



PARTNERSHIP FOR
21ST CENTURY SKILLS

**Request for Information Submission
Year 2**

Date Submitted

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Contact Information

Your Name: David Considine

Your Title: Faculty

Your Phone: 828 262 2270

Your Email: considinedm@appstate.edu

Your Organization: Appalachian State University

Organization's Address: College of Education- River St

City: Boone

State: NC

Zip Code: 28608

Organization's URL: www.appstate.edu

Existing Programs

Description: We offer a graduate degree in Media Literacy through our college of education. It has attracted students from Japan, Cyprus, Singapore, Thailand and across the U.S.A. It features the top people in the field of media literacy [media education] from Canada, the U.S. and the U.K. The Reich College of Education, convened the first national media literacy conference here in 1995 partnering with The National Telemedia Council from Madison, WI.

Highlighted Examples

Our approach to literacy in the college has been holistic. All undergrads in teacher preparation are required to take CI 3850, Literacy, Technology and Instruction. This is team taught by faculty from Reading and Curriculum and Instruction. The class focuses on challenging students to understand traditional and emerging concepts of literacy. It is also project based with several hands on activities using traditional and emerging technologies. The college operates from a social constructivist model of learning and much of the pedagogy and course content reflects this.

Implementing ICT and/or Technology Literacy Requirements

See previous description of CI 3850.

Terms Applicable to Initiative or Research

- Information on Communications Literacy (ICT)
- Media Literacy
- Communications Literacy

Additional Terms: The term media literacy is typically used in the U.S. and Canada which have come to this field several decades after

Australia and the U.K. and Europe. In most of these nations the term media education is used and it has been part of the school curriculum including formal examinations, for some period of time. This field not only seeks to nurture individuals who can effectively and proficiently read and recognize media texts, it challenges them to understand the social, political, ideological and industrial culture and context in which those media messages are both created and consumed. In addition, media literacy says students should also have the skills to utilize traditional and emerging technologies of communication to be effective communicators. For example most teachers have seen bad PowerPoint presentations. A student may know how to put words and images together within such a presentation but without an understanding of graphic design, screen display, etc. they will not use the tool to effectively communicate. The words media production, or hands-on projects, do not sufficiently discriminate between making a tool run, or what used to be called operator proficiency, and the ability to design that tool to deliver information effectively to distinct audience or learner groups.