



PARTNERSHIP FOR
21ST CENTURY SKILLS

**Request for Information Submission
Year 2**

Date Submitted:

March 15, 2004

Contact Information

Your Name: Tessa Jolls

Your Title: CEO

Your Phone: (310) 581-0260 ext. 2#

Your Email: tjolls@medialit.org

Your Organization: Center for Media Literacy

Organization's Address: 3101 Ocean Park Blvd., Ste. 200

City: Santa Monica

State: CA

Zip Code: 90405

Organization's URL: www.medialit.org

Existing Programs

- 21st Century Skills
- ICT Literacy
- Associated professional development

Description: The Center for Media Literacy provides training, curriculum development and educational resources for school and community-based programs. Currently we have detailed case studies on two programs, one in a Catholic school setting and one in a public elementary school (the latter hasn't been published yet; it also includes extensive photos and video documentation). We have produced curriculum on a number of topics such as violence prevention, smoking cessation, and a general framework for teaching media literacy and integrating it for use in preK-12 standards-based education. Our website www.medialit.org has more than 1000 pages of searchable content. We provide national distribution of educational resources reaching at least 1 million teachers per year with our catalogs and promotions.

Highlighted Examples

Project SmartArt, funded by the U.S. Dept. of Education and supported by the National Endowment for the Arts. Still in progress, this project focuses on professional development of teachers and on direct instruction of students in a three-year program, implementing the connection of media literacy to K-5 curriculum and educational standards.

Smoke Detectors! Funded by the Orange County Health Care Agency, is a contest program focused on smoking cessation and media literacy, connecting health content and media literacy process skills to language arts and to health curriculum and standards for high school students and teachers. Pre and post tests revealed an average 20% increase in understanding of media literacy concepts and tobacco facts with students, many of whom are ESL students, from highly-impacted communities.

Beyond Blame: Challenging Violence in the Media, is a comprehensive community-based curriculum reaching parents, teachers, students, and community leaders in teaching media literacy process skills. Developed in 1995, this curriculum is widely disseminated and is now being implanted, evaluated and updated through work with UCLA's Center for Injury Prevention of Southern California.

Museum of Tolerance/Special Media Literacy Institute. As part of its Tools for Tolerance Program, the Museum partnered with CML to offer a K-12 educators program to examine representation, stereotyping and media literacy.

Professional Development Strategies

Consistent framework, the CML MediaLit Kit™, coupled with teaching of theory and practice with applying the framework in real classrooms or after-school settings. Educators must perceive the framework to be practical, credible and doable. Practice and follow up is important; learning process skills is like learning to swim or ride a bike: it takes time to learn but once mastered, are available automatically for life.

As an "outside" nonprofit, we have found that we can be very effective at keeping programs on-task and focused on results; we have much incentive to insure that the quality of the work is high and the programs are completed.

Assessment strategies

We believe in student-involved assessment. Having a consistent framework is a place to start, but the area of assessment needs much work and we are just at the beginning!

On evaluations of projects, we have run into a "Catch 22:" The DOE wants a research-based curriculum, but we can't get programs

implemented unless the research is done, and we can't get the research done until programs are implemented. To top that off, formal evaluation tends to be very expensive and many funders don't want to pay for it.

Implementing ICT and/or Technology Literacy Requirements

1. I'm not sure how our State is working towards implementing ICT or Technology literacy. All I know is that in some schools where we work, teachers literally can't get a working tv and vcr, much less working computers! And the teachers generally don't have the skills or the support to make technology work in their classrooms. When something breaks, it's broken....for a long, long time. So the States can say and do whatever: at the local level, technology implementation is typically inadequate to say the least. Exceptions are refreshing!
2. We have the best examples of change at Leo Politi Elementary School, where we have worked for three years on Project SmartArt. Teachers are enthusiastic and so are the students; in fact, they want to continue the program and see it expanded to an entire K-12 strand (funding funding funding!). The teaching artists that we are working with from the Education Division of the Music Center of LA County have expanded their skills, as well. We are currently getting videos to document how the lessons have changed from Year 1 to year 3, and it's significant! At the beginning of our projects, teachers were unable to connect the 5 Core Concepts/5 Key Questions of media literacy to their curriculum and standards. Now, they are able to come up with lesson plans and activities in less than an hour, connecting media literacy process teaching to the language arts and visual and performing arts standards. This is significant progress and has demonstrated to us that professional development for teaching process skills works! Once the teachers understand process skills for themselves, they can work with students. Again, it takes practice.

Terms Applicable to Initiative or Research

➤ Media Literacy

Additional Terms: We use Media Literacy (which is also defined in a myriad of ways by myriad organizations). Our view is that the every-day Joe or Jane understands the need for media literacy, since they have media in their living rooms, bedrooms, offices, etc. etc. In the 21st Century Skills report, media literacy was defined as a part of ICT literacy.