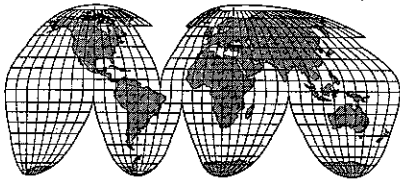


Masterman



THE GLOBAL VILLAGE

CONFERENCES

The New Literacy: Media Education in the 1990s. May 10-12, 1990. University of Guelph in Guelph, Ontario. Fee: \$250. The most valuable conference for teachers of media in North America. The New Literacy, 41 Pinewood Ave., Toronto, Ont. M6C 2V2 Canada.

The Seventh International Conference on Technology and Education. March 20-22, 1990. Brussels, Belgium. Fee: \$230-\$290. \$90-Students. For More Information: Mr. Jamie Alexander, Radio Shack Educational Division, 1600 One Tandy Center, Fort Worth, TX 76102. 817.390.3053. Europe: Ms. Gillian Esplin, CEP consultants, Ltd., 26-28 Albany Street, Edinburgh EH 1 3QH, U.K. 031.557.2478.

RESOURCES

McMahon & Quin. *Stories & Stereotypes*. Secondary. Australia: Longman Cheshire, 1987. Write: Longman Cheshire, Longman House, Kings Garden, 95 Coventry Street, South Melbourne, Victoria 3205. 03.697.0666. \$12.95.

Media Literacy Resource Guide: Intermediate and Senior Divisions is finally available from the Ontario Ministry of Education. To obtain a copy: The Government of Ontario Book Store, Publications Department, 5th Floor, 880 Bay Street, Toronto, Ontario, Canada, M7A 1N8, \$7.

Twichin, J. *The Black and White Media Book: Handbook for the Study of Racism and Television*. London: Trentham Books, 1988.

Watching the World. A series of five teaching units available from the Development Education Project: Investigating Images, News from Nicaragua, Aspects of Africa, Picturing People, Whose News? Includes slides and posters. Approximately £35. Development Education Project, c/o Manchester Polytechnic, 801 Wilmslow Road, Manchester M20 8RG, London. 061.445.2495.

ELECTRONIC RESOURCES

Developing Images: Images of the Developing World. 28 Min. VHS. Well-designed instructional materials for teaching about the way that people in developed countries stereotype people in developing countries. Originally produced by the International Broadcasting Trust in London, the video comes with printed study guides and is popular with U.S. and Canadian teachers. Sale: \$495. IDERA Films, 2524 Cypress, Vancouver, BC V6J 3N2. 604.738.8815.

Media & Society. Film clips are used to explore the following areas of media study: Shaping Information, Advertising and Consumerism, Images of Women and Cultural Sovereignty. Produced in Canada, but also good for U.S. media studies in secondary school. 3 VHS tapes and a 124-page Resource Guide in a sturdy shelf box. Sale: \$279. Additional guides, \$20 each. To order: Media and Society, National Film Board of Canada, Customer Services D-10, P.O. Box 6100 - Station A, Montreal, Quebec H3C 3H5, Canada.

Media Education: Eighteen Basic Principles by Len Masterman, University of Nottingham, 1989

1. Media Education is a serious and significant endeavor. At stake in it is the empowerment of majorities and the strengthening of society's democratic structures.
2. The central unifying concept of Media Education is that of representation. The media mediate. They do not reflect reality but re-present it. The media, that is, are symbolic or sign systems. Without this principle no media education is possible. From it, all else flows.
3. Media Education is a lifelong process. High student motivation, therefore, must become a primary objective.
4. Media Education aims to foster not simply critical intelligence, but critical autonomy.
5. Media Education is investigative. It does not seek to impose specific cultural values.
6. Media Education is topical and opportunistic. It seeks to illuminate the life-situations of the learners. In doing so it may place the "here-and-now" in the context of wider historic and ideological issues.
7. Media Education's key concepts are analytical tools rather than an alternative content.
8. Content, in Media Education, is a means to an end. That end is the development of transferable analytical tools rather than an alternative content.
9. The effectiveness of Media Education can be evaluated by just two criteria:
 - (i) the ability of students to apply their critical thinking to new situations, and
 - (ii) the amount of commitment and motivation displayed by students.
10. Ideally, evaluation in Media Education means student self-evaluation, both formative and summative.
11. Media Education attempts to change the relationship between teacher and taught by offering both objects for reflection and dialogue.
12. Media Education carries out its investigations via dialogue rather than discussion.
13. Media Education is essentially active and participatory, fostering the development of more open and democratic pedagogies. It encourages students to take more responsibility for and control over their own learning, to engage in joint planning of the syllabus, and to take longer-term perspectives on their own learning. In short Media Education is as much about new ways of working as it is about the introduction of a new subject area.
14. Media Education involves collaborative learning. It is group focussed. It assumes that individual learning is enhanced not through competition but through access to the insights and resources of the whole group.
15. Media Education consists of both practical criticism and critical practice. It affirms the primacy of cultural criticism over cultural reproduction.
16. Media Education is a holistic process. Ideally it means forging relationships with parents, media professionals and teacher-colleagues.
17. Media Education is committed to the principle of continuous change. It must develop in tandem with a continuously changing reality.
18. Underpinning Media Education is a distinctive epistemology. Existing knowledge is not simply transmitted by teachers or "discovered" by students. It is not an end but a beginning. It is the subject of critical investigation and dialogue out of which new knowledge is actively created by students and teachers.

Len Masterman is the pioneering author of *Teaching the Media*, Comedia Books, 1985.