



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
Summer 2006
FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Integrating Media Literacy Into the Classroom

List of group members: Kevin Lucia, Michelle Bombard, Minnie Keehle

**The final report must be word-processed and submitted both in print and on disk using this form.
Include information under each of the following headings.**

The Teacher Center of Broome County is requesting that two members of each study group funded as of July 2006 share the information gained through their study with other consortium members by presenting a workshop during the 2006 - 2007 school year. Please indicate on your final report who we should contact to make arrangements for your presentation.

Name	School/District
Kevin Lucia	St. John's
Michelle Bombard	Seton Catholic HS

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

The initial goal was to examine the relevance of today's media to pedagogy – how can media “literacy” – ie. understanding and judging different forms of media for content, quality, and efficiency – impact the student? How can making them more aware of the media forces bombarding them on a daily basis – making them “media literate” – improve their understanding of the world around them, improve their decision making, sharpen their analytical and critical thinking, and better them as students? What impact does a “media relevant” classroom environment having on student learning, and how can “media literacy” foster other areas of academic improvement/achievement?

Describe the ACTION PLAN that the group followed.

1. Define Media literacy and its stages
2. determine importance of a “media literate student”
3. classify high impact media sources, venues
4. discuss promises/pitfalls of integrating media literacy and varied media sources into the classroom.
5. Identify key areas for media literacy:
 - a. media literacy for the special needs student
 - b. media literacy for the socially/physically developing middle school studentmedia literacy impacting decision making of the high school student.

Describe how the action plan was implemented.

Each teacher used a variety of resources: internet, text-books, handouts, and vocational contacts – to explore the above areas and draft presentations for each meeting. Presentations were made with a moderate amount of relevant statistics, and then member discussed and brainstormed these issues from the special needs, junior high, and high school perspective.

Evaluation of the impact of the study group effort on teacher/student performance.

- How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

To reach students in this “media driven” age and teach them valuable lessons through media literacy, it was very clear we would all have to “broaden our horizons” and make personal efforts to become more culturally aware ourselves. Telling the “media generation” student, “all media is bad; get rid of all media”, will turn them off and make our advice fall on deaf ears. We must go to *them*, and reach them *where they are*, and teach them about making good media choices, making them aware of how certain types of media affects them.

This flies in the face of “old school” read a book/write a paper/turn off the TV and that “rap music” school of thought – but if assigning a paper garners zero after zero, but asking a student to critically analyze the lyrics of their favorite rapper to see what he/she is really saying, or asking them to see what advertisers REALLY care about engages them in learning, the choice is clear.

- What evidence do you **expect** to see of student achievement improving as a result of your participating in this study group?

A great interest in classroom activities, assignments, and discussion. I expect a media-relevant, cultural relevant method to engage hard to reach students in learning.

- What evidence is there that the goals of the study group has/has not been met?

Evidence HAS:

All articulated clear, specific ways this could be carried out with administrative support, as well as brainstormed ways for ourselves to “jump the media/generation divide”.

Comment on the value of the study group process? Did it work for you?

Everyone had a chance to present and lead, and everything was relevant to all our areas of teaching. Being able to “study” an issue without producing an end project created a relaxed, engaging atmosphere.

How can we make this study group program better?

Great as is.

