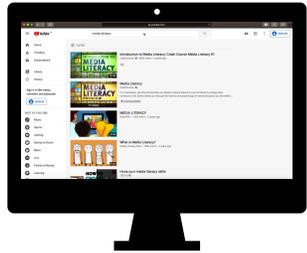


# LITERACY



With the increase of media in our lives, it's important to be critical of how we consume, make and participate in media and how it affects our everyday lives. When creating a multimodal project, the audience should be considered but we also need to understand how meaning is mediated through specific media formats.



While this video aims to introduce some concepts to aid in media and digital literacy, there are numerous accessible online sources that could fill in gaps or expand on questions that you might have. There are several definitions for both media and digital literacy, as they are comprised of various subjects and theories, as a result their definitions are constantly changing in parallel to how we interact with new digital forms in the past, present and future.



CANADA'S CENTRE  
FOR DIGITAL AND  
MEDIA LITERACY



In this video, we are using definitions that were used by Media Smarts, Canada's Centre for Digital and Media Literacy.

## Media Literacy

*how to be critically engaged consumers of media*

## Digital Literacy

*how to participate in digital media in safe, wise and ethical ways*



Literacies fall under the same core of 'critical thinking', but to specify different areas, effects and results of enacting criticality. Media literacy focuses on how to be critically engaged consumers of media, while digital literacy is more about participating in digital media in safe, wise and ethical ways. These terms are intertwined, and we are able to make meaning of each because they build on top of each other.



First, we will look at media literacy. To think about how much media we consume, how it affects us and can alter our viewpoint so easily is overwhelming. An approachable way to start to think about it is by asking yourself the following questions:

## Media Literacy

From whose perspective is a story being told?

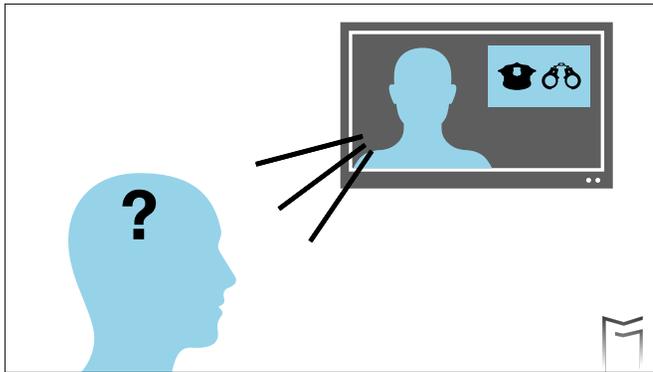
How do the unique elements and codes of a specific genre affect what we see, hear, or read?

How might different audiences interpret the same media production?

How does the media format, or the way the message is being relayed, inform the content, or what it says?



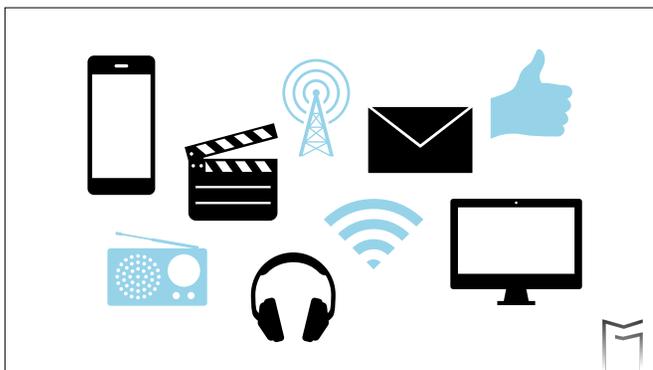
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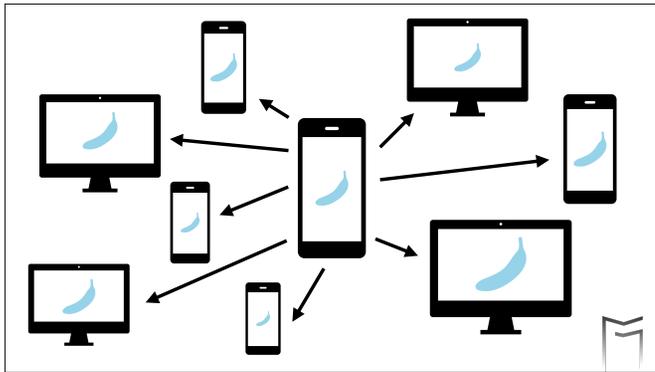
Media issues are complex and often contradictory, therefore important and revealing issues lie in the process of inquiry. Often in popular media, only certain narratives are shown, whether it is for an economic, social, or political standpoint. There is always an agenda being served and nothing is ever neutral. It is imperative to recognize that there needs to be a certain skepticism while we see, hear and feel as consumers of media and images.



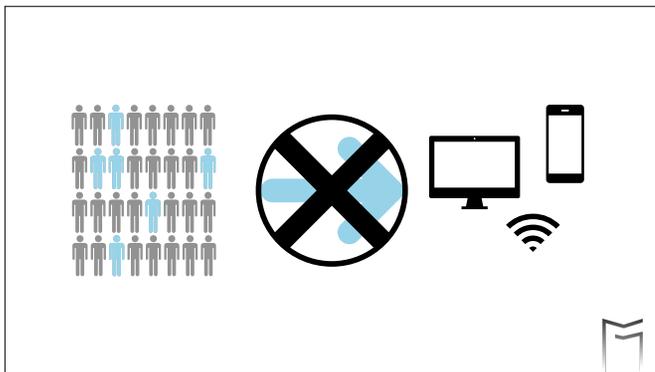
As well, an audience's interpretation or reception to media can differ due to age, gender, social status or even race. There is a responsibility for a creator to understand that there are multiple narratives, and that not acknowledging one is promoting another. As well, meaning speaks in many unconscious ways in images, such as manipulation of lighting, composition and juxtaposition of information. They all have an implication to social and political effects it creates or perpetuates, or ideologies it promotes. A critical questioning of how this happens is media literacy.



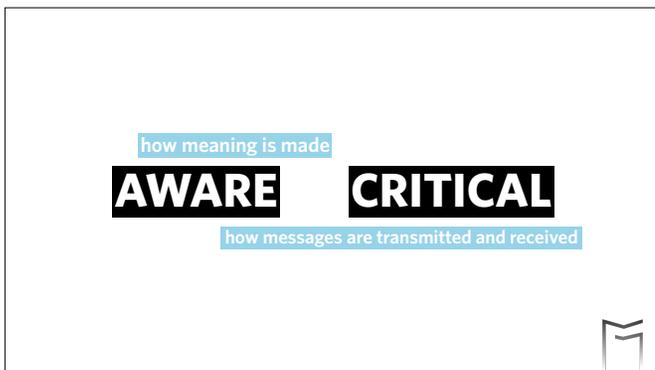
Digital literacy relies on media literacy concepts because our participation in digital media effects is both about receiving and communicating, and so how we see the that digital world can quickly influence what we put into it without us even realizing! The way in which the world is presented to us through digital media gives us a very specific and convincing version, and we miss out on other insights, knowledges and understandings that are important. With that in mind, we must take a bit of time to consciously question and be critical of what we share and contribute, in particular because technology is so easy and fast.



The popularity of our digital network has become an ingrained element of society. Forms of digital content are easily accessible and shared, and it can happen so quickly. It is good to remain wary of the fact that people can share and distribute information easily, it can reach audiences that one may not have expected, and digital memory is long because it is copied and archived.



While we know there are increasing amounts of people, businesses, services and even democratic processes that have transferred online, there are still demographics, communities and groups that lack digital access or skills to be able to navigate through these forms, even though you might find it easy.



In making a multimodal project, there are several things to consider about how meaning is made and how messages are transmitted and received. By practicing habits of awareness and criticality of digital and media effects you will have the literacy and tools to make a successful project because you will be able to enact responsible and accountable decisions of how media works.



MULTIMODAL PROJECTS



THE UNIVERSITY OF BRITISH COLUMBIA

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