

Click, Clarify, Copy, Create: Media Literacy Skills For Discovering, Evaluating And Reusing Sound And Visual Resources



What are the aims of this project?

We live in an increasingly media rich society and students are entering the University with an expectation of accessing and reusing media resources in their work. They are used to having film, TV, radio and images at their finger tips particularly via the internet. Students tend to be naive and inexperienced in how to discover quality resources and the factors to consider when critically evaluating and reusing them; these are key skills in developing 'media literate' students.

The aim of the project is to develop student understanding and awareness of finding, critically evaluating and reusing (in terms of legal compliance) media resources (video, images and sound).

The final objective is to produce a resource / package covering these aspects of media literacy.

What is the background / rationale?

The 'media literacy' package would stand alone as an online interactive resource which could be used across all levels of study and in all subject areas. It would also be added to InfoQuest, a self paced interactive online tutorial which is an established tool used within the University for helping 'autonomous learners' to develop their information literacy skills. InfoQuest consists of generic units which can be further developed by adding customized examples related to particular subject areas. In this way the 'learning' can be contextualised to increase the relevance to a specific student group.

What are the benefits to student learning?

Students will be better informed to know how to search for, where to search for, how to evaluate the resources and make rational decisions on which to use. First reaction is often to do a Google search and use the first item they discover without addressing 'is it suitable for their needs?' 'does it have provenance?' 'it is legal to adapt and /or re-use the video, images etc?' They will have the skills to discover quality resources, the understanding to critically evaluate, and the knowledge to interpret copyright considerations. With these skills they will be able to draw on visual and sound resources to add depth and impact to their work.

Additionally, students will be encouraged to view the project as an example of evaluation research, which will help develop their awareness of research in preparation for dissertation projects.

How will this project be evaluated?

The project would be evaluated in several ways. Firstly, the learning package would be continuously evaluated by students engaging in the project at all stages from the design and revision to the delivery, through the wiki, focus group, observation and direct involvement in its use. Secondly, the impact on student confidence levels in the use of media resources could be measured by the use of a diagnostic tool to investigate levels of awareness and knowledge before and after engagement with the activity. Thirdly, impact could be assessed by the academic staff members of the project from the quality of assessed work in terms of the range of resources used, and a reflective piece about the process of selection and inclusion of resources chosen.

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