Chapter Two: Media literacy and Information Literacy

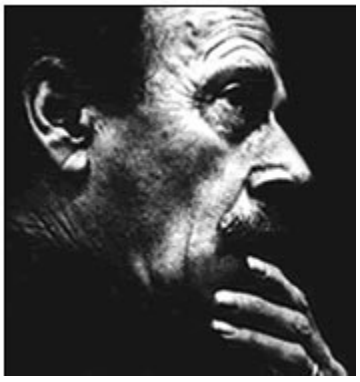
How is literacy changing for us and our students?

Warshauer's Summary of Related Skills for Reading Online

- Finding the information to read in the first place (Internet searches, etc.)
- Rapidly evaluating the source, credibility, and timeliness of information once it has been located
- Rapidly making decisions as to whether to read the current page of information, pursue links internal or external to the page, or revert back to further searching
- Making on-the-spot decisions about ways to save or catalogue part of the information on the page or the computer page itself
- Organizing and keeping track of electronic information that has been saved

Warshauer's Summary of Needs for Writing/Authoring Skills

- Integrating texts, graphics, and audiovisual material into a multimedia presentation
- Writing effectively in hypertext genres
- Using internal and external links to communicate a message well
- Writing for a particular audience when the audience is unknown readers on the WWW
- Using effective pragmatic strategies in various circumstances of computer-mediated communications (e-mail, e-mail discussion lists, and various forms of synchronous and real-time communication).



Marshall McLuhan (1911-1980)

The name most frequently mentioned when discussing how the development of electronic media has affected society is Canadian, Marshall McLuhan. Many websites are devoted to discussions of McLuhan. University communications degree programs focus on his theories and predictions. McLuhan died before the developments with the Internet and

the World Wide Web took place, but his prediction of "world connectivity" make his ideas a timely topic of discussion. McLuhan first discussed the world as a "global village" and stated that the book is "no longer king." He was considered an expert on pop culture and the media. McLuhan explained that "television is a cool or low definition medium, offering little information but the user participates with most of his senses." He said that "a book is a hot or high definition medium, presenting the user with lots of information at a level of lower sensory participation." The Canadian Broadcast Company (CBC) has created a timeline and collected audio/video archives that give insight into McLuhan's influence studies of media.

Click on some of these videos/audio files at CBC - http://archives.cbc.ca/IDD-1-74-342/people/mcluhan/

New Media Ecology

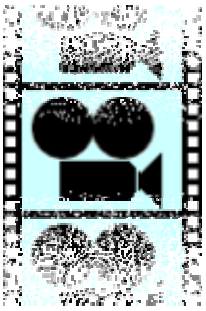
> "After three thousand years of explosion, by means of fragmentary and mechanical technologies, the Western world is imploding. During the mechanical ages we had extended our bodies in space. Today, after more than a century of electric technology, we have extended our central nervous system itself in a global embrace, abolishing both space and time as far as our planet is concerned. Rapidly, we approach the final phase of the extensions of man - the technological simulation of consciousness, when the creative process of knowing will be collectively and corporately extended to the whole of human society, much as we have already extended our senses and our nerves by the various media." http://www.mcluhan.ca/mcluhan.phtml

Marshall McLuhan Websites and Resources

- Understanding Media: The Extensions of Man - http://heim.ifi.uio.no/~gisle/overload/mcluhan/um.html
- The Medium is the Message - http://www.marshallmcluhan.com/
- McLuhan Program in Culture and Technology - http://www.mcluhan.utoronto.ca/
- McLuhan Global Research Network - http://www.mcluhan.ca/
- The Cultural Paradox of the Global Village - *http://www.mcluhan.utoronto.ca/article_culturalparadox.h*
- The McLuhan Probes - http://www.dreamwv.com/probes/index.html
- Quotes - http://www.marshallmcluhan.com/poster.html
- European Centre for Digital Culture, Knowledge Organisation, and Learning Technology Maastricht McLuhan Institute http://www.mmi.unimaas.nl
- McLuhan Studies Journal - http://www.epas.utoronto.ca/mcluhan-studies/mstudies.htm

In 1964, McLuhan wrote in *Understanding Media*,

> "The telephone: speech without walls. The phonograph: music hall without walls. The photograph: museum without walls. The electric light: space without walls. The movie, radio and TV: classroom without walls. Man the food-gatherer reappears incongruously as information- gatherer. In this role, electronic man is no less a nomad than his Paleolithic ancestors."



Media Literacy Resources

Alliance for a Media Literate America - http://www.nmec.org/

Definition of Media Literacy - "Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages. As communication technologies transform society, they impact our understanding of ourselves, our communities, and our diverse cultures, making media literacy an essential life skill for the 21st century."

Center for Media Literacy - http://www.medialit.org/

"Empowerment through Education"

- Precise Definition - http://www.medialit.org/reading_room/pdf/02DefinitionBW.pdf
- Orientation Guide - http://www.medialit.org/pdf/mlk_orientationguide.pdf (Media Literacy Kit)

University of Oregon Media Literacy Education Foundation

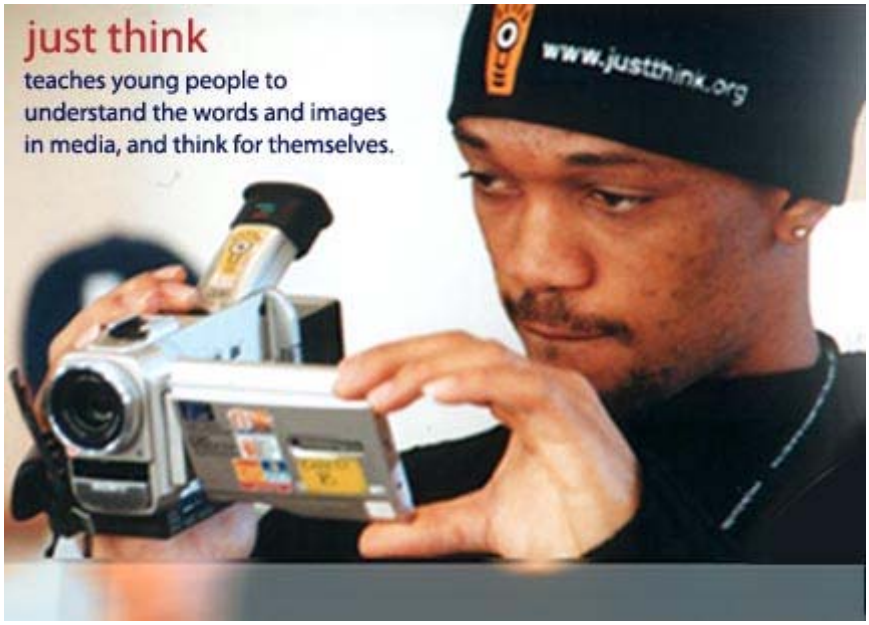
- Media Literacy Education Foundation - http://www.mediaed.org/
- Media Literacy Online Project - http://interact.uoregon.edu/MediaLit/HomePage
- Media Literacy Review - http://interact.uoregon.edu/MediaLit/mlr/home/index.html

Media Literacy Websites

- Journal of Interactive Media in Education: UK - http://www-jime.open.ac.uk/ (potential full-text resources for literature review)
- Media Literacy Clearinghouse - http://www.med.sc.edu:1081/
- Media Literacy Research - http://www.med.sc.edu:1081/research.htm

Projects for Kids, Teachers, Parents

- PBS - Growing with Media - http://www.pbs.org/parents/issuesadvice/growingwithmedia/



- "Just Think" Project from Youth Media - http://www.justthink.org/

(OPTIONAL) For an Excellent Article with Video, Read: "Cities, Youth, and Technology: Toward a Pedagogy of Autonomy" - http://www.ilt.columbia.edu/publications/cities/cyt.html (From Columbia University - ILTWeb)

What is information literacy?

A key discussion for technology leaders relates to helping our students (and teachers) develop information literacy. The American Association of School Libraries has established nine information literacy standards for student learning,

Information Power: Building Partnerships for Learning

From the American Association of School Libraries Issues and Advocacy - http://www.ala.org/aasltemplate.cfm?Section=aaslissues

The Nine Information Literacy Standards for Student Learning

Information Literacy

> **Standard 1:** The student who is information literate **accesses** information efficiently and effectively.
>
> **Standard 2:** The student who is information literate **evaluates** information critically and competently.
>
> **Standard 3:** The student who is information literate **uses** information accurately and creatively.

Independent Learning

> **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests.
>
> **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
>
> **Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

> **Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Excerpted from Chapter 2, "Information Literacy Standards for Student Learning," of *Information Power: Building Partnerships for Learning* - http://www.ala.org/aaslTemplate.cfm?Section=informationpower&Template=/ContentManagement/ContentDisplay.cfm&ContentID=12972

Articles

- Teaching Media Literacy in Grade Five - a Case Study- http://www.cjlt.ca/content/vol29.2/cjlt29-2_art-2.html
- The Influence of Media Violence on Youth -The American Psychological Society http://www.psychologicalscience.org/journals/index.cfm?journal=pspi&content=pspi/4_3
- The American Psychological Society http://www.psychologicalscience.org/journals/index.cfm?journal=ps&content=ps/archive
- The Effects of Media on the Brain - http://interact.uoregon.edu/MediaLit/mlr/readings/articles/effects.html

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On-Line Research and Information Literacy

Using the Web for Research

- Text
- Graphics
- Sound
- Video
- Interactive Links
- Netscape Browser
- Internet Explorer

How does the web work?

- Computers that hold information for access on the web called WWW Servers.
- Type the address of the server into your browser – File: Open Location
- The URL – Uniform Resource Locator will find the server for you to "talk to.
- The URL takes you to the "home page."
- http:// = HyperText Transfer Protocol – way of transferring HTML web pages

Types of Websites - Extensions

- .gov – government site – http://www.ed.gov
- .edu – university site – http://www.chapman.edu
- .com – commercial site – http://www.amazon.com
- .net – Network or e-mail website - http://sbcglobal.prodigy.net/
- .org – non-profit organization site - The Gateway (Federal Curriculum Database) - http://www.thegateway.org/
- .K12.ca.us – public school site (k-12) California Curriculum Resources - SCORE - http://score.k12.ca.us/
- .html – the web page extension – Hyper Text Markup Language (or .htm)

Web Search Engines

- Databases of information
- Google - http://www.google.com
- Yahoo – http://www.yahoo.com
    - Subject Directories (TREE)
    - most widely-used internet catalog
    - Professionals classify web pages into categories
    - Yahooligans for kids
- Alta Vista, Hotbot – Search for exact phrases
- Ask Jeeves – www.aj.com
    - Type in a simple question in plain English
    - Links to more than 7 million FAQ – Frequently Asked Questions

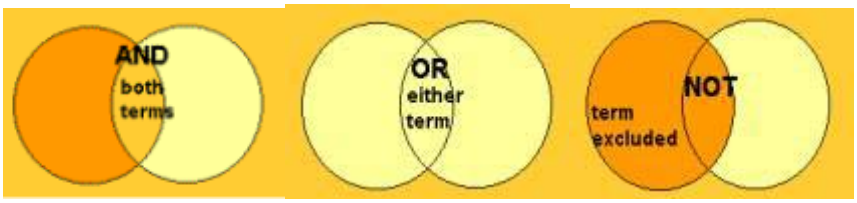
Other Search Engines

- Meta-search Engines –
    - MetaCrawler, Inference Find. Ixquick
    - Combine results of several search engines into one
- Specialized Search Services – DejaNews
- Site-specific Search Engines – Electronic Journals
- ERIC – Journal Abstracts and Digests - http://www.eduref.org/
- Library of Congress – http://www.loc.gov
- U.S. Department of Education – http://www.ed.gov

Boolean

Geoge Boole - 1815 - 1864

Boolean Logic for Searching	• English Mathematician • Founded a field of mathematical and philosophical study called symbolic logic • Boolean - now used to describe a subset of symbolic logic: constructing database queries.



- Boolean Logic – means by which search terms can be combined
- Boolean Operators – keywords
- Most Common Used by Search Engines
  - And – all specified search terms appear
  - Or – At least one of the specified terms appears
  - And Not/Not – Excludes terms
  - Near/Followed by – Based on proximity of words to one another

Information Literacy

General Guidelines

- The internet is not like a library
  - No established set of rules
  - Not specialists – like trained librarians
  - No organization
- Most useful as supplementary tool
- No guarantees that source is reliable or unbiased – anyone can publish
- Can be a black hole – sources disappear
- Be patient – the web is often slow
- Useful information is not always free!

Ask yourself these questions:

- What server did you find the information on?
- Who wrote or put up the information?

- What are the credentials of the author or web manager?
- Could there be a hidden agenda behind this information source?
- **The web is not an encyclopedia!**

Information Literacy - You have the ability to:

- Know when you need information
- Know how to find information
- Know how to evaluate information
- Know how to process information
- Know how to use information to make appropriate decisions in your life

 **Optional Readings**

The following websites provide more information about critically evaluating resources on the internet. (Optional Information Sites)

- Using the Internet: World Wide Web Pages Featuring Education - http://www.ed.gov/pubs/OR/ConsumerGuides/webpage.html
- The Benefits of Information Technology - http://www.ed.gov/databases/ERIC_Digests/ed420302.html
- Primer for Boolean Logic - http://library.albany.edu/internet/boolean.html
- Tutorial UC Berkeley Library – http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html
- Help for Internet Searching - http://library.unomaha.edu/search/searchtools/help/index.php3
- Information Literacy: The Web is not an Encyclopedia - http://www.oit.umd.edu/units/web/literacy/

Copyright Law and Fair Use

Technology makes it easy to copy! But consider the law...

U.S. Copyright Law - http://www.loc.gov/copyright

- Protects the rights of the owner of intellectual property and creative products
  - Text
  - Music
  - Audio
  - Artwork
  - Software
  - Video
  - Animation
  - Multimedia
- Grants the copyright owner exclusive rights to the product
- Guarantees the owner of the copyright the rights to any financial gain resulting from the product for a specified length of time
- Products can not be copied without permission from the holder of the copyright
- Owner of copyright can take legal action against anyone who violates the copyright.

Whether a copyright notice appears or not - Web material is generally considered protected by copyright.

Fair Use

- Check out Hall Davidson's Website on Copyright and Fair Use - http://www.halldavidson.net/downloads.html
- Here's a quick copyright chart of what is ok to use and what is not: http://www.halldavidson.net/chartshort.html
- Provides for use of material for educational purposes.
- Allows students to use copyrighted material in school projects
- Must meet criteria
  - Author or holder of the copyright must be given credit and properly cited.
  - Teachers can reproduce material for single classroom - but should not keep material for more than two years.
  - Teachers can incorporate copyrighted material in classroom and educational presentations.
  - Short segments of multimedia can be used

        - Audio clips limited to up to 10% but not more than 30 seconds
        - Motion video up to 3 minutes
        - Once copied, no alterations may be made.
- Often best to write for permission to use copyrighted material
    - Explain why you want to use the material in your teaching.
    - How you will be using the material?
    - When and how long will you be using the material?

Copyright Law in the Electronic Environment -

- Georgia Harper http://www3.utsystem.edu/ogc/IntellectualProperty/faculty.htm
- Crash Course in Copyright - http://www3.utsystem.edu/ogc/IntellectualProperty/cprtindx.htm
- Students can incorporate copyrighted work into their own multimedia creations when part of an academic assignments.
- Faculty members can incorporate others' work into multimedia to create multimedia curriculum and demonstrate that curriculum at professional symposia.
- The time limit for fair use of others' multimedia work is two years.
- Limits as to amount used from the US Patent and Trademark Office- http://www.uspto.gov/web/offices/dcom/olia/confu

Questions from Hall Davidson's website will be included. See the two copyright quizzes and answers at: http://www.halldavidson.net/downloads.html These are pdf files, so you will need to be able to read them in Acrobat Reader.

Children's Internet Protection Act (CIPA)

CIPA Resources:

- Federal Communications Commission - http://www.fcc.gov/cgb/consumerfacts/cipa.html
- CIPA - American Library Association - http://www.ala.org/cipa/
- Frequently Asked Questions on CIPA from Schools and Libraries Universal Service: http://www.sl.universalservice.org/reference/CIPAfaq.asp

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access in schools and libraries to the Internet and other information. For any school or library that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements. In early 2001, the Federal Communications Commission (FCC) issued rules to ensure that CIPA is carried out.

What CIPA Requires:

1. Under CIPA, schools subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools and libraries) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors;
2. Schools subject to CIPA are required to adopt a policy to monitor online activities of minors; and
3. Schools and libraries subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them. CIPA does not require the tracking of Internet use by minors or adults.

For the school year July 2001 through June 2002 and thereafter, schools and libraries were required to certify that they had their safety policies and technology in place, or that they were taking the necessary actions to put them in place before receiving E-rate funding for the following school year.

It should be noted, however, that a federal court recently struck down portions of CIPA that require libraries to filter visual depictions that are obscene, child pornography, or harmful to minors. The Commission has therefore suspended enforcement of those provisions as they apply to libraries. The federal court decision has been appealed by the government, and is currently pending before the United States Supreme Court. The law as it applies to schools was not challenged, however, and remains in place.

Resources of Safety and Privacy Issues

- American Library Association - http://www.ala.org/alaorg/oif/internetusepolicies.html
- Child Safety on the Information Highway - http://www.safekids.com/child_safety.htm
- Safeguarding the Wired Schoolhouse - http://www.safewiredschools.org/index.html

Ethics and the Internet

The Ten Commandments for Computer Ethics - from the Brookings Institution

- The Computer Ethics Institute: http://www.brook.edu/its/cei/cei_hp.htm
- The Ten Commandments - http://www.brook.edu/dybdocroot/its/cei/overview/Ten_Commanments_of_Computer_Ethics.htm

1. Thou shalt not use a computer to harm other people.
2. Thou shalt not interfere with other people's computer work.
3. Thou shalt not snoop around in other people's files.
4. Thou shalt not use a computer to steal.
5. Thou shalt not use a computer to bear false witness.
6. Thou shalt not use or copy software for which you have not paid.
7. Thou shalt not use other people's computer resources without authorization.
8. Thou shalt not appropriate other people's intellectual output.
9. Thou shalt think about the social consequences of the program you write.
10. Thou shalt use a computer in ways that consideration and respect.

Links

- U.S Justice Department - Justice for Kids and Youth - http://www.usdoj.gov/kidspage/
- Cyberethics - http://www.cybercrime.gov/rules/kidinternet.htm
- Trust-e Organization - http://www.truste.org/education/users_parents_teacher_guide.html
- Ethics of Computing - http://www.eos.ncsu.edu/eos/info/computer_ethics/