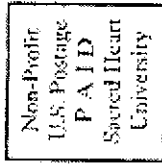


Course fee for teachers seeking
CEU credit: \$175.00
Registration fee: 25.00
Total cost for teachers: \$200.00



CLASS SIZE WILL BE LIMITED --
TEACHERS ARE URGED TO
REGISTER IN ADVANCE!

For more information call 203-371-7834

Name:

Address:

Phone Number:

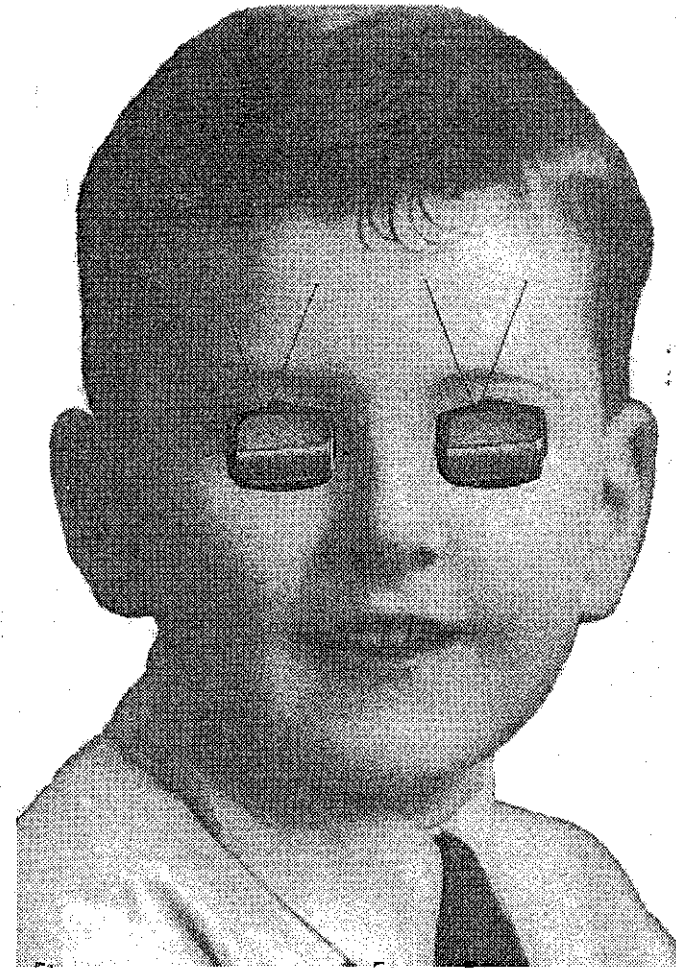
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Social Security Number:

School:

Return completed form and registra-
tion fee to: **Dorothy Sayers,**
Continuing Education Office
Sacred Heart University
5151 Park Avenue
Fairfield, Ct. 06432-1000

Continuing Education Office
Sacred Heart University
5151 Park Avenue
Fairfield, Ct. 06432-1000



teaching
media
literacy

A SEMINAR FOR TEACHERS

JULY 8-12, 1996

TEACHING MEDIA LITERACY

A five-day summer seminar for elementary and secondary school teachers and undergraduates

Sacred Heart University, Fairfield, Connecticut

July 8 - 12, 1996

Have you ever wondered what children learn from television? Television frequently accounts for more of a child's experience than school does. Just because a lot of TV is not designed to be educational, though, doesn't mean that children aren't learning from it. But how much of the experience is helpful, and how much is harmful? This week-long intensive seminar will feature several very knowledgeable guest presenters who will explore a variety of issues concerning children and television, and show how adults can be instrumental in finding positive, creative, learning experiences for children through television.

As educators debate the influence of television on children, their ideas have contributed to a growing movement toward media literacy. Although the term "media literacy" has a variety of definitions, it most often refers to the process of helping individuals to understand the methods and motives of television so that they can take an informed, critical, and creative stance towards it. Teachers can help parents and their children to understand the influence of television by giving them skills to view it selectively and intelligently. And with experience in some basic video production techniques, they can actually use television to express their own ideas. This seminar will be an introduction to these important concepts.

Seminar Schedule

The seminar will take place from Monday, July 8 through Friday, July 12. Class meetings begin at 9:00 a.m. and run until 5 p.m. every day, with an hour break for lunch and short coffee breaks during morning and afternoon sessions. The seminar will be taught by Professor Rebecca Abbott, Associate Professor of Media Studies, and will include four guest speakers.

GUEST SPEAKERS AND SEMINAR SCHEDULE

Dr. George Gerbner, Professor and Dean Emeritus,
Annenberg School of Communication
Director, the Cultural Indicators Project
Author, *The Global Media Debate* and other works

Dr. Dorothy Singer, Research Scientist, Yale University

Dr. Jerome Singer, Professor and Director of
Graduate Studies in Psychology, Yale University
Codirectors, Yale University Family Television
Research and Consultation Center
Authors, *The House of Make-Believe* and other works

Mary Lou Huchet

Teacher, Princeton, New Jersey Public Schools
Creator, *Media Literacy for Teachers*

Monday, July 8:

Morning: Welcome and introduction

Afternoon: Dr. George Gerbner -- "Telling All The Stories"

Evening: Talk by Dr. Gerbner open to the public

Tuesday, July 9:

Morning: Dr. Dorothy Singer -- Fantasy play and
development of children's creative imagination

Afternoon: Dr. Jerome Singer -- Using TV to children's
advantage

Wednesday, July 10:

Morning: Child development stages; impact of television

Afternoon: Basic concepts of visual communication: how
does television communicate?

Thursday, July 11:

Morning: Basic video production techniques: how to use
visual media creatively

Afternoon: Mary Lou Huchet -- Teaching for Media Literacy --
A Model Media Literacy Program based upon the
Princeton High School Media Literacy Curriculum

Friday, July 12:

Morning: Video production wrap-up; planning a project

Afternoon: Review and summary discussion Course

TEACHING MEDIA LITERACY

A seven-day summer seminar for elementary and secondary school teachers, undergraduate and graduate students

Sacred Heart University, Summer 1996

The current debate surrounding the education of children has focused largely on the widespread decline in test scores and children's readiness to learn. School reformers have placed considerable emphasis on basic skills and the need to offer expanded social services in schools where poverty is a significant influence in the community. One issue that has received less attention than it should, though, is the role television plays in children's education. While educational television programs are sometimes used in the classroom, this is a small fraction of children's television experience. Entertainment or commercial television, on the other hand, is a vast and pervasive force in children's lives which frequently accounts for more of a child's experience than school does. Just because commercial TV is not normally designed to be educational, though, does not mean that children aren't learning from it.

Commercial television, because of its reliance on audience size for profits, presents programming that is fast-paced, eye-catching, and compelling. It is designed to bypass viewers' reasoning processes in favor of their unconscious, emotional responses. For children especially, television consumes large amounts of their waking hours (most researchers agree that an average of 25% of children's time is spent watching television), it reinforces limited or negative stereotypes, encourages problem solving by either violence or materialism, and discourages contemplation, discussion, and creative, constructive action. Worse, television generates vast amounts of ready-made images and unoriginal narratives that require little or no creative mental exercise from children. The time that children formerly spent learning from play, developing imagination, role-playing, and especially reading, is lost to the passive, unchallenging experience of commercial entertainment television. The very best

teachers and school programs are hard pressed to win out against-- and even compete with -- television's seductive powers. And parents are forced to fight with this electronic competitor to win the love, respect and allegiance of their children.

A number of educators have begun aggressively to fight the damaging effects of television on children. Although the term "media literacy" has a variety of definitions, generally it refers to the process of helping individuals to understand the methods and motives of television's producers in order to resist much of television's influence. With young children, the intervention of parents and/or caregivers is essential, and very often they must learn to resist TV's power first.

Teachers can help parents and their children to understand the influence of television by giving them skills to view it more intelligently and even resist it altogether. This seminar is designed to offer some of the tools needed to accomplish this goal to teachers, to undergraduates -- particularly media studies majors, to graduate students preparing to become teachers, and to parents and community members who are concerned about the effects of television on children.

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Tentative Schedule

The seminar will be held for five consecutive weekdays and the first two days of the following week. (The actual dates will be determined by the availability of guest presenters.) Three guest speakers will make full day presentations on every other day of the seminar in a variety of formats chosen for their effectiveness with a mixed audience. Each presenter will make one evening presentation as well, which will be open to the public. Sacred Heart University faculty (myself and potentially one member of the education faculty) will introduce and review themes introduced by guest presenters on alternate days. For example:

Monday:

- Welcome and introduction.
- Overview of issues and concerns about children and television
- Review of current theories of child development: what cognitive, emotional, and social stages occur during childhood
- Introduction to basic concepts of visual communication: how does television communicate?

Tuesday:

- Presentation by guest scholar all day
(e.g.: Dorothy Singer talks about the role of fantasy play in cognitive development and creative imagination)

Wednesday:

- Review and discussion of concepts and issues presented Tuesday
- How can Tuesday's themes be applied to the classroom? To home viewing?
- Basic video production techniques: how to use visual media creatively

Thursday:

- Presentation by guest scholar all day

Friday:

- Review/discussion of concepts and issues presented Thursday
- Applying Thursday's themes to the classroom
- Implementation: planning a specific project (for teachers/graduate students) and paper or project (for undergraduates) to be completed during October (final review session for the seminar will be held mid- to late October)
- More themes in video production and creative uses of media

Monday:

- Presentation by guest scholar all day

Tuesday:

- Review/discussion of concepts and issues presented Monday
- Summary discussion of classroom strategies and directions for further exploration
- Final plans for projects/papers
- Final review of basic creative uses of video
- Conclusion

Rebecca Abbott

Media Studies

x7710; home (Mondays/Fridays) 281-5047

January 2, 1996

Rebecca L. Abbott
Program Coordinator, Media Studies
Sacred Heart University
5151 Park Ave.
Fairfield, Conn. 06430-1000

Dear Ms. Abbott:

As agreed, I am attaching is the title and brief description of my proposed talk. As a broad introduction to the topic of the seminar, it would probably fit best the first day. Let me know what you think.

As far as dates are concerned, mid and late July are still fairly open, but the calendar gets filled up fast so please let me know (or give me some specific alternatives) for the day of my talk as soon as possible.

I am also enclosing information you may need in any announcement or publicity.

I look forward to hearing from you;

Sincerely yours,

George Gerbner, Professor and Dean Emeritus
The Annenberg School for Communication
University of Pennsylvania
Director, the Cultural Indicators Project
Founder and Chair, the Cultural Environment Movement

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TELLING ALL THE STORIES

Who tells most of the stories most of the time to most of the children today? No longer home or community. No longer parents, schools, or church. In many parts of the world not even the native country. Our children are born into a highly centralized media-dominated cultural environment whose story-tellers have little to tell but a great deal to sell.

This has far-reaching consequences for the way children are socialized, how they learn, and what they learn. By the time they reach school, children are integrated into a television world driven by markets, whose characteristics and consequences will be discussed. What is the role of parents, teachers and other professional, and citizens in this historically new situation? Suggestions will be made about action in the home, the school, and on the cultural front.