

Critical Media Literacy Framework

Critical Media Literacy involves...	Conceptual Understandings	Questions
<p>1 recognizing the <i>construction of media messages</i> as a social process, rather than accepting texts as neutral or transparent conveyors of information.</p>	<p>Social Constructivism All information is co-constructed by individuals and/or groups of people who make choices within social contexts.</p>	<p>WHO are all the possible people who made choices that helped create this text?</p>
<p>2 analyzing languages, genres, codes, and conventions of all texts and mediums of communication (digital, visual, audio, print-based, etc.)</p>	<p>Languages / Semiotics Each medium has its own language with specific grammar and semantics.</p>	<p>HOW was this text constructed and delivered/accessed?</p>
<p>3 exploring the roles audiences play in actively <i>negotiating</i> meanings and how audiences contribute to positioning themselves in the meaning-making process.</p>	<p>Audience / Positionality Individuals and groups understand media messages similarly and/or differently depending on multiple contextual factors.</p>	<p>HOW could this text be understood differently?</p>
<p>4 examining the process of <i>representation</i>, to uncover and engage issues of bias, point of view, ideology, omission, aesthetics, power, privilege, and pleasure in the content of the text and the influence of the medium.</p>	<p>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.</p>	<p>WHAT values, points of view, and ideologies are represented or missing from this text or influenced by the medium?</p>
<p>5 studying the <i>institutions and systems</i> that motivate and structure media locally and globally, many of which are corporate businesses whose primary goal is maximizing profit.</p>	<p>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.</p>	<p>WHY was this text created and/or shared?</p>
<p>6 questioning media about racism, classism, sexism, sustainability and other issues of social and environmental justice because information and communication have impact and influence, yet many effects are long-range and difficult to prove. Since media do not operate in isolation from the world around them, some people and groups benefit more than others from media messages.</p>	<p>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.</p>	<p>WHOM does this text advantage and/or disadvantage?</p>

This collaborative framework was inspired by many people and updated November 5, 2016 by Jeff Share, Steven Funk, and Douglas Keilner