo, file hosting site etc.). This must include a link to a transcript for the audio track in the description or alternatively embedded as closed captions.
- Adheres to copyright requirements. There must be no unauthorised audio, images or text not covered by copyright exemptions or open licenses.
- Embeds attributions (where appropriate) in the credits section.
- Optional: Applies an open content licence for reuse of your creative work with attribution (outstanding presentations which are openly licensed will be referenced and used for future courses to support Learning in a Digital Age.)

Please submit the url to a publicly accessible version of your blog post. Ensure that you have made your post public in the editing settings of your preferred blog software (unlisted or draft posts will not be visible to the public). You can test the blog url link before submitting using your browser's private or incognito mode to ensure that the assessor can access the resources without login credentials. For more information, consult the link to incognito browsing published by Lifewire, provided under Resources for this assessment.

Task 5: Assess your learning as a reflective digital online learner.

I can:

5.1. Provide evidence of learning through self-evaluation.

By providing:

A learning reflection based on my knowledge and experiences with Digital Citizenship.

Reflection must:

5.1.a. Explain the connections between your experience (what you already knew) and what you have learned from Critical Media Literacies.

5.1.b. Identify WHAT you have learned, and also HOW you have learned it.

I can:

5.2. Demonstrate reflective learning skills.

By providing:

Reflection must include:

- Description: What specifically happened during your learning journey.
- Evaluation: What was "good" and "bad" about your experience?
- Analysis: What did you learn from it? How do you feel about it now? Did it change you? How?
- Conclusion: What alternatives did you consider at the time? What else might you have done?
- Plan: What new knowledge or skills do you now have, and how will this expertise inform your future learning? What areas have you identified you need to undertake more learning in?

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