

Developing a Critical Media Literacy Online Module for Teacher Education

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Agenda



- 1. HSE IN GERMANY**
- 2. CRITICAL MEDIA LITERACY**
- 3. ONLINE MODULE**
- 4. PEAK INSIDE**

Heidelberg School of Education in Germany



Teacher Education in Germany



Teacher Education in Germany



- 122 universities where future teachers acquire education.
- Differentiated between school types, levels, subjects and Lands.
- Pre-service practical part is organized separately.

Education

- is in an administrative and political responsibility of each individual federal state (16 in total);
- structural and content-related differences between the Lands.

Baden-Württemberg



Teacher education

- 26 universities and universities of education (*Pädagogische Hochschule*);
- fragmented, 'homeless'.

Baden-Württemberg



Pädagogische Hochschule
HEIDELBERG
University of Education



UNIVERSITÄT
HEIDELBERG
ZUKUNFT
SEIT 1386

HSE HEIDELBERG
SCHOOL OF
EDUCATION



MEDIA EDUCATION since 2016



one of six guiding perspectives to be applied

****in all school types,**

****at all levels,**

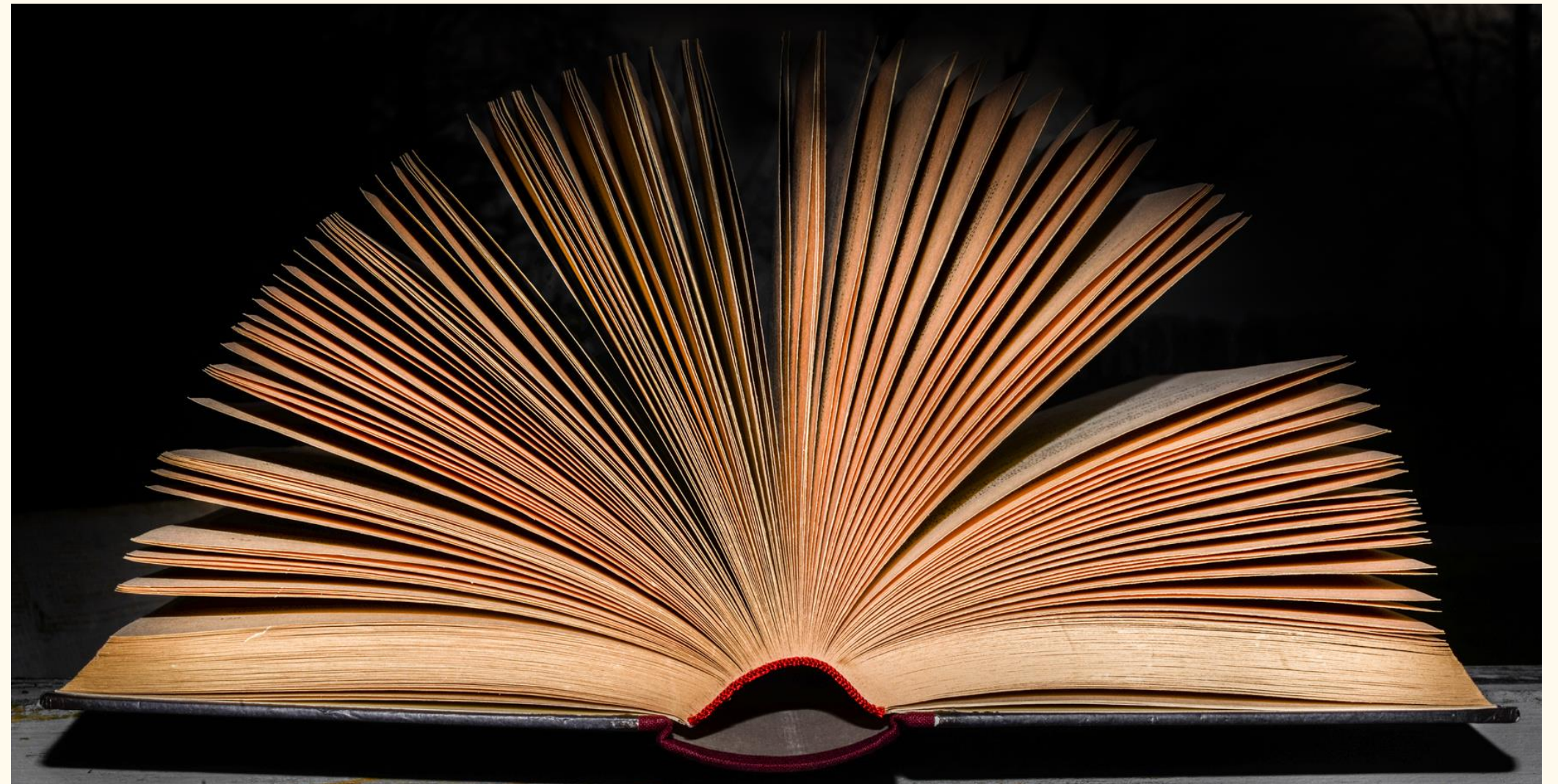
****throughout the curricular and**

****in an integrated manner across all subjects.**

CRITICAL MEDIA LITERACY

CRITICAL MEDIA LITERACY

1. Expand the notion of literacy



Critical Media Literacy Framework

Conceptual Understandings	Questions
1. Social Constructivism All information is co-constructed by individuals and/or groups of people who make choices within social contexts.	WHO are all the possible people who made choices that helped create this text?
2. Languages / Semiotics Each medium has its own language with specific grammar and semantics.	HOW was this text constructed and delivered/accessed?
3. Audience / Positionality Individuals and groups understand media messages similarly and/or differently depending on multiple contextual factors.	HOW could this text be understood differently?
4. Politics of Representation Media messages and the medium through which they travel always have a bias and support and/or challenge dominant hierarchies of power, privilege, and pleasure.	WHAT values, points of view, and ideologies are represented or missing from this text or influenced by the medium?
5. Production / Institutions All media texts have a purpose (often commercial or governmental) that is shaped by the creators and/or systems within which they operate.	WHY was this text created and/or shared?
6. Social & Environmental Justice Media culture is a terrain of struggle that perpetuates or challenges positive and/or negative ideas about people, groups, and issues; it is never neutral.	WHOM does this text advantage and/or disadvantage?

2. Deepen critical analysis

CRITICAL MEDIA LITERACY

**3. Empower to be
active and
responsible citizens**



CRITICAL MEDIA LITERACY

example 1:



CRITICAL MEDIA LITERACY

example II:



CRITICAL MEDIA LITERACY

ONLINE MODULE

HOW?



CRITICAL MEDIA LITERACY ONLINE MODULE



Teachers College
COLUMBIA UNIVERSITY



CRITICAL MEDIA LITERACY

ONLINE MODULE

The screenshot displays a video player interface for an online module. The central focus is a slide with a dark blue background and white text. The slide title is "Textual analysis, pedagogy, & critique". Below the title, it says "Class 4". There are three colored circles arranged horizontally: a gold circle labeled "Critique", a green circle labeled "Responsibility", and a blue circle labeled "Pedagogy". The "Pedagogy" circle has a white play button icon over it. To the left of the slide is a video frame showing a man with a beard and a blue shirt, gesturing with his hands. To the right is another video frame showing a woman with short dark hair wearing a patterned top, also gesturing. On the far right, there is a third video frame showing a woman with long dark hair wearing a blue top. At the bottom of the video player, there is a progress bar and a timestamp "9:32 / 13:37". A small "Activate Windows" watermark is visible in the bottom right corner of the video area.

CRITICAL MEDIA LITERACY ONLINE MODULE

The screenshot shows the Lumi H5P editor interface. At the top, there is a green navigation bar with a back arrow and the text 'Lumi', and a blue bar with a gear icon. Below this, a sidebar on the left contains a tab for 'NEU Critical L... Interactive Book' and two options: 'Open H5P File' and 'New H5P file'. The main workspace is divided into 'VIEW' and 'EDIT' modes. In 'EDIT' mode, the top of the workspace shows 'H5P hub Interactive Book' with a dropdown arrow, and 'Example' with 'Copy' and 'Paste & Replace' buttons. The main content area is titled 'Interactive Book' and contains a 'Title *' field with a 'Metadata' tag. Below the title is a text input field containing 'NEU Critical Literacy for Climate Action (CL4CA): Die wissenschaftsbasierte Bewer'. There is an unchecked checkbox for 'Enable book cover' with the description 'A cover that shows info regarding the book before access'. Below this is a 'Pages *' section with a list of pages: '1. Start', '2. Introduction', and '3. Activity 1: Facts a...'. Each page has a 'Title *' field with a 'Metadata' tag and a text input field. The '1. Start' page has 'Start' in its title field.

H5P interactive book

This screenshot shows a different part of the H5P editor interface. It features a 'Pages *' section with a list of pages: '1. Start', '2. Introduction', '3. Activity 1: Facts a...', '4. Activity 2: Über V...', '5. Activity 3: In die ...', '6. Activity 4: Limits ...', '7. Activity 5: Climat...', and '8. Activity 6: Reflevi...'. To the right, there is a 'Title *' field with a 'Metadata' tag and a text input field containing 'Start'. Below this is a 'List of Column Content *' section with a dropdown menu showing 'Critical Literacy for Climate Action (Course)'. At the bottom, there is a 'Content *' section with a dropdown menu showing 'Course Presentation'.

CRITICAL MEDIA LITERACY

ONLINE MODULE

H5P interactive book

The screenshot shows the Lumi H5P interface. On the left, there is a sidebar with two open interactive books: 'NEU Critical L...' and 'Kritische Film...'. Below them are options to 'Open H5P File' or 'New H5P file'. The main content area is titled 'Kritische Filmanalyse' and contains a table of contents with sections like 'Begrüßung', 'Einführung', and 'Kritische Fil...'. The 'Kritische Fil...' section is expanded, showing a list of topics including '1. Über uns und uns...', '2. Filme kritisch sch...', '3. Filmästhetische P...', '(Optionale) Vertiefu...', '4. Theoretische Ins...', 'Inhaltliche Fragen zu...', '5. Unser Critical Mo...', 'feministischen Persp...', 'queeren Perspektiven', 'Queerbaiting in „She...', 'rassismuskritischen ...', 'Übung: Rassistische...', 'Szenenanalyse 1: „T...', and 'Szenenanalyse 2: „H...'. The main content area displays a video player with a still image of two women in a desert setting. The video title is 'Kritische Filmanalyse schnell und kompakt' and it includes a 'Überblick über die Sektion' link. Below the video, there is a description: 'Der studentische Guide im interaktiven Format - thematisch ergänzt und angereichert von Lena Rottinger. Die ursprüngliche Fassung finden Sie [hier](#).' and a 'Nutzungshinweis' stating: 'Die gesamte Sektion ist auch als [PDF](#) zum Download verfügbar.'

CRITICAL MEDIA LITERACY

ONLINE MODULE

Introduction 2 / 10

HSE

Ein wenig #Wasser in den #Wein der "#Klimaschutz"-Jünger: "#China stößt mehr (#CO2) aus als der #RestderWelt zusammen"! Und "die #Emissionen steigen stetig".
"#Wirschaffendas" (aber allemal, die deutsche #Industrie an die Wand zu fahren).

wiwo.de
Klimaschäden: CO2-Emissionen: China stößt mehr aus a...
Als größter Kohleverbraucher und bevölkerungsreichstes Land ist China entscheidend für den Kampf gegen die ...

6:44 nachm. · 25. Juli 2021

Hermine Granger in „Harry Potter“ (2001-2011)

Rory Gilmore in „Gilmore Girls“ (2000-2007)

"Smart Girl"

Umdrehen


CRITICAL MEDIA LITERACY

ONLINE MODULE

Welche rassistischen Stereotype konnten Sie in der Szene erkennen? (Mehrere Optionen sind möglich)

- „Mammy“
- „Faithful Black Servant“
- „Angry Black Woman“
- „Black Best Friend“

[Überprüfen](#)



Gabriella & Taylor Friendship Moments | High School Musical

Zuordnungsaufgabe: Klassische und multiperspektivische Kritik

Ordnen Sie die Aussagen zu.

- Letztlich lässt die Gesellschaft nur Kulturprodukte zu, die der herrschenden Ideologie (zum Beispiel dem Kapitalismus) entsprechen.
- Schwarze Menschen sehen Filme anders als Weiße - und das muss bei der kritischen Filmanalyse unbedingt berücksichtigt werden!
- Die Medienrezipient:innen verfügen in der Regel nicht über das Bewusstsein, Inhalte kritisch reflektieren zu können.
- Das wichtigste ist ein starkes gesellschaftstheoretisches Fundament im Sinne einer kritischen Gesellschaftstheorie.
- Man sollte sich als Kritiker:in nicht in einer erhabenen Position glauben, nur weil man über theoretische Kenntnisse verfügt.
- Praktisch bei jedem Film lässt sich eine Lesart finden, die einen gesellschaftskritischen Gehalt deutlich macht.
- Im Prinzip kann jede:r Filmkritik betreiben. Und jede Stimme sollte gehört werden.
- Es ist ja nett, dass alle irgendwelche Meinungen zu Filmen haben und rumkritisieren - aber entscheidend ist, was sich objektiv begründen lässt.

Klassische Kritik	Multiperspektivische Kritik

[Überprüfen](#)

CRITICAL MEDIA LITERACY

ONLINE MODULE

The screenshot shows the Lumi application interface. At the top, there is a teal header with a back arrow and the text "Lumi", and a settings gear icon on the right. On the left side, there is a sidebar menu with the following items:

- NEU Critical L... Interactive Book (with an H5P icon and a close button)
- Kritische Film... Interactive Book (with an H5P icon and a close button)
- Open H5P File (with a document icon)
- New H5P file (with a plus icon)

The main content area is divided into two parts. The top part is a video player showing a scene from the movie "Don't Look Up" with the Netflix logo in the top right corner. The video progress bar shows 0:00 / 1:55. Below the video player, there is a reflection task titled "Reflexionsaufgabe zu 'Don't Look Up'". The task is structured as follows:

- Denotative Ebene
- Konnotative Ebene
- Fazit

The "Denotative Ebene" section contains the following text:

Denotative Ebene

Was wurde in dem Film gezeigt? Wer war zu sehen und über was wurde gesprochen?

*
Meine Beobachtungen

Verbleibende Zeichenzahl: 1000

Wie wird das Wissenschaftsteam, d.h. Kate Dibiasky (Jennifer Lawrence) und Randall Mindy (Leonardo Di Caprio) dargestellt?

At the bottom right of the interface, there is a small text prompt: "Go to Settings to activate Windows."

CRITICAL MEDIA LITERACY

ONLINE MODULE

**2 Critical Media Literacy,
Populärkultur und Film**

Folgende Aspekte/Konzepte werden in diesem Abschnitt thematisiert:

- Verständnis von Critical Media Literacy
- Kernannahmen der CML
- Populärer Film
- Wirklichkeit/Realität in Filmen
- Medienkultur
- Krakauer und Propagandafilme
- Mehrdeutigkeit/Polysemie
- Filme als pädagogischer Text

[Jetzt lesen →](#)

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**3 Theorietraditionen und
Analyseperspektiven**

Activate Windows
Go to Settings to activate Windows

**Die
Entwicklung
der
Filmindustrie**

In diesem Zeitstrahl finden Sie von Prokop beschriebene Epochen und Ereignisse mit Filmbeispielen sowie weitere interessante Meilensteine und Hintergrundinformationen zur Filmgeschichte.

1896
Stadium des Polypols

M 4.2

Stadium des Oligopols

Der erste Spielfilm

Gründung des ersten Filmstudios

Stadium des Polypols

Stadium des Monopols

1890 1900 1910 1920 1930 1940

Activate Windows
Go to Settings to activate Windows

CRITICAL MEDIA LITERACY

ONLINE MODULE

CML, critical film analysis, image manipulation, games, climate literacy for climate action, AI, conversation analysis, critical thinking in sexuality education and porn, Hip-Hop, etc.

CRITICAL MEDIA LITERACY

ONLINE MODULE

- Transdisciplinary
- Interactive
- For teaching
- For self-paced learning
- For pedagogical inspiration
- For further development

CRITICAL MEDIA LITERACY

ONLINE MODULE

- Translation
- Feedback collection
- Quality assurance
- Further development
- Research

Thank you!

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UNIVERSITÄT
HEIDELBERG
ZUKUNFT
SEIT 1386

Die Heidelberg School of Education (HSE) ist eine gemeinsame hochschulübergreifende Einrichtung von Universität Heidelberg und Pädagogischer Hochschule Heidelberg.

Die HSE wird im Rahmen der gemeinsamen „Qualitätsoffensive Lehrerbildung“ von Bund und Ländern aus Mitteln des Bundesministeriums für Bildung und Forschung gefördert.

GEFÖRDERT VOM



Bundesministerium
für Bildung
und Forschung