**WORKSHOP PROPOSAL**

**Film, Media and Information Literacy Education in School, Public and Academic Libraries**

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# Introduction

# This session explores the practices of film, media and information literacy education in school, public and academic libraries. Five core pedagogies are demonstrated in this interactive and hands-on learning experience that showcase the uses of digital technologies and uses dialogue and discussion to advance the film, media and information literacy competencies of participants.

R**ationale**

The skillful use of film, media and technology supports lifelong learning and librarians can play significant roles in supporting these efforts. Although some librarians may place a higher priority on information literacy, research and technology support and other librarians value their leadership in reading promotion activities, all librarians can support the provision of film, video and media resources and the competencies needed for lifelong learning. How do libraries create programs and services that support and deepen viewing, analyzing and creating with film, video and visual media and technology?

**Focus and Format**.

In this workshop, we will demonstrate practical activities that enable video viewing to become a deep and intensive learning experience for children, youth and adults. We learn about non-optimal practices of using video in the library and take a look at hyper-restrictive policies for the use of film and video. We identify some core pedagogies of school librarianship associated with media and technology: close analysis, assessing credibility, literary adaptation, author visits, digital citizenship and media creation. Activities to be demonstrated and discussed include:

#1: Asking Questions for Inquiry Learning

#2: Close Reading of Video Texts

#3: Exploring and Creating Literary Adaptations

#4: Filmmaker/Author Visits

#5: Creating Media

**Target Audiences**

Library and information professionals with an interest in film, video and digital media; those who intersect with education professionals or offer direct service to children and youth

**Duration and Resources Required**

90 minutes

Access to broadband wireless is expected. Participants are expected to bring laptop, tablet or mobile phone for demonstration of pedagogical strategies.

**Learning Goals**

Participants will:

* gain knowledge about the pedagogical strategies of media and information literacy
* discuss the challenges and opportunities of using film, video and media in school, public and academic libraries
* gain familiarity with digital annotation tools for close analysis of video
* reflect on how attitudes about film, video and digital media shape librarians’ motivations and programming practices

**Demonstration of Tools for Transforming Video into Active, Deeper Learning**

We examine and use the following digital technologies to advance media and information literacy: ViewPure ([www.viewpure.com](http://www.viewpure.com)) is a website that displays YouTube videos on a spare white screen, without all the visual clutter. Because the comments section and and the related videos are removed, the visual field is less distracting and less likely to contain “inappropriate content.” Captioningof video content is a widely accepted educational practice and research shows that captions increase comprehension and support reading skills. Captions also help people recognize the strategic and intentional choices made by writers and speakers as they express meaning. Video Annotation tools enable students to engage with video by pausing and writing questions or comments, they are more likely to engage in critical analysis. Tools like Vialogues ([www.vialogues.com](http://www.vialogues.com)) and Ant (www.ant.umn.edu) help learners engage in close analysis activities. When learners collaborate on annotating a video, they discover that multiple interpretations of video occur because people interpret media using their life experience, background knowledge and world view to make sense of what they see.

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