





MEDIA LITERACY EDUCATION

Comparison Chart of Definitions & Concepts





DEFINITIONS:	<p>Alliance for a Media Literate America: 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.</p>		<p>A media literate person can access, analyze, evaluate, and produce both print and electronic media. <i>(Aspen Media Literacy Conference Proceedings, 1992)</i></p>		<p>Ontario Media Literacy Resource Guide: Media literacy aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized and how they construct reality. Ultimately, media literacy education must aim to produce students who have an understanding of the media that includes a knowledge of their strengths and weaknesses, biases and priorities, role and impact, and artistry and artifice. Media literacy is a life skill.</p>
	<p>Center for Media Literacy: Media literacy is a 21st century approach to education that provides a framework to access, analyze, evaluate and create messages in a variety of forms. It builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.</p>				
	"Constructedness"	Format	Audience	Content	Purpose
 Center for Media Literacy	1. All media messages are "constructed."	2. Media messages are constructed using a creative language with its own rules.	3. Different people experience the same message differently.	4. Media have embedded values and points of view.	5. Most media messages are organized to gain profit and/or power.
 Project Look Sharp Ithaca College	1. All media messages are "constructed."	2. Each medium has different characteristics, strengths, and a unique "language" of construction.	3. Different people interpret the same media message in different ways.	5. Media have embedded values and points of view.	4. Media messages are produced for particular purposes, including profit, persuasion, education, and artistic expression.
 Association for Media Literacy (Canada)	1. All media are constructions.	5. Each medium has its own language, style, techniques, codes, conventions, and aesthetics. 8. Form and content are closely related in the media.	2. Each person interprets messages differently.	4. The media contain ideological and value messages.	3. The media have commercial interests. 6. The media have commercial implications. 7. The media have social and political implications
 Insighters Educational Consulting (Faith Rogow, Ph.D.)	1. All media are representations made by "storytellers."	2. Media messages are constructed using creative languages with their own rules.	3. People see media through the lens of their own experience, so different people experience the same message differently.	4. Media contain overt and covert content, conveying multiple messages, including values and ideology.	5. When media values are repeated, they can advantage some people and disadvantage others.



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Comparison Chart of Key Questions

	"Constructedness"	Format	Audience	Content	Purpose
 <p>Center for Media Literacy www.medialit.org</p>	1. Who created this message?	2. What creative techniques are used to attract my attention?	3. How might different people understand this message differently than me?	4. What values, lifestyles, and points of view are represented in, or omitted from, this message?	5. Why is this message being sent?
 <p>Project Look Sharp Ithaca College www.ithaca.edu/looksharp</p>	1. Who made – and who sponsored this message – and for what purpose?	3. What are the different techniques used to inform, persuade, entertain, and attract attention?	2. Who is the target audience, and how is this message specifically tailored to them?	4. What messages are communicated (and/or implied) about certain people, places, events, behaviors, lifestyles, etc.? 5. How current, accurate, and credible is the information in this message? 6. What is left out of this message that might be important to know?	1. Who made – and who sponsored this message – and for what purpose?
 <p>Association for Media Literacy (Canada) www.aml.ca</p>	1. How is this message constructed? How well does it represent reality?	5. What techniques are used and why?	2. How might others understand this message differently?	4. What lifestyles, values, and points of view are represented in or omitted from this message?	3. Who created this and why? Who profits if the message is accepted? Who may be disadvantaged?
 <p>Insighters Educational Consulting (Faith Rogow, Ph.D.) c/o www.AMLAinfo.org</p>	1. Who is the "storyteller"?	4. What techniques does the "storyteller" use to tell their "story"?	7. How might different people understand this "story" differently from me?	2. What is the "storyteller" trying to say? 4. What is omitted from this "story"? 5. What values and points of view are represented in this "story"?	3. Why is the "storyteller" telling this particular "story"? 8. Who benefits from this particular "story" told in this particular way, and who might be hurt by it?

Since 1989, when the Ontario Ministry of Education Media Literacy Resource Guide first published its principles for media literacy, many North American organizations and individuals have created their own adaptations, definitions and starting places for media literacy education. Those included here are a representative sample of similarities and differences across the field. Each group's or author's original numbering is preserved, though they may be presented out of numerical order for comparison purposes.